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VETERANS ADMINISTRATION
HOSPITAL (ATLANTA)
1670 CLAIRMONT ROAD
DECATUR, GEORGIA 30033

January [illegible]0, 1973

IN REPLY REFER TO: 508/123

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

It is encouraging to learn that the Commission is surveying the felt needs of librarians and the using public. It is a promising beginning. My testimony follows.

Probably the single most important issue facing the library community is resolution of the copyright dispute. The Commission would do well to present a positive and comprehensive statement of the profession's point of view and acceptable solutions. Most of what has appeared so far has been negative.

Library cooperation could profit from a survey of the problems and needs of inter-library loan. Two needs which might be explored are union catalogs and more encouragement of cooperation, perhaps by offering federal assistance to those willing to participate more fully. More union catalogs and/or finding services, such as the Atlanta-Athens Union Catalog here in Georgia or the Georgia Library Information Network, respectively, need to be encouraged. Equally important are regional subject catalogs such as the Periodical Holdings of the Resource Libraries in the Southeastern Regional Medical Library Program. In spite of the Regional Medical Library Program, several regions do not have such a tool. The situation may be more bleak outside the medical field.

The Commission might consider a survey of public library systems with an eye toward recommending consolidation where it meets the needs of the public. This could prove important in improving services to rural areas.

Although the Library of Congress, the National Agricultural Library and the Library of the Smithsonian Institution are working on data bases similar to the National Library of Medicine's MEDLINE, they seem to be a long way off. If this project could be given a high priority and more funding, it could have an enormous impact on academic library service.

Show veteran's full name VA file number, and social security number on all correspondence.

ERIC

Mr. Frederick H. Burkhardt

Many health professionals and para-medical personnel, especially those isolated from medical libraries, do not have access to professional literature except what they can afford to obtain themselves. Through the Regional Medical Library Program most, if not all, doctors have access to needed material one way or another. Such practitioners as veternarians, dentists, nurses, physical therapists, optometrists, hearing aid dealers and others may not have adequate service in some areas. The Commission could survey these and other groups to determine the need and propose legislation to remedy the situation.

Sincerely yours,

EUGENIA H. ABBEY
Chief, Library Service

ERIC
Full Text Provided by ERIC

ED 077550

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

PUBLIC HEARING;

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Atlanta Regional Hearing:

Other Written Testimony

U. S. Courtroom 318,

Old Post Office Building,

Atlanta, Georgia

Wednesday, March 7, 1973

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

LI 004 377

APPALACHIAN REGIONAL LIBRARY
913 C STREET
NORTH WILKESBORO, NORTH CAROLINA 28659

CHARLES E. ABEL
DIRECTOR

TRUSTEES
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[illegible]

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Suite [illegible]
Washington, D.C. 20036

Dear Mr. Burkhardt:

The enclosed application represents this library's request for funds in accordance with the enabling legislation, Public Law 91-345 [illegible] for the program specified by this proposal.

Your review of this application and any comments you may make will be greatly appreciated. In event you have any questions, please feel free to call upon me.

I shall anticipate hearing from you about this application at your earliest convenience.

Thank you.

Very truly yours,

Charles E. Abel, Director
Appalachian Regional Library

Enclosure

APPALACHIAN REGIONAL LIBRARY EXTENSION SERVICE PROGRAM

Submitted by: The Appalachian Regional Library
913 C Street
North Wilkesboro, North Carolina 28659

Program Duration: July 1, 1973 - December 31, 1976

Area Served: Ashe, Watauga and Wilkes Counties, North Carolina

Date: January 26, 1973

Charles E. Abel, Director

APPALACHIAN REGIONAL LIBRARY EXTENSION SERVICE PROGRAM

1. Name of Library or Institution Appalachian Regional Library System

   Address 913 "C" Street, N. Wilkesboro,NC 28659 Congressional District 5th & 10th

2. Name of Project Appalachian Regional Library Extension Service Program

3. Dates of Project: Estimated timespan: Three and one-half (3½) years

   To begin: July 1, 1973; Estimated termination Dec. 31, 19 76

4. Geographical and population data:

   a. Area served Ashe, Watauga and Wilkes Counties

   b. Number of persons in area served by project 92,499 (1970 Census)

   c. Predominant characteristics (Estimate percentage distribution in each of the following areas):

      1. (a) model city neighborhood 0 %; (b) Appalachia 100 %

      2. (a) urban 22.1 %; suburban * %; rural 77.9 %

5. Type of group (check category which best describes the population served by the project):

   X General Public

   X Economically disadvantaged

   X Physically handicapped; give percentage of group blind .022 %

   ___ Migrant

   X Institutionalized**

   X Other (specify) Service Agencies, Non-physically handicapped***

6. Age group served (Estimate percentage of population in 4.b. in each age group):

   a. children (0 - 14) 24 % b. Youth (15-24) 22 %

   c. working age (25-64) 44 % d. Aged (65 and over) 10 %

7. Ethnic or racial group (Is this project designed primarily for a specific ethnic or racial group?) ___ yes; X no.

   If "yes" please estimate percentage distribution:

   American Indian___%; Negro___%; White___%; Other (specify)___

8. Number of participating libraries and agencies:

a. Total 43; b. Public 32; c. School 4; d. Technical institutes 0; e. Junior (or Community) College 1; f. Other academic 1; g. Special 0; h. Hospitals 3; i. Correctional 0; j. Residential Schools 0; Other 7

9. Give name and title of person in charge of project: (If helpful, attach table of organization showing administrative relationship to total library program)

Name of Supervisor: Charles E. Abel Title: Director

Yes Certified Librarian; Yes (M.S.L.S.) College Graduate; Other (Specify)

Claude Billings, Chairman
Appalachian Regional Library Board

Charles E. Abel, Library Director

January 26, 1973
Date

* Census data does not distinguish between urban and suburban in the area served by this facility.

** Includes senior citizens confined to rest/nursing homes.

*** Includes the mentally, emotionally and culturally handicapped.

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PREFACE

In cooperation with the National Commission on Libraries and Information Science, the Appalachian Regional Library is submitting the enclosed program as the intial plan to provide library and information services adequate to meet the needs of the people of Ashe, Watauga and Wilkes Counties. The basic premise of this five component program is that an adequate library system must inject itself into all the needs and problems of those it is commissioned to serve. To do so, the traditional library approach by which only a segment of society has been partially served must be discarded and the library must assume responsibility along with all other governmental and private agencies to service total community needs. Otherwise, the public library will be limited to present users and confined to current deficiencies. Furthermore, "potential users" would be a meaningless phrase.

Although this project is divided into five components and each component is subdivided into phases, it is considered to be one program with one purpose: to make the library system relevant to the needs of the society it seeks to serve. One may criticize the program because it represents a departure from customary library activities. Such a criticism is justified because it is the intent of the applicant to make this departure because it is in the best interest of the library and of the citizenry. It may also be argued that the first component (Extended Library Hours) is not an innovative approach because many current libraries already practice such library hours. Such an argument is valid only if the

Appalachian Regional Library is compared to more metropolitan type libraries where extended hours are already observed. However, such hours have never been observed in this region and it is therefore innovative for this library system and represents an attempt to "catch up" with those who have been able to implement such a component.

Finally, the applicant wishes to emphasize that regardless of how innovative this proposal may or may not be, all components represent a major variation of the applicant's current attempts to serve the public in its area of responsibility. Other public and private agencies have found it necessary to change as society changes and this proposal recognizes the same necessity for a public library. Thus, a public library can no longer wait for people to come to it either as a permanent facility or as a bookmobile "stop station." Conversely, it must go to them prepared not only to meet their literary needs but also, at least in some measure, to cope with their economic, educational, health, social and other needs/problems. Only by such an approach as this can any agency recognize and serve the total individual and thus deal effectively with reality. The foregoing is a statement of the philosophy and conviction of the Appalachian Regional Library.

APPALACHIAN REGIONAL LIBRARY EXTENDED SERVICE PROGRAM

Program Outline

I. Extended Library Hours Component

  A. Central Library Units (Jefferson, Boone and North Wilkesboro)

    1. Seven day per week service

    2. Office hours

      a. Monday-Friday (8:00 a.m. - 10:00 p.m.)

      b. Saturday (8:00 a.m. - 3:00 p.m.)

      c. Sunday (2:00 p.m. - 6:00 p.m.)

  B. Branch Library Units (Services based on local population)

    1. Three day per week service

      a. Particular days determined by need and staff availability

      b. Office hours (9:00 a.m. - 6:00 p.m.)

    2. Four day per week service

      a. Particular days determined by need and staff availability

      b. Office hours (9:00 a.m. - 6:00 p.m.)

    3. Target Areas (Areas of greatest poverty conscentration)

      a. Days open per week will automatically include Saturday and Sunday

      b. Office hours (To correspond with central library hours)

    4. Mobile units will serve other areas

II. Interagency Library Component

  A. Establish a library unit in each central library (Jefferson, Boone and North Wilkesboro) for the staff of those agencies whose clientele include the disadvantaged

B. Equipment: books, periodicals, films, etc. pertinent to the various concerns of the participating agencies

C. Serving the disadvantaged through existing agencies

D. Interagency volunte[illegible] t (Wilkes County)

   1. Employment of a Volunteer Coordinator for an interagency volunteer program

   2. Utilization of volunteers to complement library staff services

III. Mobile Educational Component

A. Mobile Testing Unit

   1. Reading level/aptitude testing project

   2. Art aptitude testing project

   3. Music aptitude testing project

B. Mobile Instructional Unit

   1. "Right to Read" project

   2. Art instruction project

   3. Music instruction project

   4. "Caravan" storytelling project for target areas

   5. Library services orientation project (to inform the general public of the services of the public library system)

   6. Public essay contest on "How I Utilize The Public Library"

      a. Elementary school students (Winner: $25. Savings Bond)

      b. High school students (Winner: $50. Savings Bond)

c. Adult project (Winner: $100. Savings Bond)

d. Senior citizens project (Winner: $100. in cash)

IV. Senior Citizens Component

A. Monthly bookmobile/mobile educational unit visits to the thirteen (13) senior citizens centers in Wilkes County (similar community center visits will be made for senior citizens in Ashe and Watauga Counties)

B. Procurement of large print editions of books for senior citizens with visual difficulties

C. Volunteer home visiting unit for non-ambulatory senior citizens

D. Provision of monthly refreshments for senior citizens club meetings

E. Provision for supplementary craft supplies for senior citizens classes at Wilkes Community College

F. Full time staff member for senior citizens recreation planning

V. Parent-Youth Truth (PYT) Program Component

A. Employment of a Social Group Worker to work in problem areas of youth groups (drug abuse, venereal disease, potential school dropouts, alcoholism, etc.) in Wilkes County

B. Procurement of educational materials (books, films, brochures, phamplets, etc.) for dissemination to youths and parents

C. Parent-youth forums (includes public meetings of parents-youths for information, discussion, etc.) as the actual situation is relevant to Wilkes County

PROGRAM NARRATIVE

The purpose of this program is to extend library services to the total citizenry of Ashe, Watauga and Wilkes Counties, North Carolina with an emphasis on disadvantaged citizens. Disadvantaged citizens refer to those persons within this area who are handicapped by one or more of the following factors: (1) Economic, (2) Physical, (3) Mental, (4) Emotional and (5) Education/Cultural. While it is planned to continue the current library services without abatement, it is proposed to expand the scope and quality of services in order to increase the clientele of the library and thereby contribute to the quality of community life within the area served by this facility. In order to develop a program sufficiently comprehensive to meet the local needs, the following components are included: (1) Extended Library Hours Component, (2) Interagency Library Component, (3) Mobile Education Component, (4) Senior Citizens Component and (5) Parent-Youth Truth (PYT) Component. These components are considered to be segments of a total program rather than separate programs which may be otherwise unrelated. Not only does this approach enable the applicant to demonstrate the relationship between these components and their bearing on national and regional priorities as they are contrasted to actual local need, but it also represents a safeguard against fragmented services, which has commonly been the scourge of programs designed to meet public need.

It has been necessary to confine the PYT (Parent-Youth Truth) component to Wilkes County. This component is considered to be one of the most important elements in the whole program. It should be considered as a demonstration project and, as such, a project by which the agency can learn from experience while the project is limited in geographic scope sufficiently to permit expurgation prior to the application of such a project on a regional basis. Not only does the applicant agency have no experience in administering such a project as this, but neither does any other agency within this three county region and there is consequently, no program which even bears a similarity to this component within the three counties.

The choice of Wilkes County as the area of demonstration is due primarily to two factors. First, Wilkes County is the headquarters of the applicant agency and this choice will allow greater latitude for coordination and efficiency in operation of the project. Secondly, the problems peculiar to youth seem to be more intense in Wilkes County than in the other two counties. For example, there are more state highway patrolmen assigned to Wilkes County than any other county in the state in proportion to the population. Also, there have been numerous recent arrests involving young people in illegal drug possession and traffic of narcotics. Except for the limitation of funds, this program would propose the expansion of the PYT component into the other counties by January, 1973. Since lack of sufficient funding would prohibit such a regional component, the applicant believes this matter is of sufficient import to effect immediately, if only in one county. The applicant will seek expansion of this component into the other counties if there is opportunity to do so at a later date.

The first component of this program consists of an extended library hours provision. There is some doubt that the current hours observed by the library qualify it to be called a "public library." Therefore, any program designed to improve or expand library services must begin with the library itself.

First, we are concerned with the central library units. Currently, library hours are essentially the same as those hours when the adult population is at work and the student is attending classes (except for Saturdays when many adults work and students are ill dispcsed to utilize a non-school day for studies or other academic pursuits). It is true that some students have parents who bring them to the library for about two (2) hours after school on week days but these children are generally from affluent families where it is necessary for only one parent to be employed. Thus, such hours mitigate against disadvantaged families. The same is true of the working adults who find it necessary to utilize current Saturday hours for shopping, etc. Therefore, it may accurately be said that current library hours are only for those who can "afford" them and that they consequently discriminate against the disadvantaged.

In order to remedy this situation, it is proposed that these central libraries remain open from 8:00 a.m. until 10:00 p.m. during week days rather than from 8:00 a.m. until 5:00 p.m. This will allow a maximum of seven (7) hours for the students to utilize the library exclusive of school hours and a maximum five (5) hours for the employed adults. In addition, it is proposed that these libraries open from 2:00 p.m. until 6:00 p.m. on Sundays. The fact that all other agencies and most businesses are closed during this time will add a distinctive element to library services. Retention of current Saturday library hours is based upon the fact that the public uses these particular hours less than any other hours during the week for library purposes and it is felt that it is of sufficient import to the morale and convenience of that staff to maintain this schedule.

The current hours and days of operation of the branch libraries vary with the particular branch. It is proposed that there continue to be branches open for three (3) and four (4) days per week but that the hours be made consistent and that the determinitive factor regarding the number of days each will be open be contingent upon local need/demand. The hours for each branch unit will be from 9:00 a.m. until 6:00 p.m. These hours should be consideredto be of an experimental nature. The applicant prefers that the hours correspond with the proposed hours for the central units. However, the applicant believes it would be more practical to first coordinate the hours for these units and that the experience of the first six (6) months of operation of these units determine whether any branch unit hours be altered to conform with the hours of the central units.

In addition, it is proposed that any branch unit which is also a "target area" (an area of poverty/disadvantaged concentration) have the same service as that of the central units. Thus, any branch unit which is also a "target area" would be open seven (7) days per week but the hours would be determined by the particular need of that unit. For example, at a particular branch, it may be better for the hours to be from 1:00 p.m. until 10:00 p.m. rather than to correspond exactly with the hours of the central units. Such an approach will allow the applicant sufficient latitude to respond to actual need rather than to predict need within a data vacuum.

Other areas which do not currently have branch units will be served by mobile units, including some "target areas." However, "target areas" will receive greater attention, especially when there is prospect for using a community center in conjunction with the mobile units which serve the area. It is expected that the first six (6) months of operation will reveal possibilities for the establishment of additional branch units but this is not the primary purpose of this aspect of this component. However, such possibilities will be evaluated within the context of actual need and the ability of the applicant agency to meet that need. Thus, if the applicant is unable to establish another branch unit because such would detract from other components of the program, the applicant will continue to attempt service of that area by mobile units. The primary purpose of this aspect of this component is to increase the quantity and quality of services currently offered through the mobile units.

The second part of this program consists of an interagency library component. First, this involves the establishment of an "agency library" at each central unit. There currently exists no library resources for the staff members of local agencies to utilize in relation to their occupations except for brochures, phamplets, etc. secured through the state or federal agency of which the local agency is a sub-division. Thus, these staff members have no local means by which they may upgrade themselves in their profession and therefore be of maximum service to their clientele. For example, the local Department of Social Services has quite often found it an absolute necessity to employ college graduates with a bachelor's degree in areas of study which have offered little or no relation to social work. Such employees receive an orientation and the Staff Development Section of the N. C. State Department of Social Services attempts to inject social work theory and practice philosophy through periodic instruction sessions, workshops, etc. However, this can only meet the partial needs of the social worker and provide no local resource for the caseworker to better equip himself to serve his clientele. The local Department of Social Services cannot establish the kind of library resource needed by its staff and the same is true of other agencies which serve this area because their respective budgets will not permit such. However, through this project, an interagency library could be established as a program of the central library in each county. Such would provide both a resource and a motivation for staff members to seek self-improvement. It would not only assist such employees as mentioned above but would also serve to assist those whose studies had been pertinent to the agency operation in which they are now involved. In addition, it would provide a resource by which supervisory personnel and agency directors could be better informed about new developments within their particular areas of concern, including both theory and new methods/techniques, which would promote more effective administration in the various agencies' efforts to serve the disadvantaged.

Materials neecesary for such an "agency library" (a library within a library) would include books, periodicals, films, etc. and some brochures/phamplets which are not supplied by a state or federal agency. Since it would be unrealistic for the library to secure materials out of context with the actual need of the agencies, these organizations would be requested to supply the library with a listing of the items for which the agency actually had need. The library would furthermore require that any request from any agency be made on the basis that the agency would certify utilization by staff members of those items which it requested. Such would minimize the prospect that funds would be expended for items which would not be utilized by agency staff members.

While this component would serve agency staff members directly, its ultimate purpose would be for the benefit of the disadvantaged because it would have a direct bearing on the capacity of the agency staff members to better serve their clients. In addition, there are certain materials which are not available without cost, even from governmental organizations, to local agencies and cannot be procured due to the limits on local agencies' budgets. For example, at least three local agencies (Health, Mental Health and Social Services) are involved to some degree in Family Planning Services, especially to the disadvantaged. Medical, social and statistical data are available from a variety of sources but much of the data, including governmental publications, are not supplied without cost. Not only would this component make provision for such data to be made available to agency staff members but phamplet type information designed for the consumption of the agencies' clientele could be secured for distribution by agency staff to its clientele. Such would add a new dimension of service for the disadvantaged.

In order to complete this interagency component, the applicant proposes to employ a staff member in the capacity of a volunteer coordinator. This position will involve responsibility to recruit volunteers for both the library and other agencies. By recruiting volunteers for other agencies, the library will not only provide assistance for these agencies but this activity will provide opportunity for the library to build meaningful relationships with those agencies. However, a condition for assisting any agency in volunteer recruitment will be for that agency to assign a "contact person" from its staff to work with the coordinator.

Perhaps of even greater significance will be the affect of volunteers working with the various agencies. Citizens who work as volunteers in a particular agency will learn about the problems and needs of that agency and as more citizens are recruited and expend their personal efforts in behalf of that agency, public knowledge and support of that agency will expand. Thus, such a program becomes a part of the public relations of the participating agencies.

The third part of this program consists of a mobile education component. This component seeks to utilize a variety of means to project library services into communities which currently have little or no access to library facilities and, therefore, little knowledge of the purpose of public libraries.

First, it is proposed to initiate a mobile testing unit which would offer testing to determine the reading level/aptitude of school age children and adults (who may be referred to enroll in adult basic education courses) and art and music aptitude testing for pre-school and school age children. Testing will be standardized and the particular tests to be offered will be determined in consultation with the local school administrations, New River Mental Health Center and Appalachian State University. Mobile units will be procured to make visits to community centers, schools and other locations which will serve this purpose. All testing will be coordinated with the local schools in order to supplement current school activities in these areas and to avoid duplication of existing school or other programs. Staffing for the administration of this project will be explained in the staffing narrative of the application.

This component will also include mobile instructional units which will make regular visits to the areas where the testing project has been operative and instruction will be based upon the results of the testing project. Planning for specific instructional content will be made prior to the initiation of the project and, as specified in regard to the testing project, instruction will be in collaboration with the school administrations. The applicant believes it is essential that the schools have the opportunity of giving direction to the program regarding any testing or instruction provided through this component because any project administered otherwise could be detrimental both to the child and to the local educational systems which retain the legal and moral responsibility for such activities. It is, therefore, the purpose of this component that the public library be utilized to extend the reach of the schools, particularly in remote areas. This testing/instruction project may also be utilized in central and branch libraries, but the primary thrust will be for those areas of greater library facility isolation.

The applicant is convinced that all citizens not only have the right to read but that such is a practical necessity for daily life. Therefore, success in this area is vital not only to the general public but also to the future of the public library. For this reason, the applicant hopes to begin to compete with non-constructive, non-educational forms of "pastime" activities thrust upon the public through the medium of television, etc. Since the applicant believes that reading can be informative, interesting and entertaining, it will seek to demonstrate such through this component.

The art and music instruction projects will be of general content since it will be necessary to determine the content on an individual or local basis For example, in some cases, art instruction may involve painting while in others, it may involve instruction in ceramic creations. Furthermore, music instruction may involve instrumental or voice instruction both with individuals and with groups. Some children may either have the necessary instrument or else have access to an instrument through a church or a community center. In any event, funds for procurement of instruments will not constitute a significant portion of the budget. Generally, purchase of any musical instrument will be made only for a community center, etc. and will remain the property of the library unless such a group later reimburses the library for the instrument. Any such purchase made will be on condition that the instrument be for the use of the disadvantaged children in the community or locale and no purchase will be made which will inure to the benefit of any religious or other sectarian group. This component of art and music testing and instruction will be specifically designed for early childhood education.

Beginning with the summer vacation period of 1973, a "Caravan" story-telling project will be initiated for target areas of the three counties. This project will be coordinated with the art and music classes in order to make provision for those who show little promise of benefit from specific art/music instruction. However, this project will not be limited to such children but will include children who show promise in art and music and all participating children will be encouraged to improvise stories related to their particular sub-culture in an attempt to instill the placement of values on a particular sub-culture by the children. Particular efforts will be directed toward those children who demonstrate symptoms of social withdrawal which may be attributed to their interpretation of their particular sub-culture as inferior or lacking in relation to that of other children. This is based upon the premise that variations among the sub-cultures of our society contribute to our national strength.

A library services orientation project will be initiated in all three counties beginning with the first six (6) months of program operation. The object of this project will be to educate the general public about the nature ond services of a public library. The content of this project will be specifically determined during the planning phase of the program.

During the summer months (June-August) of 1974, a contest on "How I Utilize the Public Library!" will be in effect for elementary school students, high school students, employed adults and senior citizens in each of the three counties. Winners in each category will receive the following awards:

1. Elementary school students: A $25. Savings Bond
2. High school students: A $50. Savings Bond
3. Employed adults: A $100. Savings Bond
4. Senior citizens: A $100. in cash

In order to ensure greater equity for the disadvantaged, two (2) particular provisions shall apply. First, the employed adults and the senior citizens categories shall be limited to participants who have had no formal education beyond high school. Secondly, volunteer advisors shall be secured from the interagency volunteer program in Wilkes County and from other sources in the other counties. These volunteers shall be limited to advising the elementary and high school students (from disadvantaged families) on technical matters such as form, spelling, punctuation, etc. rather than on content. The applicant believes that in some instances the content from disadvantaged students may be more graphic than that from the other contestants. Determination regarding judging and other regulatory details shall be completed and advertised in local news media prior to the beginning date. This represents an effort by the applicant to motivate public inquiry about library services and to instigate greater utilization of the public library. It presupposes the necessity for contest participants to be/become the recipients of library services and it ensures that public attention will be focused not only on this particular project, but also on other projects within the various components operative at the time of the contest.

The fourth component of this program is that of a series of projects designed to better serve the needs of the aging. Wilkes County ha an established agency for senior citizens with a Board of Directors (private non-profit) composed almost exclusively of senior citizens. This agency has a central office with a staff consisting of a coordinator, a secretary and a part-time assistant to the coordinator. Services for this group in Watauga County is primarily organized through the local CAP office in Boone. The applicant knows of no organized, general program for senior citizens in Ashe County. This component proposes to strengthen the program operative in Wilkes County, to plan for the expansion of services in Watauga County and to devise organized services for Ashe County. All efforts by the applicant to serve this group will be coordinated through the appropriate agencies in each county.

Monthly bookmobile/mobile educational unit visits will be made to the thirteen clubs in Wilkes County and similar community center visits will be made for senior citizens in the other counties. The library will procure "large print" editions of books, etc. for members of this group who have visual dffficulties. Volunteers will make home visits to assist in some homemaking activities, minor repairs, storytelling, etc. Provision will also be made to provide refreshments for those groups who have monthly meetings and assistance will be available for club programs, etc. Supplementary craft supplies will be provided for senior citizens who are enrolled in craft courses where the school's budget is too limited to meet the total craft supply needs of disadvantaged senior citizens. In addition, a part-time staff member will be secured to plan and effect recreation programs for this age group. It is planned that this staff member work primarily with the senior citizens in Wilkes County during the first six (6) months of operation. During this time, this staff member will have opportunity to become sufficiently familiar with the program in Wilkes County to enable him/her to assist in expanding and implementing similar services in the other counties. This will be particularly useful in event groups in the other counties are interested in organizing their own club/agency. Thereafter, the time of this staff member will be alloted to this age group of each county according to the need/interest of this group.

Since there is an increasing need to deal in a specialized way with the problems of parents and youth, the applicant proposes a Parent-Youth Truth (PYT) program component. This program is based upon the premise that there is not only a "generation gap," but that there are a series of gaps or gulfs between the extremities of the age spectrum which may have little or nothing to do with the age factor because the age factor seems to be a symptom rather than the cause of the problems. This appears obvious when it is noted that the equivilent of a "generation gap" exists between those of the same generation or even between those whose birthdates are the same. Furthermore, blame/responsibility cannot be rationally attributed to any particular age group and even if this could be done, such assignment of guilt would solve no problems. It would most probably constitute an escape mechanism for some and thereby create an additional gulf. The applicant believes it would be closer to the truth to define the cause of this problem as an imbalance between our competence in technology and our competence in human relations. Many of our citizens developed patterns of behavior which determined the means of relating to others prior to the technological explosion and they find little need to ponder about the way they must relate to others. They thus are content to accept technological advances which effect more convenience in daily life such as new appliances, etc. but may look askance at the technology which has placed men on the moon, especially when they can visualize no practical purpose for such probes. Another segment of the population tried to develop patterns of behavior which would determine the means of relating to others during or immediately following the technological explosion and thus find it difficult to know what to think or do at a given time in response to a given situation. They are thus in a kind of limbo of human relationships. Both their parents and their children are a burden to them. Meanwhile, the younger age group find the whole scene reprehensible because the technological explosion has been an implosion for them and the only logical solution is to escape from a "mechanistic world" which allows little or no possibility for warm personal relations with others unless they defy society through resistance or open rebellion against society. With this in mind, the applicant proposes the question,"Can we justly argue with the attempts of young people to escape what they interpret their world to be even if it means escape to an unreal world via the narcotics scene, etc.?"

Regardless of the real cause of the problem that exists relative to this matter, it is the intent of the applicant to propose a program which would consist of a minimum of three aspects. First, the applicant proposes to employ a social group worker to work in problem areas of parent-youth groups (drug abuse, venereal disease, school dropouts, alcoholism, etc.) in Wilkes County. Secondly, this program would involve the procurement of educational materials (books, films, brochures, phamplets, etc.) for dissemination to youth and parents. Thirdly, the applicant proposes that this social group worker be responsible to conduct parent-youth forums which would involve public meetings/small group meetings in order that the parents and youth may secure information and have opportunity to discuss problems relative to their situation. It is intended that information on these problems be discussed as the problems are particularly relative to this county. This group worker would work with the law enforcement, social and other agencies as a part of his job responsibilities.

STATISTICAL DATA

I. Population*

A. Total Population (3 County): 92,499

1. Ashe County: 19,571
2. Watauga County: 23,404
3. Wilkes County: 49,524

B. Ethnic Distribution

1. Caucasian (3 County): 88,365
2. Negroid (3 County): 4,030
3. Other (3 County): 104

C. Sex Distribution

1. Male (3 County): 45,100
2. Female (3 County): 47,399

D. Age Distribution

1. Pre-school age (3 County): 7,607
2. Elementary school age (3 County): 15,118
3. High school age (3 County): 7,043
4. Working (18-59 years) age (3 County): 50,226
5. Retired (60 years +) age (3 County): 12,505

II. Income Index

A. Total Percentage of Poor Families (3 County): 32.2%**

1. Ashe County: 30.2%
2. Watauga County: 33.6%
3. Wilkes County: 32.9%

B. Total Number Receiving Public Assistance in July, 1971 (3 County): 3,987***

1. Ashe County: 1,039
2. Watauga County: 708
3. Wilkes County: 2,190

C. Total Public Assistance Expenditures in July, 1971 (3 County): $ 204,764.07***

1. Ashe County: $ 52,752.13
2. Watauga County: $ 39,332.53
3. Wilkes County: $ 112,679.41

III. Housing Data*

A. Total Number Housing Units (3 County): 31,366

1. Ashe County: 7,011
2. Watauga County: 8,538
3. Wilkes County: 15,817

B. Percentage Owner Occupied (3 County): 80.916%

1. Ashe County: 81.828%
2. Watauga County: 73.058%
3. Wilkes County: 77.862%

C. Percentage Overcrowded Units (3 County): 9.383%

1. Ashe County: 9.176%
2. Watauga County: 7.936%
3. Wilkes County: 11.038%

D. Average Monthly Rent (3 County): $59.33

1. Ashe County: $46.
2. Watauga County: $83.
3. Wilkes County: $49.

E. Percentage Incomplete Plumbing (3 County): 22.826%

1. Ashe County: 30.780%
2. Watauga County: 16.057%
3. Wilkes County: 21.641%

F. Percentage Without Telephones (3 County): 26.991%

1. Ashe County: 30.368%
2. Watauga County: 19.987%
3. Wilkes County: 30.618%

* U. S. Census Bureau (1970)
** Community Profiles, U. S. Office of Economic Opportunity (1967)
*** N. C. State Dept. of Social Services (July, 1971) - Includes only A.A., A.D., A.F.D.C. and Medical Assistance categories.

PROGRAM STAFF

Staffing for the program will consist of the following:

1. One Director (full time)
2. One Social Group Worker (full time)
3. One Interagency Volunteer Coordinator (full time)
4. Two Reading Instructors (½ time)
5. Two Art Instructors (½ time)
6. Two Music Instructors (½ time)
7. One Testing Administrator (½ time)
8. One Senior Citizens Recreation Aide (full time)
9. Nine Library Aides (½ time)
10. Two Library Aides (½ time)
11. One Secretary (full time)

The above staff would constitute the minimum necessary staff for the operation of this program. These employees shall be recruited from among professionals, students, para-professionals and other local persons. The applicant believes it is essential that the director and social group worker be employed from professional ranks. It is planned to secure reading, art and music students as instructors on a one-half time basis and such plans will have to be arranged with Appalachian State University in order to devise a time schedule for the students in the internship program.

The applicant will attempt to employ as many para-professionals as possible from among disadvantaged citizens to serve within the different phases of the various components of this program. In addition, efforts will be made to secure some of the Library Aides from this group.

Arrangements have been made with the director of Extension and Field services at Appalachian State University to secure students (undergraduate and graduate students) for the positions of instructors, testing administrators and library aides through their internship program. This program offers students the opportunity of paid field placements to provide both experience and necessary financial aid for needy students. The applicant has been assured that provision of these student interns would pose no problem for the university. In addition, the university has assured the applicant that there are numerous Library Science students enrolled in the school who would be available for this program. This affords the applicant opportunity to encourage students to pursue career studies in Library Science. All student interns employed will be at least juniors and an attempt will be made to secure as many graduate students in Library Science as possible.

It is the applicant's plan to secure a director of this program who has a degree in Library Science. The director of Extension and Field services at Appalachian State University has indicated that he feels that he can assist in the procurement of such a person. The applicant will also consult the State Library in regard to filling this position. In event a competent director with a degree in Library Science cannot be secured, it is the applicant's intent to secure a director who has a degree in a related field of study. The basic purpose in securing any director would be to employ someone who is predisposed to the promotion of the public library both in its regular public services program and specifically as the program specified by this application could be used to strengthen and promote the concept of the public library system to the general public.

The applicant feels it is essential that the program director have a definite responsibility to the director of the Appalachian Regional Library but that the current library director be free to direct his attention to the current library program operation. The library director would, therefore, have line authority over this program director but the program director would have the latitude to direct all five components listed in this application with a minimum necessity to consume the time and efforts of the regional library director in fulfilling the terms of the program envisioned by this application. This will allow the regional library director to continue with his current responsibilities without the necessity of assuming additional responsibilities which would infringe upon his ability to function in his current capacity. This would mean that the success of the program would be the direct responsibility of the program director to be employed and that in event the program director did not achieve an acceptable degree of success in the operation of the program, the library director would, in concert with the Regional Library Board, take whatever measures necessary to correct such a situation. In event such a situation arose, interpretation of success and the degree thereof would be determined through the evaluation process, the assistance of State Library personnel and Regional Library Board members. Therefore, any corrective measures taken would be in relation to this specified procedure. While the applicant believes that specification of such responsibilities is necessary for the benefit of the library director and consequently the current library program, it is also believed that the program director must have measures of latitude which would recognize the necessity for a program director to have skills other than that which may be demanded of a librarian.

Employment data for the staff are as follows:

A. Program Director Job Description

1. To direct/supervise the total program in the three county area.
2. To make recommendations regarding the employment or any necessary dismissal of any staff in any program component.
3. To initiate and direct orientation of all staff for all program components.
4. To coordinate all program activities with the appropriate agency/organization and relate all aspects of each program component to promote and otherwise serve to the advantage of the Appalachain Regional Library in its function as a public library.
5. To authorize and assume responsibility for all expenditure of funds acquired for the operation of this program.
6. To establish and maintain a system of records satisfactory to the grantor and to the regional library board and make periodic reports to the library director/regional board regarding program operation, including making recommendations for program improvements.
7. The program director shall be responsible to the library director/regional library board.

B. Program Director's Job Qualifications

1. A minimum of five (5) years of accredited college training with a degree in Library Science or as specified under the program staff narration.
2. A minimum of two (2) years satisfactory work experience, including a minimum of one (1) year of satisfactory work experience in a library facility or in a related field.
3. A minimum of two (2) references satisfactory to the regional library board.

C. Social Group Worker's Job Description

1. To organize and maintain therapeutic group sessions of youths and parent-youth groups.
2. To counsel youths/parents individually or in groups relative to problems specified in the program narrative or problems related thereto.
3. To dispense educational materials to youths, parents and interested persons/agencies.
4. To coordinate activities with appropriate agencies/organizations/persons and to cooperate with law enforcement agencies to the advantage of youths, parents and society.
5. To organize parent-youth forums and otherwise encourage and abet communication and understanding between parents, youth and law enforcement agencies.
6. To maintain confidentiality in all work relationships with youths/parents. This should not be construed to mean that this staff member could become an accomplice before or after the fact of a felony but it does prohibit this staff member from otherwise

discussing any matter of confidential import with any person(s)/group(s) other than the person(s)/group(s) served.

7. The social group worker shall be responsible to the program director.

D. Social Group Worker Job Qualifications

1. A minimum of four (4) years of accredited college training with a degree in a field of study related to social work.
2. A minimum of two (2) years of satisfactory work experience, including a minimum of one (1) year of satisfactory work experience as a group worker.
3. A minimum of two (2) references satisfactory to the regional library board.

E. Interagency Volunteer Coordinator's Job Description

1. To direct an "interagency volunteer program."
2. To secure from participating agencies a listing of those respective agencies' volunteer needs, including a job description for each volunteer requested compiled by the agency making the request.
3. To recruit volunteers to meet agency needs from the general public.
4. To advertise and report on the volunteer program on a regular basis through local news media and through speeches to civic groups, churches, etc.
5. To arrange for adequate orientation of each volunteer by the requesting agency.
6. To make recommendations regarding planning and implementation of volunteer services and financing based on evaluation of the agencies and their needs and the volunteers and their performance.
7. The coordinator shall be immediately responsible to the program director.

F. Interagency Volunteer Coordinator's Job Qualifications

1. A minimum of a high school education.
2. A minimum of two (2) years of satisfactory work experience including a minimum of one (1) year of satisfactory work experience related to the demands of this position and/or a demonstrated ability to understand basic agency needs/problems and to relate adequately to agency personnel and the general public.
3. A minimum of two (2) references satisfactory to the regional library board.

G. Art Instructors' Job Description

1. To provide basic art (diversified forms) instruction primarily to preschool and elementary school age children based upon the results of the art aptitude testing program.
2. To provide a measure of more advanced art (diversified forms) instruction which would, primarily, enable preschool and elementary school age children to draw, paint, etc., scenes or create other art forms consistent with the individual's talent/potential.
3. To encourage and abet art students in this project and their parents to plan for careers/hobbies in the arts.
4. To plan and provide opportunity for student art displays, particularly in library facilities.
5. To advise students and their parents regarding possible marketing of certain art creations.
6. To coordinate all art instruction with appropriate school/other personnel and, if necessary, serve as mobile unit drivers.
7. The art instructors shall be responsible to the program director.

G. Art Instructors' Job Qualifications

1. A minimum of two (2) years in art study beyond the high school age level.
2. Sufficient experience in creations of diversified arts which would enable the instructors to teach the children through demonstration.
3. A minimum of two (2) references satisfactory to the regional library board.

H. Music Instructors' Job Description

1. To provide basic music (theory-instrumental-choral or voice) instruction primarily to preschool and elementary school age children based upon the result of the music aptitude testing program.
2. To provide a measure of more advanced music (theory-instrumental-choral or voice) instruction which would, primarily, enable preschool and elementary school age children to participate in individual or group presentations.
3. To engage and abet music students in this project and their parents to plan for careers/hobbies in music.
4. To plan and advise students and their parents with regard to the purchase of musical instruments or the means by which existing community instruments may be utilized for the benefit of the students.
5. To plan and implement community musical programs in which the students may participate and utilize library facilities (recordings, etc.) for music appreciation instruction.
6. To coordinate all music instruction with appropriate school/other personnel and, if necessary, serve as mobile unit drivers.
7. The music instructors shall be responsible to the program director.

I. Music Instructors' Job Qualifications

1. A minimum of two (2) years of music study beyond the high school age level.

2. Sufficient experience in musical instruction/presentations which would enable the instructors to teach the children through demonstration as determined by the applicant.

3. A minimum of two (2) references satisfactory to the regional library board.

J. Testing Administrator's Job Description

1. To administer standardized tests to determine the reading, art and music aptitude for those included in the provisions of this program.

2. To make arrangements for grading these tests and to interpret the results of this testing program to the instructors in preparation for instruction.

3. To refer testing program participants to appropriate agencies (ie. New River Mental Health Center, etc.) in event the testing results indicate the need for therapeutic follow-ups or other measures and to prepare summary briefs in support of such referrals.

4. To coordinate all testing procedures with appropriate school/other personnel and, if necessary, to serve as mobile unit drivers.

5. The testing administrator will be responsible to the program director.

K. Testing Administrator's Job Qualifications

1. A minimum of four (4) years of accredited group training or the equivalent thereof in administering standardized testing programs required for effecting this aspect of this component.

2. A minimum of two (2) years of satisfactory work experience or

a minimum of one (1) year of supervised testing practice.

3. A minimum of two (2) references satisfactory to the regional library board.

L. Senior Citizens Recreation Aide Job Description

1. To plan and implement recreational activities for senior citizens and assist in organizing senior citizens clubs in cooperation with appropriate agencies.
2. To coordinate recreational planning and implementation with senior citizens staffs/groups.
3. To assist, when necessary, in providing transportation for senior citizens.
4. The Senior Citizens Recreation Aide shall be immediately responsible to the program director.

M. Senior Citizens Recreation Aide Job Qualifications

1. A minimum of a high school education.
2. A minimum of five (5) years satisfactory work experience, preferably in a recreational related position.
3. A minimum of two (2) references satisfactory to the regional library board.

N. Reading Instructors' Job Description

1. To provide basic remedial reading instruction consistent with the needs of the persons concerned and based upon the results of the reading aptitude testing program.
2. To attempt to increase both the speed and comprehensive reading ability of the people who receive the instruction.

3. To encourage and abet these students to "read for fun."
4. To encourage and abet such persons to participate in the contest on "How I Utilize The Public Library!"
5. To coordinate all reading instruction with school/other personnel in order that the student may not only be motivated to use a public library facility but also in order that the student may be able to improve his level of reading in school.
6. The reading instructors shall be responsible to the program director.

O. Reading Instructors' Job Qualifications

1. A minimum of four (4) years of accredited college training with a degree in education or else a field related to the demands of this component.
2. A minimum of two (2) years of satisfactory work experience including a minimum of one (1) year of satisfactory work experience in an area of remedial reading or work experience related thereto.
3. A minimum of two (2) references satisfactory to the Regional Library Board.

P. Library Aides' Job Description

1. To assist regular library staff in extending the hours of operation of the various library facilities. For this purpose, under-graduate students will be employed as follows: three (3) library aides at the regional library facility in North Wilkesboro, two (2) library aides at the library facility in Jefferson and two (2) library aides at the library facility in Boone.

2. Two (2) graduate student library aides (beginning July 1, 1973) will act as readers in the "caravan" storytelling phase of the mobile education component.
3. All library aides serving in each facility will perform any task relative to any normal function of that facility in its operation on an extended hour basis. These responsibilities will be contingent upon the need of the various facilities and the demand created by the extended hours of the central libraries.
4. All graduate student library aides will be responsible to provide the services outlined under the "caravan" storytelling phase of the mobile education component.
5. All library aides will share with all other staff members the responsibility of coordinating all phases of the library programs with the schools/other agencies/persons in order to contribute to the overall effectiveness of this program.
6. The library aides working in the central libraries will be responsible to the library director or his designees.
7. Graduate student library aides will be responsible to the program director or to that person's designee ("caravan" storytellers).

Q. Library Aides' Job Qualifications

1. A minimum of two (2) years of accredited college training for those library aides who are students and a minimum of a high school education with a demonstrated ability to meet the requirements demanded of this job for para-professionals, etc.

2. A minimum of one (1) year of satisfactory work experience, for those library aides who are students or a minimum of one (1) year of satisfactory work experience in a related field for any para-professionals employed.
3. A minimum of two (2) references satisfactory to the regional library board.

R. Secretary's Job Description

1. To type and record dictation from dictaphones, etc./shorthand notes according to the needs of the social group worker.
2. To be responsible to establish and maintain a filing system consistent with the needs of the PYT component.
3. To maintain all records and information relative to the PYT component in strict confidence.
4. To answer the telephone and to perform general secretarial duties for the social group worker.
5. To assist other program staff members in related aspects of the program to the needs of those served and in coordination with other agencies.
6. The secretary will be responsible to the social group worker.

S. Secretary's Job Qualifications

1. A minimum of one (1, year of professional training beyond the high school level.
2. A minimum of one (1) year of satisfactory work experience in an area of secretarial performance.
3. A minimum of two (2) references satisfactory to the regional library board.

PROGRAM EVALUATION

The applicant believes that any adequate evaluation must be based upon the individual components of the program. Otherwise, the data would be too general to provide the measurement necessary for accurate determination of success/lack of success. In order to accomplish this in relation to each component it is first necessary to establish objectives. In addition, a form has been devised for reporting purposes for each component. However these forms should be considered as tentative instruments. It is planned to coordinate both objectives and the forms for reporting with the schools/other agencies during the planning phase of the program.

I. Extended Library Hours Component Evaluation

   A. Objectives

      1. To provide library hours which would be consistent with those hours when working adults, preschool age and school age children can utilize the library facility to a greater degree (non-working and non-school hours).
      2. To orient new recipients of library services to the total program of the library during these extended hours of operation.
      3. To maintain records of those who use the library facilities during these extended hours.
      4. To devise plans with the local school administrations for providing staff to keep school librarires open until 10:00 p.m., especially those school which are located in target areas.

5. To devise plans for the use of community centers by mobile units on a regular basis to be included in this time schedule.

B. Extended Library Hours evaluation Report Form

1. Number of persons using facilities during extended hours__________

   Adults________ Preschool Children_______School Children__________

2. New persons requesting library cards due to extended hours________

   Adults________ Preschool Children_______School Children__________

3. Increase in circulation due to extended hours ____________________

   Adults________ Preschool Children_______School Children__________

4. Percentage of facility space used during extended hours___________

5. Number of school libraries used for extended hours service_________

6. Number of target areas used for extended hours service____________

7. Types of library equipment used during extended hours:____________

   ____

   ____

   ____

8. Summation (use reverse side if needed):_______________________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

II. Interagency Library Component Evaluation

A. Objectives

1. Establish a library division for use of service agency staff in central libraries (Jefferson, Boone and North Wilkesboro).
2. Include books, periodicals, etc. for both agency staff and materials for consumption of agency clientele.
3. Provide a volunteer coordinator for local agencies.

B. Interagency Library Evaluation Report Form

1. Books, periodicals, etc. requested by service agencies __________

   Ashe County__________Watauga County__________Wilkes County_______

2. Types of materials requested: ______________________________

   ____

3. Agencies requesting materials: ______________________________

   ____

   ____

4. Number of volunteers secured for libraries ____________________

   Ashe County________Watauga County__________Wilkes County_________

5. Total number of volunteers secured for other agencies __________

   Ashe County________Watauga County__________Wilkes County_________

6. Agencies utilizing volunteers: ______________________________

   ____

7. Summation (use reverse side if necessary): ____________________

   ____

   ____

   ____

   ____

III. Mobile Education Component Evaluation

A. Objectives

1. To provide a reading, art and music testing project.
2. To provide instruction in reading, art and music in coordination with local school administrations.
3. To provide a "Caravan" storytelling project for target areas.
4. To provide a library services orientation for remote areas.
5. To sponsor a public contest on "How I Utilize The Public Library!"

B. Mobile Education Evaluation Report Form

1. Number of participants in testing project________________

   Reading__________Art__________Music__________

2. Number of participants in instruction projects____________

   Reading__________Art__________Music__________

3. Nubber of children demonstrating academic and social improvement (determined by estimate of school teacher)____________

4. Number participating in "Caravan" storytelling project_______

5. Number participating in library orientation project________

6. Number participating in essay contest:

   a. Ashe County: Adults_______Senior Citizens________

      Elementary Students ______High School Students_______

   b. Watauga County: Adults_______Senior Citizens ________

      Elementary Students______High School Students_______

   c. Wilkes County: Adults_______Senior Citizens________

      Elementary Students______High School Students_______

7. Summation (use reverse side if necessary):________________

   ____

   ____

IV. Senior Citizens Component Evaluation

A. Objectives

1. To provide mobile unit visits to senior citizens meetings.
2. To provide large print editions of materials for senior citizens with visual difficulties.
3. To provide volunteer home visitors for non-ambulatory senior citizens (storytelling, minor repairs, companionship, etc.).
4. To provide refreshment for senior citizens meetings and program planning assistance.
5. To provide supplementary craft supplies for craft classes.
6. To provide Recreation Aide for senior citizens groups.

B. Senior Citizens Evaluation Report Form

1. Number of mobile unit visits made ____________________
2. Number of large print editions procured for senior citizens______
3. Number of increased senior citizens clientele through the mobile education component________________________
4. Number of volunteers utilized for senior citizens__________
5. Type of tasks performed by volunteers:________________

   ____

6. Number of meetings for which refreshments were provided________
7. Craft supplies provided:____________________

   ____

8. Recreational activities implemented through Recreation Aide:_____

   ____

9. Summation (use reverse side if necessary):______________

   ____

   ____

V. Parent-Youth Truth (PYT) Program Component Evaluation

A. Objectives

1. To provide a social group worker to effect individual and group counseling sessions with youths and parents.
2. To provide accurate data on the problem areas such as narcotics, venereal disease, school problems, alcoholism, etc.
3. To provide for discussion and problem solving opportunities for youth and parents.
4. To provide educational materials for parent-youth dissemination.
5. To arrange parent-youth forums for effecting better communication.
6. To provide public information on these problems (speeches, etc.).
7. To provide a confidant for the youth.*

B. PYT Component Evaluation Report Form

1. Number of individual counseling sessions held____________________

   Parents____________Youths_____________Officials________________

2. Number of group counseling sessions held_________________________

   Parents____________Youths_____________Officials________________

3. Number of forums conducted_______________________________________

   Parents____________Youths__________Parents-Youths______________

4. Types of educational materials dispensed:________________________

   ____

5. Places where information was dispensed (clubs, churches, etc.):

   ____

6. Summation (use reverse side if necessary):______________________

   ____

   ____

* NO NAMES SHALL BE DISCLOSED IN ANY PYT REPORT

BUDGET

A. Personnel	Salary Per Annum	Salary Per Project Period
1. One (1) Program Director	$ 13,056.	$ 48,356.
2. One (1) Social Group Worker	11,340.	41,995.
3. One (1) Volunteer Coordinator	8,220.	30,446.
4. One (1) Senior Citizens Aide	7,848.	29,066.
5. One (1) Secretary	5,220.	19,332.
6. One (1) Testing Administrator (@ $3.00 per hr.)	3,000.	10,500.
7. Two (2) Reading Instructors (@ $3.00 per hr.)	6,000.	21,000.
8. Two (2) Art Instructors (@ $3.00 per hr.)	6,000.	21,000.
9. Two (2) Music Instructors (@ $3.50 per hr.)	7,000.	24,500.
10. Nine (9) Library Aides (@ $2.10 per hr.)	18,900.	66,150.
11. Two (2) Library Aides (@ $2.75 per hr.)	5,500.	19,250.
12. Fringe Benefits (@ 9% of salaries)	8,284.	29,844.
PERSONNEL TOTAL	$ 100,368.	$ 361,439.

B. Books and Printed Materials	Cost Per Project Period
1. Standardized Tests (Component III @ 230 persons)	$ 125.
2. Agency Books, etc. (Component II @ $.50 per agency X 20 agencies)	500.
3. Large Print Editions Books, etc. (Component IV)	1,000.
4. Medical, Social, etc. Data (Primarily for Component V)	500.
5. General Office Supplies (For all components)	1,000.
TOTAL	$ 3,125.

C. Audiovisual Materials	
1. Two (2) Slide Projectors @ $.85 (For all components)	$ 170.
2. One (1) Dual *MM Movie Projector (For all components)	150.
3. Two (2) 16MM Sound Movie Projectors @ $650. (For all components)	1,300.
4. Two (2) Projection Screens @ $25. (For all components)	50.
5. Assortment of Slides, Movies, Filmstrips (For all components)	2,000.
6. Two (2) Color Television Sets @ $375. (Component III)	750.
7. Two (2) Overhead Projectors @ $200. (For all components)	400.
8. Two (2) Transparency Kits @ $10. (For all components)	20.
9. Ten (10) Boxes Film Sheets @ $7.50 (For all components)	75.
10. Two (2) Pkgs. Transparency Mounts @ $12. (For all components)	24.
TOTAL	$ 4,939.

D. Equipment

1.	Two (2) Mobile Unit Vehicles @ $8,900. (Component III)	$ 17,800.
2.	Two (2) Battery Converters @ $100. (Component III)	200.
3.	Two (2) Battery Savers @ $40. (Component III)	80.
4.	Two (2) Extension Cords @ $12. (Component III)	24.
5.	General Music Equipment and Supplies	1,000.
6.	Two (2) Newspaper Holders @ $19. (Component III)	38.
7.	General Mobile Art Supplies (Component III)	525.
8.	General Mobile Educational Supplies (Component III)	550.
9.	Supplementary Craft Supplies (Component IV)	500.
10.	Two (2) Executive Desks @ $110. (Director & Group Worker)	220.
11.	One (1) Secretarial Desk	93.
12.	One (1) Typewriter (Secretary)	488.
13.	Two (2) File Cabinets (Director & Group Worker @ $90.)	180.
14.	Two (2) Executive Desk Chairs (Director & Group Worker @ $105)	210.
15.	One (1) Secretary Desk Chair	58.
	TOTAL	$ 21,966.

E. Other

1.	Telephone Installation ($15.) and Service ($166.per annum, Component V)	$ 596.
2.	Senior Citizens Refreshments @ $15. per group X 20 groups per annum (Component IV)	1,050.
3.	Travel	
a.	Program Director @ 800 miles per mo. X $.10 per mile X 42 months (For all components)	3,360.
b.	Group Worker @ 500 miles per month X $.10 per mile X 42 months (Component V)	2,100.
c.	Volunteer Coordinator @ 800 miles per month X $.10 per mile X 42 months (Component II)	3,360.
d.	Mobile Unit Vehicles (Vans & automobiles) @ 800 miles per month X $.10 per mile X 42 months (Component III)	3,360.
e.	Recreation Aide @ 800 miles per month X $.10 per mile X 42 months (Component IV)	3,360.
	TOTAL	$ 17,186.
	GRAND TOTAL	$ 408,655.

LEGAL AND FINANCIAL SUPPORT FOR LIBRARIES

It is the aim of the Wheeler Basin Regional Library to provide full library service to all residents of our region, Morgan and Limestone Counties, Alabama.

Through branches in the cities of Hartselle and Athens, book deposits in apartments for the elderly, service to exceptional children, bookmobile service to 77 schools and communities, and service to the blind and handicapped, we attempt to extend or improve services in the areas where there is no present service or inadequate service.

In order that our library, as well as all libraries in the United States may plan for a service that would give every man, woman, and child the means of self-education and recreational reading, we must have a definite program of financial support. Adequate operating funds for different libraries varies greatly from community to community, but, in general, all public libraries have too long suffered from malnutrition. It is a fact that a large number of the nation's [illegible],000+ public libraries will never be able to give anything beyond extremely limited service without stable state and federal aid that would encourage cooperative reorganization into larger and more effective units.

The Battelle Institute of Columbus, Ohio, has just completed a study of Alabama libraries and submitted a summary of this to the Alabama Library Association and the State Agency revealing the dilemma Alabama libraries face. This study reflects the strong local support which in many cases is as much as the area can contribute although there may be a desire to do more.

A breakdown as shown from this study is as follows:

Local	$5,017,805 -	82%
State	254,250 -	4%
Federal	849,520 -	14%

Alabama Standards were adopted by the Alabama Library Association in 1966. Under Financial Support we find the following recommended: "Minimum financial support for any Alabama library should be $2.00 per capita and should strive always toward National Standards. Thus, it is obvious that local support, as well as federal and state aid must be increased. Many programs are now in existence to promote library development, with more soon to come. These should be studied, incorporated into existing plans, and administered effectively by the local library to insure maximum benefit to the people of Alabama. A recommended goal for 1971 is for each library system's budget to be fund-supported as follows:

1. Local Taxation: Minimum of 40% of the budget
2. State Aid: Minimum of 20% of the budget
3. Federal Aid: Minimum of 20% of the budget"

This recommendation has not been realized and it has been necessary for the local library to earn the federal funds because state support is so low. The breakdown above reflects how far below state standards Alabama is at present. The Chairman of the Alabama Library Association's Trustee Division is presently formulating plans to educate the legislature to library needs through a network of Concerned Citizens before the legislature convenes and it is our hope that this inadequacy may be rectified this year.

The Alabama Library Association introduced Permissive Legislation for three years in an effort to secure more stability for library support. It was felt that rather than having to compete with other government services for the tax dollar a fixed tax would ensure a strong, stable program, making budget preparation easier and our program stronger. This legislation failed state-wide, but a local bill for Morgan County was successful in 1972. At a propitious time, we will ask for a local referendum to approve a two mill ad valorem tax for library support. Since the assessed evaluation of Morgan County is $120,000,000, this amount would provide a budget that would more nearly meet Alabama Standards of $2.00 per capita. More state and federal support is a must, however, if National Standards are ever to be attained.

The Library Services and Construction Act has provided seed money which has stimulated state and local governments in developing public library services. Through LSCA, the role, position, and prestige of state agencies have been strengthened; the development and growth of larger unit library services have been encouraged; and, the financial support and image of public libraries have been improved. With the continuance of LSCA in doubt, it has become increasingly clear that the success and life of our public libraries depends greatly on the support of the federal government. This support must continue each year in order that on-going programs may not suffer or be entirely wiped out. Some means of providing these funds must be developed in such a manner that they may be counted on in order that the progress of the library will not be interrupted. The National Commission on Libraries and Information Service is needed to assume the responsibility of selling Congress on the real needs of libraries and we, in turn, will be able to get on with the business of serving the public.

Nancy R. Agnew, Director
Wheeler Basin Regional Library
Decatur, Alabama

STATEMENT TO THE NATIONAL COMMISSION ON LIBRARIES

Although I am a Director of a Metropolitan Public Library System, I am preparing this statement on behalf of the Jackson Metropolitan Library System, the Mississippi Library Commission and concerned professionals in libraries throughout the state.

Let me begin by saying that I have no particular interest in preserving the library as an institution. Too many, I feel, have been concerned merely about institutional survival, in other words, about their own continued employment. If another agency can provide the essential services the library is presently providing, then I am the first to offer a farewell to libraries and library support at all levels. However, we must be sure that the new agency can:

a. Satisfy the intellectual curiosity of children

b. Meet the vocational training needs of working "blue collar" adults

c. Supply the technical and scientific needs of the specialist

d. Meet the informational needs of a growing urban population

e. Satisfy the recreational needs of people of all ages through books, films and records of all kinds

f. Meet the needs of the handicapped through home-bound service, mail services, and special media materials

g. Fulfill the educational needs of all by providing materials and assistance both for those involved in formal education and those who participate in informal educational activities as a means of self-instruction

When we consider these indispensable services, we can readily see that no other institution is equipped to provide them except the public library. It is the only logical source of continuing education for all age and economic groups and is, therefore, worthy of far greater attention and support at the Federal level.

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For 100 years the local public library has offered these services of self-improvement and education for all. However, rising costs, the needless duplication of some materials, and the scarcity of outstanding professionals dictate that a larger unit of service must be accepted and encouraged. The Library System concept, which received attention in the United States in the 1960's, has many of the advantages of the larger service concept. It's implementation requires:

a. The availability of professional staff for all levels of the library operation

b. The availability of consulting and advisory services

c. The elimination of unneeded and unplanned duplicatio.. of materials

d. The building of specialized collections

e. The encouragement of greater local support

f. The involvement of the present unserved population

g. The establishment and maintainance of a comprehensive information, reference and referral service

h. The provision for in-service training to increase employee c petence at all levels

In many areas libraries have co-operatively joined together to form contiguous and rather homogeneous library systems. For the most part, this is impossible in Mississippi because of the wide range of educational and interest levels and the wide difference of economic levels between rural and city dwellers. Systems in Mississippi, therefore, must constitute an even larger unit of service. A recommended population level for such a unit is 250,000 to 500,000 people.

A headquarters library should serve as the center of operations with field representatives being available for consultant services to the smaller units of service. Power would be vested in a central governing Board, necessary as the legal basis of the public library, and this Board would control such items as budget, employment of a Director, and the formulation of policies for the System. The Board's highest duty is the employment of a competent and imaginative Director who will advance library service and provide informational services to all the constituency.

The State Commission has an important role to play in the Library structure for they are the "watchdogs" to see that no resident of the state is ever denied adequate library service, i.e. library service to meet his individual needs. They serve as a sounding board for new ideas, a generator of projects, a lobbyist for legislation, a source of continuing library education, an innovator of trends and special activities, and a leader in recruitment for the entire state. It is not the primary role of the State Commission to provide reference services, to provide circulating materials available elsewhere in the state, or to duplicate functions already being performed effectively by individual Systems.

If the library is to do its job effectively, funds are needed from the Federal government to accomplish the following:

a. Construction of buildings to replace obsolete structures and for which LSCA funds were not available

b. Development of library collections to meet ALA minimum standards of three to five books per capita

c. Development of informational centers throughout the state to satisfy the informational and referral needs of patrons

d. Staff training and development to better serve the needs of library users

After support has been only for the small, struggling library attempting to develop a measure of service for its small constituency. With the System concept funds should be made available to the System to build on existing strengths rather than anticipated weaknesses. By building on the strengths of staff and materials collections, no resident of the State would be more than an hour away from a research facility capable of meeting his individual needs. The channel for such Federal funding should be the State agency, with clear administrative guidelines from the Federal government. Some suggested guidelines might be:

a. To receive Federal funds the library System must serve a minimum 150,000 population (ALA Standards for Public Library Systems)

b. The assurance of at least $5.00 per capita for library support

c. Special project grants for new, innovative projects and/or research

d. In-service training and continued education for librarians

e. Economies and money saving techniques as proposed by the State Commission

f. Development of a state-wide 16mm film service to serve the needs of religious, cultural, and educational groups throughout the state

g. The development of a Central Serials Service of microforms which can be duplicated and sent to users throughout the state

h. Development of a computer-library application with programs practical for the System to make available to smaller jurisdictional units

Roadbuilding, Medicare, Welfare reform, Foreign Aid, and Social Security are all important--but so is library service. Libraries and the services they offer to the total population must not be overlooked by the President or Congress. No other program offers so great a return on the investment as do libraries, which touch and change the lives of so many of our citizens.

Harold J. Ard, Director
Jackson Metropolitan Library System

I speak for a silent library population---the institutionalized.

There are thousands of America's citizens who, because of physical, mental or social maladies, must spend considerable periods of time within the confines of institutions. Many times these people are the forgotten in current society and spend much of their time in loneliness and idleness. They are the mentally retarded, the juvenile offender, the mentally ill, the prisoner, the chronically hospitalized. A good library program can offer meaningful and profitable use of their time. Its value is inestimable. Perhaps, one could say that to no other type of library user must a library offer so much because no other type of patron has such a limited environment.

The institution library is the public library for its patrons, with services and materials adapted to their special needs and interests. It is because of the special needs of its users that the institution library and its requirements are unique.

The libraries within different types of institutions must offer specialized materials and services as required by their particular population. Generally speaking, a library for the mentally retarded must offer a happy environment and atmosphere with the majority of its material collection being audio-visual and tactile as opposed to primarily print. Its programs vary perhaps more than any other library's because its people are so special and require a refined understanding and love. One such program occurred recently in a Florida institution for the retarded.

Older women residents who use the library at this institution *enjoy* anything about babies---books, filmstrips, films, pictures, etc. At the end of one library session in which babies were discussed, one lady commented in a longing voice, "But, I never even held a real baby." The remark set the librarian to thinking of a plan to get a real one for the residents' next visit to the library. Kim, the three-month-old daughter of one of the teachers, was waiting in the library the next time the ladies came. For the next hour, these residents got to feed, hold, and cuddle Kim and change her diapers for the "shortest library period we have ever had." Comments such as these were heard: "A baby!" "A real one!" "Ah, ain't it cute!" And "Do I really get to hold it?" No one should ever underestimate the potential of a library for enriching life experiences.

For the prisoner, the library must offer other types of service. He needs not onlv those materials and services usually found in the public library but also those required because of his type of confinement and social development: legal materials, low reading-high interest level materials, vocational information, drug information, audio-visuals, ethnic literature, materials to augment his formal education, etc. The emphasis must especially be on currentness, and there must be a concentrated effort to make the library responsive to the prisoner's special needs.

The juvenile offender should be served by a young adult's library--a lively one. The collection must include those materials especially suited to his interests as well as those required in a school library. Much of the material must be low reading-high interest level since many of the young people read several years below their age level. Audio-visual materials are essential; other feature items should include posters, comics, games, etc. The young person must be able to identify with the library if it is to offer a successful program.

The mentally ill person needs a public library which offers such services as bibliotherapy and special interest group activity. Patient involvement and participation in activities are of prime importance. Those people who are hospitalized for long periods of time require portable library service in addition to the usual services of the patient library.

Although the library programs within institutions vary, all have common, yet obvious basic needs. The most important of these is a well-qualified, personable librarian whose attributes include a genuine love of people, common sense, and initiative. Other needs are an ample budget, a well-located and accessible facility, and a defined and integral position within the organizational structure.

Few, if any, institution libraries today have reached their potential. The primary reason for this is lack of money. Since 1968 the funds provided by the Library Services and Construction Act have encouraged and aided in the establishment and improvement of institution libraries. In many instances with the encouragement of these funds institutions have established positions for professional librarians and initiated library service with definite intent of continuing maintenance and improvement. In other institutions, these monies have allowed needed expansion of service; and in some, material collections have been enlarged and improved.

There is still much needed in the areas of trained personnel, collections, adequate facilities, and programming. It is probably safe to say that no institution library can meet established standards and requirements at this time.* However, there is recognizable and identifiable progress in the institution library field and with the continued funding incentive established by LSCA, prospects for the future are good.

I make the following recommendations:

1. Funding for institution libraries through LSCA should be continued and increased.
2. Library schools should offer programs for training institution librarians.
3. Recruitment emphasis should be given to the institution library field.
4. The use of LEAA funds should be encouraged for prison libraries, especially for legal reference materials newly required by the courts.

5. Responsibility for the library within an institution should be that of the institution and not of an outside agency.

*Guidelines for Legal Reference Service in Correctional Institutions: A Tool for Correctional Administrators. American Correctional Association, 1973.

Institutions Serving Delinquent Children: Guides and Goals, U.S. Department of Health, Education and Welfare, Childrens Bureau, pages 39-42.

Manual of Correctional Standards, Chapter 31, "Library Services," American Correctional Association, 1969.

"Recommended Standards for Library Services Submitted by the Committee on Library Services to the Accreditation Council for Facilities for the Mentally Retarded." AHIL Quarterly, Spring, 1971, pages 36-38.

Standards for Libraries in Health Care Institutions, ALA, 1970.

Standards for Library-Media Centers in Schools for the Deaf, A Handbook for the Development of Library-Media Program, U.S. Department of Health, Education and Welfare, Office of Education, Captioned Films for the Deaf.

Standards for Library Services for the Blind and Visually Handicapped. ALA, 1967.

Standards for School Media Program. ALA and National Education Association, 1969.

Mrs. Andree F. Bailey
Institution Library Consultant
Florida State Library

January 12, 1973

PHONE FA 7-0211

BRADLEY MEMORIAL LIBRARY
Bradley Drive Columbus, Ga. 31906
ADMINISTERED BY THE MUSCOGEE COUNTY SCHOOL DISTRICT

JOHN R. BANISTER
DIRECTOR OF LIBRARIES

January 25,1973

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
1717 K Street
Washington, D.C. 20036

Dear Mr. Burkhardt:

With this letter I am enclosing at best part of the information requested in your letter of January 15, 1973. It has been compiled by the three professional department heads - Circulation, Extension, and Fine Arts) - whose knowledge impinges most directly on your initial goals and priorities for study and action.

For a little less than one year, we have been (somewhat experimentally) trying to reach the illiterate rural users in three Southernmost counties served by this regional library. These are, of course, extremely difficult people to reach and our most successfull approach has been in cooperation with existing agencies - Neighborhood Centers, Adult Education, WIN Programs, and Health Departments - in supplementing their activities with AV media. Most of the details are spelled out on the attached pages.

Plese let me know if we may help you further.

Sincerely,

John R. Banister

John R. Banister
Director of Libraries

JRB/jhm

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CIRCULATION DEPARTMENT

I. USERS

1. Urban dwellers; school teachers; Blacks; students (high school through graduate levels); military personnel; businessmen; study clubs (Century Club, for example); disadvantaged persons; the aged; geneologist; church groups.

2. Informational needs:
A. Urban dwellers - as a whole, desires best-selling popular materials on such subjects as cookery, gardening, politics, etc.
B. School teachers - books dealing with the teaching of subject specialties along with popular works on education and those books that deal with learner problems. A great demand exists for scholarly materials on education since most teachers are returning to school for a Master's Degree.
C. Blacks - Afro-American heritage.
D. Students - materials dealing with a wide variety of subjects to support the ever-increasing importance of individual research.
E. Military - recreational reading in addition to a keen interest in books dealing with military leaders and subjects. The military community at present is also very interested in materials on race relations and drug abuse.
F. Businessmen - desire books on such topics as the stock market, real estate transactions and investments, accounting, administration of the small business, personnel administration, salesmanship, etc.
C. Study Clubs - usually select a topic with a broad application such as "American authors" or "China".
H. Geneologists - continually request more comprehensive coverage of surrounding states and inclusion of more family histories.
I. Church groups - all types of religious books as well as those controversial books that deal with the moral aspects of human life.
J. The Aged - large print books are in great demand - we need many more of these.
K. The disadvantaged - a great need for materials to prepare them for a more gainful life - career information, typing and shorthand manuals, high-school equivalency examination preparation manuals, books on how to get better jobs, write resumes, etc.

II. ADEQUACIES AND DEFICIENCIES

1. Circulation services consist of (1) insuring fair use of materials; (2) operating a reserve system that allows for searching and location of materials not found on the shelf; (3) maintaining physical control of the stacks; (4) keeping the book stock in adequate supply and duplication to meet patron demand as well as weeding out ephemeral or out-dated material; (5) purchasing books as outlined by guidelines of the selection policy to meet the criteria of quality of patron demand; (6) assisting patrons choose appropriate reading material; (7) helping the patron locate a work in the catalog and on the shelf; (8) compiling subject bibliographies of library holdings for agencies and organizations.

Comparison:

A. Our most competent area is perhaps supplying current materials on popular subjects to meet the informational and recreational needs of the "average" middle-class urban dweller. However, scholarly works are in great demand because so many people are continuing their education either in a formal program of study or by means of more informal methods such as stufy clubs. We fall short in meeting demands on this more sophisticated level, since we lack materials in sufficient scope and depth to satisfy the independent research requirements of these patrons in such areas as literature, education, business administration, biography, and history.

B. Materials also need to be supplied in greater duplication, not only to meet the demand of patrons directly using the main library, but also to meet the ever-increasing demands of extension programs. Rising costs of books have necessarily forced the smaller county libraries to lean more heavily upon the regional headquarters for materials and we therefore find ourselves without enough copies to go around.

C. Greater emphasis needs to be placed upon satisfying the needs of the individual parton. Sufficient staff should be present to give each patron the type of assistance he really needs - from instruction on how to use the card catalog, to location of material on the shelves, even to advising him about the preparation of the research paper and the arrangement of the bibliography and footnotes.

D. Moreover, although we have a commitment to serve the middle-income,high-school or college-educated individual, we also have an obligation to serve the disadvantaged person, In order to encourage the disadvantaged to use the main library facility, it might be feasible to build a "self-improvement" section featuring materials oriented toward the school drop-out, such as multiple copies of publications dealing with studying for the high-school equivalency examination, manuals of instruction on typing and shorthand, books on how to improve your English and math, guides on how to study for the Armed Forces Test, books on careers, beauty, charm, and personality. Perhaps an area such as this would help bring non-users to the library.

E. Also, with more patrons using the library (at least our circulation is larger) books wear out faster and the percentage of books lost in circulation continues to rise. This means additional funds are needed to purchase replacement copies.

So essentially it still comes down to the same argument - libraries need more money for expanded resources and services and additional program and personnel.

V. I just want to comment that there is certainly a need for the Commission to recommend that some agency undertake the preparation of a publication that would report in detail the methods by which libraries across the country have adapted computer technology to library operations through 1972 and continue to up-date the publication at yearly intervals for the beneit of the library profession.

Mrs. Sandra Ott
Circulation Librarian

EXTENSION DEPARTMENT

1. Summer Reading Programing
2. Bookmobiles service to rural areas (go to homes of people who cannot get to library).
3. Libraries in counties - should be open at least 40 hours a week. Pay should be brought up to current pay scale of clerical help in the headquarters library. (With State and Federal Aid)
4. Quitman County - Service to this very rural area
5. Separate libraries should be established in counties where the library is in the high school
6. Monthly film program for children to get them interested in the library.

PROPOSAL: SUMMER LIBRARY PROGRAM FOR THE SCHOOL AGE CHILDREN OF CHATTHOOCHEE AND STEWART COUNTIES

SPONSOR: CHATTAHOOCHEE VALLEY RECIONAL LIBRARY, STEWART AND CHATTAHOOCHEE COUNTY SCHOOL SYSTEMS

REASON:

(1) ENCOURAGE USE OF LIBRARY BY MINORITY AND DISADVANTAGED GROUPS

(2) TO COOPERATE WITH THE COUNTY SCHOOL SYSTEMS IN AN EFFORT TO KEEP READING AND LITERARY SKILL FROM REGRESSING DURING THE SUMMER MONTHS

DURATION: TEN WEEKS, 9 A.M. to 5 P.M. Monday through Friday

METHODOLOGY:

A full time employee with library training will be employed at each of the Richland, Lumpkin, and Cusseta library branches to provide reading guidance, films, and sponsor a story hour (daily). The bulk of the children are expected to be in the elementary grades but the program will be open to high school and junior high school students as well. Bus drivers from each of the two school systems will be employed in their districts to transport children to and from the libraries. Each bus route will be covered at least once a week so that each child will have an opportunity to visit the library weekly. The bus driver will transport the child to the library for a halfday session and return him to his home.

The librarian will be allowed planning time to preview films from the Bradley Library and to plan story hour sessions for elementary children.

The program will be publicized through local news media and through the schools by written notices to parents explaining the program and bus schedules. Children attending the program on a regular basis will be given a certificate stating same.

JUSTIFICATION:

Both Chattahoochee and Stewart Counties have similar problems. Both have an extremely high proportion of economically disadvantaged persons. There is a high non-white to white racial balance in Stewart County. The typical child attending the schools in each county system at the 5th grade is 2 years below the average reading level norms established nationally for his grade.

The schools, in fact the entire county governmental structure, are poorly financed because of the lack of taxbase; and the schools are closed during the summer months. The bulk of the students are not oriented towards independent reading habits and without encouragement and guidance it is very likely that reading skills build during the current school year, as in past years, will have to be retaught next fall if there is no summer program available.

Stewart County has a population of 6,511 or 14.4 people per square mile. The median income per family is $4,183 with 43.2% of the families having less than official poverty level incomes. The population of 4,200 people are nonwhite. Two-thirds of the total.

Chattahoochee's statistics as quoted from the 1970 federal census do not clearly reflect the living conditions and economic status of many of the county residents due to the inclusion of Fort Benning personnel and their families as part of the county's citizens. According to a survey of the county by the Lower Chattahoochee Valley Area Planning and Development Commission in 1968: "In all probability the county's annual family income might be more like that of Stewart and Webster Counties. Namely 60-80% of the families would earn less than $3,000 per year." The 1970 census lists the Cusseta Division of the county as having 2,085 residents, 832 nonwhite. Chattahoochee's problems are compounded by the fact that although military personnel from Fort Benning live in the area they live in nontaxable mobile homes and spend their money in Columbus. The children go to school in Cusseta at the expense of the permanent residents. In addition most of the county's land is nontaxable federal property.

EVALUATION:

Contrast the retention rate of reading skills earned this past year as against rate in previous years for all students who attend the summer reading program on a regular basis.

COST:

	Chattahoochee County	Stewart County	Total
Transportation	$ 1,000	$ 2,000	$ 3,000
Librarian	720**	3,600*	4,320
Materials	1,000	+ 2,000	3,000
	$ 2,720	$ 7,600	$ 10,320

* Based on $3.00 per hour for 3 librarians with undergraduate or graduate degrees.

** Based on $1.80 per hour for one librarian without undergraduate degree.

R. Edward McCabe, Jr.
Extension Librarian

FINE ARTS DEPARTMENT

I. USER NEEDS

1. Major Group or types of users whose particular information needs demand special attention are:
   (a) The Economically Disadvantaged (Children-Adults)
   (b) The Culturally/Educationally Deprived (Children-Adults)
   (c) The Aging
   (d) Rural Minority Groups (Negro)
   (e) The Youth

2. Information Needs of These Users:
   (a) Instructional, Informational,Educational "audio-visual" materials (films, sound filmstrips, recordings, tapes, maps) for basic education classes for children and adults subject areas: reading, languages, grammar, mathematics, geography, social studies etc.
   (b) Informational audio-visual materials is subject areas of health, consumer education, drug abuse, alcoholism, nutrition, family planning, good grooming, career development, social problems, budgetmaking, cooking, sewing child care, etc.
   (c) Recreational audio-visual materials of interest to the aging, travelogues, arts and crafts instruction (e.g. handicrafts such as crocheting, knitting, quilting, ceramics, candlemaking, flower arrangements, gardening, canning, cooking, decorating, entertainment type films such as light humor, sports, westerns, etc.)
   (d) Black studies audio-visual materials, e.g. biographies, history, contributions of Blacks to American history and science, Black Arts, et.

II. ADEQUACIES AND DEFICIENCES OF CURRENT SERVICES

1. Adequate collection of A.V. materials in following subject areas: drug abuse, job training, American history, sex education, consumer education, Black History and studies.

   Deficiences in collection of A.V. materials in following subject areas: Science, entertainment films, arts and crafts, children's films, nutrition, home safety, grooming, driver education, child care, films for elderly, discussion films, home nursing, basic mathematics.

   Current services are adequate in so far as circulation and booking of materials and equipment, and in transporting A.V. materials and equipment to borrowers in counties in the region. Also, services of a projectionist to the disadvantaged are supplied when requested. Services are deficient in so far as deficiences in the collection of materials exist - where subject areas are inadequately covered patrons needs cannot be met. Also, the need exists for additional equipment and trained staff and adequate space.

II. Adequacies and Deficiences of Current Services (cont.)

2. Inadequacies and deficiences in the materials collection and services may be corrected by the purchase of films, filmstrips, slides, etc. in subject areas needed. Also, additional equipment and personnel would enable us to better serve patrons. Presently with the use of LSCA funds some of these deficiences are being corrected. Additional personnel with knowledge of a.v. collection and services will be helpful in acquainting the pattons of available services, and training reliable persons employed to work with the disadvantaged, e.g. WIN project, Neighborhood Service Centers, Adult Education, etc. in use of materials and equipment.

3. Our present program of service to the educationally, culturally, economically disadvantaged was begun FY 72 and is continuing in FY 73. It is our intention to continue this service and to expand the program to better meet the needs of these patrons. Also, further cooperation will be attempted with other agencies, in the four counties comprising our region, e.g. health, education, welfare, drug centers etc. It is our intention to complement their programs by providing a.v. materials and equipment needed and to serve as a resource center for these agencies.

III. Patterns of Organization

1. Agencies including those in planning, health, welfare, education and drug abuse in the four counties comprising the region were contacted.

2. Determined greates areas of need (a) education of disadvantaged (both children and adults) (b) drug abuse education.

3. Aim of Project (a) to cooperate with agencies e.g. Adult Education and Rural Schools in helping to improve reading abilities of the Disadvantaged (b) to cooperate with WIN Projects in vital areas of training needed (c) to cooperate with health agencies.

4. Cooperation to consist of supplying books, audio-visual materials, A.V. equipment and other needed materials.

IV. Financial and Legal Support

1. The slogan adopted for the cooperative project is: "This library is helping all of us to help ourselves."

2. The financing of this project was made possible by the receipt of our Federal allotment for FY 1971-72 (LSCA) and is continuing by means of Federal funds received for FY 72-73.

V. Technology

1. When this project was begun it was quickly ascertained that the "written" text was not sufficient but need to be complemented and supplemented with audio-visual materials. Many of the persons served by the above agencies and by the library - especially the adults - have very little formal education and training. Some could neither read nor write. Many were of the Black race and were culturally disadvantaged as well as educationally and economically disadvantaged.

V. Technology (cont.)

It was found that by the use of the media of audio-visual - films, filmstrips, recordings, slides etc. - these persons were better able to comprehend and their learning was reinforced by the use of the multi-media approach to training. In evaluating the success of the multi-media approach in educating and training the disadvantaged, it is felt that additional and continuing federal funding is necessary in order to maintain the audio-visual services as needed.

VI. Human Resources

1. Qualified persons were enlisted by the various agencies to carry out their programs.

2. Certified librarians with Master's degrees in Library Science were in charge of selection, acquisition, accounting, and circulation of the a.v. materials to the various agencies. Qualified projectionists and library clerical assistance is given when requested. Films and equipment are maintained and house (although there is a desperate need for additional space) by the library and staff.

Mrs. Edna Parker Grant
Fine Arts Librarian

Dentistry [illegible] Banking [illegible] [illegible] [illegible]

Marvin L. Barron, D.M.D.
MAIN STREET
POST OFFICE BOX 158
Rainsville, Alabama 35986
(205) 638-2111

[illegible]

[illegible]

[illegible]

[illegible] of [illegible] means an influx of [illegible] pre-school and school-age children [illegible] little [illegible] library facilities to serve [illegible] communication with them.

[illegible] four high schools and a junior college in the area, and a trade school is to be built this year. [illegible] institutions, teachers, and students [illegible] without a decent library facility.

Dentistry Banking Publishing Real Estate

Marvin L. Barron, D.M.D.

MAIN STREET
POST OFFICE BOX 158
Rainsville, Alabama 35986
(205) 638-2111

[illegible]

[illegible]

[illegible] our library [illegible]

[illegible]

[illegible],

Marvin L. Barron

[illegible] Rainsville Public Library [illegible]

MARTINSBURG-BERKELEY COUNTY PUBLIC LIBRARY

MARTINSBURG, WEST VIRGINIA 25401

January 26, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Sir:

Thank you very much for your letter of January 9, 1973. I appreciate the opportunity to submit written testimony to the National Library Commission on the six goals and priorities selected by the Commission for study. It appears that my experience with libraries and library administration would restrict my testimony to financial and legal support. Further restrictions on my testimony should be noted. My only experience and first-hand knowledge of library financing is that gathered by twenty years of association with libraries in the State of West Virginia. This presents a very severe limitation and makes what I have to say of doubtful value as the people of West Virginia have the poorest track record in the Union (except for Mississippi) for library financial support. Perhaps, however, the struggle of West Virginia libraries for greater recognition from state and local funding agencies would be of some help to the National Commission and to other states with some of our problems.

The socio-economic background of the people of West Virginia for the past one hundred and ten years has simply not developed the type of environment condusive to intellectual attainment. The state itself was born out of wedlock, so to speak, from the cultural headquarters of the East, the State of Virginia. The poor farm land of the mountain valleys coupled with the height of the mountains prevented industrial growth, kept our people mortaged to the hilt for years, making survival the most important aspect of life. Surrounding states grew from rich soil and diversified economic opportunities while West Virginia, for the most part, was trapped by absentee ownership of woodlands and coal mines. While our neighbors were developing education, transportation, and cultural institutions we were being exploited and suffering in poverty. Unenlightenment and severe partisan politics acted as co-conspirators.

In a great tax reform in 1933, the legislature permitted an amendment to the constitution freezing the tax rates on real estate and personal property to those of that deep depression year. Since 1933 state and local taxing agencies (municipal, county, and school board) have only been able to increase taxes by reevaluation and authorized excise taxes. In the meantime, the population of the state decreased by 6.2%.

West Virginia libraries have been financed in a hodgepodge fashion but mostly through charity. Library-minded people had only Women's Clubs for leadership and, as spotty as this was, it was responsible for the development of a great many of the libraries we have today, our own in Martinsburg included. The role of library development in our state by these Women's Clubs has never been fully recognized, but it should be as many communities in our state owe these groups a great deal. Since direct tax money cannot be used, libraries of the state depend upon appropriation from the taxing agencies which, at best, is capricious. Therefore, the quality of library service varies in each county according to the resources of the county. A way to subvert this system has been used by five counties out of fifty-five. That is to have a special bill passed in the legislature setting aside small percentages of local municipal, county, and school board budgets for public library support. It is impractical to carry this idea beyond a county-by-county basis as most counties and municipalities cannot afford a priority by any group.

By 1960 the state had only two credible libraries: Charleston and Huntington. The Library Services and Construction Act was the beginning of state-wide library service in West Virginia, such as it is.

The West Virginia Library Commission was authorized in 1947. However, it was not until 1949 that even a small budget was provided for it. In 1963 L.S.C.A. doubled this budget and it started being heard from about the state. In 1965, when construction funds were added to L.S.C.A., two new libraries were built for the first time since the days of Carnegie. Since then some of the population centers have built libraries. Notable exceptions are Beckley, Parkersburg, Huntington, Fairmont, and Clarksburg. Thirty percent of the population has no service and none of the population has adequate service even by our own standards. By 1969 state support had risen to 16¢ per capita. In 1972 this had risen to 20¢ for services and 25¢ for construction. Local support rose to $1.25 per capita state-wide in 1972.

The future looked good for West Virginia libraries until the loss of L.S.C.A. funds began to threaten. In more ways than one the continued growth of library service in West Virginia depends on L.S.C.A. We not only need the infusion of Federal money directly, we also need a strong state agency and in West Virginia the state agency is practically lost without Federal help.

Hoping that this testimony will be of some benefit to you, I remain

Sincerely,

C. E. Campbell Beall, Chairman
Martinsburg Public Library Commission

CECB:bg

Jane Black, Director
Lynchburg Public Library
Testimony for the National Commission on Libraries and Information Scien

I. Users

A library is a resource unique in public service. It must respond to human needs. When it does so properly it can contribute to the beneficial growth of society. The library is in the center of a media, knowledge, technology, and leisure time explosion. Although many of our actual and potential patrons are becoming better educated, the numbers of disadvantaged are also increasing. We are assuming more services than ever before: outreach, hospitals, nursing homes, jails, mental institutions, the handicapped, the aged, migrants, the homebound.

Because of this proliferation of library materials and services, basic goals of the library must be redefined. We need to coordinate our services with our funding. We need purposeful self-study, evaluation, and planning to determine how best to match our idealism with our realities. We must decide to what extent we should provide services, and what limits should perhaps be placed on our lateral growth. This would seem to be a goal which would best be defined at a regional, state, or national level in order to avoid duplication of services between ourselves and other public agencies.

We measure our library services and justify their existence by statistics which measure quantity to the detriment of quality. Surveys, and they proliferate steadily, are not measuring adequately the relationship between books and people. We need less, or at least better, coordinated statistical data, and more data based on reader satisfaction.

ERIC Full Text Provided by ERIC

We need a new approach to identify our resources to determine not only how to serve the various types of users, but also the levels of need that exist in individual users in unique ways. Our abilities must be directed towards recognizing these various needs more effectively.

However adequately these goals are met is affected by the library materials available. We occasionally need not more materials, but better ones than are obtainable. Publishers should realize a responsibility in this area. They are perhaps misled since we select materials from what is currently available. They should not be led to believe, however, that we are exercising a free choice. It would be to the greatest benefit of everyone, publisher, librarian, and user, if there were some procedure in which more information about the materials needed could be made known to publishers. Authors, educators, publishers, and librarians need to cooperate on a national level to define user needs. The individual library cannot solve this problem. For example, one critical area is material for the functional illiterate, the inadequately educated, the socio-economic and culturally deprived. We are often faced with materials that are repulsive, condescending, and irrelevant. We do not have enough materials of adult interest with simple vocabulary. Publishers should be encouraged to seek out authors capable of contributing to this level of reading. They should also be encouraged to publish certain materials in multiple formats. For example, children's books with a high level of content could be published in an adult format so that we do not demean an individual by sending him to the children's department or giving him an obvious children's book in the adult collection. Publishers should consider within this format a slightly larger type size which would enable a better visual grasp of the material. Multi-media, visual aids, and materials intended to stimulate reading and learning will never have the impact and satisfaction that a simple book with solid content can have for this user.

In relation to user needs we should also consider establishing a coordination of services for public school students. Frequently, libraries receive demands from students for books and services which would be available from their school library if that library were more accessible to them, either during school hours or after. This problem requires not only duplication of materials, but places the public library with demands from students which are met at the expense of service to the general public, thus discouraging [illegible] when they use the library.

We should also consider user need in connection with the circulation of library materials. Circulation implies that a book not only goes out but that it comes back. Replacing books not returned or stolen is a horrendous burden, not only in terms of the expense of replacement, if the item can be replaced, but also a burden to the library users. Most of the items missing are those most in demand, and thus deprive other users of what they want when they need it. There should be some national re-emphasis on the library as a lending resource. Programs which encourage the giving away of books should be clearly identified as being distinct from libraries.

The library as any natural resource must be nourished properly. Its growth will be determined by the depth of emotional and intellectual levels it can reach. Its growth should be measured by the growth of our society.

VI. Human Resources

More accredited library schools and more librarians are not satisfying library manpower needs. Many of the now existing schools need to be upgraded. We need graduates with basic skills, primarily, a knowledge of books, materials, and technical services adaptable to any type of library. This professional competence should be sharpened on the job rather than learned there. Applicants to library schools should be more thoroughly screened. The students must be personable, flexible, mature, enthusiastic, concerned, and full of common sense. This cannot be taught or learned on the job. Undergraduate education should be broad enough to encompass a variety of disciplines so that library education can be unique to librarianship. Specialization should be left to a second masters degree, or a sixth year program, and continuing education.

Copyright

The purpose of copyright is to protect. The individual being protected should be allowed to determine the length and degree of protection he feels necessary. There should not be restriction, but freedom of choice, on the part of the author to invoke whatever time limit he chooses. An exception would be materials which are produced under public subsidy, and should, therefore, be in the public domain.

Mrs. Jane Black,Director
Lynchburg Public Library
914 Main Street
Lynchburg, Virginia 24504

LIBRARY
THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916

OFFICE OF THE DIRECTOR

January 1973

Statement to the National Commission on Library and Information Science

By Richard W. Boss, Director of Libraries, University of Tennessee/Knoxville

The Southeast lags behind the rest of the nation in research activity. One reason is the virtual absence of distinguished research libraries.

The more than four million citizens of Tennessee do not have a single distinguished research library to serve them. The largest library in the state, that of The University of Tennessee/Knoxville, has a collection of only 1.1 million volumes, only 49 per cent of the number of volumes an institution with its enrollment and number of programs should have, according to a commonly accepted formula.*

Several states in the region have institutions with substantially better research libraries in relation to this formula:

Virginia	122.91%	Florida	72.85
Georgia	92.63	Kentucky	72.57
North Carolina	92.25	Tennessee	49.04
Louisiana State	82.10	Florida State	46.04
Alabama	80.26	AVERAGE	78.96%

The University of Tennessee/Knoxville would have to add over 686,000 volumes to reach the average of the above group.

The Tennessee Higher Education Commission, using STANDARDS FOR COLLEGE LIBRARIES, has identified a deficiency of one million volumes in the other publicly supported institutions of higher education in the state.

There is, therefore, considerable concern in Tennessee over the decline of federal support for the development of college and university library collections.

The Commission should seriously consider recommending the renewal of the federal commitment to college and university libraries, especially research libraries.

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*Washington (State). Office of Interinstitutional Studies, A MODEL BUDGET FOR PROGRAM 05 LIBRARIES. Olympia, Washington. The Evergreen State College, March 1970.

Each state should have at least one distinguished research library, not only to support work within a single institution, but more importantly, to support education, industry, and government throughout the state in their research efforts.

Our nation will be strengthened if individuals and institutions are not handicapped because they're located in a region or state with an economic base less substantial than that available elsewhere.

January 29, 1973

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

I welcome this opportunity of being able to present statements to the National Commission on Libraries and Information Science relating to library service.

It is my firm conviction that the public library should continue to meet its traditional responsibilities but should also develop programs and methods to meet the needs of the many non-users.

'The Gallup Poll, conducted for the National Commission on Libraries in 1967, reported only 30 percent of the adult public could be called library users." As an institution conceived to "provide service to all" the public library obviously is not attaining its full goal. In actuality, it is serving a select group of users because the non-users are not educationally or emotionally equipped to make use of present library services or the library has failed to find the type of programs which would appeal to these non-users.

Various studies have described library users, and its generally agreed, that some members of every age group are library users. Users might also be classified by profession such as students, housewife, businessman, teacher, auto mechanic, etc. Some people from all these groups use the library and some of them do not. It is necessary to decide which of these groups utilize library services more than other groups. From a survey of metropolitan public library users, Mary Lee Bundy concluded: "... public libraries have essentially been marking time while dramatic changes were taking place in their communities in the U. S. ..." This is because in large measure they are still tied to traditional commitments and to traditional clientele." "The adult clientele can be characterized as upper middle class, rather than a wide general public."

Groups being served most effectively by the public library according to 100 practicing librarians in a survey included the middle class general reader, children, students and individuals who seek the educational and cultural services of the library. Non-users included the disadvantaged and minority groups, home bound and institutionalized, foreign population, physical and mentally handicapped, illiterates, and senior citizens. These groups are offered services by some public libraries but they are unable to make use of the library in its traditional sense.

Its not easy for the public library to effectively meet the informational needs of these non-users. Their needs must be identified, evaluated, and a cost in dollars and time established to effectively structure a program of service that has a reasonable chance of producing the results desired. It would be hoped that some method might be devised to measure the effectiveness and quality of such programs. It is my feeling that libraries at the present time, do not have the answers although they have been willing to experiment and reach out in attempts to give service but these programs are usually made possible by a special grant and cease operation when the grant is not renewed. In many cases such programs are written up with a great deal of fanfare at the inception but no follow-up articles are written and given general distribution to evaluate the programs and explain why they did or did not achieve all of the desired goals. It is important to know why these programs were not continued at the expense of traditional library programs if the budget was the determining factor. This observation is not made in criticism but is intended to point out the need for librarians, trustees, and those appropriating funds to have a better understanding of what pitfalls to avoid and what reasonable goals can be attained.

The Jacksonville Florida Public Library System initiated its federally funded Library Operated Outreach Program in 1970 in an attempt to serve the disadvantaged who have not made use of traditional library services. By sending vans loaded with books, films, and workers into pocket ghetto ar[illegible] LOOP reached many non-users. During the summer of 1972, LOOP reached 2[illegible] people.

In many cases, the non-user is unable to read and the program "each one teach one" has been used with some degree of success in many communities. Although individuals and volunteer organizations are working in this area, it seems to me that the problem must be attacked by the schools in the early years of the child. Most libraries do not have the staff trained in remedial reading problems to maximize their efforts for the most effective results. Libraries should offer the materials needed by the person after he or she has a basic reading knowledge. The school's program, of course, should be extended to the illiterate adults and I am sure there are many ways in which libraries could cooperate in providing space for classes and providing the necessary materials to be used in connection with such classes. Actually, there is a great dearth of material of the high-interest, low vocabulary type directed to the adult person who is trying to learn to read.

Another special group that should be reached by library service is the pre-school children. The pre-schooler is in his formative years when reading habits begin to take shape. If his needs can be met at that age, he will tend to develop a pattern of library use. It must be recognized that the needs of a black urban ghetto dweller child may be different from a white urban dweller child who has different cultural background. Again, I wish to emphasize that in attempting to serve the non-user the public libraries should not so redirect their efforts so that current users needs are ignored. Hopefully, the movement of the non-user to the user group will increase as more people learn to read as a result of greater emphasis being placed on reading skills in the early years of school, achieve an improved financial status, and have more leisure time.

In considering patterns of organization, serious consideration should be given to the establishment of regional libraries to serve multi-county areas and cutting across state boundaries when necessary. Although this is not a new idea, the plan has not been implemented often enough and many small counties are still unable to provide public library service because the tax bases of the communities are too limited. In an age when we have great concern for the non-user it is distressing to note that entire counties go without library service. Although a person may be able to obtain a book by mail through the state library for a special need, this does not take the place of having libraries within the local communities.

In order to set up regional libraries, it will be necessary to cut across governmental boundaries, define and designate regions. These regions should not be exclusively for the libraries, but should be used for providing other governmental services.

Finally, the public library as a service institution needs this national study so our needs can be identified, goals agreed upon, and the means provided to accomplish these goals.

Sincerely,

Harry Brinton

Harry Brinton
Director of Libraries

HB:lt

DEPARTMENT OF HEALTH EDUCATION AND WELFARE
REGION IV
50 7TH STREET N E
ATLANTA GEORGIA 30323

OFFICE OF EDUCATION

A statement to the National Commission on Libraries and Information Science by Shirley A. Brother, Library Services Program Officer, U.S. Office of Education, Region IV, DHEW, Atlanta, Georgia, January 23, 1973

Mr. Chairman and Members of the Commission:

My comments will be directed to patterns of organization particularly in the area of library cooperation in the southeastern states in which I am working.

Library development in this section of the country has had as an integral part the spirit and practice of cooperation. This has been due in part to limited resources and the need to stretch those available as widely as possible, to the library leadership, to the development of schools and public libraries on a county basis or larger unit concept, to the atmosphere in which the leaders were accustomed to working together. Until the past few years this library cooperation was informal without structured agreements among the different types of libraries.

Forces both within and without the library sphere have resulted in formal arrangements among libraries, expansion of union catalogs, network systems to locate and make available special resources. Planning for service and library education is a part of the regional development. State and Federal funds have developed formal rapid communication networks using the resources of all types of libraries and tieing in the general network of the state library agencies with the medical library service networks. The three major union catalogs in Atlanta, Georgia; Chapel Hill, North Carolina; and Nashville, Tennessee are supplemented by individual library catalogs on microform such as the South Carolina State Library program of microfilming the major public and academic library card catalogs and the Georgia Institute of Technology program of a catalog on microfiche are examples long time and more recent means of wider use of resources.

During the past three years five of the eight States have had legislative action to adopt the model interstate library compact to assist library program development across state lines. This is one phase of library development which is forcing its attention upon libraries. A program has been initiated under the compact between the Northeast Regional Library, Mississippi and the Shiloh Regional Library, Tennessee. Planning and development districts which are crossing state lines such as in the Chattanooga - North Georgia; Columbus, Georgia - Russell County, Alabama; Memphis, Tennessee - North Mississippi - Arkansas section; Charlotte, North Carolina - Rock Hill, South Carolina, are ignoring governmental jurisdictional lines which library service has followed. Service arrangements must be formalized. Common interests among librarians have resulted in regular meetings of librarians in the panhandle of Florida, southwest Georgia and southeast Alabama is a pattern which has come forward.

The need and desire to improve services has caused so many groupings of academic libraries that consortia are intermingled and so numerous that it is difficult to identify them. The same is true of other types of libraries as well as the crossing of types of libraries.

In fiscal year 1972 each state library agency developed a state plan for library development under the Library Services and Construction Act as amended (P.L. 91-600). Each plan included a needs assessment section which indicates that more attention should be given to this phase of the planning process. The Southeastern States Library Cooperative Survey which is underway will provide more complete information which may be used as a bench mark and a base for future planning within states and on a regional basis.

The Southeastern Library Association, the state library agencies, and the state library associations have initiated the survey carrying on the precedent of the earlier southeastern states Library Cooperative Survey 1946-47. The present survey is expanded to meet present and projected uses of the information. It carries on the practice of cooperation which is a regional concept in a natural grouping of states. The possibilities for planning will be unlimited based upon a most comprehensive inquiry which will provide a more complete picture of the existing situation. Out of this cooperative venture will come even greater efforts and more productive results.

Thank you for the opportunity to present these remarks.

Respectfully submitted,

Shirley A. Brother
Library Services Program Officer
Department of Health, Education & Welfare
Region IV
50 7th Street, N.E.
Atlanta, Georgia 30323

GREENVILLE COUNTY LIBRARY
300 College Street
GREENVILLE, SOUTH CAROLINA
29601

January 25, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601 - 1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I appreciate the invitation to submit written testimony prior to your Southeastern regional hearing on 7 March 1973. I have selected one area for consideration and I may not have interpreted the section as it was intended but I'm submitting my statement for you to handle as you see fit.

You have asked laymen, as well as professionals, to submit statements so perhaps some background information is needed. I am a graduate of the University of North Carolina Library School and I began my career on the staff of the Furman University Library as a circulation and reference librarian on the men's campus and later as head of the library at the Woman's College.

In 1951 during the Korean crisis, I established a technical library for the Army Air Support Center at Fort Bragg, North Carolina. From 1960-1962 I served as head librarian of the Donaldson Air Force Base Library. While at Donaldson I was recognized as the outstanding librarian of the Military Air Transport Libraries in the Continental United States and was awarded the John Cotton Dana Award for relating the base library to the needs of its personnel and for coordinating its program with base activities. From 1963 to 1970, I served as a part time reference librarian on the staff of the Greenville County Library. In 1970 I became the Director of Community Relations and in 1972 I received another John Cotton Dana Award for a well conceived and executed beginning public relations program to acquaint county residents with library services.

I enjoy trying to get people in the community to use the library because I feel that is what librarianship is all about.

I am enclosing my comments and I do hope your meeting will be a success.

Sincerely,

Verena L. Bryson
(Mrs. W.J. Bryson)
Director of Community Relations

GREENVILLE COUNTY LIBRARY
300 College Street
GREENVILLE, SOUTH CAROLINA
29601

January 25, 1973

TO: Mr. Frederick H. Burkhardt, Chairman

FROM: Verena L. Bryson
Director of Community Relations

Recommendations and comments in regard to patterns of organization:

In my view there should be more cooperation between all tax supported agencies - such as school libraries and public libraries; parks and recreation facilities and libraries; agencies of the federal government and libraries because there is too much duplication of similar services. Private business and industry such as banks and savings and loans and textile concerns should also work more closely with libraries using their advertising budgets to underwrite services provided by libraries, museums, etc.

Some instances where I have tried to work in these areas are:

1. The City of Greenville Department of Parks and Recreation is applying through HUD for a Neighborhood Facilities Project - a $76,000 structure, multi-purpose in nature, of approximately 5,500 square feet. If this application is approved the library will use part of this building in a low income area of the city for housing a paperback collection, records, providing stories for children, etc., rather than trying to provide a branch library for this area.

2. Internal Revenue Representatives will visit all the branch libraries in Greenville County on a particular day in February to help people fill out their income tax forms. Some of our branches are in small towns, the library is centrally located and provides ample parking. If people take advantage of this service Internal Revenue will set aside time in March and April to revisit these branches bringing their services to the people where the people are located.

3. We are working with the Retired Senior Volunteer Program, a Federal agency and we find volunteer jobs in the library for some of their applicants.

4. The Greenville Library is the resource center library for a five-county region in the Piedmont section of South Carolina in the area of business, science and technology. The South Carolina State Library has employed a Regional Reference Librarian to be the contact person

between the Greenville County Library, other libraries, and the State Library as well as area business firms. To date this program has only had the librarians salary funded and no provision for promoting the program.

5. Organizations, principally banks and savings and loans have been underwriting library brochures, and directories giving information to the public at large as to programs, services and material available at the library.

I hope these recommendations and comments are pertinent to the questions you are trying to answer. If I can be of any further assistance please do not hesitate to call on me.

Signed__________________
Verena L. Bryson

VLB/jw

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TECHNOLOGY AND HUMAN RESOURCES

Educators today have the opportunity to use a bewildering variety of technological means to enliven, speed up, and enhance the significance of learning experiences. Teachers and library media specialists have found that skillfull incorporation of library, audiovisual, telecommunication, and other instructional technology services are some of the best ways to engage and sustain the active participation of students.

Now more than ever libraries, both school and public, are not simply repositories of books, but are active resource centers where specialist advise and devise appropriate media techniques and methods for given classroom situations.

Consequently, both entering and prospective students and educators who wished further training have asked Alabama Agricultural and Mechanical University about a curriculum for library media. These inquiries led to the establishment of the Graduate School of Library Media, offering Master of Science in Library Media (MSLM) degree. Through a generous grant by the W. K. Kellogg Foundation, this graduate program is directed toward developing library media specialist competent in both the theoretical and practical aspects of media resources.

This program provides elementary and secondary schools with trained professionals who can organize, develop, facilitate, and evaluate a multiplicity of approaches for student learning.

The physical facilities were planned for our program---7,000 square feet of space--classrooms, offices, conference rooms, an auditorium, a demonstration library, and a media center---were especially designed and equipped for this new school's instructional program. Our demonstration library presently has some 4,500 volumes in its professional collection, including back issues of journals in specific fields of study, and 5,353 volumes in its comprehensive collection of literature and related materials for children and young adults.

In addition to books and journals, the School's media center has much of the hard and software needed in developing and utilizing media resources. Slide, filmstrip, overhead, opaque, and motion picture projectors are available, as are educational and closed circuit television facilities, phonographs and audiotape recorders, still and motion picture cameras, microfilm and microfische projectors, and other similar equipment.

To back up the special demonstration library for the School of Library Media, the University's general library has the finest library plant and collection--over 1[illegible]0,000 carefully selected volumes-- of any university of its size in Alabama.

A philosophy that the School of Library Media is an instructional service agency for all areas and departments of the University has made the School the research and distribution center for all types of instructional aids. Students, faculty members, and others served by Alabama A. & M. have access to both print and non-print materials through the School's service function.

The physical facilities of the School of Library Media creates an atmosphere that not only promotes learning in our own program, but serves as a demonstration model for school media programs throughout the State and region.

Before designing a curriculum for the training of the library media professional, a study was conducted on 43 northern and central Alabama district superintendents (or their representatives) as to the felt needs for such a professional.

The results of this study formed a bases for analyzing the tasks and role for such professionals.

After assessing the role and functions for the prospective library media professional, the faculty of the School of Library Media established program goals directed at providing the specialized knowledge and skills needed. A summary of performance criteria for modern-day library media professionals is listed on the following page.

The library media professional...

- Has an understanding of the history of libraries and media centers and is able to focus upon emerging trends, issues, and events affecting his role.
- Possesses skills in the development, design, and production of instructional media resources usually not obtainable or available in commercial form.
- Effectively identifies learners' needs and selects appropriate resources to meet these needs.
- Functions as a resource person on curriculum committees in order to improve educational opportunities through the multi-media approach to learning.
- Maintains standards for selection of media resources as regards to examining and evaluating the literary and aesthetic quality; to

assist other educators in critically analyzing the diverse quantities of instructional resources presently available to schools.

☒ Possesses competencies for organizing, managing, and maintaining the schools' media and information centers.

☒ Utilizes practical techniques of indexing and cataloging resources; systematically coding print and nonprint items so the retrieval of media resources becomes simple, efficient, and usable for the centers' patrons.

☒ Promotes a systematic approach to learning by coordinating human, fiscal, material, technological, physical, and material resources directed toward the instructional objectives.

☒ Locates significant bibliographic and reference works which are necessary to support the curricular and instructional efforts of students and teachers.

☒ Makes effective use of educational hardware (projectors, television sets, globes, realia, etc.) and inextricably weaves them into the milieu of instruction.

- Makes valid judgements on the appropriateness of materials and the readiness levels of media resources to the extent that the learner is exposed to those resources which are understandable and purposeful.
- Articulates learning and communication theories so that these constructs are reinforced and complemented by a wide use of appropriate media resources.
- Brings into play a system for identifying, organizing, implementing, and evaluating automation for instructional and management purposes.
- Assists students and teachers in locating, selecting, interpreting meaningful research. The library media professional possesses the capabilities for analyzing research efforts and statistical data. He is able to interpret current research and apply the

conclusions toward augmenting the resource and service functions of the centers; he also serves the schools and community research efforts in analyzing assumptions and hypotheses by providing a systematically structured, problem-solving environment.

To evaluate and assess are not considered esoteric idioms by the library media professional. The appraisal of media resrouces and the centers' services are a continuous effort. This professional possesses the knowledge and skills necessary to evaluate instruction and the various resources which affect it.

Some library and/or media professionals might culminate their goals and program outcomes with the aforementioned, perhaps with less synthesis. It is important, however, that organizers of instructional media look toward one additional dimension... that is, the quality of media resources and their effects upon the students' humanistic values.

The library media professional places a strong emphasis on media content and the consequence the content will have on the attitudes and opinions of learners.

The search for identity and a quest for respect from his fellow man is a need of most individuals. A media resource which projects its content with objectivity and presents other people, places, and things without negative undertones can provide an essential quality of humanism. Our library media professional, not only possesses the skills and awarenesses for assessing the design qualities of media resources, but is able to interpret the resources in terms of their explicit and/or implicit messages and the particularistic effects it has on various racial, religious and ethnic groups.

It is essential that the library media professional have an opportunity to develop his sensibilities and sensitivities toward evaluating media resources, exclusive of his own singular frame of reference.

There is an axiom which states that, "teachers teach as they were taught." It is our opinion that an integrated, systematic approach toward full utilization of media resources will be a factor toward influencing the future professional behavior of our graduate students. Feedback from administrators, where our professionals have been placed, indicates that it is working.

Howard L. J. Bell

Dean, School of Library Media
Alabama A&M University
Normal, Alabama

Mrs. Isaac Bunce
120 Woodlawn Drive
STATESBORO, GEORGIA 30458

January 22, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

With reference to your letter of January 4 in regards to the National Commission on Libraries and Information Science hearing for the Southeast region with emphasis on problems pertinent to our area. I would like to submit the following thoughts:

Our foremost problem seems to be financial, which basically is a failure on our part to convince the powers that be that our needs should not come last. Currently our most crying need is for larger facilities with sufficient public areas, stacks, and parking. Part of our hope was that the Statesboro Regional Library would benefit from Revenue Sharing as libraries are specifically mentioned as qualifying for these funds. At this time such sharing is very doubtful for the local governing bodies, understandably, tend to act on expediency rather than in longer range planning and benefits which accrue in a library program. Local governing agencies, therefore, need to be educated on the benefits a library provides the community. Using your term - a cost benefit analysis would be helpful.

To fulfill their function, therefore, libraries need to have more public support through better understanding of their role in information services. A national publicity and educational program on this role might be helpful.

I might add, that I believe emphasis should be placed on local support rather than federal programs. Libraries are the official disseminators of information for this country. They form the network by which information is made available to every person in every area of America... Succinctly, they deserve a priority on all levels: federal, state, local.

It is my sincere belief and hope that this Commission will find a way to "popularize" library support. Without better understanding from the users of the libraries, [illegible] those who are infrequent or non users, not only the framework [illegible] libraries of our nation can begin to crumble, but our nation itself can suffer.

Our Library Board believes that you can help us find the answer. We are indeed appreciative of your willingness to give of yourself and your time to solve one of the most serious problems facing this nation.

A grateful citizen,

Nona Quinn Bunce

Nona Quinn Bunce, Member of,
The Statesboro Regional Library Board
The Legislative Committee of the
Georgia Library Association
The Legislative Committee of the
American Library Trustees Association

The South Carolina State Library
1500 Senate Street
P. O. Box 11469
Columbia, South Carolina 29211

PHONE 758-3181

January 24, 1973

National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Gentlemen:

Thank you for the opportunity of submitting a statement on behalf of libraries.

Undoubtedly you have been inundated with testimony affirming the value of books and reading, the importance of libraries, and the necessity of improving library service. By reason of the position you hold, I assume that you share in some degree the conviction that libraries have a positive--even an essential--role to play in the educational and cultural development of Americans of all descriptions. Therefore, I shall confine my remarks to one facet of the library picture--the funding of LSCA.

The benefits derived from the Library Services and Construction Act are indisputable. Because of LSCA... every South Carolinian now has access to some form of library service; libraries are reaching out to help the culturally and economically disadvantaged, the functionally illiterate, the isolated people who need special services; and libraries throughout the state are joined in a network of information, sharing their resources in order to meet the needs of all the people.

Because of LSCA... ten new library systems have been established in South Carolina; eleven county libraries and six branch libraries are now housed in functional new buildings; and more than a half million books have been added to South Carolina library resources.

Through the stimulus of LSCA seed money, State Aid to public libraries has increased 935%, and total public library income from all sources has increased from 45¢ per capita to $2.02 per capita.

But the job is far from complete. There are physically handicapped South Carolinians who do not know about the special services available to them, there are disadvantaged citizens who hesitate to use the library, there are senior citizens in need of special programs, there are children who have not yet encountered the magic world of books and ideas. New buildings, better trained personnel, more books and materials--all of these are needed to keep pace with the rapidly growing informational, educational, and recreational needs of South Carolinians.

If--as reports indicate--the Administration should eliminate LSCA funding for 1973-74, the level of general library service in South Carolina will be cut back by approximately twenty per cent--meaning shorter hours, curtailment of programs, reduction of bookmobile service, elimination of some staff positions, and a decrease in book purchases. The outreach programs for the disadvantaged, the elderly, and the handicapped will virtually come to an end. Service for the blind will be cut drastically. The developing program of service in state institutions will come to an abrupt halt. Our newly created information services for business and industry will be cut off. Much of the progress of recent years will be lost as the momentum of library development slows.

Respecting the President's desire to balance the national budget and reduce the federal bureaucracy, nevertheless I urge you to use the Commission's influence to make the curtailment of library funding gradual. Given time libraries may be able to obtain State and local funds to continue essential programs. But with so many federal funds being eliminated at the same time, libraries face overwhelming competition for State monies. LSCA has taught us to plan big. We need time to find viable alternatives in order that our plans can be realized, not reduced to pipe-dreams.

Sincerely yours,

Betty E. Callaham
Director of Field Services

BEC:ecb

GREEN RIVER REGIONAL LIBRARY
450 Griffith Avenue
Owensboro, Kentucky 42301

Member Counties
Daviess
Hancock
Henderson

Member Counties
Ohio
Union

January 22, 1973

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for inviting me to submit written testimony in relation to the Commission's goals and priorities for study and action. In this connection I would like to concentrate on the adequacies and deficiencies of public library service in Kentucky and specifically in the five-county area which comprises the Green River Regional Library with which I work.

In 1960 when I started to work with the Kentucky Department of Libraries the five-county area to which I was assigned was in deplorable condition as far as library service was concerned. Daviess and Henderson Counties were housed in outdated Carnegie buildings, inadequate in both size and usability. Hancock, Ohio, and Union counties were existing in unbelievably small buildings, two of which were never designed for libraries from the beginning. The combined book stock for the five counties was in the neighborhood of 90,000, with 85 per cent of the books concentrated in the two largest counties. Yet the population of the area was 152,000. Book circulation was 434,000. Income for the region was $78,000, less than 50 cents per capita.

Today these five counties are still poor by national standards in both quantity and quality of service. Yet much has been accomplished in the twelve year period since these five counties agreed to join together to form a library region and cooperate with each other and with the State Department of Libraries in the promotion of library service in the area.

Income for the region is now $220,000, three times what it was in 1960. Three of the five counties have passed special library taxes. New buildings have been erected in three of the five counties, and one county has enlarged and remodeled its building in addition to constructing two small branches. Book stock has more than doubled and circulation has risen to over 700,000 for the area. Library personnel has been increased and that, together with the meeting rooms in the new buildings, has made it possible to start many library-related programs for old and new users of the libraries. Efforts are being made to bring into the libraries those who in the past have not used them. The fantastically popular bookmobile program of the State of Kentucky has played an important role in reaching non-users in the rural areas of the State.

In Kentucky we are still far from our goal of adequate library service for all residents of the State. Trained librarians are still in short supply at the local level, mainly because funds are not available to hire them. This condition could be alleviated if the Department of Libraries were able to fund a professional incentive grant project which it has been unsuccessful in doing.

The State must continue its program of library demonstrations in counties still outside the regional program in order to secure the necessary financial support for participation in the regional program on a permanent basis.

It will be many years before we can say that the counties can provide their own public library service without the help of the State and Federal governments. In 1967 the Kentucky Program Development Office projected financial needs of the Green River Region annually for an eight year period (to 1975) to be in the neighborhood of $650,000 annually. This projection was based on standards of the Kentucky Department of Libraries, which are much below national standards. At that time the income for the region was at 35 per cent of the amount needed.

It becomes obvious to us in Kentucky that all units of government must accept responsibility for funding public libraries--the only educational institution which provides for all citizens access to educational, informational, and recreational resources to provide assistance with needs at all levels of their existence.

Thank you again for allowing me to offer this comment regarding the needs of the public libraries of the State of Kentucky.

Sincerely yours,

Regional Librarian

LC/la

3442 Main Street
Weirton, West Virginia
January 29, 1973

Mr. Frederick H. Burckhardt
Chairman
National Commission on Libraries
and Information Science
1717 K Street N.W.
Washington, D. C. 20036

Dear Mr. Burckhardt:

My comments on the National Commission's "Priorities and Objectives for Planning Library and Information Services to the Nation" are as follows:

I. Some user groups whose informational needs demand special attention, in addition to groups such as the blind, are:
   a) the non-school population for whom libraries seem irrelevant or lack appeal;
   b) the functionally illiterate past school age;
   c) the non-English reading elderly.

There is a definite need for materials written for people with minimal reading skills, and for programs that will help them to acquire those skills. There is also a need for materials for light reading, or for listening that could be easily understood by people whose verbal comprehension is of language other than English.

There is also a need for programs that are varied in scope, which could appeal to audiences of non-readers who must be convinced that libraries are relevant. Of course, further research would be necessary to determine what materials could be developed for that group.

II. Current Library Services largely benefit students and and readers of best sellers, light fiction, and non-fiction. There is a need for materials and programs to attract others.

Reference and Advisory Service is the key to the quality of library and information service to the public. There is, then, a need for high standards of library service and the enforcement of those standards throughout the nation. Recommendations might be forthcoming concerning adequate funding to attract and maintain good reference personnel, as well as to buy new and revised reference materials.

III. There is a need for better and faster means of communication in interlibrary transactions, as well as a need for a national plan for interlibrary loan accessibility. Funds should be made available for a complete and frequently revised union catalog, with direct communications links to be established between state and national libraries.

IV. There is a definite need for mandated levels of support and service for public libraries. Legislation would be necessary, probably at State level, such as bind local governments to support formal education. Federal legislation might also be required to insure that minimum standards are met and that there is a realistic regulation of minimum support.

The current trend away from Federal spending should bring about a lowering of Federal taxes which could make the above funding easier to bear.

V. There is a need for all patrons to have access to information on all levels of research from the ready-reference type of information to the most detailed and intricate fields of knowledge. The use of computers storage and retrieval of information and library holdings, as well as the use of telefacsimile equipment, should be available to all library users.

Various studies might be made of means of communication, including WATS telephone lines, and other hook-ups to accomplish the above.

VI. There is a need for some standardized method of testing by State, Regional, or Federal Agencies to determine the quality of service and the ability of professional, sub-professional, and clerical personnel to provide that service. Special attention should be given to non-professionals heading public libraries.

Tests might include written, as well as interview-observation type studies. The latter should be made while watching the employee in action. It could be limited to all master and bachelor in library science personnel, plus all reference and supervisory personnel.

I sincerely hope that my thoughts might be of some value as testimony at the Atlanta hearing. I am sorry that I will be unable to attend.

Respectfully yours,

George H. Campbell

George H. Campbell

GHC:gjb

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

THE SCHOOL OF LIBRARY SCIENCE

February 14, 1973

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

I am pleased to be able to submit written testimony for the Atlanta hearings. The following comments, however succinct, represent not only my feelings but those of several colleagues.

Given the enormous number of tasks before the Commission, explicit and implied in its formal assignment of goals, it would seem to be essential to decide on priorities among these goals and functions. In refining and delimiting the definition of its role in the next few years, the Commission can assume a two-fold operation. One, it can provide or seek support for the research necessary for developing systems models as outlined below. Two, it can initiate the establishment of an international network for social science data archives -- or perhaps one special topical area such as population or ecology. These interrelated functions can attack the most fundamental issues and simultaneously produce practical results both within the special archival area and for the exploration and resolution of the fundamental issues, as spelled out below.

I. The proliferation of agencies for handling dramatically growing quantities and kinds of information to serve increasingly complex user groups calls for the development of a set of indicators for assessing the costs and benefits of libraries and other information services. The ultimate goal in developing such measures is the generation of models for type of libraries and types of users as well as a general information system model. Present knowledge suggests that the size of library collections and the size of population users may be bases for a typology of such models.

The primary and immediate problem is developing operational and standardized rules for gathering data on libraries and users in order to allow for valid and comparative studies. Current data-gathering and analysis techniques are poor in quality, subject to excessively wide variations in interpretation. By adopting concepts and quantitative techniques from relevant fields, notably the application of multivariate analysis, we may discover the salient indicators necessary for the development of analytic cost-benefit models.

II. The library/information services relating to critical problems of man's interaction with his environment constitute a strategically important possibility for a first priority substantive concern for the Commission. In the U. S. and abroad data collections on demography and ecology are already numerous, are growing rapidly in number and in resources, and are assuming an increasingly critical importance in deciding man's fate vis à vis man-machine and man-nature relationships. Further, most such resources are in the public sector where management problems have recieved little attention; cost-benefit models derived from privately owned "profit-oriented" organizations are only partially helpful. Finally, data of this type offer an extraordinary opportunity for examining alternative network strategies in adopting technology, including automation, satellite communication, and variant output forms (M/F, fiche, hard copy).

By focussing on library/information systems that serve decision-making in these extraordinarily important areas of population and ecology, the Commission can at once provide immediate benefits to the nation (and the world) and facilitate the development of library/information systems models which should enhance our analysis of similarly structured kinds of data resources. Indeed, such an effort should be very profitable for the development of analytic and system models for other general or special libraries and populations of library users.

To summarize, I recommend that the Commission address itself to support two missions: 1. production of an analytical scheme for assessing the needs and deficiencies of our library/information agencies and users, and 2. the development of an actual network of information in itself substantively and practically important and which can also provide an empirical basis for trying out such analyses produced in "mission #1", with particular attention to optimal technological applications. These two operations would not only be independently and interdependently beneficial, but would provide invaluable information for library education and research.

With all best wishes for your continued success and thanks for the opportunity to express any own statement, I am

Sincerely yours,

Ray L. Carpenter

Ray L. Carpenter
Associate Professor
Research Associate, Institute
for Research in Social
Science

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

March 1, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Services
Suite 601
1717 K Street NW
Washington, D. C. 20036

Dear Mr. Burkhardt:

You will find attached a position statement which we wish to submit for inclusion in the Commission's official hearing record.

It should be noted that the statement relates specifically and exclusively to library and information service (Educational Media) in the public and private schools of North Carolina (K-12).

We appreciate the opportunity to offer these comments.

Sincerely yours,

James W. Carruth

James W. Carruth, Director
Division of Educational Media

JWC/lf

encl.

PRIORITIES AND OBJECTIVES FOR PLANNING LIBRARY AND INFORMATION SERVICES FOR NORTH CAROLINA SCHOOLS (K-12)

North Carolina has a population slightly in excess of 5 million people. Its per capita income was $3424 with a rank of 39th among the states according to 1970-71 census report. Expenditures for all public education were 44.8% of the total general government expenditures by State and local government. This gives North Carolina a rank of 12th in the Nation. It may be concluded that North Carolina places a relatively high priority on education.

NEEDS

1. The need for additional instructional materials and equipment in the schools is great. This need will be accentuated if the President's proposed budget for 1974 is adopted since that proposal recommends zero funding for all library programs. The proposal also recommends no funds for NDEA Title III. The elimination of ESEA II and NDEA III funds will create a very acute problem in North Carolina for these programs provide approximately fifty per cent of the funds available to the schools of the State for the acquisition of materials and equipment. In the face of increasing awareness on the part of educators of the vital role of a variety of materials in the individualization of the instructional process, this reduction of funds becomes even more critical.

2. A second need of high priority is for funds which will provide incentive for increased staffing of two types. There is need for an increased number of media personnel with increased competency at the school and administrative-unit level to provide leadership for the instructional staff in the effective utilization of media in learning activities. Similarly increased staffing at the State and regional levels could make possible the provision of services such as materials review and evaluation. Such services can be more effectively and efficiently provided at State or regional levels than at the local level. Funding from the Federal

government patterned after that in Occupational Education or Special Education programs could provide incentive for State funding on a matching basis.

Assistant Secretary Marland's communication of February 1 related to the Office of Education's budget as proposed for 1974 states in regard to Library Programs (page 5) ......"Moreover, the present law does not provide for aiming library funds on the basis of economic need, with the result that resources are dissipated with no significant impact." This is not necessarily so. The legislation provided each state with the opportunity to develop a plan for implementing ESEA Title II. In North Carolina the State Plan employed a formula for the determination of Relative Need of schools in each administrative unit. (See attached Relative Need Index formula work sheet.) The averaged scores of all schools in each unit determined the priority rating for the unit. The Relative Need thus determined controlled the priority in which the unit was placed. Priority 1 indicated the greatest need. The number of units in Priority 1 decreased from 35 in 1967, 12 in 1968, 9 in 1967, 6 in 1970, rose to 7 in 1971 because of reduction of appropriation in 1970, to 5 in 1972. At the same time these funds were prevented from supplanting local support by an eligibility requirement that the local support must equal or exceed the average of the local support for the two preceding years.

Since the Priority of Relative Need was based on a limited number of type of material, the decrease is somewhat misleading due to the increased variety of materials now available for use in schools. As indicated earlier, changing instructional methods have tended to create a more acute need than ever before.

PATTERNS OF ORGANIZATION

Public school libraries (media centers) differ in many ways from other types of libraries. Their justification is centered in the support which they can offer to the learning activities of the instructional program of the school. It is believed that the administration of school media programs at the Federal level will be more effective if the staff is associated with those agencies in the Office of Education which deal with elementary and secondary education rather than with other library programs.

Signed: James W. Carruth
Director
Division of Educational Media
Department of Public Instruction
Raleigh, North Carolina

March 2, 1973

ERIC Full Text Provided by ERIC

Form ESEA II—8d FY 1973

Instructions for Completing
ESEA Title II Relative Need Index, FY 1973

The allocation of ESEA Title II funds for the acquisition of school library resources, textbooks, and other printed and published instructional materials shall be made according to priority rating based on established relative need. To determine the relative need, complete the Relative Need Index on the reverse side by (1) circling the appropriate number in each category; and (2) computing the total of the vertical and horizontal columns in the spaces provided at the bottom and on the right of the Index. This total will be used to determine the priority rating for your school.

Before completing the Relative Need Index on the reverse side, supply the following items. Use average daily membership (A. D. M.) for school year 1971—1972 and Section 4.0 Instructional Materials: Library and Audiovisual from the School Annual Report for 1971—1972.

1. **This school spent $__________ from local funds, fiscal year July 1, 1971—June 30, 1972, for school library materials, and other printed and published instructional materials, an average of $______ per pupil in average daily membership. (Local funds include local tax, administration budget, P.T.A. and other contributions, and local matching funds for NDEA, Title III. Do not include any Federal or State funds.)**

2. This school has a library book collection of ______ volumes, averaging ______ books per pupil

3. This school subscribes to ______ periodicals, averaging ______ periodicals per teacher. (Include both pupil and professional periodicals.)

4. **This school has ______ recordings (disc, tape and cassette)**

5. This school has ______ filmstrips, averaging ______ filmstrips per pupil.

Use the information supplied above to determine the appropriate rating in each category on the reverse side. In considering your scores in the categories in library books and filmstrips, you may use either the number of materials or the number per pupil. Where the number owned and the average per pupil do not fall in the same column, use the one indicating the greater need. For example: If your school has 300 filmstrips averaging 1½ filmstrips per pupil, circle 14 in the column indicating the average 1 but less than 2 filmstrips per pupil rather than circle 4 in the column indicating 300 or more filmstrips.

Form ESEA II [illegible] FY 1973

State Department of Public Instruction
Raleigh, North Carolina

Priority Rating** ________

Total Score ________

ESEA TITLE II RELATIVE NEED INDEX, FY 1973

(See reverse side for instructions)

Administrative Unit ________ School ________ A.D.M. (1971-1972) ________ No. of Teachers ________

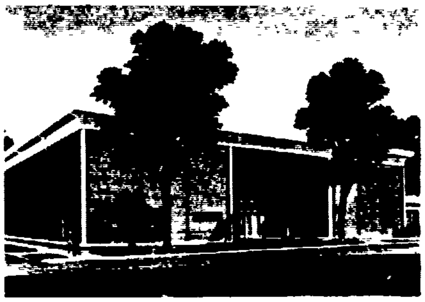
Public Private ________ School Code ________ Grades included ________ Enrollment (1972-1973) ________ No. of Teachers ________

Local Effort	More than $3 per pupil 24	$2 - $2.99 per pupil 18	$1 - $1.99 per pupil 12	$ .25 - $ .99 per pupil 6	TOTAL
Books, Library*	Less than 1500 or Less than 8 per pupil 22	1500 to 2499 or 8 but less than 10 per pupil 16	2500 to 3499 or 10 to 12 per pupil 11	3500 or more or more than 12 per pupil 6	
Periodicals*	Less than 1 per teacher 18	1 but less than 2 per teacher 14	2 but less than 4 per teacher 9	4 or more per teacher 4	
Recordings* (Disc & Tape)	Less than 100 18	100 to 199 14	200 to 299 9	300 or more 4	
Filmstrips*	Less than 200 or Less than 1 per pupil 18	200 to 249 or 1 but less than 2 per pupil 14	250 to 299 or 2 to 3 per pupil 9	300 or more or more than 3 per pupil 4	
Total					**

* *School library materials listed are considered basic to most library situations. Materials eligible for purchase under ESEA Title II are not limited to these. See* Manual for Preparation of Projects under Title II of ESEA.

** *Priority rating is based on the total score.*

Key: ***First priority 100—75, Second priority 74—55; Third priority 54—40; Fourth priority 39—24***



WASHINGTON COUNTY LIBRARY SYSTEM
HEADQUARTERS
WILLIAM ALEXANDER PERCY MEMORIAL LIBRARY
341 MAIN STREET • GREENVILLE, MISSISSIPPI 38701 • PHONE 335-2331

ROGER L. CHRISTIAN
DIRECTOR
MARTHA MEADE
ASSISTANT DIRECTOR

SYSTEM LIBRARIES: ARCOLA, AVON, GLEN ALLAN, GREENVILLE, HOLLANDALE, LELAND

February 1, 1973

National Commission on Libraries
and Information Science
1717 K Street, N. W.
Suite 601
Washington, D. C. 20036

Gentlemen:

While literacy rate has increased, number of books published and commercial outlets of books have proliferated, use and support of libraries have decreased. There must be serious deficiencies in the present approach to administration of public libraries. Our methods of organization and operation, through the establishment of systems, have not met our goals of supplying information and recreational reading to all segments of the public.

One of the most detrimental trends in the growth and development of of libraries was influenced by C. D. Joeckle's Government of the American Public Library (Chicago: University of Chicago Press, 1934). Joeckle's concept of system development resulted in weak confederacies of libraries. As one old man has said, "The last confederacy I know of got the hell beat out of it." Throughout history the confederate form of organization has been adequate for initial unification of separate bodies. However, this form of organization does not possess the elements which insure continuity and stability. Such a system, without strong central authority, does not allow for positive goal-oriented action necessary for efficient operation.

A combination of weak libraries does not make a strong system. But it is often difficult to organize a centrally-administered system, due to various government jurisdictions involved. And local support is jeopardized and often lost when a library enters into a system.

In order to maintain their local identities, yet provide professional services and materials which the locality could not support on its own, individual libraries should contract for the services they need at the level they find most efficient. Quality of service, cost and other pertinent factors should determine the optimum size of various functions, such as processing and publicity.

Contracting for these will avoid another layer of bureaucracy which must be [illegible] by all libraries in a system. Also, in contract situations the relations between libraries are function-oriented rather than based on institutional structures.

I hope that you will consult _Public Library Systems in the United States_ by Nelson Associates (Chicago: ALA 1972). The case studies included in this publication should be read by every library administrator and all those involved in the study of library service.

Sincerely,

Roger L. Christian
Director

Martha Meade
Assistant Director

RLC:MM:es

Testimony
to the
National Commission on Libraries and Information Service
Related to III: Patterns of Organization

Submitted by

John Clemons, Assistant Director
Division of Librarianship
Emory University
Atlanta, Georgia 30322

A major obstacle to improving the effectiveness of library and related information services is that libraries -- especially academic and public libraries -- are organized to administer the collections rather than services in response to user needs. That libraries are so organized appears to have been a natural historical phenomenon. After all, the general concept of the library as an organized collection developed out of a rationale related to preservation, storage and access should there be a valid need for consultation. Newer concepts of the library's role render the earlier rationale inadequate. In recent years the emphasis of the library's role has been to determine user needs and mount programs and services aimed at meeting these needs. However, the basic organizational structure of the library has changed little; it remains concerned essentially with the information resources themselves rather than with delivery of services to infinitely varied users and diverse needs of users.

Much rhetoric has been employed suggesting the library has become user oriented. Indeed, many examples of programs and services can be cited which recognize user needs over any value of preservation. Upon examination, these examples have not apparently forced any change in organizational structure. Instead they resulted merely in adding a component to the organization or in being assigned to an existing unit.

Consequently, the desirable level of organizational support needed for the greatest effectiveness of the service was subordinated to the value of retaining existing structure.

It is understandable that traditional organizational structure of libraries has tended to solidify and be retained. The materials of interest to the collecting function are highly visible, the physical distinctions in the materials are readily seen, those having particular characteristics, such as bibliographic content or written at a child's level, reveal themselves. Furthermore, the producers of materials have sustained contact with libraries, informing them of what products are available or forthcoming and their purposes and costs. Such information is effectively and attractively presented. The materials are made even more distinguishable and accessible by industries which interface the library with producers.

In view of the clarity of the marketing process and the distinctive features of format or content, perhaps it is only natural that library organizational components reflect the collections -- whether reference, microforms, government publications, periodicals, audio-visual media, or subject fields. Some may say a reference component is created for the user. However, since it is infinitely easier to identify a reference source than it is to identify reference-oriented needs, my argument is that the department is basically source oriented. Otherwise, why are many sources not used to meet needs? The user receives optimum service by this arrangement only if he perceives his need to relate to the reference sources and can, in addition, understand that the librarian he may see is usually source oriented. The mere term "reference" is a description of sources and the term has questionable meaning to lay users.

One can give other illustrations to document that organizational components, while establishing rather clear relationships internally within the library, fail to communicate to users the appropriate points for contact. Traditional organizational structure in libraries then functions to help manage the resources and this has been seen as desirable because of the complexity and distinctions of resources involved. However, it is argued here that the function of organization should relate to the effective delivery of service. This would require a structure that has visibility to the user, one which he can understand and relate to his needs. To structure the organization with users foremost in mind may result in a structure more difficult to manage, but ease of management should not be the major criterion. Renaming existing organizational components is seen as an inadequate remedy to the problem, for this suggests that the same structure can effectively manage both the products and users, and forces a relationship between them.

There are, of course, constraints at work against change in structure. The organization itself becomes solidified, relationships become well established, personnel identify loyalty with units and perhaps nurture biases or competitiveness at the same time. Parent institutions and government have accepted existing structure in terms of the budget process, personnel needs and relationships which the structure has developed to deal with other agencies within the institution. The major constraint may well be those librarians and library administrators who have grown accustomed to existing structure and have greater affinity for a distinctive segment of resources or with information organization rather than a type of user needs.

It is not enough to say that commonly-practiced library organizational structure fails to accommodate users or that it is a detriment to effective use. Furthermore, no one seems to possess the answer to the question of what structure would be the most effective, for public libraries, academic libraries, or differing kinds of users served by each. Creation of a new structure in an operational situation, one that is predicated on assumed needs, their analysis and categorization, may well result in a structure worse than the present one. The library that took such a dramatic risk may well face catastrophe or another set of problems.

It seems that the logical course is intensive study, research and demonstration -- a process characterized by problem identification, development of possible alternatives and the evaluation of these, and testing through demonstration that would lead to formulation of appropriate organizational models. The recommendation to the Commission is to question the adequacy and appropriateness of library organizational structure and to seek out and fund qualified investigators to determine and test organizational structures which will effectively assist the delivery of library and information services.

Georgia Department of Human Resources
DIVISION OF FAMILY AND CHILDREN SERVICES

Chairman F. H. Burkhardt
Executive Director Charles Stevens
National Commission on Libraries and Information Science

Hearing in Atlanta, Georgia on March 7, 1973

Gentlemen:

I would like to speak to the need to reach the very young with a broad range of library services. Libraries in Georgia are giving good service to young children at the present time. I believe it is highly desirable to build even more extensive programs for children in day care.

Libraries are one of a number of agencies to which we look for services that can enhance the care of the young child. Because it is now possible to serve the very young in groups, libraries can utilize services more effectively. Programs can be developed for a stable group, over a period of time, and with educational and developmental intent.

In day care centers in Georgia we find some teachers who make good use of libraries, but most will need help in working comfortably with children's books, records, and visual media.

The reason we feel a strong library service to pre-schoolers is so important is because reading readiness, the concern of educators and parents, is fostered by early familiarity with books and pleasure in their use.

Some factors limiting the use of books, records, and visual resources by day care centers at the present time are these:

STATE OFFICE BUILDING, ATLANTA, GEORGIA 30334

1. Books that are readily available are often mediocre. As an example, at Christmastime and again recently, I went to large bookstores to purchase books from a listing of 90 titles - a booklist prepared by the Community Series Administration of HEW and generally considered to contain the best in books for pre-school age children. At Christmastime I was able to find 4 of those titles on the shelves. In March, only one.
2. The cost of the books is also an important factor when we're talking about making many books available. The books I purchased cost from $3.95 up, and cost is a major factor with day care operators.
3. Cost and availability are both important factors in the use of good children's records also.
4. The same is true - perhaps in even greater measure with the visual media. Some of the best of these relate to children's literature and serve several developmental purposes.
5. Many of our day care centers are in rural areas and small communities and mobility of library materials and personnel are essential to equalization of service.
6. The largest number of day care centers in Georgia are private and non-profit centers and there is no other agency that could develop this service for everyone.

The resources of well-stocked children's libraries are not used as widely as they should be for at least two reasons:

1. Day Care workers are not always aware of the services available to them.
2. Day Care workers lack the skills that make them interested and comfortable in working with books, records, and films.

Because of the factors listed above, availability of good materials, costs, and lack of information about library services, we are beginning work with day care centers in Georgia to bring library information and service to the consumers, the children in group care, and their workers. None of these are new ideas of course, but we see the need to develop a consciously planned state-wide program.

Such a program, developed in consultation with child care workers, mitht have several components in its implementation.

1. The program should be brought to the children in their earliest years, perhaps later it should be based in the library. It might include story tellers, book mobiles, mobile film theaters, programs conducted on radio and television.
2. Librarians are the logical persons to develop training programs in the effective use of books, records, and films for the adults who work in child care centers. These training programs could be offered as part of in-service training, with community groups and in formal classes.

Librarians in Georgia with whom I have had communication would welcome the opportunity to be more effectively involved with the very young. We would welcome the opportunity to develop a more extensive service to make the rich resources of the public libraries available to very young children state-wide.

Ruth H. Collins
Licensing Representative
Day Care Licensing Unit
Georgia Department of Human Resources
Atlanta, Georgia

ATLANTA PUBLIC LIBRARY
126 Carnegie Way, N.W Atlanta, Georgia 30303

Carlton C. Rochell, Director - Mary Louise Rheay, Assistant Director

March 9, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I declined the Commission's earlier invitation to testify at the Atlanta hearings since our Director, Carlton Rochell, planned to do so, and would represent our point of view. Mr. Rod Swartz had, however, asked my help in getting local press coverage, and I attended yesterday's hearings to serve as liaison between Mr. Swartz and local media representatives. After hearing an Atlantan's remarks, indicating his lack of knowledge of our Library or its programs, I was reminded of the seriousness of our lack of communication with the public and would like to point out some of the reasons for it.

Like all libraries we send spot announcements, TV slides and releases to the press. Even though we get excellent cooperation from the mass media, since we do not buy time or space, the only real way of contacting the public that we can count on, is through distribution of program fliers and posters. These have limited value when you are vying for the attention of a public, more accustomed to TV and radio messages.

Since there is a limit to the amount of public service time a station can afford to give, the Library must compete with all other service organizations for this free time. Even though the media shows unusual fairness in doling out public service time, often the Library comes in second to more pressing fund-raising needs for cancer and heart disease research, etc. Local advertising agencies often donate their time to these causes and do not have time to help the library. On a national level, to my knowledge, the Advertising Council has never volunteered its help to libraries. Yet if we are to realistically compete for people's attention, we must have a more sophisticated way of doing so, and money should be allocated for this purpose.

Libraries are not the only governmental agencies which suffer from lack of advertising budgets. I recently attended a Conference for Communicators sponsored by the Georgia Chapter of Public Relations Society of America and the Southeastern Federal Regional Council. Called Intercom-South, the purpose of this meeting was to explore communications within the increasingly complex triangle of citizen-business-government. During the discussions the reoccuring theme was the lack of communications which exists between the citizen and his government.

Distributed at Intercom-South was an article by Robert O. Beatty based on testimony given before the House Foreign Operations and Government Information Subcommittee on March 27, 1972 before he assumed his position as assistant secretary for public affairs at HEW. In "Advocates for the Public" Mr. Beatty points out that "freedom of information goes far beyond disclosure or denial of documents. It involves a conscious, positive and continuing effort to satisfy the full requirements of the peoples' right to know. This, in turn, means an appropriate recognition of public information/public affairs as a valid function of government with adequate stature and resources to do a creditable job of it." Mr. Beatty continues "one of the key reasons that people, regardless of party, are growing increasingly disehchanted with their government is that they know so little about what it is doing. When they get any communication at all, it is often so constrained by bureaucratic rules on printing, procurement and preparation as to be virtually non-communicative in today's highly communicative society."

Speaking at Intercom-South, Mr. Kalman B. Druck, chairman of the Public Relations Society of America, echoed Mr. Beatty's views. "Everyone agrees that the flow of information about government is essential for the American democracy to function. The Freedom of Information Act emphasizes the right of the people to know what's going on in the federal establishment." Yet in 1971 while President Nixon was advocating cut-backs in governmental spending for broadcasting, advertising, exhibits, films, publications and similar public relations efforts, it was estimated that a half a billion dollars would be spent during the political campaigns.

Certainly I would be foolish to think the government would ever consider the possibility of allocating money for promoting libraries or any other governmental agency. But I do feel the Commission should be aware of the restrictions under which we must work. Until libraries can have adequate budgets for promotional purposes, library public relations will remain shamefully inadequate.

Sincerely,

Jean Cornn
Public Information Officer

JC/cc

Phone 259-3612

BARNWELL COUNTY LIBRARY

Member Of
Aiken-Bamberg-Barnwell-Edgefield Regional Library
Hagood Avenue
Barnwell, South Carolina 29812

January 11, 1973

As chairman of a small county library I see the great need for a Federal grant to aid in the purchase and maintenance of bookmobiles. We operate on such a tight budget it is almost impossible to keep the old bookmobile rolling but then again we can't afford to stop because this would cut off any state aid that we receive and also, we feel it is one of our greatest services as is testified by the many letters we have received over the years.

I am enclosing several of these letters because they point out what a great service is rendered by the "Information Center on Wheels" and the appreciation felt by its patrons.

Annie M. Davies
Annie M. Davies
(Mrs. Ben F. Davies)

Rt. 2, Box 49.
Williston, S.C.

Mrs. Davies,

I live in a Rural area, and to far from the Library to get Books to read, and, the Book Mobile is a great help to me, for I ~~could~~ can choose books each two weeks and they take all my spare time 'til the Book-Mobile comes again.

I think the Book Mobile is the greatest thing that has happened to Rural People.

in Old Readers,

Sincerely yours.
Mrs. Lee Smith.

To me my library card is my passport to everywhere as the sum of human knowledge is represented in the libraries of the world. Man's history, his sciences, the theatrical arts, great books of every fact of his existance are to be found therein.

Were modern man to live to the age of the Biblical Methusalah, it would not be physically possible for him to personally travel, see and experance the situations that are avaiable to him in the world of books. We enjoy reading for information, reading for reasearch, light fiction to transport one to the end of the world, are available , and the passport to this wondrous world of knowledge is your Regional Library card.

Our library represents our road to adventure, our gateway to knowledge and our door to understanding. "Knock and it shall be opened", Seek and you shall find, could well be its motto.

The people of Boiling Springs have enjoyed the services of the Bookmobile, and it's wide selection of books. We would like to express our appreciation to the fine people who have made this possible.

-- by Mrs. Edward Fowke
Boiling Springs

Our first experience with the Bookmobile was in a small cross-road community near Columbia. There our children learned to look forward to "Library day" before they could read. We were able to read the latest best-sellers or our old favorites as easily as when we lived in the city. As a matter of fact, it was easier, for the Bookmobile came to us instead of our going to the library. We quickly discovered that by requesting a book - any book, no matter how remote or specialized - we could obtain that book as fast as it could be mailed from the nearest library that had it. This fact has never ceased to fill me with awe. I, who have to ride three miles to buy a loaf of bread, have all the ideas and wisdom, all the wit and humor, all the foibles and frustrations from Plato to Pasternak, delivered to my door. City folks, you can have your supermarkets and laundromats, your night clubs and amusement centers. We have the Bookmobile - and time to enjoy it!

Mrs. W. A. Balk
Edisto Experiment Station

Edisto Experiment Station

The Bookmobile has served us in so many ways it is hard to know where to begin. We have used it for the children more than for ourselves. The selection of children's books is excellent, ranging from those that stimulate curiosity to those that tickle the funny bone.

For ourselves, we have used it for special interests and problems. We have learned about flower arranging, furniture refinishing, special diets, etc. As a Sunbeam teacher I have used the Bookmobile for information about different countries we might study, as well as for stories just for fun. It seems that no matter what I request, the librarians always find just the right book to suit the occasion.

Mrs. J. R. Ables
Edisto Experiment Station

Edisto Experiment Sta.

ERIC
Full Text Provided by ERIC

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[illegible]

Dear Mrs McFall

I would like for you, and all of the nice people who make our Bookmobile visits possible, to know how much we appreciate this service to our community. It must be a great source of gratification to all of you to know of the many hours of reading pleasure the Bookmobile affords in our rural areas.

The wide selection of

books available and the helpfulness of our librarians aboard our "Rolling Library" enrich the lives of the entire family.

Sincerely

Ellen Buck Jenkins
(Mrs William B. Jenkins)

A WRITTEN TESTIMONY

ON

THE NEEDS OF BLACK ACADEMIC LIBRARIES

SUBMITTED TO

NATIONAL COMMISSION ON LIBRARIES

AND INFORMATION SCIENCE

SUBMITTED BY

HILLIS D. DAVIS, DIRECTOR

COOPERATIVE COLLEGE LIBRARY CENTER, INCORPORATED

JANUARY 26, 1973

BRIEF HISTORY

Black colleges in the United States have experienced a tremendous financial hardship for their entire existence. It is quite apparent that these colleges have been neglected.

Despite this major handicap, these colleges have and continue to turn out the majority of the black college graduates. As late as 1968, one study gives a conservative estimate that at least 80 percent of the blacks with an undergraduate degree received them from black colleges. At least 75 percent of all black veterinarians in this country received their degrees from the School of Veterinary Medicine at Tuskegee Institute in Alabama. This same percentage would hold true for blacks in medicine. It is very unlikely that these figures have changed appreciably since that time despite the current concerted effort of the major white colleges and universities in the country to recruit more "minority students."

It is in the writer's opinion, very unlikely, that these colleges will or should go out of existence because of the recent integration movement. America is experiencing a very rapid population increase at the present time. It appears from several recent studies that there has been a very dramatic increase in the young adult category of our population. This simply points up the fact that today, there are more students attending our colleges and universities than ever before. Recent surveys reveal the fact that there has been a very dramatic increase in the number of blacks now attending our colleges and universities. These facts coupled with the constant cry of our colleges that they are already overcrowded and can not see any relief for the near future simply states to the writer that it would be very unwise to even think of closing any of the already existing schools with their million dollar facilities. The solution seems obvious to the writer that it would be less an economic burden to spend money to improve most of the existing colleges to meet our present and future higher educational need than trying to establish new institutions.

Several recent writers have suggested that we do away with all black colleges period. This suggestion has many far reaching implications. It seems to suggest that all black colleges are inferior. This implication further seems to suggest that the majority of the black administrators, faculties, and clerical staffs are incompetent. A mere look at the history of the educational background of a majority of the black leadership would refute such statement. Then too, an in depth study of the educational history of the black man would make statements of this nature preposterous. It has become quite apparent that the writers who make such statements are measuring black colleges against established standards of the large, major white universities. The writer suspects that if these same writers used the same measuring stick to evaluate white colleges similar in size and endowment to the black colleges that they could reach the same conclusions. It is very doubtful that they would conclude that these colleges are inferior and should be closed. The writer suspects that these writers would recommend putting in more money to bring these colleges up to the desired standards.

Recently the Federal government published an article that stated that black colleges were receiving three percent of all federal funds to higher education while they enrolled only two percent of the total college enrollment. This figure seems to suggest that black institutions are receiving more than their fair share of federal funds. This is a fallacious statement. At the present time there are approximately 170,000 students now attending black colleges and universities. Blacks make up about 11 percent of the total population of the country and approximately 13 percent of the college age population. At the present time they constitute approximately four percent of the full time student body at white colleges and universities. Presently, four out of every ten black students are enrolled in black institutions. However, black institutions award "seven out of every ten degrees earned by black students annually."[1] One can readily reach many conclusions from these facts. The most pronounced one to the writer is the fact that black students tend to get lost at major white universities. After this disgusting experience, the black student apparently develops an inferiority complex and actually begins to believe that he is not college material. He then discontinues his formal education. One can not possibly conclude that black institutions give watered down degrees because most blacks with advanced degrees received their undergraduate training at a black college.

THE LIBRARY

Since their beginning black private supported colleges have experienced severe financial hardships. They have been forced to cut back in their budgets. Invariably, the library budget was one of the areas where a cutback would most likely occur. Consequently, today most black college libraries are understaffed and do not meet the minimum standards in terms of their collections. According to American Library Association standards, it would take approximately 1.5 million volumes to bring all black libraries up to these minimum standards. This figure is perhaps too small.

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[1] Southern Education Foundation, Small Change: A Report on Federal Support for Black Colleges, Atlanta, Georgia: Southern Education Foundation, 1972, pp 2-3.

Most black libraries have done very little weeding of their collections. The writer would estimate that a minimum of ten percent of the books in black libraries is non-usable. This means that an additional 250,000 volumes are needed for black colleges to have a totally usable and alive collection. This by no means is the total answer to the problem.

Traditionally black colleges have been mainly liberal arts oriented. However, most of their graduates have been in the areas of (1) Theology; (2) Education; (3) Law; and (4) Medicine. This trend was true mainly because of the job market for a black college graduate. Since 1960, the above mentioned trend has changed drastically. There is a definite market for a black college graduate in most, if not all, professional areas. This recent trend forced most librarians to spend what limited library funds to purchase basic references and research materials to support these new curriculums. This reduced appreciably the overall growth of the library collections. To alleviate this problem, the writer would like to give another conservative estimate of 250,000 volumes to meet this need. All total black libraries need approximately 2,000,000 volumes to bring their libraries up to minimum national standards. The average cost of a college level book is approximately $11.66.

To bring all black college libraries up to the minimum standards, it would take approximately $25,000,000. This is not an astronomical figure when one looks at it realistically. The figure is quite small to give to all black colleges to meet the supplementary reading needs of a good percentage of our college educated population, which in turn will meet the needs of a large percentage of America's future leadership in all aspects of American life.

PROCESSING OF LIBRARY MATERIALS

The Ohio College Library Center has developed a very highly sophisticated computer module for cataloging library materials. Eventually the Center plans to develop modules for all aspects of library operations. The Ohio College Library Center services should eventually become a prototype for the establishment of regional networks. Their system has been adopted by the following:

1. All Ohio colleges
2. All New England colleges
3. All colleges in upper state New York
4. The major colleges in the Southeastern region
5. The 22 colleges that the Cooperative College Library Center serves.

A grant of $25,000,000 to all black colleges divided according to the individual needs of the institutions would require additional staff to handle this volume of business. This in turn would increase the overall college budget, which in turn would increase the deficit that these institutions are already experiencing. Some type of cooperative acquisitions and technical processing program would have to be established. This is true because most small and medium sized college libraries could not afford individual direct telephone lines and CRT terminals. Through the use of the computer, it will cost approximately $2.00 per title if materials are processed cooperatively for all institutions. Several surveys quote the processing cost at individual colleges as being from $1.89 to $6.66 per title with the average cost of $4.39 per title. One can readily see the tremendous savings that can be realized by cooperative processing centers. The writer estimates that it would cost an additional $8,000,000 to technically process 2,000,000 volumes at the individual colleges. This cost could perhaps be cut in half if processed by a technical processing center using the existing highly developed Ohio College Library Center services.

From all available information, most black colleges are encountering financial problems. Cooperative kinds of ventures will be required in many areas to help them assume their rightful place in American Higher Education.

REQUIRED FUNDING

DESCRIPTION	QUANTITY	COST
Number of volumes needed	2,000,000	$25,000,000
Processing cost (Using the Ohio College Library Center services)		4,000,000
TOTAL	2,000,000	$29,000,000

KNOXVILLE-
KNOX
COUNTY
PUBLIC
LIBRARY

MISS LUCILE DEADERICK, DIRECTOR

500 WEST CHURCH AVENUE KNOXVILLE TENNESSEE 37902 PHONE 523-0781

February 7, 1973

Mr Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
1717 K Street, N. W., Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

I hope this letter will reach you in time to be considered in the deliberations of The National Commission on Libraries in Atlanta next month. The press of local responsibilities was so great that I have not been able to write sooner. I understand the deadline has been extended.

We here in our library feel that there are several areas which are of particular concern to us, of which probably the greatest is the need for better and more extensive cooperation among librarians in the dissemination of information to all the people of the state. In our particular State of Tennessee, cooperation which provides service to the people of the state is channeled through four metropolitan Area Resource Centers. Each of the four metropolitan libraries has about a fourth of the smaller counties of the state for which they are responsible for reference and research assistance by the use of TWX and IN-WATTS lines, as well as the mail. Most of the people of the state can receive service similar to that provided in the metropolitan counties. As the awareness of this service develops more and more demands, of course, are made on the metropolitan libraries and they, in turn, must make greater demands on the larger libraries of the state and country. I am sure that the U.T. Library in Knoxville is undoubtedly the one which provides the largest number of books on interlibrary loan under this program. We feel that as the program develops funding must be increased. At the same time in the 1971-72 period each metropolitan library had $50,000 for the Area Resource Centers, but in 1972-73 the figure has been reduced to $25,000. This means we are providing more and more service to the smaller counties at the same time our funds from sources other than local have been halved. Obviously, something must be done to relieve this situation.

Two of the other items of concern to us relate to our service to the rural counties, as well as to our own needs. One is the matter of postal rates for books. The need for keeping the rate for sending books and magazines through the mail to provide reference and research materials to people in other parts of the state and the nation, will not be met unless the book postal rate is kept lowered. The other question is that of whether libraries can continue to make copies on the Xerox and other kinds of copiers to send to people in other parts of their areas, as well as providing copying service for the patrons who come into the library. The question now being considered by the courts suggests that there may be a possibility that this service could be reduced or completely eliminated. If this happens, getting information to people is going to be considerably reduced, and since the business of libraries is providing information to people without question a decision in this direction would have a serious consequence to libraries of all kinds.

Another area, your Item VI, about human resources to provide good library service to our people is an important one. Not all the people who give good library service need to be graduates of accredited library schools. Many of them can make a real contribution to the programs of the libraries of this country without any college at all if properly trained on the job. Others can do excellent work if graduates of a two year college. Whatever their educational level, I think most librarians feel that one of their greatest needs is more short in-service programs on many subjects of concern to those of us in this country who are trying to provide information and other types of reading, viewing, and listening materials to the people.

I hope that this arrives in time to be considered.

Sincerely yours,

LD lc

Lucile Deaderick, Director

January 29, 1973

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for inviting me to submit testimony relating to the goals and priorities for the National Commission on Libraries and Information Science.

Of the six areas the Commission is considering for study, I would give technology top priority.

All libraries are today faced with rapidly rising costs in human resources and materials. By the skillful application of mechanization and automation, increases can accrue in the productivity per man hour. This may not result in an actual reduction in library costs per se but it may bring about a substantial reduction in the rate at which the library costs increase.

Through out the United States, several regional networks are now sharing library resources through automated systems to increase man hour productivity. Additional networks are in the planning stages. All of these networks are building data bases using the Library of Congress MARC records. In addition, they are storing non-MARC records generated by the original cataloging prepared in the member institution libraries.

Pre-MARC records in the Library of Congress catalogs are not available in machine readable form and this is the largest data base in the country.

The present RECON pilot project at the Library of Congress is an effort to analyze the problems of the conversion of these millions of retrospective records to MARC records.

I believe that a decision should be made as soon as possible whether this task is to be undertaken. If it is to be undertaken, the Commission should give it priority for federal funding. If it is not to be undertaken, alternatives should be explored by the Commission to the accessing of these records through some type of automated system.

annandale campus, 8333 little river turnpike, annandale, virginia 22003, telephone 703/280-4000

Within higher education institutions and junior/community colleges, another large data base of records has been generated through the original cataloging of material which has not, and probably never will be, cataloged by the Library of Congress and consequently, will never be input to the MARC system.

I believe that a second priority, at least for higher education institutions, should be an exploration of a way to make these unique records available through some type of automated system.

These two items, briefly outlined, constitute my recommendations for priority consideration by the National Commission on Libraries and Information Science.

Sincerely yours,

Marjorie C. Dennin

Marjorie C. Dennin
Director of Learning Resources
Annandale Campus

MCD/fp

ERIC

Willye F. Dennis, Chief of Children's Services
Jacksonville Public Library
122 N. Ocean Street
Jacksonville, Florida 32202

TO: National Commission on Libraries and Information Science

FROM: Willye F. Dennis, Chief of Children's Services, Jacksonville Public Library

DATE: January 25, 1973

Established as a community facility dedicated to service to everyone, the public library, admirable in its purpose, should attempt to attract and serve far greater proportions of the populace than heretofore served. Attempting to identify those persons in a community included in the unserved, unreached groups might not be a difficult task. It is with this thought in mind, that I attempt to bring to the attention of the Commission, aspects of the Jacksonville Community not presently reached or served to a degree of sufficiency. Among the users and potential users of library and information services are many varied groups whose needs demand special attention. Some of these groups of users or nonusers can be identified as the following: physically handicapped: In this group are adults as well as children and young adults and those who are home-bound and those in institutions. Others are the blind; paraplegics; alcoholics; drug-users; suspended and expelled students; the working mother; senior citizens; tenants of low income housing complexes; the educable retarded; the adult who is learning to read; the deaf; the urban dweller; children with learning disabilities; children with reading deficiencies and the pre-school child.

To determine information needs of persons within the framework of the above named groups would be a grave and serious undertaking, however, a much needed one. After determining the needs the response to these needs would be determined by the make-up and philosophy of a "public library". Some of the needs library systems have which also need to be met are: a need to eliminate physical barriers to library facilities, a need to recruit personnel with the sensitivity and understanding of people, a need to encourage publishers and those responsible for the printed word to put on the market materials in sufficient quantity for special groups, a need to educate city fathers and the general public to a deviation in the pattern of traditional library service in order to meet the needs of those a little "different" from the norm; a need to request sufficient funds to make programs and service to special groups a part of the library's total program so that once funds are depleted, programs and services are still available.

Responding to the needs of the pre-school child is perhaps the greatest opportunity for service to humanity. To merely teach a child the mechanics of reading is to no avail if he is not led to believe that there is joy in reading and, if he does not read. Many children require a rich readiness program prior to the confrontation of mastering the printed page. Included in such a program would be the opportunity to become exposed to many different kinds of books and to the beauties of the world through stories, songs, poetry, etc. The pre-school child gives us the one opportunity to start afresh in an attempt to present the printed word. Not only can we bring library service to the present generation, but through them we can reach other user groups. Hopefully, through programs for the pre-school child, we can come in contact with the working mother, those seeking employment, the youth with varied problems, other children in the family who might not have been exposed to a diet of balanced reading, a family member just beginning to learn to read, and a senior citizen.

The public library can provide unique services for the pre-school child that other agencies who might serve him would be hard put to do. The public library can provide the storyhour, the film program, the craft hour, the fingerplays and whatever methods might be deemed necessary in bringing to the pre-school child this whole world of books and the joys they bring.

COMMENTS ON LIBRARY SERVICES BY A LAYMAN

March 7, 1973

I welcome you to the New South: I am only dissappointed that this meeting was not held in April when Atlanta is in her glory with the blossoming dogwood and the countryside beautiful with the pink peach trees in bloom. The South you are visiting is not the Old South of Magnolias and Azaleas, nor is its Economic Problem number one of the 30's! No, it's America's Number One industrial challenge. We of this section are being industrialized! Atlanta is our capital--unemployment (in my town) is less than 2 per cent--our illiteracy is decreasing--our capital income is rising--our population is diverse with many foreign industrialists and Northern capitalists. Our problems have changed and our libraries are challenged as never before and are being constantly improved to serve the increasing patrons. To sympathetically understand this region, I suggest that you read two books that have come out of Atlanta's area, first - Dr. Cole's book, Farewell to the South, and Foxfire, the story of a teacher's project in Rabon Gap in Georgia's Appalachia. Then, of course, all of us should be quite aware of the challenge of Jonathan Livingston Seagull's dream - although one of my retired librarian friends said it was "pure trash." She has lost step, unfortunately, with the changing times! Do you realize that Public Libraries in the South are quite young? In my childhood Greenville, South Carolina had no public library nor did any city except Charleston which is said to have the first one in the United States. We had private libraries and a few little rental libraries so we borrowed from each other and our parents bought books and sets of books sold by travelling book agents - some were pretty terrible. Our Greenville Library was started in 1921 as an experiment, subsidized by Mr. Thomas F. Parker, who had a vision of what a library could mean to a community. The South Carolina State Board was not appointed until the 1930's and only then through the pressure of the A.A.U.W., The Professional Women's Clubs and the Federation of Women's Clubs. Today we have a very strong State Library Board with an exceptional State Director who is in Who's Who of America! There is a new state library building and a public library in every one of the 46 counties or one shared by several. Further more there are new library buildings in most of the large cities. In Greenville we are constantly being reminded of our founder Mr. Thomas Parker's vision and challenge which he gave in his report to the Board of Trustees shortly before his death in 1926. He said "We need a vision of the profound educational and broadening influence that an adequate free public library, wisely conducted, can exercise in our community and we should plan to execute a tremendous campaign to establish this institution in our midst". This we have finally tried to do in Greenville and are still looking for more services for our patrons. ¶ However, today I come *not* to praise libraries, which I could do in flowing terms, but to criticize constructively and make some suggestions for changes which I think will strengthen the library's program, particularly in the South. I consider the library, next to the church, the most important institution for good in a city or town. I think or fear the library is also not even beginning to touch their potential. It is exciting to work in one as I have in the last ten years as a part-time untrained worker, and to see the growth and see possibilities for the future. The weaknesses, I see as a retired Associate Professor of Sociology and a Community Organization Expert, are two; *1st* in the attitude of library personnel toward themselves and toward the patrons they serve; and *second* is their lack of knowledge and understanding of the communities which they serve and the possible publics that they might reach.

First: Few librarians have a true conception of the influence they have, or may have, on their individual patrons. Aloofness drives people away, courtesy brings them back. (For examples- Mr. Hollis' story -, George Washington Carver and Jesse Jackson - A remark about Jannette Smith in Chicago and my experience with Archibald McLeish)

Librarians are too intellectual and professional - (I know about professional ethics, etc.) but you can carry them too far. (Some laymen do have some sense.) Most librarians are too dignified, at least in appearance (a light touch never hurts) and some are even forbidding in their appearance. (*Tell story on myself*) The disadvantaged person is afraid of librarians them or they use too professional language! I heard a librarian tell a disadvantaged person, who wished a certain book, to "look in the card catalog and get it from the stacks!!" The poor woman did not know what a card catalog was, much less the stacks, so she left, never to return! What can be done is simple. Do what a friend of mine did when she was superintendent of our General Hospital and found that the nurses were cold and impersonal with the patients. She put in a course in Sociology or personal relations, and asked me to experiment with it. That was 35 years ago, and now not only the introductory course, but also a course in family relations is required in all nurses' training courses in the United States. The Greenville nurses take these at Furman University from which I retired 10 years ago. I told the nurses there that patients were just as human, sick, and more so probably, than when they were well, and that they liked to be regarded as people with names and not numbers, or by the diseases they had, and that they did not enjoy being roughly handled and that good human relations, or good manners were the cheapest and best commodity any public servant can have. Hospitals and libraries belong to the people--not to the nurses and librarians! If the service is good and is properly interpreted, it will be supported, if not, it will just decline to mediocrity. If you read the book on good manners, published several years ago, as I did and reviewed before several clubs, you find that after the author gave the history of manners from 2000 years before Christ and ending with Emily Post, she said--"Why should Emily Post write a book on good manners when it can all be said in three words--"Consideration for others." That is enough about personal relations!

Now second-- Knowledge of the community and how to organize it. These are musts for librarians. I know-because we would not have been able to get our new S.C. libraries if Miss Estellene Walker, Director of our South Carolina State Library Board had not recognized these needs and urged us to cooperate with and utilize the community groups who were eager to serve the library. I mean that the librarian and each staff member should be knowledgeable about the community in which they work--the population breakdown--distribution by race, age groups, and educational standards; income and industrial and government set-up. Then they should try to develop programs and select books to meet these local needs, and utilize the interest groups for the development of such programs.

Start with a membership in the Chamber of Commerce. That will put you on their mailing list and put your building on their maps. Our State Librarian told me that, when I was first employed ten years ago as an experiment in public relations, that our Greenville County Library building was not on the Chamber of Commerce map. We soon had it there!

If this training is required, then library schools should include courses in community organization and teach librarians how to study and utilize community resources. I introduced such a course at our University for teachers, called Educational Sociology, and I taught teachers (another "ivory-tower group") how to study and utilize the community resources, and also get an understanding and background of the students in their classes. In the dark ages of the 1920's, I taught high school for a while and introduced Sociology to my students and the school. At that time I could look at the names and addresses of my students and know their racial, educational and financial background. I could, because I was born in Greenville and knew the town. However, anyone can know by a little extra work. Just like the young man in Towson with his drug survey who found himself involved in the whole of Baltimore County (See Library Journal, February 1973).

Here are some Examples: When I started at our library 10 years ago--a naive untrained person, with a superior secretary from Rhode Island who is a saint, but knew nothing of Greenville, the library and I decided we needed a base for volunteers and support. The library was in a discarded school, running on 90 cents per capita income with four branches and, I think, three bookmobiles,--and two dedicated library boards. First, after joining the Chamber of Commerce, we needed mailing lists of people who might be interested in helping us. Fortunately the A.A.U.W. had started a list of clubs 45 years before which they turned over to the Chamber of Commerce. It was completely out of date, so we asked if we could bring it up to date and publish it. Of course, they were delighted. We had no money, so I called the president of the

Greenville County Club Women and asked for their help. To make a long story short, they agreed, and now after 10 years of publication it is, according to the Chamber of Commerce, their most popular book which, incidentally, they sell for $3.00 a copy. It lists over 500 categorized clubs and is subsidized by local businessmen. Next, we needed a calendar of cultural events--so again with the Chamber of Commerce, and all the cultural groups-- it was published and is still being published monthly except for the three summer months when a vacation calendar is published. It is subsidized by a local bank.

Next was a Professional and Cultural folder listing the professional leaders and information agencies. Our present Director of Community Affairs, a professional librarian, was one of the four who received honorable mention for the Dana Award last year for her public relations scrapbook. These are examples of community education programs which involve the people in the community. Dozens of the usual library folders are also printed. ¶However, the most important group to us in Greenville has been the Friends of the Library Organization. Organized early in 1960 through the A.A.U.W. who spearheaded the movement into a most remarkable action group through which in ten years our library has a beautiful new building ($2 and ½ million) a unified County Board, and a per capita expenditure of $5.95--a big change from the 90 cents in 1960 and the old school house. It is a romantic story of how a community can rise to meet a need and follow it through with the intense interest aroused by librarians and librarians personal activity in helping their community and utilizing state and federal funds. Miss Walker, Director of our State Library, certainly helped set up ~~and~~ To plan our physical building. We had the best professional services available. However, one library expert surveyor missed the boat "by telling the library board it was bad to have the library open on Sunday," saying, "that the staff needed Sundays free." She forgot that the staff is there to serve the public! The Board, however, refused to close the library as the public wished it open. Now each Sunday from 3 p.m. to 6 p.m. we circulate 850 to 1000 books in the Adult Department and from

150 to 300 books in the Children's Room. The staff of course rotates. Several other things I would like to mention relative to the community publics which we serve:

(1) Our auditorium is attractive and perfect for audiences as large as 250 and is available free on application (if it is not in use for library programs at the time requested). All groups use it--from teen-agers planning how to meet their needs, the John Birch Society, the O.E.O.;general meetings of all sorts such as--the American Legion, and Historical Society to private industrial and business groups.

(2) We have a file of 150 names, all of whom we know, of people who will serve as interpreters, translators, and hostesses for visitors from foreign countries. This is a confidential list used by industries, the Red Cross, the hospitals--10 languages and dialects are listed.

(3) Our programs are varied and planned for various publics in the arts, travel, lectures, and I have two stay-at-home travelogues a month done by local people and planned by a lay committee. all free,

(4) We have programs for the hearing impaired, for the underpriveleged, and we are planning programs for the blind.

And, of course, our Children's Story Hours are wonderful, and are held all over the county and in all the branches. Children's librarians are delightful people! I fear I have talked too long, but I do believe the library is one of the greatest sources in our confused nation, today through whom some order can come eventually.

As you continue to be (professional librarians) think of us "little people" who need help and advice as you work and plan.

Thank you for listening to me and please remember when the Federal Funds are cut, the little people will have to help!

Atlanta - March 7, 1973
Laura Smith Ebaugh
Laura Smith Ebaugh
Atlanta

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

February 14, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

I have just realized that the deadline for sending the report on the status of school libraries in South Carolina has long passed. However, in the event that the information contained here will be of aid to the Commission in assessing the needs of public school libraries in South Carolina, I am sending it on to you today.

From the attached sheets you will see that the 666,673 public school children (In many instances this includes kindergarten children, also.) have access to print materials in some quantity though not for indepth study by secondary students, but the audiovisual materials and equipment are in short supply. School district budgets are limited, and school libraries are able to maintain collections but have depended on Federal funds to build these collections. Schools are just beginning to branch out into the area of technology. More sophisticated equipment with accompanying software is the current need, coupled with materials for readers, such as the handicapped and the disadvantaged.

My apologies for the delay.

Sincerely,

Margaret W. Ehrhardt

Margaret W. Ehrhardt (Mrs. B. G.)
Library Consultant

MWE/rsf
Encs.

	1965	1973	Future
School Libraries (or Media Centers)	A library in each secondary school Libraries in 72% of the elementary schools	Libraries in all secondary schools, and in all but 2% of the elementary schools	Adequate libraries in all schools
Library Services	87 high school librarians serving less than 4 periods a day No library services in 28% of the elementary schools Only one district had a library supervisor	332 full-time librarians serving the 305 high schools 554 full-time librarians serving the 579 elementary schools 20 districts have a library supervisor	School libraries open throughout the school day, for a period before and after school, and in the evening and on Saturday
Librarians	18 high school librarians with no library education Librarians employed for 9 months No librarian in 28% of the elementary schools	Only 35 high school librarians uncertified Only 115 elementary librarians uncertified The addition of clerical assistants in high schools with enrollment over 750 and in some elementary schools 10-month employment for 115 elementary and 95 secondary librarians A Master's program in library science now at the University of South Carolina	Fully-certified librarians serving in all schools Adequate supportive staff An increase in number of personnel with Master's degrees

Library Materials (print and nonprint)

Elementary libraries averaged 5.84 books per child and only 29.3 met the then existing State Standard of 7.
(The State Standard for high school libraries was then 5 books per student.)
Some subject areas had been strengthened through NDEA programs.

	Future
Elementary school libraries now average 12.19 books per pupil. (State Standard is 10.) Secondary school libraries now average 9.2 books per pupil. (State Standard is 6.) Increased emphasis on audiovisual software 30% of schools now meet this standard for print materials.	Increased [illegible] in [illegible] a multi-[illegible] approach [illegible] to [illegible]ion [illegible] variety [illegible] in secondary [illegible] Additional [illegible] material [illegible] availability Continued [illegible] school [illegible] use of audiovisual software

Finance

Average per pupil appropriations:
High school libraries - $2.54
Elementary school libraries - $2.00
This maintains but does not build a collection.
(Materials wear out or become out-of-date.)

January 22, 1973

1972	Future
Average per pupil appropriations: High school libraries - $3.18 Elementary school libraries - $3.81 These amounts will maintain a collection but will not build it. (Materials wear out or become out-of-date.)	6% of the national per pupil cost (according to [illegible] LA Joint Standards, [illegible])

IMPACT OF FEDERAL FUNDS ON SCHOOL LIBRARIES (OR MEDIA CENTERS) IN SOUTH CAROLINA

1. For the first time many schools now have a library facility.
2. Collections of appropriate materials are now provided to meet the needs of the youngsters on whatever levels they may be.
3. Staff is provided.
4. Supervisors are now provided in twenty districts.
5. Availability of increased resources emphasized the need for more teacher-librarian cooperation in planning.
6. Avenues of interlibrary cooperation were explored.
7. Training was provided for uncertified personnel.
8. More innovative programs are now possible.

RECOMMENDATIONS

1. Continued funding for library materials under Title II.
2. Special funding for more innovative demonstration projects.
3. Funding for the training of personnel.

Emphasis placed by President Nixon on the Right to Read Program and by Governor West on the State Department of Education's Five Year Plan makes it imperative that school libraries be prepared to meet the challenges of these demands through adequate facilities, collections of materials, and more prepared staffs.

PENNYRILE REGIONAL LIBRARY

Princeton, Kentucky 42445

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Considering the growth of library service in the western part of the State of Kentucky and the additional needs for meeting the demands of today, the following items are to be studied: After the passing of federal legislation known as the Library Service Act development in libraries was begun in earnest. Into sterile, inadequate, poorly equipped rural libraries, conducted by a majority of untrained librarians, carefully selected books and related materials, audio visual equipment and technical communications began a small but steady growth. This was made possible through the adminstration by the Kentucky State Department of Libraries with state and federal funds. The dusty, musty shelves of books were cleaned, books of no use were discarded, books of value added to the collections, reference service was established and a beginning of the equipping of audio visual material for enlargement of library services was set up.

In 1958 - 1959 multi-county groups, referred to as regions, were set up in Kentucky headed by trained librarians with staff members to work with the local libraries. The training of existing personnel was an important and necessary step for awakening the library service from the lethargy which had previously existed. In-service training and workshops were established. Requirements for certification made it necessary for local librarians to attend classes for professional training.

The awakening of needs for good library service brought about efforts for passing local tax bases either by vote or petition.

Again the Federal Government became an even greater aid through the passing of the Library Services and Construction Act. New buildings were made possible by use of federal funds combined with local funds. Libraries of adequate size and physical content were built on approved locations for better service to the local citizens.

A slow but earnest effort was started to meet the needs for information. This was done through basic collections of books and a stepped-up inter-library loan service. New methods of communication were established. Efforts were made to reach out for the disadvantaged in the communities. Programs of interest and educational value for both adults and juveniles were set up in a majority of the libraries. "Mental level" materials, for the use of the "little educated" local population, were installed.

Now it seems, since the vetoing of the FY 1973 Labor-HEW Appropriations Bill, that the good beginning of greater library services shall be greatly curtailed. Without the funds expected and needed from the Federal Government, the early progress of library services which promised a future of growth and success shall be halted.

There are buildings that need to be built, collections needed to be strengthened, improvements in technology needed and better qualified personnel for serving the public is essential.

In this rapidly changing, highly geared, complicated world the libraries are the most important source to keep the public informed and educated. To meet even the basic needs standards should be set for highly qualified service and funds are seriously needed for meeting the standards.

Mary Wilson Eldred
Librarian
Pennyrile Regional Library System
Princeton, Kentucky 42445

WESSELS LIBRARY

NEWBERRY COLLEGE
FOUNDED 1856
NEWBERRY, SOUTH CAROLINA 29108

OFFICE OF LIBRARIAN

February 2, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Room 601
Washington, D. C. 20036

Dear Mr. Buckhardt:

Thank you for your invitation to me to submit a written testimony to the National Commission on Libraries and Information Science to be used at the Southeast regional hearing on March 7, 1973 in Atlanta.

I believe that the Commission could act as a strong force for college libraries under the area of concern, "III Patterns of Organization". There is a need to develop new patterns of organization that would give continuing support to college library programs. I am aware that new libraries and/or libraries deficient in their holdings need special consideration through federal funds. However, established libraries also need governmental assistance to meet the demands of the rapid increase in the cost of books and other related library materials, the changing curricula, as well as to provide specialized materials for independent study for both students and faculty.

The Newberry College library has benefited greatly from past federal grants. At the beginning the HEW--Higher Education Act Title II-A, College Library Resources Grant program was most helpful in giving financial assistance through the basic grant concept for college libraries. Newberry College library has also suffered from the weakness of the past federal programs. See attached copy of statement of need Item #1, "NEWBERRY COLLEGE--SPECIAL NEED FOR HEW LIBRARY RESOURCES GRANT, 1972-73" which I submitted along with the HEW--Higher Education Act Title II-A, College Library Resources Grant application on February 10, 1972. Newberry College did not receive the grant--see attached Item # 2 for the list of institutions in South Carolina who did receive them. Before established libraries such as ours could have qualified for the 1972-73 grant, the guidelines would have needed revision. This is where I believe the Commission can act effectively in the future. There is an urgent need for long-range planning for college library programs (two,three or more years) so that there will be continous support for such libraries. This also represents the consensus of opinion of librarians of the South Carolina Foundation of Independent Colleges.

I would appreciate your informing me of the results of the hearing.

Sincerely yours,
Kathleen C. Fesperman
(Mrs.) Kathleen C. Fesperman, Librarian

KCF/k Encl. 2
cc
Congressman Dorn
Senator Hollings

WESSELS LIBRARY

NEWBERRY COLLEGE
FOUNDED 1856
NEWBERRY, SOUTH CAROLINA 29108

OFFICE OF LIBRARIAN

NEWBERRY COLLEGE--SPECIAL NEED FOR HEW LIBRARY RESOURCES GRANT

Newberry College is aware that new libraries or libraries deficient in their holdings must be given special consideration by HEW. In 1966 with financial assistance from HEW--Higher Education Act Title II-A, College Library Resources Grant, the Newberry College Library began the following program which was continued through 1970:

(1) Secured partial holdings of the New York Times on microfilm
(2) Purchased the New York Times Index to correspond with microfilm purchased
(3) Purchased the basic sets of:
    a. National Union Catalog
    b. Union List of Serials
    c. New Serials Titles
(4) Secured other major reference works

In 1970 the HEW ... College Library Resources grant was significantly reduced to Newberry College and no financial aid was received in 1971. Having begun a program with HEW, it would be unfortunate if these projects could not be continued because of lack of outside assistance.

Newberry College has a peculiar problem which may be characterized as:

(1) A private college with financial problems
(2) Slight decrease in enrollment
(3) Increase in cost of subscriptions to:
    a. New York Times--newspaper and annual index
    b. National Union Catalog (started with an HEW Grant--the 1972 subscription price has increased to $730
(4) Increase in cost of books, binding and periodical subscriptions
(5) Need for individualized instructional materials--cassettes, filmstrips, slides, etc.

WESSELS LIBRARY

NEWBERRY COLLEGE
FOUNDED 1856
NEWBERRY, SOUTH CAROLINA 29108

OFFICE OF LIBRARIAN

The College Library considers it highly important to complete the purchase of the New York Times on microfilm, secure the accompanying New York Times Indexes, purchase additional reference works, especially in the area of music (the College is completing a new music building and is also trying to become accredited by the National Association of Schools of Music, which requires basic books and journals), and audio-visual and non-book materials. These are necessary in order that the College might more effectively meet the needs of its faculty and students in their study and research programs as well as of the public school teachers in Newberry County who are doing graduate study. The public library in the area is not adequate for research and interlibrary loan services.

The institution's responsibility must therefore be more than to provide matching funds for books and related materials. It must also finance the purchase of an additional microfilm reader/printer, secure several microfilm storage cabinets, and purchase other related equipment. If Newberry College Library could receive the basic and supplemental grant this year, it believes that it could hold its own and the research and special projects would not be jeopardized.

Signed by: Kathleen C. Fesperman
(Mrs.) Kathleen C. Fesperman, Librarian

DATE: February 10, 1972

COLLEGE LIBRARY RESOURCES PROGRAM

Institutional Grants Approved for Fiscal Year 1972

SOUTH CAROLINA

Cong. District	Name and Location of Institution	Basic	Supple-mental	Special Purpose	Total
3	Aiken Technical Education Center, Aiken	$5,000	$	$	$ 5,000
2	Allen University, Columbia	5,000	2,546	*	7,546
1	Baptist College at Charleston, Charleston	5,000	6,596		11,596
2	Benedict College, Columbia	5,000	9,122	*	14,122
	Berkeley-Charleston-Dorchester Technical Education Center, North Charleston	5,000	11,180		16,180
2	Claflin College, Orangeburg	5,000	4,470	*	9,470
6	Florence-Darlington Technical Education Center, Florence	5,000	5,587		10,587
4	Greenville Technical Education Center, Greenville	5,000	21,803		26,803
2	Midlands Technical Education Center, Columbia	5,000	4,784		9,784
5	Morris College, Sumter	5,000	3,125	*	8,125
2	Orangeburg-Calhoun Technical Education Center, Orangeburg	5,000	8,281		13,281
1	Palmer College, Charleston	5,000	2,502		7,502
2	Palmer College, Columbia	5,000	2,092		7,092
3	Piedmont Technical Education Center, Greenwood	5,000	8,063		13,063
2	South Carolina State College, Orangeburg	5,000	11,735	*	16,735
5	Sumter Area Technical Education Center, Sumter	5,000	3,831		8,831
2	Voorhees College, Denmark	5,000	4,798	*	9,798

Box 572 Sullivan's Island
South Carolina 29482
January 24, 1973

National Commission on Libraries
and Information Science
1717 K Street, N. W.
Suite601
Washington, D. C. 20036

Dear Sir,

It is vitally important that the services which the average library provides be broadened for the benefit of increasing number of users. In order to have a steady growth, long range planning is essential. If these plans could start with the pre-school child then continue as he grows, being sure that each step is consolidated before the next is taken.

This sounds simple and elementary but it would be difficult to set in motion and achieve.

Sincerely,

(Mrs. G. B. Fitch)

THE UNIVERSITY OF ALABAMA DIVISION OF CONTINUING EDUCATION
P. O. DRAWER 2987 UNIVERSITY, ALABAMA 35486

LIBRARY AND PROGRAM SERVICES
TEL (205) 348-6300

THE UNIVERSITY OF ALABAMA
CONTINUING EDUCATION CENTER

MEMORANDUM

22 January 1973

TO: Frederick H. Burkhardt
FROM: Bethel Fite Bethel Fite
RE: Library and information service needs in Alabama

Since September, 1946, I have been a member of the staff of The University of Alabama, first in the Extension Division, now the Division of Continuing Education. One of my assignments has been to assist Alabama citizens living in communities without public library service, or with very inadequate service, to make use of the facilities of The University libraries.

During those years, I have seen library service improve, not only in metropolitan areas and in the smaller cities, but in rural areas as well. The Federal programs to assist the elementary and secondary schools, and the colleges, as well as the Library Services and Construction Act, have meant real gains in access to materials both for information and general education needs.

However, there are still uncomfortable gaps in real access to such materials. For example, I have been working with the Head Start Supplementary Training program for the past two and one-half years. Here at The University we have provided college-level courses in preschool child development for Head Start staff members from Greene, Pickens, and Sumter Counties. None of these counties has a county-wide library program, although Livingston, York, Eutaw, Aliceville, Gordo, and Reform have libraries receiving public funds.

In each of these towns, the collections are so poor, the hours of opening so short, and the floor space so limited that even citizens who are welcome are inadequately served. Black citizens, although legally entitled to use these facilities, believe themselves to be unwelcome and do not try. Carrollton (pop. 923), has a Head Start center but no public library. The teachers there have taken advantage of the collections in the public schools for the younger children, but they have no access to materials for their own professional growth and development, nor to the kinds of information they need to help the parents of the children with whom they work.

The other pressing need I see for the improvement of library service in Alabama is for the development of a continuous program of continuing education for all library staff members. The expected growth of adult education on every level, from adult basic education, work toward the GED, to opportunities for earning external degrees, will require the intelligent and constant support of versatile, imaginative, and well-informed librarians. The new Graduate School of Library Service at this University, along with other departments and divisions of library education in Alabama, has made a tentative beginning of such a program. Resources to strengthen and improve these efforts, and to assist in their proper coordination, would materially increase the effective use of the library and information service holdings already available.

A STATEMENT PRESENTED TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

By

Ray W. Frantz, Jr., University Librarian
University of Virginia

January 22, 1973

As Verner Clapp has pointed out, "From earliest times two principles have controlled the growth of libraries--the principle of local self-sufficiency and the principle of sharing the resources."[1] But in the past decade it has become unmistakably clear that complete self-sufficiency is neither desirable nor tenable even as a goal. No longer can we claim for our library, as a great research institution once did, that "In short, it should have everything";[2] nor can the tools and methods for acquiring and organizing library materials be developed and exercised locally and in isolation from those of other libraries. We can no longer afford the luxury of the "go it alone" approach to collection building, cataloging, and other services. On the contrary, the exponential growth of information, the attendant problems of its bibliographic control, and the rapidly rising costs of acquiring materials, storing them, and making them available to library users, have rendered it incumbent upon us to seek for solutions in the second area to which Clapp refers, the area of sharing.

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[1] The Future of the Research Library (Urbana: University of Illinois Press, 1964), p. 4.

[2] R. A. Sawyer, "Book Selection in the Reference Department of the New York Public Library," College and Research Libraries, 6 (December, 1944), 20.

Sharing, of course, has been and is being practiced in many forms, from interlibrary loans to centralized systems to regional networks. Of particular concern to many research libraries nowadays are the automated information networks providing shared cataloging, acquisitions, remote catalog access, and related services. Such networks are already in early stages of operation in some parts of the United States--for example, the Ohio College Library Center and the New England Library Information Network; and discussions of the feasibility of similar systems are underway in the Southeast and other regions. But in the past the development of such forms of sharing has been remarkably serendipitous and individually subject to slow evolution. No group with a national overview has even tried to foster networks which can serve as nodes in a national network. I suggest, therefore, that the National Commission might perform an historic service in studying and recommending ways of implementing regional automated networks. It is such computerized, user-oriented library systems, in the words of Frederick Kilgour, "that will improve efficiency of library use and operations; that will increase availability of library resources within a region; and that will facilitate evolution of new and easier accesses to information in libraries."[3]

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[3] Frederick G. Kilgour, "A Regional Network--Ohio College Library Center," Datamation, 16 (February, 1970), 87.

WRITTEN TESTIMONY FOR THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

By

Nicholas E. Gaymon, Director of Libraries
Florida Agricultural and Mechanical University

Patterns of Organization

Academic libraries serving minority groups, especially Blacks, have been ill equipped to support the educational program that they propose to support. Their inadequacies are distinctly reflected in the quantity and quality of resources as well as in the area of personnel. These academic libraries have been surveyed, studied, examined, and re-examined. The findings are consistent; they need better resources, facilities, and personnel. In essence, Black academic libraries have been and still are in an economic dilemma.

The immediate answer to the economic dilemma of Black Research Libraries is cooperation. This cooperation can best be realized through the formation of consortia. After accepting the fact that the formation of consortia is essential to the economic survival of Black Research Libraries, steps should be taken to identify the necessary steps in establishing a consortium that would readily meet the needs of its participants.

I have envisioned a National Plan consisting of the development of consortia of predominantly Black Instiutions' ethnic collections and introduce effective library management into these areas. This plan will include a model for processing all existing and projected materials and services. The model will also accommodate existing organizations in such way as to lessen duplicative processing. As a part of the plan, a National Coordinating Mechanism Center should be effected to insure that the work done by the National Plan be continued, and to evaluate effectiveness of the overall effort to see that appropriate innovations are implemented. It is Important to note that there is a wide range of options with regard to the responsibilities of the Center. These range from a Center that will provide "information" such as the Foundation Center and in this way encourage orderly development, at the other extreme, a centrally directed Center.

To further clarify the proposed model would consequently draw together and fill the gap necessary to provide a Coordinated National effort that will at a minimum accommodate a variety of materials, services, products, and functions.

Those persons who have researched the problem thoroughly feel that the cost involved in bringing each predominantly Black academic library up to acceptable standards is prohibitive. Consequently, cooperation is the immediate solution.

Whether academic libraries attempt to improve cooperatively or collectively a considerable amount of funds will be needed to implement this improvement. A variety of projected costs have been made. Most of these projects extend far into the millions of dollars. It is felt that the total amount of funds needed far exceed the available funds that affected libraries have available. There is continuous need for library support from national, state, and local sources. It appears that up coming lesgislation and budget recommendations on the national level may be designed to curtail every support. If such is the case, it will be extremely bad for some libraries and a major catastrophe for some Black libraries.

It is the responsibility of the library profession and the National Commission on Libraries to make visible the dire needs of libraries serving minority groups.

Florida Agricultural and Mechanical University

Tallahassee, Florida

32307

MINORITY PROGRAM DEVELOPMENT FOR
LIBRARIES AND LEARNING RESOURCES

February 14, 1973

Mrs. Verdelle V. Bradley
Virginia Union University
1500 North Lombardy Street
Richmond, Virginia 23220

Dear Mrs. Bradley:

The Advisory Council of the Minority Program Development For Libraries And Learning Resources reviewed your proposal in its recent meeting of January 31, 1973 relative to the funding of non-government groups for travel to address problems relative to libraries of minority groups.

The council did not approve the proposal as stated. It was suggested that this project will be in favor of funding travel and expenses for the committee as outlined in the proposal to be brought together to work out a program for long-range planning.

After arriving at some long-range plans, then the committee may consider seeking funds to visit with appropriate government officials and other funding agencies for financial support for libraries serving minority groups. I am therefore in favor of approving funding of a planning meeting by your committee at a place (Atlanta) or designated by you. Please let me have your reaction to this.

As you perhaps know, Dr. Jessie Smith is a member of the Advisory Council that discussed your proposal, and Mr. Hillis Davis sat in on the meeting as an observer and concurred that this approach will be more appropriate. Please let me have your response as soon as possible.

Yours very truly,

Nicholas E. Gaymon
Project Coordinator

NEG/ea

xc: Hillis Davis
Dr. Jessie Smith
Advisory Council Members

Florida Agricultural and Mechanical University

Tallahassee, Florida

32307

MINORITY PROGRAM DEVELOPMENT FOR
LIBRARIES AND LEARNING RESOURCES

February 14, 1973

Miss Alberta G. Johnson
3805 Tierwester #209
Houston, Texas 77004

Dear Miss Johnson:

I was delayed in responding to your letter. As the Advisory Council for the Minority Program Development For Libraries And Learning Resources met on January 31, 1973, the council did not approve your proposal as submitted. However, everyone was extremely impressed with your viewpoint and willingness to conduct this type of project.

It was suggested by the council that consideration be given to a short workshop type arrangement, whereby Black Librarians and other experts in the field of government documents will convene and discuss matters pretaining to acquisition organizations and use be made of these publications.

Would you be receptive to doing a proposal of this nature with the following guidelines in mind?

(1) Purpose of workshop, (2) place and time (perhaps two or three days). (3) Number of participants, (4) Approximate cost for travel and per diem ($20 per day) (5) Other essential information.

Please let me have your response as soon as possible.

Yours very truly,

Nicholas E. Gaymon

Nicholas E. Gaymon
Project Coordinator

NEG/ea

xc: Advisory Council Members

Florida Agricultural and Mechanical University

Tallahassee, Florida

32307

MINORITY PROGRAM DEVELOPMENT FOR
LIBRARIES AND LEARNING RESOURCES

February 14, 1973

Mr. Daniel T. Williams
Tuskegee Institute
Hollis Burke Frissell Library
Tuskegee Institute, Alabama 36688

Dear Mr. Williams:

The Advisory Council of the Minority Program Development For Libraries And Learning Resources met on January 31, 1973 and discussed your proposal, Black Alabama: A Guide To The Resources.

It was decided that the council could not approve this proposal, because of its limited scope. It was suggested by the council that the proposal may be challenging to other funding agencies that might be interested in a project of this type,

If I can be of further assistance to you in any way, please feel free to contact me.

Yours very truly,

Nicholas E. Gaymon
Project Coordinator

NEG/ea

xc: Annie C. King
Members of the Advisory Council

MINUTES OF

THE MINORITY PROGRAM DEVELOPMENT FOR LIBRARIES AND LEARNING RESOURCES ADVISORY COUNCIL

The Minority Program Development For Libraries And Learning Resources Advisory Council met on Wednesday, January 31, 1973 in the Institute For Services to Education Building, Washington, D.C. Members Present: Mr. Nicholas E. Gaymon, presiding member for the meeting, Dr. Foster Mohrhardt, Mr. William M. Woods, Mr. Larry Papier, Mr. Joseph H. Reason, Mr. James Riley, Dr. Jessie C. Smith, and Mr. James A. Welch.

The meeting convened at 9:30 A.M. with Mr. Nicholas E. Gaymon, presiding. The Project director began by giving a brief summary of his reason for selecting the members on the Advisory Committee, which was to try to select a group with the type of expertise needed to implement a grant of this type. He wanted good librarians and good persons in related or allied fields to help to develop certain plans for implementation of the grant.

In bringing the group up to date on what transpired up to that time, it was mentioned that in September of 1972 a group of Black Academic Librarians was invited to Florida A & M University to discuss some of the problems associated with black academic libraries. The group was further advised of the workshop sponsored in Atlanta at the Cooperative College Library Center.

Mr. Gaymon mentioned that the grant was slow getting started due to certain reasons and also informed the group that all grants that come to the insitituion must comply with the Florida State regulations in terms of expenditure funds and hiring of secretaries. It was hoped that the group could come up with some concrete working plans to get the grant moving in the way it should be moving.

The meeting was then open for discussion of proposals that have been submitted to the Project Director for the perusal and suggestions of the committee. The first item discussed was Black Alabama: A Guide to The Resources, submitted by Daniel T. Williams. There were questions raised such as:

1. Are you interested in projects that are essentially self containing and in themselves like this one from Alabama that serve a local purpose to be useful, or are you interested in those that would have a major impact in this whole field and push things decidely ahead of where they are now?

The Project Director answered by voicing that he is interested in one that would have a major national impact.

2. Do the people who are suppose to know, know what you are looking for?

It was felt that not all of them do.

The council thought that this proposal should have a purpose for challenging other organizations, and felt that this was a tremendeous amount of money to cover just one state. As a result the council was not in favor of approving this proposal. Members suggested that other agencies might be able to give assistance to this type proposal.

The council felt that as a part of the program they would assist non-government groups for travel to address problems relative to library of minority groups. At this time, Mrs. Verdelle V. Bradley's proposal was mentioned where in she asked for a budget estimate of 1,098.00 for a group of librarians to come to this area to talk with a group of appropriate personnel regarding the funding of the Cooperative College Library Center. Because a proposal of this type has to be broken down in terms of travel and per diem, she sent an amended budget for 1,253.00. The group was asked their opinion and it was suggested that a small planning committee be brought together to work out a program for long-range planning. The group would be funded for planning purposes.

The last proposal that was discussed by the group was the Inquiry from Texas Southern, which was submitted by Miss Alberta G. Johnson. It was beleived that many librarians could make greater use of government publications. It was asked if support could be given to a siminar in which reference librarians could be invited. There were also questions raised concerning the Inquiry such as: Is Miss Johnson experienced enough to shape a project of this type? It was the group's feeling that a person who seemingly has the energy and willingness as Miss Johnson with the new viewpoint of some other people associated with her would put them in a position to contribute to such.

The meeting was then open for discussion of suggested workshop-projects where in the Director asked the members to think in terms of supporting a project to conduct grant proposals-grant awareness, workshops for minority librarians, and contract officers to see if some expertise could be developed on campuses for getting funds that are available to them. The Director also brought to the members mind that a person who participates in some of the on-going workshops must come to the workshop with an idea in mind. He must have stated problems then move from that point.

A suggestion was made on the grant proposal workshop to work out ideas in the form of a study or a project. It was asked if it would be helpful to have a session that would help people to develop their ideas so that they become projects.

The Director emphasized that librarians need to increase their visibility among other people, not just among themselves. It was also suggested that the group should set up a traveling exhibit to go places and set up a booth so that everyone will be more aware of what black academic libraries are doing. The council was not receptive to this suggestion.

The Experimental Project and the National Plan were the last items to be discussed. The group was asked their recommendations regarding the Experimental Project and the National Plan. The director emphasized that he needed some specific suggestions and asked the group to think in terms of an organization, group or firm that could handle these types of subcontracts.

Members of the Advisory Council accepted the following assignments:

1. Experimental Project—Mr. James A. Welch, Dr. Joseph H. Reason, and Mr. William M. Woods agreed to refine the work-scope and/or make necessary contacts with Mr. Ed. Gordon, relative to preparing this project for bid as a subcontract.
2. National Plan—Mr. James Riley and Dr. Foster Mohrhardt will refine the work-scope of this part of the grant, and/or select a consultant to assist in preparing this project for bid.
3. Dr. Jessie C. Smith agreed to explore possibility of conducting a series of workshops for minority librarians on:
    a. Grant Proposal/Grant Awareness
    b. Determining goals and objectives in Academic Libraries.

The Advisory Group considered conduction another meeting in Tallahassee in Mid-March.

The meeting was adjourned.

Submitted by:

ERIC
Full Text Provided by ERIC

TESTIMONY TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE IS SUBMITTED RELATING TO INADEQUACIES AND DEFICIENCIES OF CURRENT SERVICE AND FINANCIAL AND LEGAL SUPPORT.

Concern must be for future funding for libraries and the unserved, whether occasioned by geographic location, social or economic status, or intimidation by traditional library practices. While we progress further into the more sophisticated areas of information retrieval, give greater attention to acquiring audio-visual materials, and develop extensive communication networks, etc., we still must consider the basics of library service: library materials, and facilities to house them, should be within the grasp of every man, woman, and child in the country. Until we see that library service is not just a privilege of place, community affluence, or middle-upper American, our work remains largely undone. Unless every member of a community has access to library service, or has at one time or another entered the library, we have not reached our potential of turning people on to the excitement and importance of today's libraries, or of creating an awareness that "libraries are".

Must the legitimacy of the library's right to exist continually be deferded? Should it be necessary to spend so much time hat-in-hand justifying the institution? Let us set out as a valid premise that libraries are a vital part of our or any civilized society; let the burden be put on our detractors that the institution is innocent until proven guilty. Not as has been in the past, we spend all time and energies pleading our case, trying to remove a burden of guilt which has been cleverly placed on us by those, be it local, state or federal, who wish to escape the responsibility of funding us.

Statistics, measurements, accountability, etc., are but obstacles and are totally inappropriate to library service. The value of a book in a child's hand, an idea to a growing mind, or continued intellectual growth in an adult, can in no imaginable way be computed each time a person enters a library and avails himself of the knowledge contained within. Let us intelligently realize the abandonment of the "statistics, measurements, accountability" theory and not fall victim to Defense Department type planning.

There must be a great infusion of state and federal money for libraries to carry out their programs. Local commitment cannot be counted on to accomplish the job.

Roads, education, and welfare are but three examples of services which could not be maintained without state and federal undertaking. Likewise, cannot libraries become a greater responsibility of state and federal government?

There are now more than 10 million people scattered throughout the 50 states who have no access to libraries -- not sophisticated levels of service -- but actually without collections of books and related materials and facilities for use of same. This would be unthinkable, should these same people be denied schools or roads, and the many forms of welfare assistance. Yet, these programs reach only a percentage of the population, whereas libraries have the capability of reaching the entire society.

It is time that the dole ended, and a meaningful level of support be granted.

The planning and efforts involved to obtain meager federal funds often exceed the value of the grant. When required to sing so soulfully for our supper, the resulting fare is an inpalatable gruel. To revitalize the nation's starving libraries, clearly, what is needed is a banquet instead of watered down pottage!

By implanting libraries in unserved areas, we can then, through networking, make accessible to the smallest the collections of the largest.

The "Instant Library" program, as designed for West Virginia, can conceivably be the prototype to take direct service to isolated, impoverished, or neglected communities, be they urban or rural.

As well as the ideally stated goal of everyone reading to his/her capacity or level by the end of the decade, so too, within the same time frame, should we dedicate ourselves to a population 100% served by libraries.

The state library seems the logical agency which could capably work towards providing library service for the entire population of the state, given adequate federal and state support. Service can be established in isolated communities, sparsely settled large geographic areas, and towns whose governing bodies have too long neglected the creation of library facilities.

There exists vast numbers of Americans who have been denied the opportunity for library service. If federal and state officials don't take the attitude of "if we don't do it, it won't get done", we might as well accept the status quo as a fact of life and forget about: 1) extending library service to the unserved; and 2) expanding library service to the underserved.

Frederic J. Glazer
Executive Secretary
West Virginia Library Commission
Charleston, West Virginia

As an independent library serving the City of Sylacauga and South Talladega County, we need and use the services of our state library. First and foremost, I know we need much greater financial support to Alabama Public Library Service.

While we welcome LSCA funds in the form of books on indefinite loan and through state library services and could not operate successfully without them, our realistic financial approach is through city and county government. We need increased resources to meet the needs of adult students, business and industry.

LSCA, Title II funds are imperative as we plan our new library building.

Faster means of communication between libraries within the state, and interstate would improve our daily services to our patrons.

B. B. Comer Memorial Library
711 North Broadway
Sylacauga, Alabama
Carolyn B Goff
Carolyn B. Goff, Librarian

Nancy C. Gonce
Florence, Alabama

TESTIMONY: For the National Commission on Libraries and Information Science

FROM: A library user and a volunteer staff member for a special library.

I should like to first address my remarks to Patterns of Organization as listed in the National Commission on Libraries and Information Science, Priorities and Objectives for Planning Library and Information Services For the Nation.

Patterns of organization must be given deep consideration since only through cooperative action can we find ways to translate the user needs into the ultimate goal - satisfied and adequately served library patrons.

Details of organization can not be developed until adequate research determines the needs. One primary failure of professional librarians is to think in terms of "problems of libraries" rather than "reader needs". The reader or researcher is no more concerned with where his material comes from than the typical grocery shopper is concerned with where the asparagus is canned. Each only wants immediately what he needs at a price he can afford.

Efficient organization is the only way to meet these needs. We must think not in terms of academic or public or school or special libraries, but of Libraries. Step one in this organization is Systems Development.

The preliminary summary of a study by Battelle Industries jointly sponsored by the Alabama Public Library Service and the Alabama Library Association, Priority One, Alabama's Library and Information Needs for the 70's lists among its major recommendations on page 6:

"Identify and coordinate statewide information and library services by the State Library Agency to provide maximum service for the user.

"Develop library systems or regions to permit total participation by all counties of the state. New regions or systems should lead ultimately to boundaries of substate planning districts... ."

This study further states:

"A program implementing these recommendations is vital because existing libraries do not adequately meet the needs of the users, Alabama Standards for Alabama Public Libraries, or nationally established standards for library and information services. Alabama today is in need of and is ready for wise use of informational resources. For wise decisions in the areas of social and economic planning, government reorganization and improved standards of living for all Alabamians, it is necessary that the state have a well informed citizenry."

The study further states (page 8):

"...certainly the public library must assume a greater responsibility in the community as a resource and service center to those social agencies whose primary job is teaching. In spite of the fact that there has been a 50 per cent increase in the number of college graduates in Alabama since 1960, there is an educational gap. Many Alabamians are functionally illiterate: they do not read with understanding, thus limiting their ability to obtain and hold jobs."

It is no new fact to say that industry looks at informational and educational facilities critically before locating in a state or community. Alabama librarians have long urged the development of library resources through System organization. At present there are 152 public libraries of which 90 are members of systems and 62 are independent town libraries. There are many, many communities and people who do not have adequate service from any type library even though there are also 53 university and college libraries; 1250 public school libraries; 17 special business/industry libraries, 8 libraries in state government, 8 military libraries, 1 prison library, 4 libraries in state hospitals and Special Information Services through such libraries as those at Redstone Scientific Institute and others. But there is no formal plan for coordination to provide information to the user; no single place or agency which can tap all resources to answer a patron's question.

In Alabama the groundwork has been laid for this type of regional or system-wide organization. The philosophy of the Alabama Public Library Service for years has been that governmental units cooperating in systems is a more efficient means of service. The Library Service and Construction Act has also promoted system development in this state. System development in the future must be both geographic and structural, cutting across political and organization lines.

Systems organization must ultimately cross over governmental and geographic boundaries. Coordinated with and as a part of this system development a Union Catalog or Central Data Bank.

A Union Catalog of all types of libraries within a geographic area could be set up with smoothly organized borrowing and lending procedures arranged among the participating libraries. An analysis of all the material available within an area would immediately show areas of weakness and strength in information available. Duplication could be avoided, thus releasing funds for greater variety and depth of information.

A first step could be taken by using such areas of information as the MEDLARS system and going on from there. Begin where we are and then coordinate some popular areas such as Alabamiana or genealogy.

One real problem to overcome here is the tendency of libraries to "hold on" to all those things they have worked so hard to accumulate. Librarians must themselves be convinced that the most important thing is for the material to be used. I realize that the clientele for whom the library was established must have first priority but no library can, on its own, serve all the needs of its patrons all the time.

Coordination of such an informational facility would be done by trained research staff using modern informational storage and retrieval means. Opponents of such centralizing of information might fear that ultimately selection and control of informational materials would lie with a "Central Library Committee" and the academic question of censorship and selection become great issues. I am not suggesting anything of the sort. Each library would continue to acquire those materials necessary to provide basic service but in relation to what is already available. This is a plea to use wisely what we already have and to plan realistically for the future. Lines of communication are already operating within types of libraries as proved by the Interlibrary Loan principles.

I work part-time in a library which illustrates the need for crossing over kinds and types of library. The Muscle Shoals Mental Health Center has a small professional library for its approximately 30 staff members and others in the three-county community who might need materials of this nature. The area of work covered by this staff include:

Educational - School systems in three counties receive consultation in areas such as teacher in-service training, classroom observation, case consultation, parent-education groups.

Medical - Pediatrician, psychiatrist and psychologists look at and treat the emotional needs of children and adults often affected by their physical problems.

Social - Rehabilitative and day-care programs for adults who have lost contact with the day-to-day world or are not able to function adequately within it.

Aftercare - The medically cured patient must have attention and follow-up therapy.

Alcoholism and Drug Abuse - A general alcoholism clinic for the purpose of rehabilitation and prevention, and therapy and consultation for those addicted to drugs as well as drug abuse prevention programs.

Crisis Center - Telephone lines for the purpose of talking to people who are experiencing an emotional crisis.

Public and Community Education - All phases of this program are constantly discussed in communities throughout the three counties.

This staff is eager for library service and demanding in the sense of specific and specialized needs. In order to meet their needs I must turn to all types of libraries because their needs run the course from popular to deeply technical. In this sense this library is like a public library.

The psychologist who is concerned with drug abuse among young people must be on reading terms with the popular authors and know the popular idiom and music. He is a taxpayer and thus entitled to public library service; he is a part-time instructor at the local college and thus entitled to use that library; his children attend the local public schools and they are entitled to use the school library. He often must spend valuable time going from place to place and through many channels to get that one magazine article or that one book which might be the key to a community's problem. If he had no professional librarian to turn to for help he might well just give up.

Such examples could be drawn over and over again. A real trap is to try to categorize users.

- The boy who has school work but also a hobby and whose interest does not stop when the school library closes in June.
- The young housewife who finds herself at home in "temporary retirement" from her professional world and still wants to know all the latest developments but may be denied use of the University or Special Library.
- The attorney who must know how a product is made in order to know its effect on a client.
- The legislator who must have knowledge of history and social issues as well as political facts.
- The minister's sermon which must include references to philosophy, the latest novel, Biblical background.
- The laborer who wants to pass the high school equivalency test for a chance at a new job.

In this time of concern with "Rights" all these and millions of others have "the right to learn and to know."

In *Statistics of Alabama Public Libraries* 1971-1972 we find total books read per capita have increased from 4.22 in 1964-65 to 4.9 in 1971-72. I do not have comparative statistics on school, college or special libraries but they would probably show similar increase. Public libraries are a good index since they serve a wide variety of needs. Circulation figures are not an absolute reflection of service but they are one means of measurement. I quote those for public libraries because they are readily available.

Funding must be looked at realistically. If we are to have cooperation we can no longer expect one administrative unit to "foot the bill". We must cross over accounting and ledger lines, too. When such proposals are made the first question is always, "Who will pay for this."

If such a cooperative system of information location and use were established it might be done in this manner:

1. Initial federal grants of a sufficient quantity to offset the high cost of mechanization and staffing. Even though President Nixon has said that the Federal Government should step out of such projects the government must take an active part in supplying the informational needs of its citizens. The time is past in our country when a man and his family will always be residents of a particular place. Our mobile population should be able to receive adequate and quality informational service regardless of residence. His federal taxation is one constant factor in his life.

2. State funding in a proportion to reader use and established need. This would probably be on a matching basis to federal funds, taking into consideration ability to pay and magnitude of need.

3. Local funds in proportion to the local tax base and/or

4. Subscription by participating libraries, at a level based on their appropriation or budget. This is not a new idea with research firms but has not really been practically applied to small libraries of other kinds.

National standards suggest financial levels for adequate library service. Support which approximates this level (including all types of funding) must be obtained if progress is made.

It follows reasonably that training in this sharing philosophy and methods of implementation must be incorporated into the curricula of library schools across the country.

A man who travels across the country almost as easily as he travels across town should be able to find the information he needs and wants no matter where he is.

If we are to reach our human energy potential we must have rapid and readily available information - rapid to fan the flame of enthusiasm, readily available and adequate to fulfill the immediate need.

Submitted by -
Nancy C. Gonce
Nancy C. Gonce
213 Colonial Drive
Florence, Alabama 35630

January, 1973

STATEMENT OF ELOISE T. GROOVER
ADMINISTRATOR, EDUCATIONAL MEDIA SECTION
FLORIDA DEPARTMENT OF EDUCATION
FOR THE
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
MARCH 6, 1973

I am Eloise T. Groover, Administrator, Educational Media, Florida Department of Education.

I appreciate the opportunity to give additional testimony to the National Commission on Libraries and Information Science and to respond to any questions which the members of the Commission might have.

In today's world an individual in the process of becoming educated is one who is learning how to learn: to think and to use various methods of inquiry in examining and exploring ideas, as opposed to one who has merely memorized facts.

The "Goals for Education in Florida", adopted in April, 1971, by the Florida State Board of Education include, as one of the student goals, the following statement: "All students shall develop and use skills in the logical processes of search, analysis, evaluation and problem solving, in critical thinking, and in the use of symbolism."[1]

Such goals mandate a more relevant instructional strategy than the usual educational pattern. The development of new instructional concepts and strategies designed to improve educational opportunities for students makes it imperative that the school library media program be re-evaluated for the purpose of ascertaining its proper role in the total educational picture.

New and revised school curricula require that teachers and students master the methods of study required in a given discipline and that

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[1] Florida Department of Education, Goals for Education in Florida, Tallahassee, Florida: State Department of Education, 1971.

they have opportunities to apply the methodology of that discipline to significant segments of its content. To accomplish this, students must have ready access to all kinds of media, as well as instruction and assistance in their effective use.

Another major educational change is in the area of organization for teaching. Such developments as team-teaching, large and small group instruction, seminars and independent study have placed an increased emphasis on the availability of materials for student use. In addition, the increasing use of modular scheduling in secondary schools has freed students to make more independent use of media centers than has been the case in schools with more traditional scheduling practices. In short, making learning more interesting and making teaching more effective require flexibility which can be achieved only through the use of many kinds of media and techniques. Requisite to such flexibility is a school library media center with a well organized collection of materials, administered by a competent staff of professional and non-professional personnel who work closely and effectively with administrators, teachers, and students.

Such an effective media program is an integral part of the learning-teaching process rather than a separate program which stands apart from other school activities. To achieve this objective media specialists must be involved in curriculum decision making, taking their place as active members of the educational team responsible for planning instructional strategies and activities for students.

The library media centers which meet these objectives and provide such services and leadership are the exception rather than the rule. What, then, are the obstacles which cause this dichotomy between stated objectives and actual practices in our schools?

Probably the key factor is PERSONNEL. Successful media programs are initiated and carried out by educators who work well with students and each other and who have the competencies required to provide pupils the help and guidance needed to develop effective skills in reading, viewing, and listening. Media specialists must possess knowledge in the various fields of learning theory, communications, curriculum development and research. They must also have the specialized ability to select, acquire, produce, store and retrieve appropriate media at the time and place it is needed.

It is quite evident that these multiple tasks require the expertise of more than a single staff member. Clerks and/or technicians are also essential if professionals are to be free to work with students and teachers. Without such assistance, valuable professional time and talent must be spent on routine tasks such as typing, filing, servicing machines, and doing simple housekeeping chores.

A recent study[1] of the school library media program in Florida reveals many inadequacies and deficiences. The general purpose of the study, conducted by Dr. Elizabeth Mann, was to examine the school library media program in the public schools of Florida during the 1969-1970 school year. While the data used in this study was for the 1969-1970 school year, the status of school library media program is relatively unchanged.

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[1] Elizabeth B. Mann. "The Florida Public School Library Media Program 1969-1970" (unpublished Ph.D. dissertation, The Florida State University, 1972).

According to Dr. Mann's study, the national criterion of one library media specialist for each 250 students was met by only 181 Florida public schools in 1969-1970. Of these schools, 177 were schools with less than 376 students. Moreover, there were 191 schools, or 11 percent of the total, which reported no library media specialists on their staff. Analysis of the data for these 191 schools showed that 104 of these schools had fewer than 250 students, and 145 of these schools were in the kindergarten to grade six group.

The number of professional media specialists was far below the national standard of one for each 250 students. It is also significant to note that some small schools had no professional library media personnel and most of the large schools were not staffed with an adequate number of library media specialists. This inadequacy is reflected in the quality of services offered to faculty and students and contributes to an inequality of educational opportunity.

According to state accreditation reports, 1,812 full-time media specialists served the 1,481,447 children enrolled in the Florida public schools during the 1971-1972 school year. This number provides one full-time library media specialist for each 823 students enrolled. To meet the national standards for professional staff an additional

4,113 persons would be needed. Based on a beginning salary of $7,000.00 per year, $28,791,000 more than the state is now providing would be required for salaries alone.

While the criterion for the supportive library media staff depends on the size of the individual school as well as the organizational pattern of the library media program and provision of staff and services at the school district level, the national standards recommend at least one library media technician and one library aide for each professional media specialist in schools of 2,000 or fewer students.

The term aide is used in the Florida public schools to identify those persons who are employed in the library media center as supportive staff. In 1969-1970, there were 1,085 schools employing 1,155 library media aides, and 718 schools reporting no library media aides. On the basis of these figures, it can be concluded that approximately one-third of the schools had no library media aides; and in the schools where library media aides were employed, they were not provided according to the recommended criterion in the national standards. This inadequacy results in curtailed services to faculty and students in costly use of professional staff time for clerical and technical tasks.

Unfortunately, no federal funds are available for providing personnel for school library media centers. In Florida, state monies allocated by the Minimum Foundation Program are available only from the Special Services Unit which provides one (1) Special Teachers Services Unit for every eight classroom units. All Special Services (principals, curriculum assistants, guidance counselors, media specialists, art, music, and/or physical education teachers, etc.) must be funded from this allocation. No earmarked funds are allocated to pay for nonprofessional personnel.

To achieve quality in media services there must be an adequate collection with an abundance of resources. It is imperative that the collection of various forms of media not only support the curriculum but also provide students with materials which meet their special interests. Such materials are selected cooperatively by students, teachers, and media staff and will include hard-bound or paperback books, magazines, newspapers, pamphlets, art objects, charts, maps, films, filmstrips, microfilms, models, disc and tape recordings, slides and transparencies. Equipment must also be provided to facilitate the use of all types of materials and to provide for the production of locally-created materials.

In 1969-1970, there were 37 schools which met the national standard criterion of at least 6,000-10,000 titles representing 10,000 volumes or 20 volume per student. Most of the schools which met this criterion were kindergarten to grade six schools, with enrollments between 500 and 750 students. The average number of books per child for the entire student population in Florida public schools was 9.6 in 1969-1970.

According to the state accreditation reports for the school year 1971-1972, there were 15,909,974, library books housed in the school media centers. With a student population of 1,481,447 for that year, the average number of books per student for that year was 10.47.

Even with the slight increase in the number of books per student during the past two year period, students in Florida public schools still have access to no more than half the number of books recommended in the national standards. The cost of providing the student population of 1,481,447 with 10 additional books, per student at a conservative estimate of $6.00 per book, would be $88,886,820.00.

Media service at the school level should be supplemented and augmented by strong district support. A recent study of school libraries in Florida emphasizes the importance of professional leadership at the district level. In most instances, those districts which have media supervisors working as a part of the instructional, supervisory team had more adequate collections, better facilities, and more realistic staff allotments.

District centers, under the direction of such a professional leader, usually include: film library, professional library, centralized processing laboratory, advanced audiovisual production laboratory, as well as many more specialized services. Small districts have sometimes found it expedient to set up cooperative centers in order to provide those services which are too costly for independent operation. This can be done through contractual agreements which meet the needs of the districts involved. All of the aforementioned services, resources, and facilities are integral parts of the media program and depend upon one another for its successful operation.

Support for such a successful program should come from various groups in the educational community. In this role as representative of the community, the school board member has special responsibility for supporting those financial programs required to establish with media programs, staff, resources, and facilities which adequately meet the needs of students and teachers.

The administrator, as the educational leader of the school, sets priorities for achieving educational objectives and designs and implements teaching strategies which require the support of a strong media program. Today, lay citizens as well as educators realize that vital, significant, quality education for students demands excellent media services and resources in every school.

It is true that such educational opportunities are expensive, but the waste of human resources in poorly educated students who are unable to function effectively in the world is far more costly. Instructional programs supported by effective media programs must move forward together toward excellence.

RECOMMENDATIONS

There are several needs which I feel are worthy of consideration by the Commission:

(1) The need for assured growth and development of library personnel who through training and education can be expected to provide the skill, imagination, leadership,

and research to support the library and information needs of the country. Basic to this recommendation is the need for nationally supported fellowship programs and grants for inservice training programs.

(2) The need for the establishment of regional evaluation centers for the purpose of determining the accuracy, authenticity, up-to-dateness, and user suitability of library media. The availability of federal and state funds, the plethora of materials in all formats and in varying degree of quality make the careful selection of materials critically important.

(3) The need for financial support for the purchase of materials for school library media centers. With the present day emphasis on non-categorical aid, there is an imperative need for guidelines within the federally funded programs which will lend support to special service programs such as school library media programs.

(4) The need for research which might lead to more effective service patterns, collection techniques, and processing methods.

(5) The need for clarification of terminology within the profession in order to communicate with each other, with those whom we serve, and with those who provide the economic support.

(6) The need for standards with regard to salary schedules, criterion for employment, job description, and procedures for the evaluation of the use of library paraprofessionals and technicians.

CLEARWATER PUBLIC LIBRARY

[illegible]

CITY OF CLEARWATER, FLORIDA 33515

January 29, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K-Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

I have your letter of January 12, 1973, concerning the hearing to be held in Atlanta on March 7, 1973. I was very pleased to see your Commission established, I am interested in your objectives and I wish you every success.

As for my suggestions, I will skip over the first four of your objectives and confine my remarks to objective V (Technology). You list some very sophisticated techniques in this section and I am certain that they may well make great contributions in the distribution of knowledge as found in libraries. However, I would hope that you will add one section to study, develope, and encourage the production and sale of minor items for small and medium sized libraries. This group of libraries touches the lives of many American citizens but they are generally too small and under financed to avail themselves of computers, facsimile transmission, etc. We have need for an in-depth study of processes and procedures in these small libraries to find out how American technology can help them. At present each little library is improvising and making its own technology. A few items:

1. A really efficient and simple circulation charging system.

2. A shellac pot with brush holder (the company formerly making these no longer produces them, yet quite a few small libraries need them.)

3. A good, fool-proof microfilm reader (the old Recordak reader, model MPE, has been discontinued. While there are quite a few machines being offered, most of them are rather shoddy.)

4. A good micro card reader (to the best of my knowledge there has never been an adequate reader for material published in this format.)

There must be a myriad of such needs in the small and medium sized public libraries. And these libraries may never be able to benefit from the more sophisticated technology because these depend upon large users, and there are such things as local pride and political expediency which block cooperation and consolidation.

Sincerely,

Elliott Hardaway

Elliott Hardaway
Library Director

EH/ek

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UNIVERSITY OF KENTUCKY
LEXINGTON KENTUCKY 40506

COLLEGE OF LIBRARY SCIENCE

AREA CODE 606
TELEPHONE 258 4908

January 22, 1973

Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

It was indeed a pleasure to receive your letter of 2 January requesting written testimony for the Southeast regional hearing of the Commission in Atlanta on the 7th of March. I am only too happy to reply to your request. As I pondered the ways in which I might best contribute to the substance of your deliberations in Atlanta, it occured to me that there is one question which is rarely treated in such meetings, and at the same time, is a question which cuts across each of the broad areas of concern as outlined in your statement of "priorities and objectives." The question I refer to is the matter of research in library and information science.

In 1933, Pierce Butler lamented the fact that the library profession was almost totally devoid of any interest in the systematic and scientific pursuit of knowledge and seemed to stand alone in the "simplicity of its pragmatism". In 1972, we find Jesse Shera stoically refering to research as an activity "largely foreign to a profession oriented toward service rather than analysis of biblicthecal phenomena or introspection of its own activity,". I fully agree with both men that the library profession has been generally uninterested in research, and I am also convinced that we have reached a point where no substantive gains in the quality of library service will be possible without the initiation of a systematic, aggressive, and long-term research effort. We simply will not see any major advances in theory or practice if we continue to rely on the intuitive genius of the professional in the field as we have in the past. This approach appears to be bankrupt.

If one accepts this premise, and it seems to me to be incontrovertable, it follows that research in library and information science, and the intelligent utilization of research findings, becomes the key to any real progress. This being the case let me briefly comment on what I feel to be the two basic components of any serious program for research on library problems in the United States: the training of a force of researchers sufficient to the magnitude of the task and the provision of long-term support for research in library and information science.

The American library profession has been conservatively estimated to consist of some 50,000 members; while at the same time there are scarcely 200 individuals who hold the doctorate in library and information science. This fact explains in part why so little research is done in this field: there simply aren't enough trained people available to carry out the needed investigations. It would appear essential that some concerted effort be made to recruit and train qualified individuals for careers in research in library science. Such an effort will require substantial federal aid.

And yet, the training of individuals qualified to undertake substantive research in library and information science must be accompanied by a program designed to provide support for the long-term research these scholars will carry out. Too frequently in the past, scholars trained to do research, and who had a genuine desire to pursue research as a career, have been unable to find any support for their work in a profession as pragmatic and intuitive as ours. Many a qualified researcher has been forced into "administration" due to a lack of employment in research. This should not be the case. Some means of support for scholars involved in serious and long-term research in library and information science must be developed.

It seems to me that the Commission might profitably address itself to these questions. I have been deliberately brief in this preliminary statement. I will, of course, be happy to elaborate on my remarks if the Commission so desires.

Best wishes for a good year.

Sincerely,

Michael H. Harris
Associate Professor

MHH/agm

1. User needs:

No public library in Virginia meets American Library Association standards for service.

Programs for the handicapped, undertaken by the State Library and the Commission for the Visually Handicapped, are terribly underfunded. Funded more than 75% by state funds, the program falters now from lack of adequate quarters and staff at the State Library for the Blind. Respectable service would require the designation of about fifteen more subregional libraries, impossible to consider with present resources. This program has been greatly aided by federal funding.

Institutional (prison and hospital) service lags from lack of staff and resources. Professional librarians are badly needed for the program, as are funds for library equipment and materials. The first coordinated program of service to the institutionalized was undertaken because of the availability of federal funds. It success continues to rely heavily on available federal funds.

2. Adequacies and deficiencies of current service:

Federal grants of library aid (LSCA, Title I) have been the only source of funds for special library projects directed toward the culturally disadvantaged. These grants are also the only source of funds for initially extending public library service to unserved areas. About nine percent of Virginia's population is still without public library service. If federal funds should be cut off now, beginning projects in these areas would suffer immeasurably.

Federal grants (LSCA Title II) are the only original source of aid for construction of library buildings. Within prescribed geographical areas, Appalachian funds may match LSCA funds. There is great need to aid rural and impoverished areas in building library facilities. It is very likely that none of the many fine library buildings in Southwest Virginia would exist had federal aid not been available to them.

Funds for cooperative projects among academic and other libraries may be appropriated pursuant to Title II of the Higher Education Act and Title III of the Library Services and Construction Act. The latter funds are available through the State Library to approved projects and are supplemented by state money. Additionally, state appropriations to the State Council of Higher Education support cooperative projects.

Funds for cooperative projects, such as the interlibrary loan network among all kinds of libraries, should be increased. The system handled about 36,000 requests for interlibrary loan of materials last year (FY 1972).

3. Technology:

There is great need throughout the state for application of automation to many library routines. The University of Virginia Library and the State Library will be cooperating with other members of the Association of Southeastern Research Libraries in the establishment of a computer center based on the Ohio College Library Center. During the second year, sizeable grants will be sought for purchasing expensive hardware for the project. Within three years, the center should produce most cataloging for many libraries throughout the Southeast. Programs for handling serials, interlibrary loans, and acquisitions will be added.

Automation in libraries has been slowed because of a lack of knowledge and a lack of funds for large initial investments in machines and programming.

4. Human resources:

The supply of newly graduated librarians seems about adequate to meet demands. Librarians still are graduated without clear understanding of management methods or problems and without knowledge of automation or technology that can be applied to library uses.

Emphasis on special services to minorities and the disadvantaged demands special training and experience that are hard to come by.

Donald R. Haynes
State Librarian
Virginia State Library
Richmond, Virginia 23219

Testimony for The National Commission on Libraries and Information Science
Submitted by Dr. E. Curtis Henson, Assistant Superintendent for Instruction
Atlanta Public Schools

We welcome this opportunity to restate our position that the school library media center makes a contribution of utmost importance to the educational process.

In the Atlanta Public Schools the present emphasis on individualized instruction makes it imperative that a wide range of up-to-date materials in both print and non-print formats be available in each media center, along with appropriate equipment for using non-print materials. Restructuring the school year into four quarters and the complete curriculum revision that accompanied this change call for an even wider range and quantity of materials.

At the school building level 200 certificated, full-time library media specialists serve approximately 150 elementary, middle, and high schools. They are supported by five area resource librarians (supervisory personnel) and a competent team of well-trained administrators, consultants, and media specialists with diversified expertise at the system level.

A central 16 mm film collection with more than 5,000 titles and a Professional Library containing some 35,000 books, 550 periodical subscriptions, and selected audio-visual materials are heavily used by all school personnel.

As a direct result of ESEA Title II, the average number of books per pupil has increased from 6.9 in 1966 to 14 in 1972, while non-print collections have begun to grow. In designated schools, Model Cities funding also assisted in this total effort.

A computer booking system for ordering library materials and a centralized Media Processing Center have been operational more than two years. Begun as a pilot project under ESEA Title I, the Processing Center now receives its support from regular Board of Education funds.

The Atlanta Public School System was cited as first place winner in the 1972 Encyclopaedia Britannica School Library Awards for improvements in elementary school library programs, while in that same year Superintendent John W. Letson received the Distinguished Library Service Award for School Administrators by the American Association of School Librarians.

New construction and renovation of all media facilities are preceded by planning with media personnel. New school media centers open with a collection of 6,000 titles ready to circulate.

Despite the many strengths of the library program in our school system, we can identify many areas for improvement such as:

1. Inadequate space exists in some old buildings, while obsolete materials take up valuable room in others.
2. Sufficient funds for purchase of all types of materials are not available.
3. Inadequate lead time for comprehensive media planning for all programs often hampers optimum service. Media personnel, instructional materials, and equipment seldom are adequately funded for new programs to be really functional at their outset.
4. All components of the media program are not as comprehensive as they should be, since certain services are presently limited due

to insufficient technical staff.

A network of cooperation exists among the school libraries of this school system. Inter-system cooperation, however, is almost nonexistent. With adequate funding it would be possible to share outstanding programs and successful innovations with others. Computer applications to libraries and services of the Professional Library can be cited as examples. Avenues of cooperation with other types of libraries should also be explored. We have already worked jointly with the Atlanta Public Library in such endeavors as cooperative reading programs, television, and film production.

Our success with computerized library acquisition and 16 mm film booking systems spur us on in the attempt to expand upon computer applications to libraries.

The need for in-service training is continuous. More cooperation between school systems and training institutions should result in more relevant preparation of media specialists. Procedures for better training of clerical and technical personnel are also needed.

This school system has enjoyed both administrative and community support in its constant effort to provide outstanding library service for pupils, teachers, and supervisory and administrative personnel. Such valuable support needs backing with adequate financing. At a time when costs are rising, funding is being curtailed or cut out altogether. Funds are needed for adequate maintenance of existing programs as well as to develop new ones. Avenues of co-funding - already tried on a limited basis by this school system - should be fully explored.

We hope that those in decision-making posistions will come to realize that library programs must not be allowed to suffer from lack of adequate support and funding.

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

H. TITUS SINGLETARY, JR.
Associate State Superintendent

January 26, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

This letter is in reply to the request for testimony which was mailed to Dr. Claude Ivie as well as the one mailed to me personally. Dr. Ivie requested that I reply for both of us.

One of the major groups of users and potential users of library and information services whose particular information needs demand special attention are the boys and girls enrolled in public and private schools of this nation. This category or type of user can be subdivided into numerous sub-categories each with their unique needs. Some of these sub-categories are the gifted, the underachiever, the average, the physically handicapped, the economically and educationally deprived. In order for the schools to provide the educational opportunities necessary for these boys and girls, the school programs must recognize the need for:

adaptability to change
intellectual stimulation
critical and creative thinking
coordinated learning experiences
motivation for self-education
development of individual abilities
joy of discovery
relevance in education.

Vibrant instructional programs and dynamic curricular offerings require a strong library media program in each local school. These library media programs if they are to be a resource for learning and information must:

encourage and meet heavy demands of pupils for pleasure reading
offer full accessibility to all groups and individuals at all hours of the school day with extended hours before and after school, evenings and weekends
have generous and elastic loan and circulation policies for use of materials and equipment in the school and in the home
provide a broad spectrum of learning opportunities for large and small groups, for committees or for individuals

provide instruction to pupils not only in the selection and location of resources in their appropriate format, but also in the skills needed for reading, listening, studying, viewing and notetaking
furnish, through a collection of print and non-print professional material, information to teachers about new materials, recent developments in their subject areas and educational trends
provide in-service opportunities for teachers to know the full spectrum of media and their use
provide assistance to the teaching staff not only in analyzing instructional media but also in designing learning experiences
make possible the services of the media staff as resource persons in the classroom upon request by the teacher
produce materials which supplement those available through commercial channels
provide to classrooms long or short-term loans of large collections of materials selected by the teachers and the media specialists to include those appropriate to the class range of interests and abilities
meet curricular requirements and requests of individual pupils including supplying needed duplicate copies of books, filmstrips, 8mm films, recordings and other materials.

Many schools of the nation do not have library media services at all and most if not all others have inadequate services. The Georgia public schools are more fortunate than most in that they have more adequate library media services. For example:

ninty-nine percent of all schools have library media services
eighty-three percent of these libraries have at least one full-time professional library media specialist
thirty-five percent of these library media specialists have at least a master's degree in library service
thirty-four percent of these libraries have a clerical aide to assist the professional staff
these libraries are stocked with an average of 11.6 books per pupil
they have beginning collections of audio-visual materials consisting of less than one per pupil for each type of material, e.e., filmstrips, recordings, transparencies, etc.
sixty-five percent of the school libraries have supportive services and/or coordination by a system level supervisory program.

Nationwide the picture does not reflect meeting the curriculum and individual library and information needs of this large category of users or potential users as well as Georgia. In many states, only 40% of the schools have a library within the school building. The information concerning the present status of school library media programs in Georgia when examined more closely reflects the needs which still exist:

Many more qualified and able school library media specialists. National standards recommend one per each 250 pupils not one per school.

Additional clerical and technical aides. Again standards recommend one per each 250 pupils.

Better planned library media facilities and more equipment for using educational technology.

Greatly expanded collections of quality library media. At least 20 books per pupil are needed and collections of audio-visual materials need to be expanded rapidly.

To aleviate these needs school library media programs will have to be more adequately financed from all levels - local, state and federal. Unfortunately, just the opposite seems to be emerging if we are to believe the predictions for future budgets particularly at the national level. Also it must be pointed out that federal funds up to the present time for school library purposes have only provided materials.

We appreciate the opportunity to share with the National Commission on Libraries and Information Science some of our thinking concerning the present status of library services for one category of users and some of the more pressing needs of these users for more adequate services.

Sincerely yours,

(Miss) Grace Hightower, Coordinator
School Library Services Unit
Educational Media Services Division

GH:bg

CHARLESTON COUNTY LIBRARY
404 KING STREET ON MARION SQUARE
CHARLESTON, SOUTH CAROLINA 29403

January 25, 1973

Three federally funded projects have made substantial contributions to the services rendered the public by the Charleston County Library in the past several years.

The construction of the John L. Dart Library in the highly populated Northwest section of our city makes new service possible to a "mixed" neighborhood which includes an inner city high school, grammar school, and a military college campus. This branch library was made possible by a $50,000 federal grant.

Secondly, the expansion of our work with the disadvantaged has been supported by federal monies used to buy easy reading in paperback, chiefly for adults, and to deliver the books where the people are. Selections include how-to-do-it books, biographies of blacks, Readers Digest readers, and little people's books. They are circulated at the County Food Stamp office where clients can spend the long hours of waiting either reading to themselves or to the small children who are always in attendance. Clients are encouraged to check out books, too. Interest and participation are increasing monthly.

CHARLESTON COUNTY LIBRARY
404 KING STREET ON MARION SQUARE
CHARLESTON, SOUTH CAROLINA 29403

January 25,1973

A third "plus" made possible by federal support is the implementation of an area reference center, a cooperative effort serving five counties with improved reference services with headquarters at the Charleston County Library. Initially, special emphasis is given to the needs of business and industry. Useful equipment includes TWX communication with the S.C. State Library, Columbia, and with other libraries in-state and out-of-state; a microfilm edition of the S.C. State Library catalogue; a microfilm reader-printer - all made available by the S.C. State Library through federal funds. An enormous amount of planning on state and county levels has gone into this project, and there has been a heavy investment of federal funds in books. The area reference center is an instrument with great potential which will never be realized without federal backing.

Marybelle H. Howe
President
Board of Trustees
13 Franklin Street
Charleston, South Carolina 29401

M.H.H.

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[illegible]

c. [illegible]

Sam Hughston
Department of Education
State Office Building
Montgomery, Alabama 36104

hrs DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES • • • • • • • • STATE OF FLORIDA
Emmett S Roberts Secretary
DIVISION OF
Reubin O D Askew, Governor

Craig Mills, Director
BUREAU OF BLIND SERVICES • Talking Book Library
P O Box 2299 • Daytona Beach, Florida 32015
Murdock Martin, Chief

January 24, 1973

TO: Mr. Frederick H. Burkhardt, Chairman, National Commission on Libraries and Information Science

FROM: Mrs. Katherine M. Jackson, Librarian, Talking Book Library

SUBJECT: Library Services to the Blind and Physically Handicapped: Current Status and Future Needs

I. IDENTITY OF USERS

A. The Talking Book Library is one of 51 regional libraries serving the blind and physically handicapped residents of the United States. Currently, the Talking Book Library serves 6,200 blind and physically handicapped individuals, as well as 300 institutions, schools and hospitals which have an enrollment of over 3,000.

B. Included among the Library's patrons are individuals of all ages and educational levels. There is also a large number of Spanish speaking individuals in the southernmost part of Florida. In December 1971, the Library surveyed all of its patrons to find out just what their reading needs were, as well as any particular characteristics of the population being served. In the survey it was found that the Library's patrons could be grouped into the following age categories:

Under 5 Years of Age:	Less than 1%
Between 5 and 8:	Less than 1%
Between 9 and 12:	2%
Between 13 and 18:	5%
Between 19 and 35:	6%
Between 36 and 65:	3%
Over 65:	Over 82%

DIVISION OF ADMINISTRATIVE SERVICES • DIVISION OF CORRECTIONS • DIVISION OF FAMILY SERVICES • DIVISION OF HEALTH • DIVISION OF MENTAL HEALTH
DIVISION OF PLANNING AND EVALUATION • DIVISION OF RETARDATION • DIVISION OF VOCATIONAL REHABILITATION • DIVISION OF YOUTH SERVICES

ERIC

These figures are not representative of the national picture, since Florida would have a larger number of elderly people than most states. However, it could probably safely be said that over 50% of the individuals served by libraries for the blind and physically handicapped in the country are over 65. From the survey, it was also found that two-thirds of the Library's patrons lived in a family situation, or at least had someone who could help them with their reading material. One-third lived alone.

During a financial survey conducted in April of 1972, it was found that 3% of the Library's patrons had been on public assistance within the past two years; 14% are currently on public assistance, and 52% had incomes below the poverty level for the given size of their family. It has been estimated that in the state there are over 245,000 individuals who are qualified to use the services of the Talking Book Library. Even considering the individuals who are served in institutions, the Library is serving only 6% of those eligible.

C. Information Needs of Patrons of the Talking Book Library

It has been said many times that the blind and physically handicapped are normal people except for their handicap. Their reading interests do not differ from those patrons of regular public libraries. The Talking Book Library must be prepared to serve individuals of all ages, educational levels, and many different occupations. The Library has to have material on many subjects, not only recreational reading but also material that can be used by students in school. There is also a great need for vocational material and material which helps library patrons understand and adjust to their handicaps. This includes material on etiquette and grooming for the handicapped. The elderly patrons of the Library have a great interest in hobbies and religious materials. The Spanish speaking residents of Florida need books on how to learn English because the language barrier must be conquered before they can obtain employment. The blind and handicapped also need their reading material available in a media and format which is usable to them. This includes records, cassettes, open-reel tape, and braille. This material also must be easily obtainable through the mail, as many are homebound and cannot visit a library.

II. ADEQUACIES AND DEFICIENCIES OF CURRENT LIBRARY AND INFORMATION SERVICES

A. Current services available to the blind and physically handicapped residents of Florida include the provision of talking books, cassette books, open-reel tape books and magazines, as well as playback equipment for reading these books. The present collection of the Talking Book Library is mainly limited to those 4,500 titles that have been produced on talking book by The Library of Congress

Division for the Blind and Physically Handicapped, and the 800 titles which the Division has produced on cassette, as well as the 84 magazines that are available on record or in braille. Braille service is furnished under contract by the Regional Library for the Blind and Physically Handicapped in Atlanta. The service provided by Atlanta is minimal. The variety of reading material available to patrons of the Library is extremely limited. Each year The Library of Congress has funds to produce only 700 additional titles on recordings, some 200-300 on cassette, and 300 in braille. When students or other individuals request books not in the Library's own collection, an attempt is made to obtain books from other sources, including Recording for the Blind, Inc. in New York, other educational libraries and regional libraries which have reported textbook material to the Instructional Materials Reference Center at the American Printing House for the Blind, or have reported the recording of recreational material to the Division for the Blind and Physically Handicapped (DBPH) of The Library of Congress (LC). However, there often is a time delay, and the format in which the material is available is not always suitable. In Fiscal Year 1972, the Talking Book Library circulated 265,000 volumes. In addition, Library patrons receive directly from the publisher over 108,000 copies of magazines and other publications. The Library issues a bimonthly Newsletter which is used to announce Library procedures and new material available to patrons. The Newsletter is available in large print, in braille and on tape and cassette. The Library of Congress publishes bimonthly announcement magazines, Talking Book Topics and Braille Book Review. It also publishes biennial catalogs. Because of the communications problem which Library patrons have, Inward and Outward WATS Lines were installed, and patrons can now call the Library free of charge to request materials. This made communication easier for some people who cannot write letters. The services described above are typical of perhaps 60-70% of the regional libraries in the country. All of them are understaffed. The Talking Book Library has a staff of 16, and an annual operating budget of approximately $130,000. According to national standards, it should have a staff of 40.

B. Correctable Deficiencies

1. Regional libraries for the blind need additional staff in order to meet requests of patrons. At present, very little time is available to spend on individual patrons. At least one-third of the Library's patrons cannot or do not select books for themselves, and it is up to the Library's professional staff to select books according to the subjects in which the patrons have expressed interest. This is very time consuming, and the present Library staff does not have enough to do the job adequately.

2. Braille service should be improved. Although in Florida there are only 336 individuals currently using braille from the regional library in Atlanta, more would use it if service were better. The library in Atlanta is, like most regional libraries, understaffed, and cannot provide better service without additional staff.

3. Library patrons need a cumulative catalog or, in lieu of the cumulative catalog, subject bibliographies which can be distributed to them. When a new patron starts using the Library, he receives only the current biennial catalog, plus current Talking Book Topics. This creates an artificial demand for the newest books. When 6,000 individuals receive the announcement publication, Talking Book Topics, and submit their order forms, the 22 copies which the Library has of each title do not go very far towards satisfying the demand. This regional library and many others have begun to produce their own subject bibliographies for distribution to patrons. These bibliographies let patrons know about some of the older but very fine books available in the Library's collection. At a meeting of the regional librarians in Louisville last March, the regional librarians requested that The Library of Congress produce subject bibliographies which would be usable by the patrons. The first such bibliography, on science fiction, appeared in Talking Book Topics for July-August 1972. None have appeared since then. More such bibliographies are needed in the near future.

4. There are many fine commercial recordings of books, plays, and instructional material which should be incorporated into every regional library's collection. However, because states are accustomed to having The Library of Congress provide the basic book collections, they are reluctant to spend money for the purchase of commercial recordings. These are needed if the libraries are to meet all the needs of the patrons. For example, in Florida, we have many requests from Spanish individuals for material on how to learn English. The Library of Congress has not provided this type of material, nor does it make a practice of doing so, yet Florida cannot presently afford to buy the commercial recordings needed to fill this need.

5. There is a critical need for a union catalog, listing all books in the country which have been brailled or recorded. When the Library attempts to obtain a particular book which is not presently in its own collection for a patron, it must go through several dozen different catalogs in order to locate the book.

6. The U.S. Postal Service handles reading material for the blind and physically handicapped as free fourth class material. Postal service has deteriorated in recent months, and this has

created a problem in getting material to patrons. In some areas of Florida, patrons wait as many as ten days for a book to reach them.

7. Regional librarians should use volunteer recording and brailling groups to produce additional titles for their collections. Few do so. Florida has begun a volunteer recording program this year.

III. PATTERNS OF ORGANIZATION

A. The DBPH enters into a cooperative agreement with each regional library established. The Library of Congress provides the reading material, and each state sets the policies governing the service and determines the level of service that it will provide. In recent years, there has been an attempt by The Library of Congress to encourage regional libraries to organize into four loosely tied area organizations - one in the Northeast, one in the Southeast, one in the mid-West, and one in the West. The purpose of these organizations is to promote better communication and to work on the possible establishment of regional resource centers which would provide braille service to residents of the region, as well as backup service on tape and other materials. Other than this arrangement, little regional cooperation exists.

B. National Plans for Organization of Library and Information Service Appropriate to User Needs

1. The DBPH is asking for money in its current budget request to aid in the establishment of four regional resource centers. Each center would be given a stipend of approximately $25,000. For complete braille service, a fee per reader also would be charged each state. Thus far, one regional braille center, serving the West, has been established in Utah. Others are only in the talking stage. These centers would alleviate one of the major problems involved with braille service, which is that it is extremely expensive. Braille is bulky, and expensive to store, and most states cannot afford to provide adequate braille service to its residents.

2. The DBPH has begun to work on plans for a union catalog. At the regional librarians conference held in Louisville in March, this was recommended as a high priority project to the Division. The first step in the production of a union catalog was to use the MARC programs at LC to produce a book catalog: author, title, subject and numerical listings of all the talking books issued through accession number 2000. When this catalog was run off, only a limited number of copies were produced. It has proven very useful to the regional libraries, and additional copies are needed for distribution to the 71 public libraries which are also

assisting with the program. It is hoped that this catalog can soon be brought up to date, and that additional plans will be made to incorporate other materials, including tape and cassette books in the National Collection, and special collections existing in each state.

3. At the conference of the regional librarians in Louisville in March, the second priority established was the development of a computerized circulation system. The record keeping done by regional libraries would lend itself very easily to automation. Each transaction of a patron must be recorded on his reading record, including the accession numbers of the books he would like to receive, the date the books are sent, and the date the books are returned. This involves a great deal of record keeping every day, and an automated circulation system would eliminate much of this, as well as increase the efficiency of the operation. The regional libraries themselves do not have the funds, nor could they justify the expenditure required to develop the computer programs. They have called upon The Library of Congress to develop a system which could be adapted to serve any regional library. Thus far, no action has been taken on this project. Three states are attempting to develop their own automated circulation systems. Of the three, only one, that in Texas, performs many of the necessary functions. Thus far, Texas has spent over $30,000 for computer programming. The duplication of effort which will result seems unnecessary. National leadership on this project will be required; otherwise, each state will have its own system, which will not be compatible with those of other states. The development of an automated circulation system is urgent and needs to be done in the next three to five years; not in ten to twenty. Most regional libraries, such as Florida's, have access to computers which could be used now if programs were available.

C. Cooperation At the State Level

1. Better cooperation is needed between regional and public libraries and other agencies in reaching those eligible for library services available to the blind and physically handicapped. At public hearings held by the Bureau of Blind Services in three major metropolitan areas of the state, some individuals remarked that they had not known about the service for ten years. This seems totally unnecessary. Many regional libraries serve only a very small percentage of those eligible. Regional libraries have suggested to the DBPH that they provide spot announcements on television, as the regional libraries themselves simply do not have skilled public relations staff or any staff, for that matter, with time to produce such material.

2. State libraries need to encourage public libraries to develop and publicize large print collections. In a survey of public libraries in Florida conducted in February, 1972, it was found that 25% of the public libraries owned no large print books, 32% owned between one and fifty large print books, 30% owned between fifty-one and two hundred and fifty large print books, and only 13% had over two hundred and fifty large print books. It has been found that public libraries in the state are reluctant to borrow large print books from the State Library. They do not feel that this is their function. Public libraries also should encourage handicapped individuals in their community to consider the public library as their library and let them know that there are materials which they can use, including music collections and reference services.

IV. LEGAL AND FINANCIAL SUPPORT FOR LIBRARIES

A. Cost

Providing library services to the blind and physically handicapped is expensive. Currently, Florida spends $25 per individual served per year. If service were truly adequate, it would require an expenditure of at least $10 more per patron.

B. Subregional Libraries

There is a move in the country for public libraries to become subregional libraries providing services to blind and physically handicapped residents of their communities. Thus far, seventy-one have been established. The services provided vary from one extreme to another. Some serve only sixty or seventy individuals and have very small circulations. Others are mini-regional libraries serving several thousand individuals. Book collections in subregional libraries contain only current, popular books. Older titles are borrowed from the appropriate regional library when needed. In attempting to set up a similar program in Florida, we have found that many public libraries feel that they cannot support such a program, that either state or federal money will be needed to assist them because of the disproportionately large number of staff required for this project, as compared to the staff required for their normal library services. Two subregional libraries in Florida, Orlando and Palmetto public libraries, initially received LSCA funds to help set up the program. However, if LSCA funds are discontinued, another source of funding, either state or federal, will be needed for this program.

V. TECHNOLOGY

A. Most blind and handicapped individuals read their material by listening to spoken records or cassettes. Only 11% of Florida's patrons have learned braille. Any advancement in communication technology benefits the blind and handicapped. For example, speech compressors would be a great asset to students and professional people. However, the current cost makes them prohibitive for most individuals.

B. Many visually impaired individuals can use optical aids, such as closed circuit televisions systems which magnify, enabling these individuals to read regular print. The cost of these closed circuit television systems is too expensive for an individual; yet public libraries in the country have not realized that they should play an active role in providing optical aids in their libraries, so that people with visual problems in the community can come in and make use of regular library materials.

C. The benefits that can be accrued from computer technology have not been applied to library services for the blind and physically handicapped. This is something which should receive immediate and urgent attention.

D. Massachusetts Institute of Technology, under a federal grant, has developed a system for the production of braille via computer. This can have many ramifications, as the training of sighted individuals to transcribe braille is a slow and tedious process. By computer, books can be transcribed much more quickly and accurately. When humans transcribe braille, many things are left up to their judgment, and there is no uniformity, which can be obtained by using a computer.

VI. HUMAN RESOURCES

Most regional libraries for the blind and physically handicapped have only one or two professionals on their staff, because of the extremely restricted budgets under which these libraries must operate. Rarely do these professionals have time for any public relations work, counseling, or training of public and institutional librarians in the use of the materials; instead, they must handle the nitty gritty of library operations. More professionals who have some experience in working with blind and physically handicapped are needed. Currently, very few library schools even mention library service to the blind and physically handicapped in their curricula. When I went to library school in 1963, no mention was made of this particular service. Students in library schools should be exposed to service to particular groups who have special requirements. Then, perhaps, some of them might be attracted to service in this very rewarding area of librarianship.

VIRGINIA HISTORICAL SOCIETY
FOUNDED IN 1831
BOULEVARD AND KENSINGTON AVENUE
POST OFFICE BOX 7311 RICHMOND, VIRGINIA 23221

January 17, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street Northwest, Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

I thank you for your letter of January 12th inviting me to submit written testimony for your consideration prior to the Southeast regional hearing of your Commission, scheduled for March 7th in Atlanta. In consequence, I offer the following.

I wish to draw your attention to the current plight of the so-called independent or privately-supported research libraries which hold collections of national cultural significance. I cite, for example, the predicament of the Virginia Historical Society. Over a period of 142 years the Society has developed its research collections to such a high degree, in quality and quantity, that it is no longer financially able to cope effectively with the mounting demands made upon the resource by the academic community and the public at large. These demands, voiced by a constitutency extending from coast to coast, are generated directly and indirectly by ever-increasing governmental support of universities and colleges and of humanistic studies in general. In short, the exploitation of the resource is being unprecedentedly promoted and financed by public funds, but public funds are not being channeled into the independent or privately-supported institutions that, striving to meet the requirements of "users of information," are thereby compelled to reduce drastically the man-hours spent in processing, preserving and expanding the resource. Paradoxically, the operations suffering from the phenomenon are the very operations that made the resource so useful and alluring in the first place. It is manifestly impossible through private means to correct an imbalance created by governmental spending. It follows that the efforts of the independent or privately-supported research libraries to make their segments of the nation's indivisable cultural resource available to users should be supported in part by federal funds.

With all good wishes, I am

Yours sincerely,

John Melville Jennings
Director

JMJ/kg
Enc.

FEDERAL FUNDS VERSUS CONTINUING EDUCATION

Continuing education is the vital force that makes a Democratic government exist. The knowledge of what is for the people must be and should be decided by the demands of the people. Many legislative acts and rulings have guaranteed the citizens of the United States the right to free education, enterprise, and the right for free assembly. If these enacted laws grant the right to receive the best at the most reasonable cost for the taxpayer, then education has not received the priority for its continuing demands.

One of the most obvious deficits of continuing education in the process of our Democratic society is the lack of library service to all segments of our population. Although an effort was made in the 60's to upgrade this deficit with Federal funds, it was not sufficient to cope with the demands that continuing education must meet. Even more recently, the act of Revenue Sharing only made a nick in the amount of funds that are needed to bring library service into its proper perspective in education. Putting libraries on an eligibility list is only recognizing that they are a fundamental source of education. But, eligibility and priority can be imposters for progress if they are not carefully evaluated. Libraries should be on a prorated priority list when returning taxes to the people in the form of Revenue Sharing.

One example of establishing a priority could be worked from the formula similar to that of General Revenue Sharing. Using the statistics of the Illiterate plus the number of Dropouts over the Library Users should equal the amount of money designated for libraries countywide. If this formula was set up on a five-year basis and reworked on priority basis of existing county statistics, then library service could and should be an integral part of the Office of Education.

Federal funds must continue for library service to subsidize the program, we now have in progress. North Carolina has used its Federal funds in unique ways. One of the most vital services that has been offered between state agencies of North Carolina was originally started with a subsidy from Title III Federal Funds. This service is a statewide network whereby any person can go to his local librarian, request service and be assured of an answer to his need in 48 hours whether he is a public school student, college student, research technician or regular user of the public library. This service is known as IN-WATS (Inward Wide Area Telephone Service). It is an information service that is unique to the whole world and far reaching in its implications for the future of libraries of all kinds everywhere. The need for such a service has increased drastically since it was first inaugurated in 1968, and its total development is only hampered by the availability of funds. Without Federal subsidy, IN-WATS calls must be restricted and such hindrance is a drawback to library service for our state. With IN-WATS, reference service is made available at no direct cost to local libraries or its users. An automatic answering device records requests for information even when the State Library is closed. If the State Library is to supply the requested information, then it would seem that Federal funds should subsidize the expansion of such a wide-reaching service.

We must meet the demands of service that are so vital not only to the future development of North Carolina but to the future development of education in the United States. This type of service not only serves the smallest library in North Carolina but can serve the largest research library for the political candidate who needs an authentic searcher for legislative acts that effects the lives of many people. The progress of such a widely efficient library service depends on the subsidy that must be given to expand, update and computerize development. The public is demanding service that Federal moneys - the people's money- can supply it until cooperative state plans can share the expenses.

(Mrs.) Carolyn N. Johnson, Assistant State Librarian
and Chief Interlibrary Network Coordinator
for Interlibrary Cooperation and Administration
of Federal Aid

Office of State Library
Department of Art, Culture and History
109 East Jones Street
Raleigh, North Carolina 27611

[illegible]

[illegible]

TO

[illegible]

NATIONAL COMMISSION

[illegible]

[illegible]

[illegible]

[illegible]

MRS. [illegible]

[illegible] ELEMENTARY SCHOOL

[illegible]

[illegible]

[illegible]

[illegible] librarian [illegible] [illegible] some [illegible] [illegible] [illegible], Atlanta, Georgia. [illegible] University of Tennessee. [illegible]

[illegible] interest [illegible] I chose to change to the field of librarianship rather than to return to home economics. Although I had enjoyed home economics, I have been [illegible] only [illegible] librarian. At present I am [illegible] course in librarianship and am working toward a Master's degree in [illegible] Media Specialist at the University of Georgia.

When I joined the faculty of [illegible] Elementary School in [illegible], the enrollment was about [illegible]. About [illegible] books were in the library collection at that time. Population increase in the school district has raised the present enrollment to [illegible]. The school was located on the present site, a [illegible] hill, in the early 19[illegible]s. Five additions to the building and [illegible] mobile classrooms [illegible] all possible sides of the hill. The present book count is about [illegible].

The faculty is receptive to the library services; although [illegible] could make better use of it. For a few years they [illegible] [illegible] of having a large [illegible].

The children enjoy and use the library. I do not count circulation [illegible] in the operation. However, last year [illegible] about [illegible]. There has also been a large [illegible] turnover during the last four years - about [illegible] this year. This trend brings its problems to the library as well as to the classroom.

Over the years I have become more and more convinced of the importance of the library in the elementary school. I have done no research on it but I have the feeling that if we can't catch the interest of the children by the time they are in sixth grade and sell them on reading, you might as well forget it. For that reason it seems imperative to me that we must place more personnel in the elementary schools. A well-balanced, large collection is wonderful, but it is my belief that professional personnel is more important. As I have mentioned another place in this report, in our library we have no clerical or technical help and only one librarian.

[illegible]

[illegible] instruction [illegible] individualism [illegible] in [illegible] variety [illegible] sources and [illegible] materials.

[illegible] library [illegible] it is impossible to avoid [illegible] in their behavior-forming years. It is a natural setting for the development of students' skills, responsibilities and desires in the pursuit of independent learning. [illegible] to differences in needs and abilities of students is a strength of the media center.

The formation of a lifetime interest in and a positive attitude toward reading is more likely to occur in elementary schools which are served by an active, adequate library program.

Materials, equipment, and personnel requirements outlined in the *ALA Standards for School Media Centers* would be an excellent basis for the school library program.

Teacher librarians need service from a resource person in the library to help in coordinating materials available into learning units; to help with development of various types instructional media.

In teacher preparation courses future teachers need to be more orientated to the library and to become acquainted with its possibilities. In-service programs should provide this training to persons that are already in the profession.

[illegible]

[illegible] library has an enrollment [illegible] pupils. [illegible]

[illegible] insufficient professional and clerical help are given [illegible].

[illegible] individual and small group guidance in selection and use of materials.

The library is closed when librarian is not in library. When the librarian is consulting classroom teachers, is on lunch break, is on sick leave, is at professional meetings, no substitutes are hired for librarian.

Librarian [illegible] [illegible] for [illegible] [illegible].

Students and classes are [illegible] library.

There is insufficient time for proper [illegible] training [illegible]. [illegible] is not [illegible].

Audio-visual instruction is insufficient [illegible] of materials [illegible] visual materials.

Card catalog is not complete enough for [illegible] into the catalog. Audio-visual materials, pamphlets, and vertical file materials are not cataloged. An audio-visual catalog was prepared about five years ago when [illegible] had part time clerical help, but new purchases have not been added to it.

Only books are available for home use of students.

Librarian assembles materials for professional personnel of school when requested or when need is known. There is no time for compiling bibliographies of the materials at the time for future use.

Audio-visual materials are not prepared in the library for the school.

No attempt is made to have a book or reading club to encourage reading.

[illegible] in instructional centers of the [illegible] schools [illegible], in the [illegible] of [illegible] in the library [illegible] learning [illegible]. [illegible] the librarian has a great responsibility in [illegible] the development of the curriculum and in providing needed materials.

Wide variations exist in the [illegible] of libraries [illegible] throughout the state of Georgia. In some areas [illegible] instructional media centers have replaced the minimum standard libraries as a result of [illegible] support of federal [illegible] programs.

The following is taken from *Standards for Public Schools of Georgia*:

LIBRARY

Standard [illegible]

The school shall have a library media center containing the quality, quantity, and variety of print and non-print material to support the curricular offerings and to challenge individual pupils at their level of development.

RATIONALE: The school library media center is one of the basic requirements for quality education. The extent to which it provides for the research and enrichment needs of all pupils and classes helps to determine the degree of excellence achieved in the total school program.

CRITERIA:

P___ [illegible]. The school has a library media center which is used throughout the day for library purposes.

P___ [illegible]. The school has a full-time, certificated librarian. (The librarian in a junior high or combination school may serve the elementary grades.) N/A for elementary schools.

P___ [illegible]. The school has a full-time, certificated librarian. (Elementary schools with fewer than [illegible] students may answer affirmatively if they have a certificated librarian on at least one-half time basis.) N/A for all schools other than elementary.

A___ [illegible]. The school has a full-time, paid library aide who devotes full-time to library duties. N/A for schools with fewer than [illegible] students.

A___ [illegible]. The school has additional full-time, certificated librarians for each [illegible] students or major fraction thereof. N/A for schools with fewer than 750 students.

A___ [illegible]. The school employs additional full-time, paid library aides for each [illegible] students or major fraction thereof. N/A for schools with fewer than 750 students.

___ [illegible]. The library media center contains a collection of non-print materials such as: filmstrips, recordings, slides, art prints, transparencies, maps, and globes.

A___ [illegible]. Audio-visual equipment is readily available and accessible as needed.

A___ [illegible]. The school has not less than 1,[illegible] square feet in the library

[illegible]

[illegible]

___ [illegible]. The library [illegible] contains [illegible] [illegible] students, whichever is [illegible].

___ [illegible]. The school has a library media center containing a reading area of not less than [illegible] square feet times [illegible] of the first [illegible] students, plus [illegible] square feet times [illegible] average daily attendance in excess of [illegible] students plus work and storage area of at least [illegible] square feet. The working area must include at least one conference room. The stack area is in addition to the reading areas.

___ [illegible]. The materials are organized for effective use based on established library practices.

___ [illegible]. Space in or near the library media room area is available for **periodical** resources. (The minimum recommended for small schools is [illegible] additional square feet over and [illegible] with shelving to store three to five years' back issues of magazines.)

___ [illegible]. Space in the library area is available for audio-visual equipment. (The storage area will depend on the equipment available for use in the school. A minimum in a small school is [illegible] square feet over and above regular storage space and in addition to magazine storage.)

___ [illegible]. The library contains standard shelving for a basic collection of at least [illegible],000 volumes or [illegible] books per enrolled pupil, whichever is larger; for current magazines and audio-visual materials. (Standard shelving consists of three foot sections, no more than six feet in height with adjustable shelves which are nine or ten inches wide. An average of eight books can be shelved per running foot. Some sections should be available for shelving picture books in elementary schools and for audio-visual materials in all schools.)

___ [illegible]. Additional conference rooms, an office for the library, and a library classroom for group viewing and discussions are available in schools with an enrollment of [illegible] or more. [illegible] for schools with less than [illegible] enrollment.

___ [illegible]. Individual study stations are provided in the library and some are electrically equipped for viewing and listening.

___ [illegible]. The library contains a carefully selected collection of print materials of the quality and variety necessary to meet the curriculum and individual needs of pupils.

___ [illegible]. The collection of print and non-print media is evaluated each year by the library staff and classroom teachers. (This evaluation is in terms of such qualities as the appropriateness of the content for each area of the curriculum, suitability of materials to varying abilities of the pupils, accurate and **up-to-date** information, and the physical condition of the materials.)

___ [illegible]. Material no longer useful is discarded.

___ [illegible]. An [illegible] inventory [illegible] collection is maintained.

[illegible]

___ [illegible] center contain[illegible] [illegible] less than [illegible] students [illegible] In addition [illegible] is sufficient [illegible] space (not less than [illegible] square feet), [illegible] (not less than [illegible] square feet), [illegible] standards.

___ [illegible]. All [illegible] materials, print and non-print [illegible], are organized and [illegible] available for use through the library media center to individuals and classrooms for varied lengths of time.

___ 1[illegible]. Professional materials are available for teachers.

Number of Criteria	Minimum Affirmative Responses
[illegible] Total	R [illegible]
[illegible]	[illegible]

R= Required
E= Essential
D= Desired

Obviously the criteria listed [illegible] is not as strict as that in [illegible] Standards for School Media Centers. The profile of [illegible] library which would meet Georgia minimum standards would be decidedly inadequate.

To point up a few deficiencies in the [illegible] Elementary library the negative responses which are given to the criteria are presented here.

_NO_ [illegible]. (No aide is employed.)

_NO_ [illegible]. (Only one librarian is employed, although enrollment is [illegible].)

_NO_ [illegible]. (No, not one.)

YES [illegible]. ([illegible] filmstrips, [illegible] recordings, no slides, [illegible] unmounted art prints, [illegible] transparencies, [illegible] maps, [illegible] globes.)

___ [illegible]. (School clings to side of a hill with four or five levels, [illegible] buildings and trailers; there is not enough room in the library anyway, so equipment is scattered throughout the plant. Insufficient amount of equipment, of course.)

_NO_ [illegible]. (There are [illegible] in the collection.)

_NO_ [illegible]. ([illegible] for the library is 5[illegible] 7'. [illegible].)

___ [illegible]. (Magazines are stored in [illegible] but space is insufficient.)

___ [illegible].

[illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

[illegible] FINANCIAL [illegible]

[illegible] financial support since 1[illegible] [illegible] classroom collections. [illegible] including [illegible] federal and state funds. [illegible] is less than [illegible].

Funds from State of Georgia		Funds from Federal Government	
[illegible]	[illegible].7	NDEA Title II	[illegible]
[illegible]	[illegible]	NDEA Title II	[illegible]
	[illegible]	[illegible] Title I[illegible]	1,[illegible]
[illegible]	[illegible]	NDEA Title II	[illegible]
[illegible]	[illegible]	NDEA Title II	[illegible]
[illegible]	[illegible]	NDEA Title II	1,6[illegible]
		[illegible]	[illegible]
		[illegible] Title III	[illegible]
1[illegible]-7	[illegible],[illegible].7[illegible]	NDEA Title II	1,[illegible]
	[illegible]		[illegible]

During the years [illegible] has contributed to about a [illegible] increase in enrollment. The enrollment is now [illegible]. Three new subdivisions with about [illegible] houses are within [illegible] miles of the school. Financial support is too slow responding to the sudden increased enrollment from rapid growth areas.

Some sources of financial support, other than local, must [illegible] for [illegible] personnel, materials and equipment [illegible] standards.

[illegible]

[illegible] technical developments [illegible] smaller systems [illegible].

[illegible] centralized processing, [illegible] processing of materials.

Written Testimony
Presented to
The National Commission on Libraries and Information Science
for Its Southeast Regional Hearing March 7, 1973
by
W.T. Johnston,
Director
Coastal Plain Regional Library, Tifton, Georgia.

The honor of being asked to submit written testimony prior to the Southeast regional hearing of the National Commission on Libraries and Information Science on March 7, 1973, is much appreciated.

The six initial goals and priorities adopted by the Commission for study and action show a distinct knowledge of major problem areas facing public libraries. The Commission is to be commended on its insight and on its willingness to establish these goals and priorities.

Needless to say, I would like to comment on all of the goals and priorities, but I shall follow the instructions of Chairman Burkhardt and focus my comments on one of the major considerations; that one being financial support for libraries. In honest confession, I must admit that my choice has an ulterior motive behind it. Adequate financial support is involved with all of the other goals and priorities established by the Commission. For example, under human resources, quality manpower cannot be purchased by Georgia public libraries when a four year college degree brings $7,224.00 per year for a beginner whose library work week is spread over six or seven days and nights and a secretarial school diploma plus two or three years of experience brings $5,000 to $6,000 and a five day, eight to five, office work week in large cities.

In the Georgia Legislature this year, there was a bill to raise the pay of State Legislators to $7,200.00 per 45 days, whereas, the pay for a beginning school librarian with a Master's Degree in Georgia is $6,803.00. For example, under Technology, such things as computer terminals, facsimile transmission, and CATV devices cannot be bought when a filmstrip projector or a new manual typewriter are considered as major financial outlays for many libraries.

In commenting on financial support for libraries, I speak from the background of my own library system. Our system serves five counties in South Georgia with a total population of 67,135 and a land area of 1,623 square miles. A branch library is located in each of our five county seats. The county seats range in population from 3,185 to 12,179. Thus, you see, I speak from the standpoint of a small library system in a rural area which is attempting to industrialize by securing manufacturers employing from 25 to 100 people each. Two of our branch libraries are in wood frame buildings. One is in a converted post office. All are overcrowded. All are staffed by people who believe in library service.

Considering our system as a whole, last fiscal year 41% of our support came from local governments and boards of education; 47% of our support came from the state; 11% came under the Library Services and Construction Act, Title I; and 1% came from fees, gifts, and donations. Local support pays for the day to day operation of our branches and system headquarters. State support pays for five professional employees excluding FICA and insurance. State support also provides us with 23.9 cents per capita for materials as books, periodicals, binding, records, cassettes, and filmstrips. Federal support under the Library Services and Construction Act, Title I, enables us to operate special services such as extension service via mobile libraries into the rural communities and small towns of our five counties as well as to kindergartens, Headstart programs, prisons, rural schools, etc; a drug education program; a summer story-learning hour program for rural and/or disadvantaged children, and prior to this year a reading improvement program. Federal support has also enabled us to purchase special materials for minority groups, for the disadvantaged, and for slow learners.

In the past ten years, our library system's local support has increased by 148% and our state support has increased by 69%. In the same period, average consumer prices increased by 50%. Since inflation touches both old and new dollars, inflation has gobbled up 100% of our ten years of increases in state and local support. I rather suspect that a cost of library operation index would show a far greater increase than the cost of living index in the same 10 year period since first class postage increased 100%; books increased over 130%; social security (employer's share) increased 57%, excluding the base taxable wage increase; and, in our case, contents fire insurance increased 100%.

Therefore, we have become increasingly dependent upon Federal LSCA funds to help us provide services and materials beyond a simple basic library operation. I define a simple basic library operation as one where there is one storehouse of "medinarily" cataloged old and worn books in a county and to get a book, a citizen has to go there and find it on his own and if he can't, "leave your phone number and we'll call you if it turns up."

Truly, the Library Services and Construction Act, Title I, has kept our library system in business, has enabled us to reach many people with more services and materials, and has enabled us to explore some of the new technology such as sound filmstrips, cassettes, and cooperative book processing.

Yet, our increasing dependence, primarily because of inflation, on federal support for libraries has brought with it some terrific problems. The main one relates to the passing of appropriations bills. In the current, and in the prior three fiscal years, Congress has not been able to get a presidentially signed budget approved prior to the beginning of the fiscal year on July 1st. Thus, we start the fiscal year without knowing how much we can depend upon to operate our program. In fiscal year 1969-70, an LSCA budget was not approved until Spring. In that year, our Library had to lay off two employees and severely curtail services. In this fiscal year, seven months after the beginning of the year, there is still not an approved LSCA budget. Under a continuing resolution, we have been told to expect a 32% cut in federal funds over last fiscal year. Do we cut our federally aided programs by one third, or do we try to keep them going at a steady level in the hope that we can repay the debts incurred by these programs?

The Commission's goal number 2 mentions effectiveness and cost benefit. We certainly cannot be effective and there cannot be as high a benefit per cost unit when we go through one half to three fourths of the fiscal year without knowing what our total library budget will be. Without doubt, many concerned taxpayers have concluded that public libraries are poorly managed because programs which show promise are started, postponed, cancelled, re-started...all depending upon the ebb and flow of federal funds.

It is not fair to criticize delays in federal appropriations without offering some suggestions. One would be for Congress to consider the President's budget a year ahead of time. Certainly, a new president would have to operate under his predecessor's budget for one year, but the more effective use of the tax dollar from long range planning might offset this disadvantage. Another possibility would be a two year budget considered every other year which would make for better planning and reduce the time spent in considering budgets and appropriations. A third possibly would be that if an appropriations bill had not been completed and signed by the beginning of the fiscal year, then appropriations would automatically equal the prior year plus 10 or 15%. The automatic increase would cover inflation and might also be an inducement to move to get the bill out.

To summarize, in our library system, the most desperate need of all of the Commission's priorities is to know how much money we will have to fund library services to people before the beginning of each fiscal year.

Please notice, I have not asked for more Library Services and Construction Act, Title I, funds. On behalf of our library patrons, who range from the four year old who makes her "X" mark to check out a picture book to the elderly citizen who struggles over a large print book with a magnifying glass, I ask simply to know in advance how much so that we can do a creditable job with the funds allowed us.

Perhaps in this same vein, I might add that it is obvious that there is a considerable difference of opinion between Congress and the President as to how adequately libraries should be supported by federal funds. As a matter of fact, there is a suspicion abroad in the land of librarians, library trustees, and library users that our present President is opposed to Federal help for libraries. If this be true, we would like to be told so and why. Again, we simply want to know. We need to know in advance so that local and state support, if possible, has time to close the gap.

If revenue sharing furds are to be used in place of LSCA funds, then, we need to know. Federal standards relating to revenue sharing funds need to clearly point this out.

Libraries came into being because one of the prime needs of man was to store and to transfer knowledge from human to human. And now, in this technological age, a major problem to libraries is that we cannot transfer knowledge about funding well in advance of the time we need to know.

Again, I appreciate the opportunity of being permitted to present written testimony to the National Commission on Libraries. Indeed, we wish you much success for your success will help all those who do believe in, and who utilize, libraries.

Respectfully submitted,

W. T. Johnston

W. T. Johnston,
Director
Coastal Plain Regional Library
Tifton, Georgia 31794

ERIC
Full Text Provided by ERIC

MRS. GRADY GILBREATH, Librarian

THE INLAND PORT OF GUNTERSVILLE ALABAMA

THE GUNTERSVILLE PUBLIC LIBRARY
1299 O'Brig Ave.
GUNTERSVILLE, ALA. 35976

January 22, 1973

National Commission on Libraries and Information Science
Suite 601, 1717 K Street, N. W.
Washington, D. C. 20036

Gentlemen:

In response to your letter of January 4, 1973, I am hereby submitting written testimony for consideration by the Commission. I have chosen the first named area of consideration, Users, as the subject of my discussion. Since I am not familiar with the library activities in other than my own state, my remarks will be oriented toward the Alabama situation. I will pose problems without solutions. As I see it one of the objectives of your commission should eventually be recommendations and suggestions for resolving the many problem areas you will develop during your hearings. My testimony is attached as a separate document.

I appreciate the opportunity to participate in this study.

Sincerely,

Harold K. Katz
Chairman, Trustees and Friends Division
Alabama Library Association
Chairman, State Advisory Council for
Libraries, Alabama

HK/lc

Attachment

Written Testimony
for the

National Commission for Libraries and
Information Science

USERS

In furtherance of the first objective, to identify the various types of users, there is attached some statistical information developed in an Alabama Library Survey being conducted by Battelle Memorial Institute and scheduled for completion in February 1973, from 1970 U.S. census figures and from community profiles developed by the state in 1966. The categories shown may not be all those desired by the commission but they are the ones available to the writer.

With regard to the second objective, to determine the information needs of these groups, there is some indication of this to be gained from the attached charts. Students comprise over 47% of the library users. At the same time 45% are in the age groups 12 to 20. Thus for nearly half the current users it can be said that the use of libraries is related to their educational programs. Beyond this the needs of indivduals are probably so varied as to defy any but the most general categorization.

Users are the reason for the existence of libraries and they ultimately pay for all public library and informational services. However, the people do not appear to be using the existing library services to the extent they are available. They may have a variety of needs which they do not realize can be met by their public libraries. In my opinion it is necessary to advertise the library and its services and on the other hand educate and encourage everyone in its use. The needs will then develop and can be satisfied.

All this may well mean that we will have to take the service to the people. For the institutionalized and handicapped it is usual or necessary to take it to them. However, for the much greater number of functionally illiterate and underprivileged, the problem is much more complex. To determine the needs of people who must first be

Jan 22, 1973

taught to express those needs and then be able to satisfy them using the library as one tool will be a long and arduous process. Yet, here is the greatest potential for use of the public library to help in the general social and economic improvement of our people.

Any contribution that the commission makes toward this end will be very worthshile.

Harold K. Katz
Guntersville, Alabama

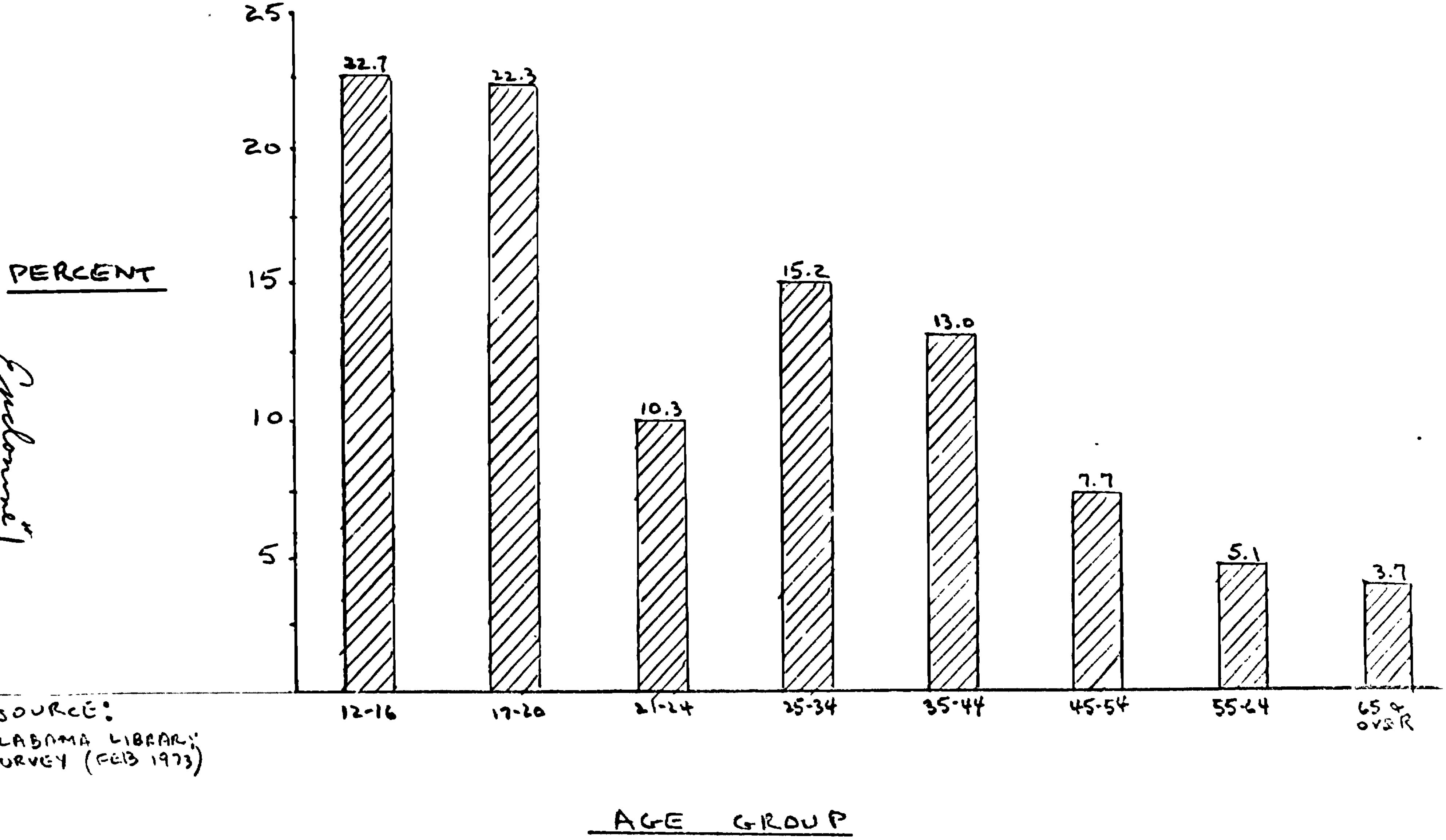
HK/lc

Enc. 8

Harold K. Katz
The Guntersville Alabama Library
1299 O'Brig Avenue
Guntersville, Alabama 35976

CHARACTERISTICS OF LIBRARY USERS IN ALABAMA (1972)

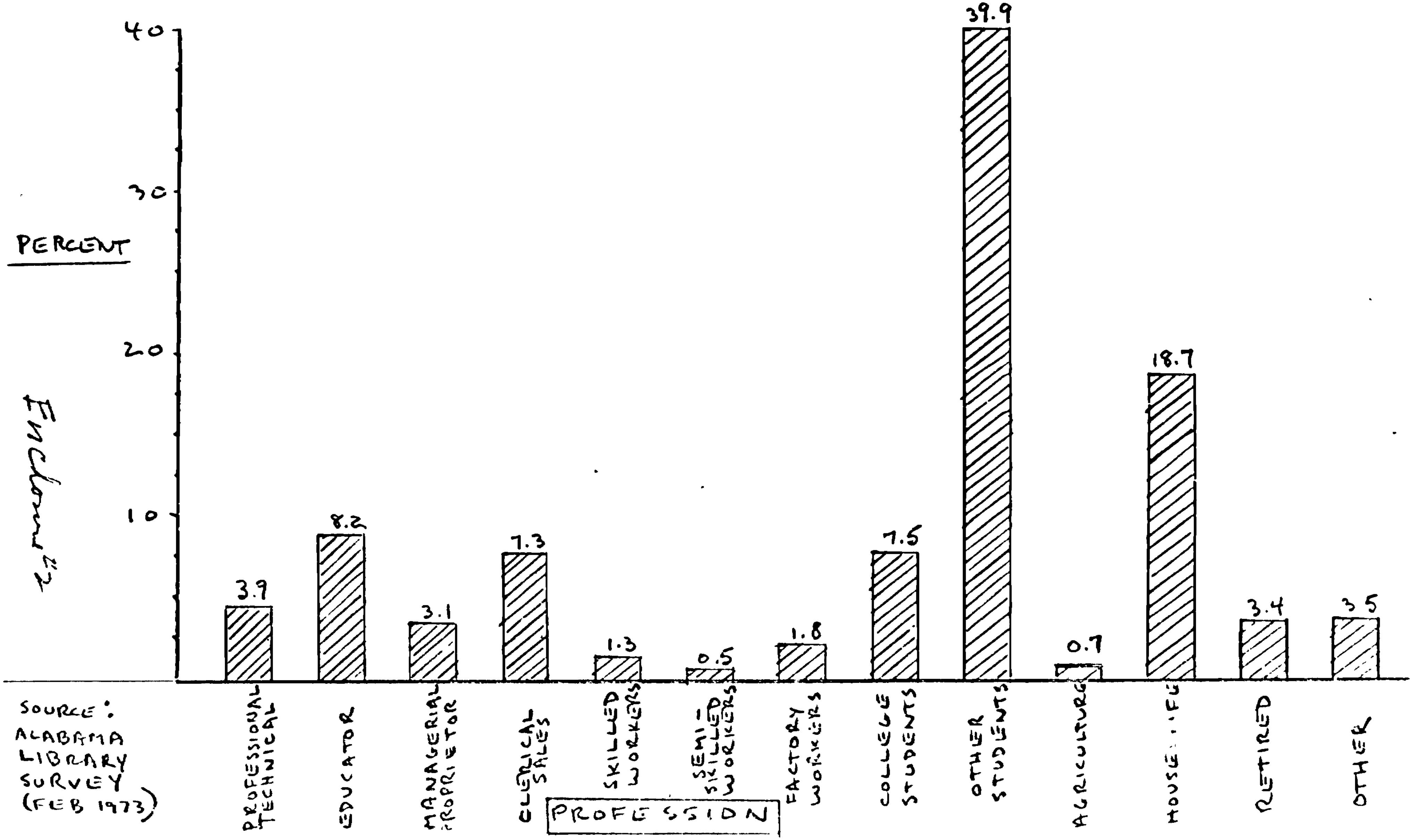
PERCENT OF USERS and Non USERS BY AGE



SOURCE: ALABAMA LIBRARY SURVEY (FEB 1973)

Enclosure #1

CHARACTERISTICS OF LIBRARY USERS
IN ALABAMA (1972)
PERCENT OF USERS BY PROFESSION
and
Non USERS



SOURCE:
ALABAMA
LIBRARY
SURVEY
(FEB 1973)

Enclosure #2

USERS

Total Population of State
3,368,487

Population of Urban Counties
4 Counties 1,316,629

Population of Primarily
Non-Rural Counties
6 Counties 515,256

Population of Rural Counties
56 Counties 1,536,602

Population Unserved by a
Public Library 575,675

Population Served by
Independent Libraries
318,204

Population Served by Library
Systems (County and Regional)
2,474,608

1 County has no Library

Enclosure #3

USERS

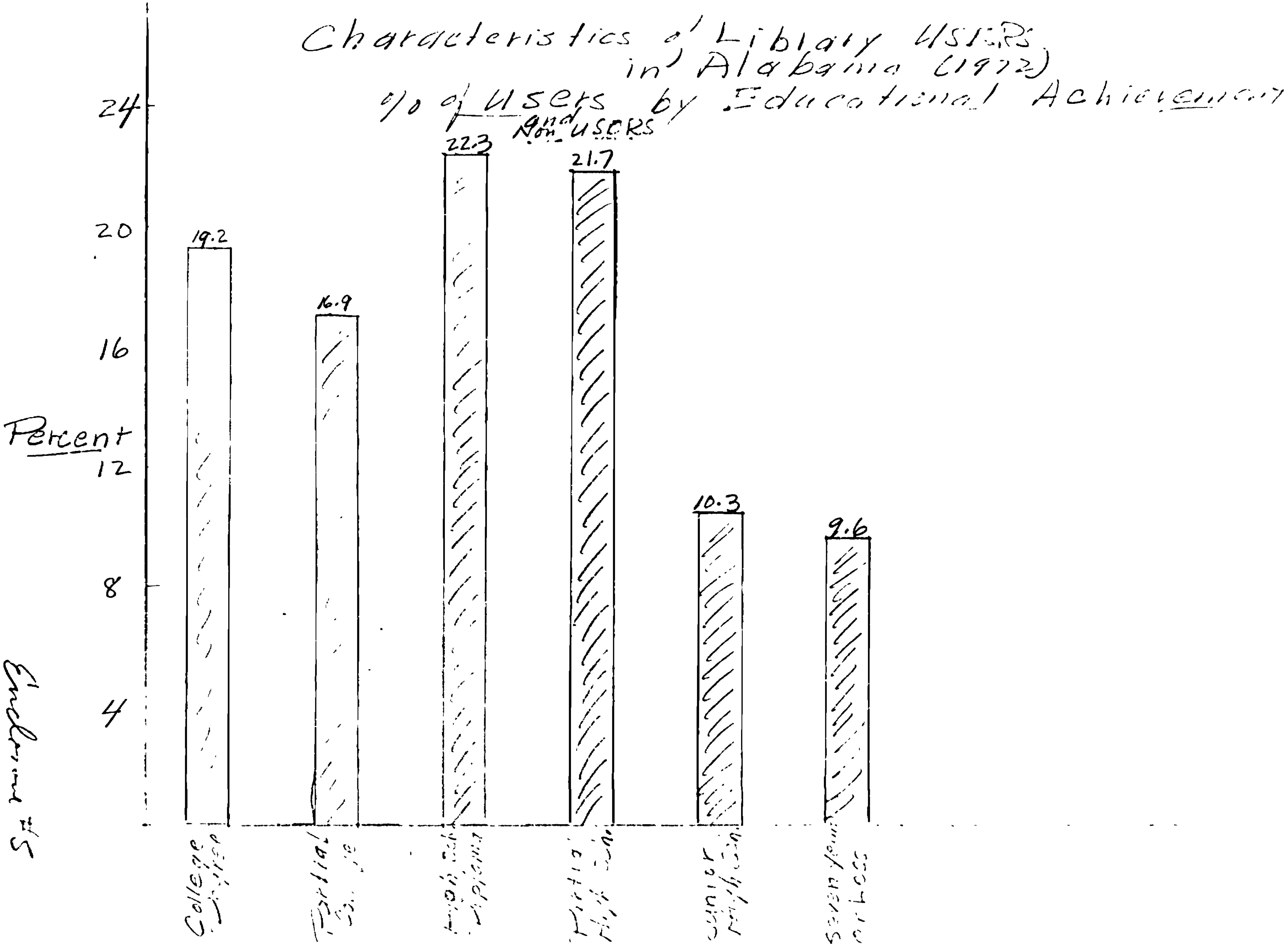
Population:

Functionally Illiterate	170,000
Blind and Physically Handicapped	48,000
Institutionalized (Prisons, Jails, Juvenile detention Centers, hospitals, retirement homes.)	43,000
White	2,479,735
Black	883,995
Spanish Language	12,265

Enclosure #4

Characteristics of Library USERS in Alabama (1972)

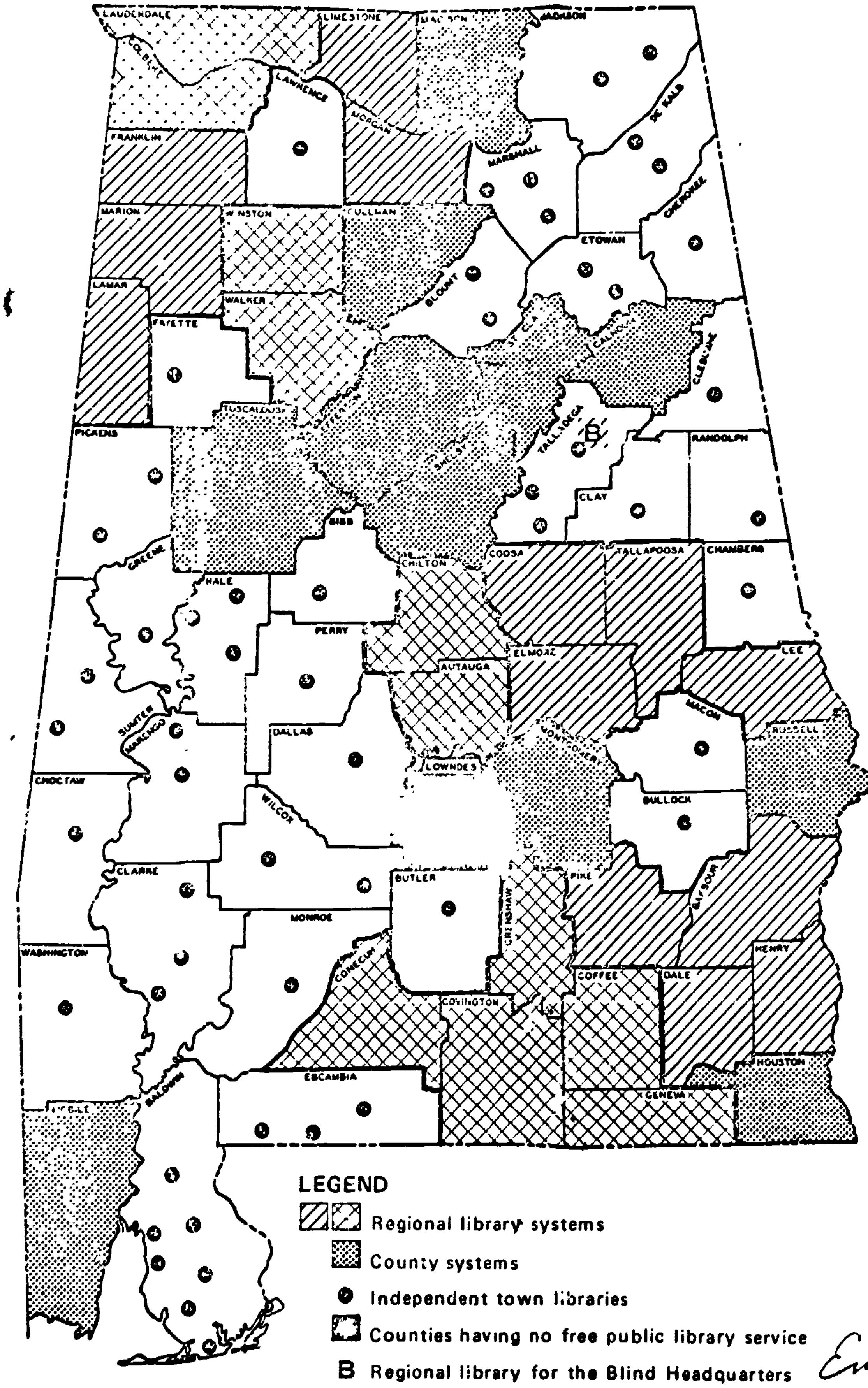
% of Users and Non-USERS by Educational Achievement



Enclosure #5

Status of Public Library Service in Alabama

JANUARY 1970


LAUDERDALE
LIMESTONE
MADISON
JACKSON
COLBERT
LAWRENCE
MORGAN
DE KALB
FRANKLIN
MARSHALL
MARION
WINSTON
CULLMAN
CHEROKEE
ETOWAH
LAMAR
BLOUNT
WALKER
FAYETTE
CALHOUN
CLEBURNE
TUSCALOOSA
JEFFERSON
TALLADEGA
B
PICKENS
SHELBY
RANDOLPH
CLAY
BIBB
GREENE
COOSA
TALLAPOOSA
CHAMBERS
CHILTON
HALE
PERRY
ELMORE
LEE
AUTAUGA
MACON
SUMTER
MARENGO
DALLAS
RUSSELL
MONTGOMERY
LOWNDES
CHOCTAW
WILCOX
BULLOCK
CLARKE
BUTLER
PIKE
BARBOUR
MONROE
CRENSHAW
WASHINGTON
CONECUH
HENRY
COFFEE
DALE
COVINGTON
HOUSTON
ESCAMBIA
GENEVA
MOBILE
BALDWIN

LEGEND

▨ Regional library systems

▩ County systems

● Independent town libraries

☐ Counties having no free public library service

B Regional library for the Blind Headquarters

Enclosure #6

APPENDIX C: PRELIMINARY FINDING OF USER/NON-USER ANALYSES*

Characteristics of Library Users in Alabama (1972)

Table 1. Percent of Users by Age

Age Group	Percent
12-16	22.7
17-20	22.3
21-24	10.3
25-34	15.2
35-44	13.0
45-54	7.7
55-64	5.1
65 or over	3.7
	100%

Table 2. Percent of Users by Educational Achievement

Educational Achievement	Percent
College degree	19.2
Partial college	16.9
High school diploma	22.3
Partial high school	21.7
Junior high school	10.3
Seven years or less	9.6
	100%

Table 3. Percent of Users by Profession

Profession	Percent
Professional, Technical	3.9
Educator	8.2
Managerial, Proprietor	3.1
Clerical, Sales	7.3
Skilled Workers	1.3
Semi-Skilled Workers	0.5
Factory Workers	1.8
College Students	7.5
Other Students	39.9
Agricultural	0.7
Housewife	18.7
Retired	3.4
Other	3.5
	100%

Characteristics of Library Non-Users in Alabama (1972)

Table 4. Percent of Non-Users by Age

Age Group	Percent
12-16	11.8
17-20	8.6
21-24	12.7
25-34	18.5
35-44	14.5
45-54	16.4
55-64	10.6
65 or over	6.9
	100%

Table 5. Percent of Non-Users by Educational Achievement

Educational Achievement	Percent
College degree	7.5
Partial college	16.2
High school diploma	32.2
Partial high school	18.9
Junior high school	12.6
Seven years or less	12.5
	100%

Table 6. Percent of Non-Users by Profession

Profession	Percent
Professional, technical	5.1
Educator	2.7
Managerial, Proprietor	4.1
Clerical, Sales	10.3
Skilled Workers	7.2
Semi-Skilled Workers	6.8
Factory Workers	8.5
College Students	3.9
Other Students	15.4
Agricultural	2.9
Housewife	23.2
Retired	6.6
Other	3.3
	100%

APPENDIC C

Paper submitted to the National Commission on Libraries and Information Science prior to its Southeast regional hearing on March 7, 1973 in Atlanta by John H. Landrum of South Carolina.

In my duties as Director of Reader Services for the South Carolina State Library, I have primary responsibility for developing reference and information services for members of State government, employees of State agencies and boards and for supervising the statewide interlibrary loan service among public libraries which includes coordination of cooperation among academic, private, and public libraries.

Working primarily at the state level, I am partially able to see the overall information needs of the State. Problems arising in South Carolina in providing quality reference services give some indication of similar library situations at the regional and national levels.

In South Carolina we are faced with the problems in reference services of acquainting the population with the benefits to be obtained from quality information services at the local and state levels. The difficulty in encouraging and developing user awareness of reference services is inherent in the entire population ranging from top members of business and government to those from the lower socio-economic strata. Libraries at the local and state levels must educate the entire population concerning the benefits of reference service, whether the questions at hand involve job satisfaction among factory workers or the location of the nearest food stamp office. The existing libraries should become the information centers for the communities. One problem encountered in this development is the necessity of having adequate reference materials available now. While the process of user awareness education may be long-range, we must have superior reference and information resources available today so that present and potential users will not be discouraged in a futile attempt to locate information in an out-of-date and inadequate library. In summary, libraries must presently develop quality reference collections and keep them current for present and future use, while at the same time becoming engaged in a user awareness education program for the public.

In the areas of cooperation and organization of library services, quality service should be developed at the local and state levels. Cooperation should be encouraged among all types of libraries. Presently, initial steps are being made in this area in South Carolina; however, the process is slow and expensive. Often the benefits of cooperative programs are not readily apparent, and they tend to break down. The expenses encountered in developing cooperation programs will result in an ultimate savings to all if the programs are given adequate time to develop.

Regionally and nationally, we need a strong network of libraries and information centers to provide bibliographic control of information ranging from state and local documents to technical reports produced by private research companies. These centers should also be responsible for disseminating this information to the state and local levels. Nationally, the Library of Congress should be developed into the central national library with responsibility for coordinating various federal libraries and clearinghouses into a comprehensive national resource with rapid communication and dissemination available to the local level. Clearinghouses similar to the Educational Resources Information Center and the National Technical Information Service should continue to be developed in conjunction with the national library goal. Specialized and technical reports should be made available in microform format and available regionally or statewide to be tapped when the need arises. In South Carolina, the effective fulfilling of requests for information beyond the state level are often hampered by slow service from out-of-state libraries and information centers and at times the unavailability of materials. Libraries in each state should be able to tap a regional library for assistance in handling requests not available at the state level.

Funding for the development of library services should continue to come from all levels of government. Specific emphasis should be placed on adequate federal funding, especially for the development of library networks and public services. Whereas state and local funding may be available to achieve immediate goals and provide basic services traditionally associated with libraries, local funding is often not available for achieving long-range goals which do not produce immediate tangible results but are ultimately necessary for quality service.

In South Carolina, the utilization of technological developments in the areas of computer science and communication is imperative for the development of adequate library and information services. In addition, such utilization provides a major vehicle for cooperative programs at the local, state, regional, national, and international levels. We can already see the results of quality reference service in South Carolina where computers are used to assist in bibliographic control and searching. Reference services involving the computerized application of the ERIC system are providing rapid access to bibliographic citations as well as the actual documents in South Carolina.

It is common knowledge that computers and other sophisticated means of communication must find their way into the library community. Their utilization will affect every library, ranging from the Library of Congress to a remote branch library in rural America. All phases of library operations should be affected. It is vital that adequate funding be available for this development. There should be coordination and sharing of efforts to bring the cost within reason of all libraries. Definite standards of operation, procedure, and production should be set to assure compatibility with national and international library development goals.

In South Carolina, trained library personnel are not available in every community. When there is a trained person in the local library system, this person often is removed from the public service areas of the library. The development of adequate reference service is hindered by untrained and often non-existent personnel in the public service areas. Cooperation among libraries, development of user awareness, strengthening of information collections, effective use of technological developments are all dependent upon the availability of highly trained personnel possessing an intensive desire to achieve the goals of quality library service to all segments of society.

John H. Landrum

John H. Landrum
Director of Reader Services
South Carolina State Library
Post Office Box 11469
Columbia, South Carolina 29211

January 23, 1973

Post Office Box 11469
Columbia, South Carolina 29211

SOUTH CAROLINA LIBRARY ASSOCIATION

January 29, 1973

National Commission on Libraries and Information Science
1717 K. Street, N. W.
Suite 601
Washington, D. C. 20006

Gentlemen,

I wish to thank you for the opportunity to submit a statement as part of the testimony being taken by this Commission.

Traditionally, public libraries have oriented their services to the desires and needs of the middle income, educated citizen, neglecting service to the disadvantaged, both urban and rural. Those who came to the library, primarily the so called middle class, received service and those who would or could not come to the library were not served. This lack of service to the disadvantaged public has been reflected in the book collection which mirrors the interest and needs of those using the collection. All too often there was nothing in the collection to attract the disadvantaged public to use the library, so that even if he got to the library there was little there for him. In general the lack of material to appeal to the disadvantaged public reflected inadequate financial support for a total library program rather than lack of interest and concern on the part of library staff .

With LSCA funds, experimental outreach programs directing service to the disadvantaged public were developed in South Carolina. Personnel, materials, and services became available to the poor-where they were-for the first time. Store front libraries and neighborhood reading rooms were opened. People waiting for food stamps could read about economical hot nutritious food preparation, pick up a picture book to read or show to a fidgety child or take material home to read at another time. Headstart and day care children could have a story told to them, see a film, or perhaps as in many cases feel a book for the first time both physically and emotionally.

The results from these experimental programs has proved them a success. Many people are getting material and taking it in their homes for the first time. Many are beginning to use libraries after being introduced to books in reading rooms.

Unfortunately, the sudden elimination of LSCA funds will likely mean death to library service for the disadvantaged. Local support, although it has been increased, can not possibly be increased enough on such short notice to continue to provide outreach service to the poor. Libraries are not likely to be competative enough to insure the replacement of LSCA funds with Revenue Sharing funds. Total library service, not just service to the poor, suffer if Revenue Sharing funds are offered as the solution to the elimination of LSCA funds.

Service to the poor is not the only library program which suffers with the discontinuation of LSCA funds but it is certainly an important service that will kill because of lack of funds as Revenue Sharing can not possibly be stretched to cover every program it is expected to solve: libraries, environmental, health, etc....

Sincerely yours,

Libby P. Law
South Carolina Library Association
Secretary

LPL:ecb

ERIC Full Text Provided by ERIC

Testimony
to the
National Commission on Libraries and Information Science
Relative to Proposed Copyright Law Revision

Submitted by

A.V. Lawson, Director
Division of Librarianship
Emory University
Atlanta, Georgia 30322

Of major importance today to the future availability of information is the proposed revision in the Copyright Law. The dichotomy of interests represented by publishers, authors, and media producers on one hand, and librarians, educators, and the general public on the other so far has been incapable of resolution. Without some agreement between these groups which can do away with the current polarization it is forseeable a new law could prove unsatisfactory to all.

The reality and potential which technology presents for rapid local duplication of all types of materials is an obvious threat to commercial producers of those materials. However, the limited budget available to libraries and educational agencies dictate they utilize the most reasonable means to extend utilization of informational and educational materials. Legislation could either destroy the producer or dry up informational and educational capabilities should it not be designed with both conflicting interests in mind.

Only a minority of librarians and educators have given time and study to this problem, and viable recommendations for change in the current law have not been presented from the profession. The few spokesmen for the professions seem to have taken a firm "stand pat" position leaving little area open for negotiation.

Though I am no expert on this problem, I am concerned and consider it important that attention be given to the problem by the library profession on a broad basis. The problem was treated as a sleeping monster until the Williams and Wilkins case, which seemed to explode an emotional reaction rather than one of concern and determination to face the problem conscientiously and realistically.

It is imperative that national leadership be provided in thinking through the needed revisions in the copyright law to protect publishers, authors, media producers, and the users of their products. Such a role should be explored as potentially one of importance for the National Commission on Libraries and Information Science to accept.

[illegible]

One of the [illegible] an awareness of the political [illegible] and how [illegible]. In our many legislative workshops we seem to miss an important point. We go into elaborate explanations of how the machinery operates but give little attention to practical politics [illegible] the care and feeding of the politicians.

Perhaps the commission can do little to help this situation. Yet, to me, it is the most crucial problem facing librarians today. Funding is the name of the game and the politicians [illegible] the purse strings. The most carefully prepared and [illegible] programs [illegible] to develop [illegible] reasonable [illegible] of having [illegible] funds [illegible] by the governmental bodies concerned.

To accomplish this we must see that persons [illegible] government [illegible] on [illegible] of library [illegible] regardless of how we might personally feel we must not slam the door in their faces. What I have to say next is an indictment of some of our associations and particularly of the library press. This is my personal opinion and I do this to point up the need for a little practical politics.

Today, libraries [illegible] the nation are faced with a loss of federal funds and a reduction of programs. [illegible] contribution to this situation is the scorn [illegible] the library press, by implication and the [illegible] of statements and [illegible] in associations and editorial content of the library [illegible] that all librarians are [illegible] mailed [illegible] the Republican [illegible] President [illegible] of the administration and [illegible] an adversary [illegible] which [illegible] only [illegible]

Librarians [illegible] politically [illegible] in partisan politics, [illegible] it does no good to [illegible] support [illegible] candidate [illegible]

Mr. Luther E. Lee
Editor
The Alabama Librarian
P.O. Box 6184
Montgomery, Alabama 36106

OWENSBORO DAVIESS COUNTY PUBLIC LIBRARY

450 Griffith Avenue
Owensboro, Kentucky, 42301
(502) 684-[illegible]

HAROLD J SCHUPBACH
CHAIRMAN
MRS WILLIAM A McMANUS
VICE CHAIRMAN
DAVID C BRODIE
TREASURER
MRS SPALDING WATHEN
SECRETARY
DONALD E OWSLEY
MRS HARRY S SUTTON, JR

ALICE GENE LEWIS
LIBRARIAN

January 25, 1973

Mr. Frederick H. Burkhardt
Chairman, National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

May I write just briefly about user needs in Public Libraries? I am so distressed over special needs that have been forwarded through the past years--the disadvantaged, the non reader, the pre schooler, et al. These have always appeared so specialized to me, and I have seen little evidence that the results have justified the effort spent. I am in total and absolute sympathy with the special needs of special groups, but I think more can be done by incorporating than by setting aside and pounding to death. It also seems to me that as certain things are being pushed by the Federal Government, local libraries in their desperate search for more money are tempted to write programs to the money rather than to their own need. In our community, the black population is around six per cent--other minority races are practically nil. Certainly I would never ignore this small segment--nor would I ignore the elder citizens, the handicapped, the poor. I think our whole American society is rigged to the child--the adolescent--youth, and I think this is a mistake. I think all of these must be put in a proper perspective. What then of the adult who has finished high school but who has no desire to go to college. He has a decent job but wants to learn more about the world around him--or perhaps he wants to change jobs and wants to know what else is available--or likes his job and wants to improve his skills. What about the college graduate who wants to learn in other fields. Or the businessman who wants to upgrade his establishment. Or the housewife who wants to keep up with changing times. Where do these people go? In our town, you hear--"Take a college course." This is expensive (around $100 for one class), time consuming, structured, conflicting (time wise), perhaps too difficult, perhaps too easy, more than you care to know about a subject. The Public Library is the only institution that cuts across every age, every economic level, every educational level, every step in personal growth. Think about it.

This basically is what I think. I would like to speak to the above at the Commission's meeting in Atlanta on March 7.

Sincerely yours,

Alice Gene Lewis

Alice Gene Lewis
Librarian

AGL/nlh

Horry County Memorial Library
Mrs. Catherine H. Lewis, Librarian
1008 Fifth Avenue
CONWAY, SOUTH CAROLINA 29526
Phone 248-4898

January 15, 1973

National Commission on Libraries and Information Science
1717 K Street, N. W.
Suite 601
Washington, D. C. 20036

Sirs:

Thank you for the opportunity to submit the following brief remarks as part of the testimony being taken by the Commission.

Rural public library service has been neglected not only in the provision of money and personnel, but also in research and the publication of studies which analyze its peculiar problems. There is no body of literature which provides bases of decision making to trustees and administrators who guide its development. Professional schools which might be expected to address these problems are not, to my knowledge, concerning themselves with this vital service, nor are they producing students with any appreciation of the problems being faced by libraries which attempt to provide public library service to rural populations. The emphasis on the technological frontiers of library service seems to have overwhelmed concern for the art as it must still be practised in the majority of library systems in this state at least.

Service to rural disadvantaged people is being developed in experimental projects funded now by LSCA. Librarians who direct these projects need encouragement and assistance to develop ways to evaluate what is being done and to publish critical findings. This would provide guidance for administrators and practitioners in how best to allocate their limited resources.

Rural libraries need to consider how survival information can be provided to disadvantaged people. Survival information includes health, welfare, education, governmental services and regulations, private organizations which provide related assistance of any kind, knowledge of how government works and can be influenced at the local level, the persons (and institutions) who make decisions which affect their lives. Much of this information does not exist in written form and sometimes it is difficult for even sophisticated laymen to elicit it from institutions from which it ought to be readily available. Often in rural areas the information is deliberately withheld to limit the number of persons who will receive services which should be accessible to all who qualify. Making this information available in assimilable form (often not the printed word) should be stressed by rural libraries.

National Commission on Libraries and Information Science
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The assistance and stimulation provided in the last decade by LSCA is in danger of being withdrawn. Encouraging as it may at first appear to have library service included among the eligible expenditures under general revenue sharing, it is not likely that revenue from this source will equal that received through the protected LSCA channels. Libraries will simply not be competitive at the trough with sanitation, law enforcement, roads, health and the other services eligible under the new program. Continuation of the flow of funds under LSCA is essential if rural library service is not to lose the ground gained these last few years.

Sincerely,

(Mrs.) Catherine H. Lewis

Testimony to the National Commission on Libraries and Information Science

by: Isaac T. Littleton, Director of Libraries
North Carolina State University, Raleigh, N.C.

I. Federal Funds

It is my belief that priority for the use of federal funds should be given to:

1. Financial aid to the Library of Congress for the processing and cataloging of materials including the foreign cooperative cataloging project. Cards received by libraries under Title II of the Higher Education Act have been of tremendous assistance to libraries in cataloging. This project should be given the highest priority in funding since it helps all libraries in the nation and will further cooperation with libraries of the world. High priority should also be given to the production of the MARC (Machine Readable Cataloging) tape. At the present time only English language materials are included on MARC tape, but it is hoped that foreign language materials can be included as soon as possible. This would be of inestimable benefit in the development of cooperative computerized library networks.

2. There is a need for greater federal support of large research libraries to maintain excellence in specified areas. The priorities of Title II of the Higher Education Act during the past two years have diffused expenditures to many small libraries to the detriment of research libraries. Selected research libraries should be supported so that there is, somewhere in the nation, material for basic research. Federal funds should assist research libraries overcome the ill effects of inflation on the acquisition of research materials.

II. Patterns of Organization for Library Cooperation and Automation

Priority should be given to supporting the development of cooperative library networks rather than automation systems for individual libraries. During the past year, the Association of Southeastern Research Libraries (ASERL) has sponsored a study of the feasibility of establishing a multistate regional library center in the Southeast which seems to hold great promise for the future of cooperative activities, improved services, and savings in library costs. Benefits of the cooperative approach to library automation include:

Service benefits

(1) Faster processing of new materials

(2) The possibility of economically produced printed or microfiche catalogs, new book lists, subject bibliographies and other special purpose listings

(3) Better acquisitions decisions based on knowledge of the holdings of other libraries

(4) Facilitation of interlibrary loans

(5) The creation of a computerized on-line union catalog of holdings of major research libraries

Lower unit costs made possible by

(1) Sharing the costs of system development

(2) Sharing the costs of hardware selected or designed for efficiency in library applications

(3) Sharing the services of the limited number of persons experienced in library data processing

(4) Development of a system designed for and dedicated to efficiency in library applications

(5) Sharing the costs of the creation, transcription to machine form, and editing of bibliographic records which may be used by a large number of libraries

(6) Sharing the costs of machine storage of extremely large files of bibliographic records

The Association of Southeastern Research Libraries which comprises 26 of the largest university libraries of the Southeast has proposed the establishment of a major computer-based regional network using the highly successful Ohio College Library Center (OCLC) as a model.

OCLC is currently serving 49 state and private academic libraries in Ohio plus groups of libraries in Pennsylvania, New York, and New England and black colleges in the south. Computer terminals in these participating libraries are linked by leased telephone lines to a computer dedicated to library processing in Columbus, Ohio. Catalogers working at the terminals make use of catalog records stored in the computer's memory and displayed on the terminal as required. Catalog cards are produced by the computer and mailed to the library requesting them. Programming is currently underway to provide similar services for ordering new books and serials, maintaining the various financial, order, and inventory files required by libraries.

A cost study at Dartmouth College showed that full cataloging, including card production, costs $2.76 per item (72¢ local costs plus $2.04 shared cost of the OCLC system), considerably less than for the earlier manual system. Dartmouth has been able to reduce its cataloging staff by ten full-time equivalent positions since it began using the OCLC system. Many Ohio libraries report similar staff savings since they have begun using the OCLC shared cataloging system. Savings to Ohio libraries through use of the shared cataloging system have been estimated at $400,000 per year. As other functions are automated using the same facilities, the unit costs for cataloging will drop and additional savings in other activities will be realized.

The study indicates that by making use of the computer programs (software) that have already been developed by OCLC, the shared cataloging system in the Southeast could be fully operational in approximately 18 months from the time of establishment. The Southeastern center would probably be a project of the Southern Regional Education Board, although details of the relationship remained to be worked out by the participants.

The stored catalog records serve as a union catalog through which members are able to quickly locate materials in other member libraries. The duplication of expensive and infrequently used research materials may be avoided since libraries can determine where in the region such items are already available and can obtain them rapidly through interlibrary loan. The ultimate benefit of such a system is to create an on-line union catalog of the participating libraries for public use.

The enclosed document is a preliminary report of the feasibility study of a computerized network for the Southeast. I recommend that the Commission ask John Kennedy to give oral testimony at the regional meeting on 7 March in Atlanta.

ITL:jy
encl.

Preliminary Report on

The Feasibility of Establishing in the Southeast a Library Network Similar to that of the Ohio College Library Center

Prepared by John P. Kennedy

With the assistance of Elroy W. Eckhardt

October 12, 1972

ASSOCIATION OF SOUTHEASTERN RESEARCH LIBRARIES

Committee to Study the Feasibility of Establishing in the Southeast a Library Network Similar to That of the Ohio College Library Center

The findings of the study of the feasibility of establishing an OCLC-type center in the Southeast are so strongly favorable to establishment of such a center that the Committee decided a preliminary report summarizing some of these findings should be made available prior to the New Orleans meeting of November 3, 1972, even though the study and final report have not been completed. The completed final report will be available at a later date. It is our opinion that the findings to date indicate the feasibility and advantages of a regional library center. In this belief we submit the following recommendations:

1. That ASERL sponsor the organization of a center for the purpose of developing a computerized regional library system to serve the academic libraries of the Southeast, using the Ohio College Library Center as a model.

2. That those ASERL institutions wishing to participate in the center pay a first-year membership fee equal to one percent of the funds spent by their libraries for books and other printed materials including microforms during the 1971/72 fiscal year.

3. That the center be developed under the condition that services must be provided to all participating institutions on an equal basis without any financial premium or penalty resulting from the distance of the institution from the center.

4. That payment of the membership fee be deferrable for up to six months if the institution is unable to make immediate payment because of fiscal restrictions.

5. That January 15, 1973 be set as the date by which notification must be made by an institution to the ASERL chairman of its intent to participate in the organization of the center under these conditions.

6. That criteria for the admission of additional members so as to serve the interests of the member institutions and the library needs of the region as a whole be determined by the center staff and approved by the membership.

7. That after the January 15 deadline, representatives of those institutions committed to join the center meet to elect the initial board of directors and to organize the center as a non-profit corporation or as an agency of the Southern Regional Education Board. At this time it is probable that ASERL will officially step out of the picture, although it may always continue an avuncular concern for the activity.

8. That an application be made to obtain supplemental funding for the development of the center from private and governmental agencies.

Committee members: Kenneth E. Toombs
John P. Kennedy
John H. Gribbin, Chairman

NETWORK FEASIBILITY REPORT

There is no question of the technical feasibility of an OCLC-type shared cataloging system. The system has operated in Ohio for more than a year and is providing a level of service and reliability that has produced general satisfaction and continued financial support from its users.

If the same hardware can be obtained, the same software is made available from OCLC, and the telephone companies can provide the same communications services here, there is no reason to doubt that the system can be made to work in the southeast. Xerox Computer Systems (XCS), Spiras Systems, IBM and Telefile can supply the same equipment that OCLC is using or is planning to use. In some cases suitable equipment which can be used with the OCLC software is now available at lower cost than that which was available to OCLC. OCLC will use this equipment where they can substitute it for the equipment they now have. Since they are acquiring their Sigma 5 on a lease/purchase plan they will not be able to take advantage of the greater power and lower cost of the Sigma 6E which is now available to educational users.

OCLC has indicated its willingness to make its software and data base available to a southeastern center if convinced of the financial commitment of the participants to the center, a probability of successful operation, and cooperation with OCLC in further developmental efforts.

No facts to indicate that the required telephone company communication facilities would not be available in the southeast were discovered. OCLC experienced difficulty in reaching a satisfactory level of reliability in their communications system. Much of this trouble is attributed to a lack of knowledge of data transmission technology among telephone company personnel, especially in the non-Bell independent companies. There are 59 independent companies with 1,393,000 telephones in Ohio and 239 independent companies with 4,376,000 telephones in our ten state southeastern region. The problems and frustrations in obtaining the required level of reliability in data transmission may therefore be correspondingly greater. On the other hand, telephone company personnel will have several more years experience with increasing use of their facilities for data transmission, and we know of no reasons to expect that a satisfactory level of service cannot be attained. Marked improvement in the speed and reliability of data transmission accompanied by a drop in costs are expected in the next few years.

In order to determine the degree of interest and probable support as well as an indication of the probable volume of transactions for a southeastern center, a very brief questionnaire was mailed to the libraries of all institutions of higher education in the ten states represented in ASERL.* Although the overall response was only 42 percent (255 from 605 institutions) the response from the larger in 1970/71. The third group consists of 100 libraries which indicated an interest in participation and which reported more than 4,000 titles cataloged in 1970/71. Several responses were received after network calculations were begun and these libraries could not be included.

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*The Southern Regional Education Board generously permitted the use of its mailing list and handled the mailing at no cost to the ASERL project.

The number of terminals projected for each institution was one for each 9,000 titles cataloged, with cataloging at a volume of 118 percent of the 1970/71 rate. This is the same basis used for estimating the number of terminals to be used for the NELINET simulation study. A rate of 118 percent would indicate an annual increase in the number of titles cataloged of 3.3 percent from 1970/71 to 1975/76, which would be the first year in which full scale operation of the center is likely. One terminal for every 9,000 titles cataloged is a higher ratio of terminals than OCLC now provides and is expected to provide the capacity for use of the serials and acquisitions modules as well as the shared cataloging module now in operation. Each line in the network was limited to a maximum of 29 terminals. For each of the three groups of libraries, line costs were calculated with the center located at Atlanta and New Orleans.

Table 2 shows the costs calculated by the Southern Bell Telephone Company for each of the three networks and the two tested center locations. In each case, the line costs are favorable to location of the center at New Orleans with the difference increasing as the number of terminals increases. This may indicate that a peripheral location results in a more economical network than a central location. When the institutions to actually participate in the center are known, several alternative locations should be tested. Since the greatest concentration of potential participants is in the Raleigh, Durham, Chapel Hill area of North Carolina, the effect of locating the center there should certainly be tested.

A computer configuration with the capacity to operate the OCLC system is detailed in Table 3. The configuration is based on the OCLC configuration with changes that have been planned at OCLC for the printer and disc storage units. The central processing unit proposed is a Xerox Sigma 6E rather than a Sigma 5 which OCLC uses. The Sigma 6E is a faster more powerful central processor than the Sigma 5 and can perform programs written for the Sigma 5 without modification. Xerox is currently offering the Sigma 6E to educational institutions at a cost lower than that of the Sigma 5. OCLC has been printing its catalog cards on an IBM 1403 printer peripheral to an IBM 360 at Ohio State University because the Xerox printer does not produce catalog cards of satisfactory quality. OCLC plans to interface an IBM 1403 printer to their Sigma 5 in order to have the capability of printing acceptable cards. Our proposed configuration includes an IBM 1403 printer and the required interface units. OCLC also is planning to change from Xerox disc storage units to Calcomp disc drives and a Telefile disc controller in order to achieve greater reliability and storage capacity at a lower cost. Our proposed configuration includes two Xerox and six Calcomp disc drives with a total capacity of about 350 million characters of storage. Additional disc drives and eventually other types of storage will be required as the data base grows.

Spiras Systems Inc. has developed a new model of its terminal which the OCLC staff believes will be as good or better than the Spiras terminal currently being used. Although pricing for the new terminal is not firm, it is expected to be about $600 per terminal when ordered in a quantity of more than 100. This represents a substantial reduction from the cost which OCLC paid for its terminals. The rental rate of the Bell 201B data set has recently been reduced from $72 to $55 per month and this saving is also reflected in the budget projections.

Staff requirements for the center are detailed in Tables 4, 5 and 6. The technical staff required does not vary as the number of participants increases. The number of librarians required for bibliographic editing, interpretation of user requirements and the training of users increases slightly as the number of participating institutions increases. The administrative/clerical staff also increases slightly as the number of participants increases.

Figure 1 is a schedule for development of the center from the time at which the Director and Technical Director begin work. The beginning dates of employment for the additional staff required for the 63 library level of participation are indicated. The schedule indicates that the center should be able to be fully operational for shared cataloging services about eighteen months after the Director begins work. Most participating libraries will probably require several months to reach the point at which they will be using the center for all types of materials which can be handled by the system. The third year will therefore be the first year in which the shared cataloging system will approach full utilization by the members. Even though OCLC plans to implement its serials and technical processing modules during 1973, the southeastern center should implement the shared cataloging module first and then progress to the other services rather than trying to offer all three initially. Table 7 lists the most important tasks to be accomplished during the first three years in the development of the center.

Tables 8, 9 and 10 are budget projections for the three levels of participation in the center. OCLC budget projections for 1972/73 as of April 1972 are included in each table for the purpose of comparison. The first year budget includes only developmental staff and office expenses since the proposed schedule indicates that no equipment would be accepted before the second year. There are several possibilities for significant reductions in the projected budgets. Financing for the the equipment may be secured at more favorable rates. Space for the center might be made available by a member institution. Catalog card stock may be obtained at a better price for the tremendous quantity required. The greatest potential saving probably lies in the charges for the required telephone lines. It is possible that government rates for the lines may be obtained or that commercial rates for data transmission may drop. Also a more favorable location for the center may result in lower line costs. In all these cases, the amount included in the budgets is for the higher amount. It should also be noted that the number of terminals budgeted is thought to be sufficient for serials and technical processing use as well as for cataloging.

The cost of the system per terminal and per title is shown at the bottom of these tables. The cost per terminal can be taken as reasonably accurate. The cost per title may vary widely depending on how many titles the participating libraries actually catalog on the system. These figures indicate that the system is economically feasible if a majority of the larger libraries in the region participate. Participation by smaller libraries will not significantly reduce unit costs but would provide a valuable service to these users. Further study is required to determine the best formula for assessing membership fees. The OCLC staff thinks that its method of assessment does not adequately reflect the use made of the system and is interested in an improved formula. Elmer W. Eckhardt's thesis proposal to determine the most rational pricing algorithm for an OCLC-type center has been accepted by the Graduate School of Business Administration at Tulane University. It is recommended that determination of the assessment formula be postponed until the results of OCLC's and Eckhardt's studies are available.

Two alternative organizational plans are suggested by the OCLC model and the NELINET model. OCLC is organized as a non-profit corporation with trustees elected by the member colleges and universities. The New England Library Information Network (NELINET) is a project of the New England Board of Higher Education, an interstate agency. NELINET itself has no separate corporate existence.

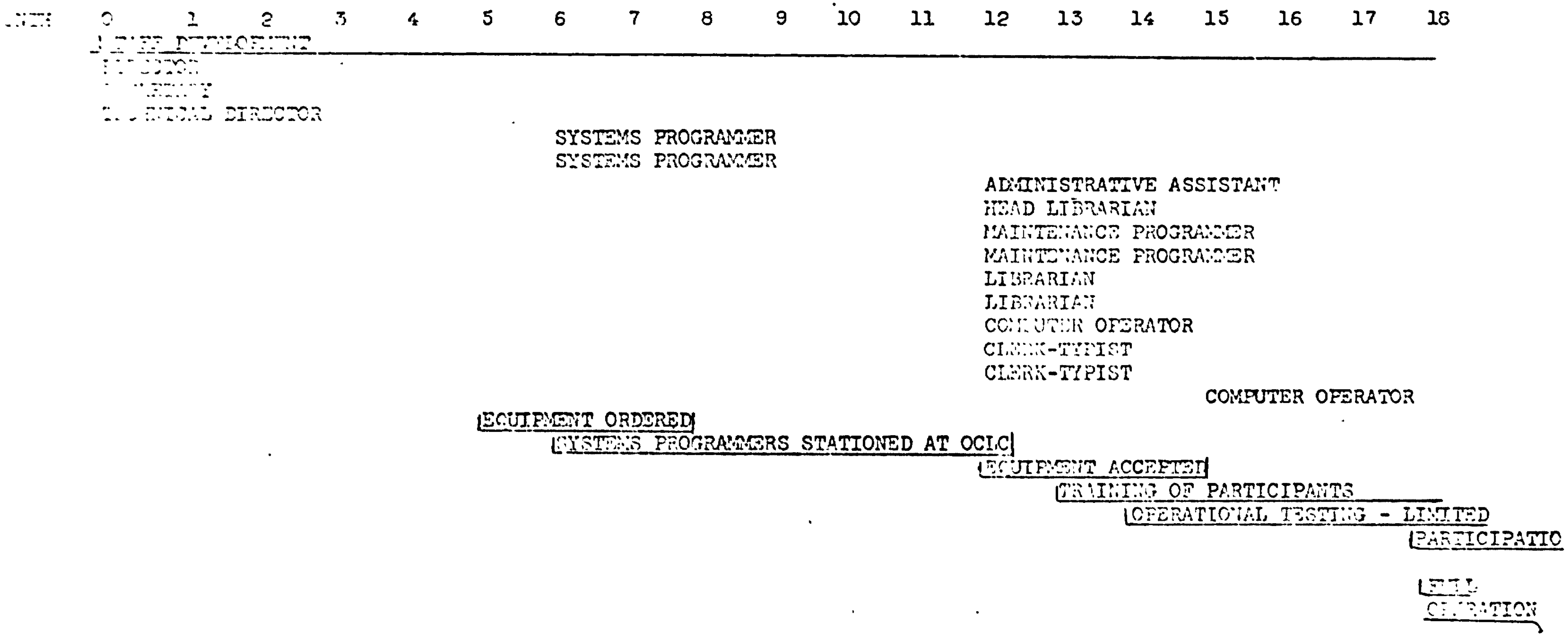
The possible success of the non-profit corporation is demonstrated by OCLC's successful operation. The NELINET project has not yet advanced to the same level of operation. The Southern Regional Education Board (SREB) is similar in nature to the New England Board of Higher Education and affords the possibility of a similar organizational relationship. Various alternatives for an organizational relationship with SREB are currently being investigated. There may be several advantages to working with SREB:

> As an interstate agency, SREB may be eligible for governmental rates for leased telephone lines.
>
> SREB could provide assistance in submitting grant proposals and in seeking state support.
>
> SREB could provide some administrative and fiscal services.

It is recommended that investigation of the possible relationship of the center to SREB be continued.

FIGURE 1

SCHEDULE FOR CENTER DEVELOPMENT


MONTH
0
1
2
3
4
5
6
7
8
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10
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13
14
15
16
17
18
DIRECTOR
SECRETARY
TECHNICAL DIRECTOR
SYSTEMS PROGRAMMER
SYSTEMS PROGRAMMER
ADMINISTRATIVE ASSISTANT
HEAD LIBRARIAN
MAINTENANCE PROGRAMMER
MAINTENANCE PROGRAMMER
LIBRARIAN
LIBRARIAN
COMPUTER OPERATOR
CLERK-TYPIST
CLERK-TYPIST
COMPUTER OPERATOR
EQUIPMENT ORDERED
SYSTEMS PROGRAMMERS STATIONED AT OCLC
EQUIPMENT ACCEPTED
TRAINING OF PARTICIPANTS
OPERATIONAL TESTING - LIMITED
PARTICIPATIO
FULL
OPERATION

TABLE 1

[illegible]

[illegible]	[illegible]	[illegible] ACTIVITY (In minutes per hour)	[illegible] ACTIVITY	[illegible] (in seconds) [illegible]	[illegible]	[illegible]
OCLC 76 Terminals, 4 Lines Shared Cataloging Only 636,840 Books Cataloged	9.27	1.79 to 2.43	24.09 to 42.79	1.15	2.33	5.29
Serials and Technical Processing 636,840 Books cataloged 859,734 Orders 164,700 Serial Sub- scriptions	11.19	1.62 to 1.97	28.46 to 51.05	1.47	4.58	10.04
Netlinet: 35 libraries 84 Terminals, 4 lines Shared cataloging only 750,552 Books Cataloged	9.75	2.07	32.26	1.99	2.21	3.53
Serials and Technical Processing 750,552 Books Cataloged 1,013,245 Orders 195,830 Serials Sub- scriptions	11.78	1.75	38.24	2.89	3.32	4.55
Netlinet: 75 Libraries 154 Terminals, 7 lines Shared Cataloging Only 1,425,664 Books Cataloged	13.29	1.63	27.58	1.87	2.11	3.44
Serials and Technical Processing 1,425,664 Books Cataloged 1,9[illegible] Orders 411,[illegible] Serials Sub- scriptions	17.47	1.54	3[illegible].50	2.86	3.21	4.52
Netlinet: [illegible] Libraries [illegible] Terminals, 14 lines Shared Cataloging Only 1,[illegible] Books Cataloged	17.47	1.11	19.50	1.03	1.30	2.65

TABLE 1
(continued)
SUMMARY OF [illegible] SIMULATION RESULTS

SYSTEM FILE [illegible] VOLUMES	CPU ACTIVITY	TERMINAL ACTIVITY	LINE ACTIVITY	RESPONSE TIME (in seconds)		
	(In minutes per hour)			SIMPLE ACTIVITY	WEIGHTED AVERAGE	COMPLEX ACTIVITY
Serials and Technical Processing 1,882,832 Books Cataloged 2,541,904 Orders 555,437 Serials Subscriptions	23.19	.98	24.21	1.40	1.97	3.16

CPU, terminal and line activity are measured in minutes of use per hour. Response time is measured in elapsed seconds from the depression of a transmit key until the first character of the return message is displayed.

TABLE 2

LINE COSTS
WITH CENTERS LOCATED IN [illegible] ORLEANS AND ATLANTA

[illegible]	[illegible] COST	ATLANTA COST
25 Libraries, 122 Terminals, 5 Lines	$123,030	$137,741
63 Libraries, 217 Terminals, 6 Lines	$242,351	$253,456
100 Libraries, 254 Terminals, 9 Lines	$316,752	$366,956

Table 5

COMBINATIONS

25 Member Libraries:

	Purchase	5 year lease-purch. or 5 year lease
XDS-([illegible] 6)	$458,350.00	$112,953.90
Telefile-Disk ([illegible]) with parts	94,577.00	26,034.00
IBM-1403 Printer	60,400.00	18,900.00
Spur-printer interface with tester and parts	18,260.00	4,229.00
	631,587.00	162,116.90

Maint.

Spur		600.00
IBM		None
Telefile		6,696.00
XDS		28,864.23
		36,160.23
	Total with maint.	198,277.13
Spires 124 terminals*	434,000.00	130,200.00

63 member libraries:

	Purchase	5 year lease-purch. or 5 year lease
As 25 member group	631,587.00	198,277.13
Add 3 XDS 7601-2	18,720.00	4,335.55
Add Maint.		4,725.00
	649,857.00	
	Total with maint.	207,337.68
Spires 219 terminals*	766,500.00	229,950.00

100 member libraries:

	Purchase	5 year lease-purch. or 5 year lease
As 63 member group	649,857.00	207,337.68
Add 1 XDS 7601-2	6,240.00	1,445.18
Maint.		1,575.00
	656,097.00	
	Total with maint.	210,357.[illegible]
Spires 255 terminals*	892,500.00	267,750.00

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*Two [illegible] terminals are for the network center.

TABLE 4

CENTRAL STAFF - ASSOC. LIBRARIES ONLY

	BEGINNING ANNUAL SALARY	FIRST YEAR	SECOND YEAR
Director	$25,000	$25,000	$26,250
Technical Director	18,000	18,000	18,900
Secretary	7,000	7,000	7,350
Systems Programmers (2)	15,000	15,000(6months)	31,500
Head Librarian	14,700		14,700
Librarian	11,000		11,000
Senior Computer Operator	8,850		8,850
Clerk-Typists (2)	5,500		11,000
Computer Operator	7,500		5,625(9months)
Maintenance Programmers (2)	11,000		22,000
TOTAL		$65,000	$157,175
10 percent payroll taxes and employee benefits		6,500	15,718
		$71,500	$172,893

TABLE 5

CENTRAL STAFF - [illegible] LIBRARIES

	BEGINNING ANNUAL SALARY	FIRST YEAR	SECOND YEAR
Director	$25,000	$25,000	$26,250
Technical Director	18,000	18,000	18,900
Secretary	7,000	7,000	7,350
Systems Programmers (2)	15,000	15,000 (6 months)	31,500
Administrative Assistant	14,700		14,700
Head Librarian	14,700		14,700
Librarians (2)	11,000		22,000
Senior Computer Operator	8,850		8,850
Clerk-Typists (2)	5,500		11,000
Computer Operator	7,500		5,625
Maintenance Programmers (2)	11,000		22,000
TOTAL		$65,000	$182,825
10 percent payroll taxes and employee benefits		6,500	18,283
		$71,500	$201,108

TABLE C

CENTER STAFF - BUDGET [illegible]

	BEGINNING ANNUAL SALARY	FIRST YEAR	SECOND YEAR
Director	$25,000	$25,000	$26,250
Technical Director	18,000	18,000	18,900
Secretary	7,000	7,000	7,350
Systems Programmers (2)	15,000	15,000(6 months)	31,500
Administrative Assistant	14,700		14,700
Head Librarian	14,700		14,700
Librarians (3)	11,000		33,000
Senior Computer Operator	8,850		8,850
Clerk-Typists (3)	5,500		16,500
Computer Operator	7,500		5,625(9 months)
Maintenance Programmers (2)	11,000		22,000
TOTAL		$65,000	$199,375
10 percent payroll taxes and employee benefits		6,500	19,938
		$71,500	$219,313

TABLE 7

MAJOR TASKS FOR CENTER DEVELOPMENT

FIRST YEAR TASKS

Preparation and submission of grant proposals
Determining membership requirements and formula for membership fees
Soliciting additional members
Determining initial communications requirements
Determining center location and arranging for site preparation
Ordering equipment
Learning OCLC system in detail
Employing operating staff

SECOND YEAR TASKS

Training operating staff
Preparation of user manuals
Training of users
Testing and acceptance of equipment
Testing of shared cataloging system
Operation of shared cataloging system
Planning for implementation of technical processing, serials and interlibrary loan modules

THIRD YEAR TASKS

Operation of shared cataloging system
Implementation of additional modules
Phasing in of new member institutions

TABLE 8

BUDGET PROJECTIONS
25 [illegible] LIBRARIES WITH 122 TERMINALS

	OCLC	SOUTHEASTERN CENTER		
	72/73	FIRST YEAR	SECOND YEAR	THIRD YEAR
Salaries	$12[illegible]	$ 6[illegible],000	$157,17[illegible]	$167,003
Computer costs	28[illegible],347		198,277	198,277
Terminals			130,300	130,200
and maintenance	163,[illegible]00		52,080	52,000
Leased telephone lines			137,741	137,741
Modems	159,600		85,140	85,140
Payroll taxes and fringe benefits	9,900	6,500	15,718	16,700
Catalog card supplies	59,000		48,000	98,000
Accounting	6,200		6,200	6,200
Deferred installation expenses			4,012	4,012
EDP supplies	9,000		9,000	9,000
Office space		3,000	16,500	16,500
Office equipment and supplies	5,000	2,500	7,000	5,000
Telephone	5,000	4,000	8,000	8,000
Printing and duplicating	5,000	2,000	5,000	4,000
Travel	3,500	6,000	10,000	10,000
Other miscellaneous expenses	11,[illegible]00	12,000	12,000	12,000
TOTAL	$842,322	$103,000	$902,043	$957,853

$7,851 per user terminal in third year

$1.20 per title in third year with 800,000 titles cataloged on the system

TABLE 9

BUDGET PROJECTIONS
63 LIBRARIES WITH 217 TERMINALS

	OCLC	SOUTHEAST [illegible] CENTER		
	72/73	FIRST YEAR	SECOND YEAR	THIRD YEAR
Salaries	$121,075	$ 65,000	$172,825	$193,935
Computer costs	262,847		207,730	207,538
Terminals			229,950	229,950
and maintenance	185,000		91,980	91,980
Leased telephone lines			242,881	242,881
Modems	159,000		149,820	149,820
Payroll taxes and fringe benefits	9,900	6,500	18,283	19,304
Catalog card supplies	59,000		86,000	172,000
Accounting	6,200		8,000	8,000
Deferred installation expenses			6,512	6,512
EDP supplies	9,000		9,000	9,000
Office space		3,000	18,000	18,000
Office equipment and supplies	5,000	2,500	8,000	5,000
Telephone	5,000	5,000	12,000	12,000
Printing and duplicating	5,000	3,000	8,000	5,000
Travel	3,500	8,000	18,000	18,000
Other miscellaneous expenses	11,800	12,000	12,000	12,000
TOTAL	$842,322	$105,000	$1,303,509	$1,400,310

$6,455 per user terminal in third year

$1.02 per title in third year with 1,367,668 titles cataloged on the system

TABLE 10

[illegible]
100 LIBRARIES [illegible] TERMINALS

	OCLC	[illegible]		
	72/73	FIRST YEAR	SECOND YEAR	THIRD YEAR
Salaries	$121,[illegible]	$ 65,000	$199,37[illegible]	$211,312
Computer costs	262,647		210,35[illegible]	210,358
Terminals	165,[illegible]00		268,800	263,800
and maintenance			111,300	111,300
Leased telephone lines	159,0[illegible]		366,85[illegible]	366,850
Modems			174,900	174,900
Payroll taxes and fringe benefits	[illegible],900	6,500	19,933	21,131
Catalog card supplies	59,000		100,000	100,000
Accounting	6,200		9,000	9,000
Deferred installation expenses			7,437	7,437
EDP supplies	9,000		9,000	9,000
Office space		3,000	20,000	20,000
Office equipment and supplies	5,000	2,500	9,000	6,000
Telephone	5,000	5,000	15,000	15,000
Printing and duplicating	5,000	3,000	10,000	6,000
Travel	3,500	8,000	24,000	24,000
Other miscellaneous expenses	11,800	12,000	12,000	12,000
TOTAL	$842,3[illegible]	$105,000	$1,566,96[illegible]	$1,673,[illegible]94

$6,537 per user terminal in third year

$1.06 per title in third year with 1,520,000 titles cataloged on the system

ASSOCIATION OF SOUTHEASTERN RESEARCH LIBRARIES

Committee to Study the Feasibility of Establishing in
the Southeast a Library Network Similar to that
of the Ohio College Library Center

November 3, 1972

RECOMMENDATIONS

(1) That ASERL sponsor the organization of a center for the purpose of developing a computerized library network to serve the libraries of the southeast, using the Ohio College Library Center as a model.

(2) That those ASERL institutions and other southeastern institutions wishing to participate in the center on the terms listed in (3)-(6) below send to the ASERL chairman by February 15, 1973 a document of commitment. This document should be signed by the president, chancellor, provost, or other appropriate official of each institution. It will commit the institution to at least a one-year participation in the center and to payment of an amount equal to the greater of: (a) one per cent of the total spent by the institution's libraries on books and other library materials (including microforms) during the 1971/72 fiscal year; or (b) $1000.

(3) That payment of the initial year membership fee be deferrable for up to six months if the institution is unable to make immediate payment because of fiscal restrictions.

(4) That the center be developed under the condition that services must be provided to all participating institutions without financial premium or penalty resulting from the distance of the institution from the center.

(5) That participation of institutions in the library network should not be subsidized, in whole or in part, by general network revenue. In other words, each institution should pay its prorated share of the network costs.

(6) That after the February 15 deadline, representatives of those institutions committed to membership meet on call of the ASERL chairman to organize the center. Presumably this would include election of a presiding officer and board of directors; adoption of rules and bylaws for the governance and control of the network; determination as to whether to organize as a non-profit corporation or as an agency of the Southern Regional Education Board or in some other manner; adoption of criteria for admitting additional members; and application for funds from governmental and private sources to establish and operate the center until it can become self-supporting. At this first organizational meeting ASERL should terminate its official, corporate connection with the center.

Committee members: Kenneth E. Toombs
John P. Kennedy
John H. Gribbin, Chairman

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL
27514

THE SCHOOL OF LIBRARY SCIENCE

23 February 1973

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

In reply to your letter of 12 February inviting me to submit written testimony on the question whether library services meet the needs of the people of the United States, I am enclosing comments on the following four topics:

1. User needs and problems of academic libraries;
2. Public libraries and non-readers;
3. Content analysis and more efficient organization for information retrieval;
4. Current awareness of worldwide developments for American librarians.

Perhaps a few of my ideas which have been growing for some time will stimulate interest and additional comments.

Sincerely,

Dr. Gertrude London
Associate Professor

Enclosures.

G. Lordon

USER NEEDS AND PROBLEMS OF ACADEMIC LIBRARIES

The impression I have gained from using academic library systems and evaluating their services from the point of view of a former special librarian, researcher in information retrieval procedures, and present teacher of library science is a rather negative one. Academic libraries are too often unresponsive to and uninterested in user needs. The main reason for this lack of active communication and service in an institution created primarily as a channel of communication between past, present, and future scholarship seems to be the fashionable overemphasis of one subordinate aspect of the library, namely administration and management. At present, to be an administrator is considered the highest step in the library hierarchy, and this means being far removed from actual library functions. Most library administrators seem to have lost contact with the two basic elements of their profession: books and readers. They have come to regard the library as a business institution that has to be administered like other businesses. But a library is something unique and quite special by its very existence: a mediator between the accumulated knowledge of the past and present and potential inquirers, searchers, readers who want to have ready access to the library's intellectual contents; it is rather an extension of the human mind and memory. Many administrators do not really know how to "read", have never experienced the urgency of scholarly research: the need for a particular document or a group of documents here and now, and they are, therefore, the wrong type of person to be at the head of any academic or research library. Library administration should be guided by its own particular objectives and needs and not by the alien dogmas of business administration. There is so much noise made about library administration and management in journals and an unending stream of textbooks that this is a sure sign that something is deeply wrong in this area. Good administration and management will neither be seen nor heard because it manages!

In academic and research libraries we need more librarians who are scholars in their own right, who are flexible, versatile and broadminded, and who understand and anticipate the needs of those who want to use the intellectual contents of the works that the library stores and should more efficiently organize for ready retrieval.

Library staff should not be regarded and treated as mindless parts of a structure whose main purpose has been forgotten, they should again be knowledgeable participants in an intellectual enterprise. But as most library directors have lost contact with the readers they are supposed to serve, they have also lost contact with their "subordinates" and consequently, personnel problems have become main topics of library management, instead of faster and more efficient service to the users.

As Administration is now invested with so much prestige library schools are also stressing administrative procedures at the expense of other parts of the Library School program more akin to librarianship, such as subject analysis indexing and classification for information retrieval. Library Schools are turning out a large number of would-be library administrators and fewer real librarians.

As a user and observer of academic libraries it seems to me that we are nearing a crisis in academic librarianship, not only because of the above-mentioned attitude problems, but also because there are not enough copies of needed books, periodicals, etc, available at the desks of the library users who need them here and now. Perhaps a comparison will clarify this point. The scientific revolution which started in the 16th century was greatly helped if not partly caused by the invention of printing which made it possible for more scholars and the new breed of "natural Philosophers" to have their own books and periodicals with news of the latest discoveries at their own desks. The number of scholars and scientists has increaded tremendously during this century, and so has the number and price of books and other printed matter. This makes it more difficult to have the information one needs close by when and where it is needed. Reprography provides a most useful but only partial aid, after you have discovered what you want. If libraries are to continue to give memory support to teaching and research they will have to transform existing access pathways into more versatile forms than card catalogs and one copy of a book or periodical. Computerization of catalogs combined with and augmented by microform extracts from documents, such as tables of contents, summaries, introductions, etc. should be accessible through personal or institutional on-line terminals which respond to multiple, variable and interdisciplinary queries and searches.

G. London

PUBLIC LIBRARIES AND NON-READERS

Public libraries in the United States seem to this regular patron much more responsive to user needs than many academic libraries. Their staff is generally more amiable, more helpful and more service oriented. There exists a friendlier and closer relationship between the reader and the library staff. A visit to the local public library is an enjoyable event.

However, the problem of catering for illiterate and/or "disadvantaged" members of the community is often discussed in the literature as a duty of the public library. In my view it is outside the functions of the public library to remedy these deficiencies. It is the purpose of the School to teach children to read or failing that reading should be taught in special tutorial classes. The replacement of books by audio-visual material will not assist the acquisition of reading skills but rather counteract it. Reading and writing are activties of the human brain which are completely different from passive audio-visual perception. Learning to read is a difficult process even for some intelligent children, but once acquired the ability to read - the miraculous transformation of the written word into thought and feeling - opens up new worlds of imagination and knowledge and unending possibilities for enjoyment and growth. Instead of representing "reading" as an unpleasant duty that is not valued because it is so cheap, it might be worthwhile to tempt unwilling learners with the rewards of a hardwon skill.

G. London

CONTENT ANALYSIS AND MORE EFFICIENT ORGANIZATION FOR INFORMATION RETRIEVAL

Access to information in its broadest sense suffers at present from the multitude of unrelated indexing and retrieval vocabularies that are being produced with little or no attempt at compatibility. At a recent ASIS conference in Washington, D.C., October 1972, there was a proud display of several satellite carried computerized databanks. However, it was not possible to use the different databanks with the same query formulation, because each was based on a different vocabulary with no inner concordance bridging the gaps from one to the others. Ad~~a~~vanced technology served a multitude of rather primitive unrelated and untranslated indexing languages.

This experience seems to indicate that more effort should be devoted to the intellectual problems of computerization that would help us in uncovering more advanced means for creating concordances between different indexing languages and natural languages as well. Thus we might come nearer to the real function of the computer in library and information science: to assist and to enlarge the memory capabilities of the human mind.

G. London

CURRENT AWARENESS OF WORLDWIDE DEVELOPMENTS FOR AMERICAN LIBRARIANS:

NEWS OF IMPORTANT DEVELOPMENTS IN LIBRARIANSHIP AND INFORMATION SCIENCE IN OTHER COUNTRIES

The majority of American librarians and information scientists seem to remain unaware of the great variety of research and development in many areas of library and information science that is being done abroad. This is partly due to lack of language skill, but also to "tunnel vision". Most of our annual reviews and state-of-the-art reports survey almost exclusively publications produced in this country whose references again refer to other American papers .

The U.S.S.R. has had for many years special publications for librarians that point out significant trends in foreign librarianship. As few librarians in this country read other languages it might be useful to acquaint them with foreign thoughts and activities by means of intelligently selected extracts from writings published in other languages, e.g. Russian, Czech, Polish, French, German, arranged under topics that appear particularly relevant.

To cite only one example: during the 1960s the United States was a pioneer in computer experimentation and ran many costly projects. The reports of these experiments were carefully studied in Europe and the U.S.S.R. Other countries are now continuing these experiments , but how much do we know here about their results or have we learned from their experience? In a world where no one country can solve information retrieval problems and needs alone (vide: UNISIST, CODATA) it is important that librarians are being made aware of foreign developments regularly so that they can learn and profit from the experience of others. It might, therefore, be useful to set up a small service where experts in various languages and subject fields read, select, and digest work done elsewhere and alert American librarians and information specialists to useful new or progressive ideas, inventions, and developments.

State Department of Education
Division of Administration & Finance
Montgomery, Alabama

SCHOOL LIBRARY NEEDS

In October, 1972, the Alabama State Department of Education conducted a survey of Public School Library Resources and Facilities which revealed that 126 of 797 elementary schools with approximately 45,000 students have no centralized libraries. Closer examination reveals that many of these schools are in rural areas while others are in ghetto areas in the major cities. The children in these areas represent our most crying need since all to frequently public libraries are not accessible and/or parents lack the incentive or means to ascertain that their children make use of public facilities. In addition, provision of services to children in ghetto areas is further hampered by desegregation orders which prohibits the building of new facilities and space simply does not exist in the present buildings for library facilities.

While 695 elementary schools have some kind of centralized library facilities (in some cases consisting of storage rooms, blocked off areas in halls or on stages), only 209 of them are staffed by certified librarians. The majority of the remaining 486 are left to be attended by already overworked principals, classroom teachers, volunteers or untrained clerical aides.

A study of resources available reveals that none of our school libraries meet the standards of the American Library Association for school libraries. The majority of the elementary schools in the small city systems do meet State Standards of six books per pupil as do the secondary schools throughout the State. Generally, elementary schools in large city systems and in rural systems have not yet achieved this standard. Many of the schools have begun limited collections of non-print materials such as records, tapes, filmstrips, slides, pictures, etc. A few affluent schools are approaching conditions already met in other Southeastern states.

The State of Alabama allocates no funds specifically designated for school library development. Neither is a teacher unit allocated for a school librarian. The 800 librarians now employed are paid from local funds or from teacher units squeezed from the Minimum Program Fund which results in enlarged teacher loads. The only funds available in many areas of the State for school library development are those allocated from Title II of the Elementary and Secondary Education Act.

From this data, it is evident that the most pressing need of Alabama school libraries is financial support. For example, a minimum of $3,540,510 would be needed to employ 486 additional librarians with Bachelors degrees to staff the existing libraries with one librarian per school. Even so, Alabama schools would still not be adequately staffed according to both its own State standards and those of the American Library Association.

Present expenditures of approximately $3,527,569 for resources need to be increased to $31,275,689 to bring our school Library expenditures to the $40.80 or 6 percent of the $680 National average per pupil expenditure recommended by the American Library Association in 1969.

No estimate is available of the amount of funding needed to provide adequate library facilities or equipment for them.

NNM/clf

Nina Nix Martin

National Commission on Libraries
and Information Service
Suite 601, 1717 K street NW
Washington D.C.
Frederick H. Burkhart Chairman

Written:
Helen B. Dixon, Inmobile Librarian
Lexington Public Library's Disadvantaged
Program (Lexington, Kentucky)

In Fayette County, as in the entire nation, there is a great need for the Public Library and its various Programs and services.

One of these services is the Extension Department of the Lexington Public Library. This Program consist of five (5) interrelated parts - working together to reach many previously untouched areas of Lexington's population.

For the above purpose only one part of this Program will be discussed - this is the Inner City Book-mobile referred to as the IN-mobile.

The In-mobile Program is geared to meet the needs and combat the apathy of the Hard Core disadvantaged. That segment of the population concentrated in low Income areas of the Inner city. Emotionally, physically and socially

Isolated from the larger community; thus Bookmobile services welfare Institutions, Housing Units, Homes for Aged and one prison complex.

People in these areas are hesitant to or can not go to the Public Library. They are afraid to confront the surrounding requirements of strange environment outside of their protected area.

In the past year, the "In-Mobile" a large bookmobile, has circulated 28667 books throughout these sections.

II Set up a Guided Reading Project.

This is a project for mothers of pre-school and school age children with reading problems. The librarian prepares packets containing one each of the following items: Child Care/Child Development Books, Lower Level Reading Material, (Educational Games, Interest on request) Record and Speaker for the Parent. Materials requested or suggested for Home or Personal Improvement (i.e. magazines, novels, Home or Personal Improvement materials)

III Reader-Reviewers Project. The librarian recruits volunteers who review new books & magazines and recommend books for circulation.

IV Arts & Craft Classes - The librarian conducted a six week Christmas craft class for both adults & children. Adults were taught to make decorations from scraps, to crochet, place lights on trees

V Research/Reference Projects - Continuing to aid students in writing term papers and special school related projects

VI Established rotating collections:

a. Georgetown Street Orphanage - New librarian has collection of games, low level reading materials. The children are taught to use reference section of Book mobile

b. Chestnut Street Child Development Center
This program supplies A-V materials art supplies & instructions.

c. Early Childhood Development Center
supplies all supplementary materials (i.e Records, A-V, etc) as well as reading and special resource people,

d. Jackson Correctional Complex
supplies reference materials, Recreational Materials & A-V

E The Bookmobile handles request to the Lexington Public Library from borrowers and community agencies.

[illegible] B. Mason

This Program is staffed with One Full time Librarian, a Driver and Volunteer Help.

H.B.M.

Schedule Effective
10/23/72

LEXINGTON PUBLIC LIBRARY

IN-MOBILE

Fall - Winter Schedule 1972/73

Monday Jackson

~~Blue Grass~~ Correctional Complex	12:45 - 1:30
Blue Grass School	1:45 - 2:15
Price Road and Depoores	2:20 - 2:50
Waverly and Erie	3:00 - 3:30
Breathitt and Douglas	3:45 - 4:15
White and Charlotte Court	4:25 - 5:10
*Orphan Home	5:15 - 5:45
West Side Plaza	
Charles and Michigan	6:00 - 6:30

Tuesday

Castlewood Park	2:15 - 3:15
Florida and Seventh	3:30 - 4:00
Third and Race	4:15 - 4:45
Jefferson and Fifth	5:00 - 5:30

Wednesday

*A. B. E./ WIN	1:15 - 1:45
*Julius Mark	
Hollow Creek	2:00 - 2:30
Asbury and Montrose	2:45 - 3:15
Asbury and Halstead	3:20 - 3:50
Oakwood and Cedarwood	4:15 - 4:45
Redwood	5:00 - 5:30
Briarwood	5:35 - 6:15

Thursday

Ohio and Fourth	1:15 - 1:45
Elmtree Lane	2:00 - 2:30
Breckinridge and Shropshire	2:45 - 3:15
McCracken and Aspendale	3:30 - 4:00
Yellman	4:15 - 4:45
McVey and Havely	5:00 - 5:30
Johnson	5:40 - 6:10

Friday

Children's Bureau (Day Care Center) (Day Treatment Center)	1:00 - 1:45
Spiegel Hill	2:00 - 2:25
Davis Town	2:30 - 3:00
Amberly Place	3:15 - 3:45
Pine and Patterson	4:00 - 4:30
Prall and Winnie	5:00 - 5:30

Bowling Green City Schools
BETTY SMITH
ESEA — TITLE I COORDINATOR
224 EAST TWELFTH STREET
BOWLING GREEN, KENTUCKY 42101

The Bowling Green Independent School District of Bowling Green, Kentucky submits this testimony in support of Public Law 91-345 which provides for the establishment and continuation of the National Commission on Libraries and Information Science.

As school librarians, we have observed the success of the commission in providing:

1. The awareness of the need for information services in all areas of human endeavor and especially in education.
2. Support to allow the establishing of libraries and media centers in schools where they previously did not exist.
3. Funds for books and materials to support existing and ever changing curriculum and for the enrichment of the individual student.
4. Encouraging schools of higher learning to revise and update curriculum for better training of personnel.
5. Technological and mechanical devices which have become necessary to education.
6. Evaluation of existing programs which have resulted in the re-writing of national, state, regional and local standards for libraries.

With the new awareness of information services, the departure from the traditional method of textbook teaching, more emphasis on individualized instruction, and demands by both teachers and students for different media forms, we find that our collection of materials, facilities and staffing are still inadequate.

We must have continued national planning and financial support if we are to keep up with the growing demands in education.

Mrs. Cynthia Massom
School Librarian
Bowling Green Independent School District

ABBEVILLE-GREENWOOD REGIONAL LIBRARY

I. Users. An underprivileged segment of our population (largely Black) that formerly expressed little interest in the public library now begins to read. In January 1972 Abbeville-Greenwood Regional Library began a project (financed largely with Library Services and Construction Amendment funds) to attract and serve these new readers. The cost is great in terms of books lost and damaged, but we believe this to be a very worthwhile area of library service.

II. Adequacies and Deficiencies. We circulate more books to more borrowers now than ever before in spite of television. Citizens who use the libraries seem to appreciate our services greatly. However, we seek ways to attract readers who do not now use the library and to encourage all borrowers to improve the quality of their reading.

III. Patterns of Organization. In July 1966 Abbeville County Library and Greenwood County Library entered into a contract agreement forming a Regional Library System. This system now includes the two county libraries, four branch libraries, and two bookmobiles. Library service in the two-county area has improved dramatically through this merger.

IV. Legal and Financial Support. Abbeville County reached the one dollar per capita level financial support for library services in July 1972. At the same time Greenwood County, with its 2 mill tax for library services, reached a level of 1.65 per capita. Financial aid received through the Library Services and Construction Act and Amendment has had tremendous impact on library resources in our area, as does our per capita state aid.

V. Technology. In our small library system, a photo copier at headquarters has proved to be a great saver of clerical time. It also provides easy means of providing copies of needed material for students and other researchers. Some clarification of copyright laws would be helpful. Audio-visual equipment has made possible more varied programs for story hours which are popular with pre-school children.

V. Human Resources. Our greatest problem in this library system is getting and holding professional librarians. We cannot offer competitive salaries, nor does our small town atmosphere appeal to young, trained people.

Ms. Mary G. McCord
Director
Abbeville-Greenwood Regional Library
N. Main Street
Greenwood, South Caroline 29646

Governors State University LEARNING RESOURCES CENTER
Park Forest South, Illinois 60466 (312) 563-2211

January 18, 1973

National Commission on
Library and Information Science
Room 601
1717 K Street, N.W.
Washington, D.C. 20036

Gentlemen:

It is respectfully recommended that the Commission include in its program a study of the National Technical Information Service (NTIS) in its functional role, scope, operation, and current planning, insofar as these relate to development of national policy for gathering, organizing, conserving, and disseminating scientific and technical information.

In support of this recommendation I should like to idealize a national technical information service that might serve certain types of information needs in the next two or three decades:

MISSION

The service would (1) gather and receive scientific and technical information in the public domain, (2) provide mechanisms for intellectual access to the corpus of information thus acquired, (3) conserve the corpus, and (4) foster dissemination of its contained information to the maximum extent of identifiable public benefit.

SCOPE

Scope of input would be approximately the same as is now the case, except that parameters would be moved outward to insure inclusion of documents that otherwise might "fall between the services." A certain amount of redundancy in materials bordering educational, medical, and agricultural topics, for example, would be acceptable and -- from the users' standpoint -- convenient and reassuring. Collection would continue to be comprehensive in respect to reports of U.S. government-sponsored research and development, but would be selectively augmented by other documents germaine to this research when available and when *not otherwise covered in the journal literature. For example, foreign documents reporting, summarizing, interpreting, or evaluating U.S. R&D would be sought out and taken into the system.*

INTELLECTUAL ACCESS

The mechanisms to provide intellectual access to documentary information taken into the system would need to be able to transcend conventional disciplinary boundaries within the corpus, and to penetrate beyond titles and conventional descriptors. It should provide links to contiguous information systems and bibliographic control systems at the national level. Linkage to foreign systems should also be developed and exploited. Documents in the system should be retrievable in a variety of ways, principal among which would be dynamic machine indexing of their contents.

CONSERVATION

In the sense that any document acquired by an information system is brought into the system at least momentarily before a decision is reached as to whether it should be retain indefinitely, or temporarily, or not at all, conservation is seen as a process in which the idea of screening is not inappropriate as long as such screening is based on canonical rules of utilitarian half-life.

The necessary first action in screening a document is to characterize its form and apparent intent, which alone may justify immediate purging. Beyond this it is difficult, and often presumptuous, for a human to impose subjective value judgments as to novelty, viability, or significance which a system of machine surveillance might, however, credibly accomplish. It seems logical that the national technical information service should be able to purge its data base of information that is (or becomes) demonstrably unusable, erroneous, unsupportable, frivolous, or entirely redundant. The prospect of doing this automatically is not at all remote.

USER SERVICES

The service would sponsor on-going research into the nature of the corpus, into information transfer theory and technology, and into the needs of users, including inchoate needs derived from possibilities. Development and subsequent enhancement of the "dynamic indexing" capability referred to above, together with retrieval and dissemination systems of commensurate subtlety *and power, would be sought through this research. The goal would be to provide retrieval and dissemination services worthy of the information in corpus, on the one hand, and worthy of public benefit potentials, on the other, regardless of the size and complexity of either.*

The cost of providing the scientific and engineering community with truly effective retrieval and dissemination service would be treated as a national investment. The service would be viewed as a necessary and normal government function, shaped according to results of in-depth studies of the ways in which scientists and engineers are able to use documentary information. It would not be expected to recover more than a fraction of costs immediately and directly. Rather, the ultimate return would be recognized in terms of national enrichment.

THE EXISTING FACILITY

It can be seen that the present National Technical Information Service corresponds most nearly with the suggested ideal in respect to "scope," and at least nominally in respect to mission. In other respects it is a rather pallid reflection of what it might be, and what it should have been -- given its auspicious beginnings.

This is not to suggest that the present and past administration of NTIS have been in any way lacking in efficiency or perception. In fact there is evidence of considerable ingenuity and sense of direction in the diversity of user services presently offered, and in the fact that NTIS has been able to cope with problems of scale.

The output of public information about NTIS services has greatly increased in the past few months, which is commendable, even though some of its verges on overstatement.

There is disturbing evidence, however, that NTIS lags considerably behind its potential, that it operates within fiscal constraints that -- far from according it leadership in the development and application of information technology -- actually prevent it from taking advantage of the technology that already exists.

The following examples are indicative:

> Only within the past few months has NTIS moved to provide machine retrieval of documents on the basis of index terms. The "NTISearch" service heretofore offered has in fact been a primitive manual system, excessively costly for retrospective search.
>
> Copies of the magnetic tape record of NTIS document citations are distributed on a weekly basis only, which drives the cost to users up to about $1,300.00 per year, whereas monthly and quarterly cumulations would meet many user requirements and permit them in many cases to acquire the data base they could not otherwise afford. Another way of making less expensive tape records available would be to offer subject subsets of the total file.
>
> The Selective Dissemination of Microfiche (SDM) service, while ingenious when it was first introduced, has failed to fulfill the promise of its youth -- perhaps because it is still tied to the categorical arrangement of the NTIS corpus and to originating-agency sets. In connection with a project to investigate the feasibility of a subdistribution system based on a composite SDM profile (to get around certain direct-use inhibitions), the writer was told by the Director that NTIS could support no research, not even on its own services.
>
> The very simple service of generating lists of citations from document numbers, which would be so easy to implement centrally, is denied. This means that users who might otherwise have been lead to build substantial collections of NTIS documents are discouraged from doing so because of the cost of providing suitable local control and access.

The writer's misgivings about the present structure within which NTIS operates seem to be shared by the authors of the brief paper published by the Document Procurement Sub-Committee of the Committee on Information Hang-Ups, Washington, D.C.: "Distinction is all; NTIS from a technical librarian's point of view." (ED 058 913) It is interesting to note that their study was undertaken at NTIS request, asking for suggestions on how to reduce costs. Their reaction was to suggest improvements in service "before cost-reduction changes are made" (putting the horse back in front of the cart).

I trust you will find the foregoing observations helpful in formulating some part of the Council's program.

Yours very truly,

J. C. Meredith
Systems Librarian

JCM:slh

ERIC
Full Text Provided by ERIC

Written Testimony
Submitted to National Commission on Libraries
and Information Science
By Jesse C. Mills, Chief Librarian, Tennessee
Valley Authority, Knoxville,
Tennessee 37902
Relative to Southeastern regional hearing
Atlanta, Georgia, March 7, 1973.

The Tennessee Valley Authority from its beginning has been concerned with library services in the seven Tennessee River Valley states and the Southeastern Region of the U. S. This concern is based upon the "general welfare" and "social well-being" provisions of the Tennessee Valley Authority Act, as amended. By experimentation and demonstration, the TVA in the late 1930's and early 1940's developed the regional library system now used by most states. In the late 1940's, the TVA sponsored and financed the first major regional library survey in this country, a survey of the nine Southeastern States, which included recommendations for action. The Wilson Dam School was among the first, if not the first, "open school" in recent times and the integration of school curriculum and school library demonstrated there is still used as an example for emulation to this day. The TVA, cooperating with professional library organizations and state library agencies, is presently sponsoring and financially assisting the Southeastern States Cooperative Library Survey of 1972-74.

Therefore the following recommendations for investigation, cooperation, and action are respectfully submitted to the National Commission on Libraries and Information Science:

1. It is recommended that the National Commission be aware of, cooperate in, support, and make use of the Southeastern States Cooperative Library Survey 1972-74, which is currently in progress. This survey is being sponsored and paid for through the cooperative efforts of the Southeastern Library Association, the nine Southeastern State Library Agencies (of Florida, South Carolina, North Carolina, Virginia, Tennessee, Georgia, Alabama, Mississippi, and Kentucky), the nine Southeastern state library associations, and the Tennessee Valley Authority. This survey follows closely the "Priorities and Objectives for Planning Library and Information Services for the Nation" as outlined by the National Commission. The results of the survey and its recommendations should be of utmost interest and assistance to the National Commission. It is hoped that this survey will be relevant to other regions of the Country as well as the Southeast.

2. It is recommended that the National Commission be aware that some rural areas in two of the Southeastern states, Alabama and Mississippi, are without regional library services and that the lack of such services is an extreme handicap to the development of these areas.

3. It is recommended that the National Commission be aware that, without Federal assistance, library building programs, development of useful collections, adequate staffing, and improvement of library

services in less advantaged areas cannot continue. It is believed that such assistance is necessary in order to fulfill the basic needs, particularly, of rural areas which lack a tax base sufficient to support these necessities.

4. It is recommended that the National Commission closely examine the absence in any quantity of first-rate industrial research centers in the Southeastern Region and make recommendations as to how the Southeastern Region, using the library resources available, can develop the library and information materials and services necessary to attract such industrial research to this area. It is suggested that the strengthening of municipal collections in the areas of business, technology, and science be considered as one possible method.

5. It is recommended that the National Commission consider a demonstration project which, making use of industrial research materials available in such a collection as that of the University of Georgia's Computer Center, would test the efficacy of technology available presently to disseminate that information to a selected group of users.

6. It is recommended that the National Commission cooperate in such experimentation as is now being discussed in Tennessee for determining the advantages and disadvantages, the costs, the best methods, and the community acceptance of a demonstration project to combine a school and public library in a rural area, in order to eliminate duplication, extend services, and improve collections.

7. It is recommended that the National Commission propose machinery for the distribution of technical and scientific library and information collections, presently housed in Federal projects, as those projects are discontinued, to the most appropriate local libraries.

Jesse C. Mills
Chief Librarian
Tennessee Valley Authority

Adequacies and Deficiencies of Current Services in State Hospitals and State Correctional Institutions

Libraries located in the various state correctional institutions in Virginia are still far below American Library Association standards. in spite of the money made available from LSCA Title IV-A and Title I. Inadequacies include the lack of professional librarians in all correctional libraries; book collections in almost every case are to small and not well balanced. The physical plants are small and badly located within the institutions Hours of operation are usually very limited and, in some cases, those hours during which the library is open do not coincide with the hours the inmates are free to use them One of the major stumbling blocks to improved services is the apathetic attitude of some correctional administrators toward the library. They have, in large, failed to recognize that good library service within the correctional institution can be an important tool in the treatment program. Currently, in Virginia, all of the correctional libraries are part of the education department of each institution. A professional teacher, is usually in charge, and consequently is often required to assume other duties such as substitute teaching. Secondly, by title and by training he is not a librarian, but a teacher and often times a person, who is not really interested in the operation of the library. but assigned as librarian simply because the job is open.

The above is not to say that progress has not been made. Because of funding available through LSCA. for the first time, most of these libraries are receiving the money needed to purchase badly needed books, periodicals, audio visual equipment, and new equipment which would not have been available otherwise. In some cases small and badly located physical plants are the result of old, inefficient and overcrowded facilities. Our circulation statistics show a large percentage increase each year in library use. The library is very often the only source of recreation, self-education, and entertainment within the institution. Certainly we have a great deal of necessary improvement ahead of us in Virginia, and across the nation. But as I visit libraries in Virginia, I am indeed encouraged by the many positive comments from the inmates about the library.

Hospitals

In the state hospitals, library services are at a much higher level, because of an ever present philosophy of treatment and rehabilitation. Consequently, even though the level of support was low in some cases prior to LSCA, there has always been at least some support from the hospital administrations. Here again, in some cases, the libraries are too small, but collections are in much better shape, staff members are dedicated and better trained, and more kinds of services are available. While we have too few professional librarians in the hospital libraries, this condition improves yearly as more and more professionals are hired. The major need in the hospital libraries is continued funding support so all levels of service can be improved.

I hope this very brief overview of Virginia's institutional libraries will be of some help to you. I could go on and deal in a great many specifics, but I am sure the committee has a great deal of testimony to consider and I have tried to make mine as brief as possible.

Respectfully submitted,

Gary R Minnerath

Gary R. Minnerath
Institutional Library Consultant
Library Development Branch
Virginia State Library
Richmond, Virginia 23219

WEST VIRGINIA DEPARTMENT OF MENTAL HEALTH
CHARLESTON 25305

M. MITCHELL-BATEMAN, M.D.
DIRECTOR

ADDRESS ALL REPLIES
TO THE DIRECTOR

June 7, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601, 1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Please accept my sincere apologies for the long delay in responding to your letter relative to the regional hearing which was conducted at Atlanta, Georgia, on March 7, 1973. Unfortunately, the letter was misplaced and has only now been brought to my attention.

I should like to mention that we have enjoyed an excellent relationship with the West Virginia Library Commission, and our state mental hospitals have been the beneficiaries of extremely valuable services from the Library Commission. Without the assistance and cooperation of the West Virginia Library Commission, our hospital libraries would, if not non-existent, be at best stocked with a few old, outdated, and little used volumes.

I would like to request, however, that some consideration be given to extending library services to the point of including some technical sections within the library service. We would be particularly appreciative if medical and psychiatric volumes could be provided for staff library within our hospitals.

Once again, allow me to express my apologies for the long delay in responding to your invitation, and to further express my deep appreciation for the services which have been provided to us.

Sincerely,

M. Mitchell-Bateman

M. Mitchell-Bateman, M.D.
Director

ERIC
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DEPARTMENT OF FINANCE AND ADMINISTRATION
DIVISION OF INFORMATION SYSTEMS SERVICES
203 ANDREW JACKSON STATE OFFICE BUILDING
NASHVILLE, TENNESSEE 37219

STATE OF TENNESSEE
WINFIELD DUNN, Governor

TED WELCH,
Commissioner
KARL HAGENAU,
Executive Director

January 19, 1973

Ref: DP-73-29

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601 - 1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

After reviewing the packet of information on the role and responsibilities of the National Commission on Libraries and Information Science, I congratulate you on undertaking this enormous and important effort. Any input which I may be able to provide would relate to state information systems.

I am enclosing the State of Tennessee's Data Processing Project Final Report/Data Processing Plan which was completed in September 1972 and is being implemented. As you will note in the final section of the report/plan, the goals and direction for the development of information systems are highlighted.

But, how does this relate to your charter? In my opinion, another consideration deserves some attention without clouding your function. As the Commission determines needs, establishes goals and priorities, a mechanism will be required to insure the continuity of the library and information services adequate to meet the needs of the people of the United States. Perhaps PL 91-345, Section 5 (a)(4) will incorporate that requirement and Section 5 (b) will address those specific details.

Please pardon the unsolicited testimony in this correspondence, but as noted in the attached questionnaire, I do not plan to submit written testimony or attend the regional hearing. Thank you for allowing state information systems personnel an opportunity to share in the Commission's endeavors.

If this office can be of future assistance, please feel free to call on us.

Very truly yours,

Jack Newcomb

Jack Newcomb, Director of
Computer Systems Standards

JN:mm

Enclosure

STATE OF TENNESSEE

DATA PROCESSING DEVELOPMENT PROJECT

FINAL REPORT - DATA PROCESSING PLAN

September, 1972

THROUGH

THE TENNESSEE STATE PLANNING COMMISSION

The preparation of this report was financed in part through an urban planning grant from the Department of Housing and Urban Development, under the provisions of Section 701 of the Housing Act of 1954, as amended.

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STATE OF TENNESSEE

DATA PROCESSING DEVELOPMENT PROJECT

FINAL REPORT - DATA PROCESSING PLAN

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STATE OF TENNESSEE

DATA PROCESSING DEVELOPMENT PROJECT

FINAL REPORT - DATA PROCESSING PLAN

INTRODUCTION

Governor Dunn's Executive Order, dated January 20, 1972, provided for the consolidation of the State's data processing activities, with the exception of those facilities in higher education institutions, technical institutes and area vocational schools. It established as of July 1, 1972, the Information System Services Division within the Department of Finance and Administration to provide data processing services to the agencies of Tennessee State Government

In preparation for the extablishment of the Information System Services Division a Data Processing Development Project has been conducted by the Department of Finance and Administration with the assistance of Arthur Andersen & Co. The overall objectives of this project have been:

- Preparation of a Systems Development Plan for the State of Tennessee to meet the increasing demands for service by data processing users.
- Establishment of a state-wide data processing organization to successfully implement the Systems Development plan.
- Initiation of integration of the State's computer operations to provide improved control, consistency, quality and economy of data processing operations.

- Evaluation and selection of computer hardware and software that will provide the capability for continued growth and improvement of data processing services.

This final report of the Data Processing Development Project documents the Systems Development Plan for the State of Tennessee. It identifies and describes nineteen high priority data processing systems which are needed to serve the information and operational needs of various State agencies; it also provides a schedule for implementing the five most vital systems over the next two years. These requirements for new and improved data processing systems were identified during a review of the operations of each State agency. Management personnel from each major State agency participated in this review. Priorities were established by Governor Dunn with the advice of the Information Systems Advisory Committee.

The other objectives of the Data Processing Development Project have also been accomplished. A strong organization of professional personnel is being established in the Information System Services Division. This organization should be capable of successfully implementing the Systems Development Plan.

Integration of the State's computer operations is well under way. Plans have been established to complete this step in the near future.

Computer hardware and software to best meet the State's requirements has been evaluated, selected and is currently being installed. In addition to providing the capability for continued growth and improvement of data processing services. This equipment will provide significant savings to the State.

This final report of the Data Processing Development Project also documents the future goals and direction of the Information System Services Division and their relationship to the goals established by Governor Dunn for each of the seven major functional areas of Tennessee State Government.

While significant progress has been made since this project was undertaken, the greatest challenge lies ahead. The Systems Development Plan included in this report establishes ambitious goals. The Information System Services Division must meet these goals to fulfill its overall objective of providing improved data processing service to all agencies of State Government.

Included as an Exhibit to this section of the report is a list of the documentation prepared during the Data Processing Development Project.

EXHIBIT

DATA PROCESSING DEVELOPMENT PROJECT

DOCUMENTATION DEVELOPED - BY PROJECT PHASE

Project Administration

- Data Processing Development Project Work Program
- Project Standards Manual

Review of State Operations

- Requirements for Data Processing Service
- Unit Record Equipment Analysis

Systems Definition - Financial Information and Control System

- System Reports
- System Documentation
- Implementation Plan

Systems Definition - Other Applications

- Overviews for each system

Hardware Specifications Development

- Request for Proposal for Used Computer Equipment
- Request for Proposal for Computer Equipment -- Benchmark Materials
- Request for Proposal for Computer Equipment -- Specification Book
- Request for Quotation of Prices and Technical Specifications for Communication Control Equipment
- Request for Quotation of Prices and Technical Specifications for Peripheral Computer Equipment

Proposals Evaluation

- Evaluation of Computer Proposals

Standards and Procedures Development

- Standards and Procedures
    - . Division Administration Guide
    - . Systems Technical Standards
    - . Systems Development Standards
    - . Operations Manual

CONSOLIDATION OF DATA PROCESSING

Governor Dunn's Executive Order Number 1[illegible], dated January 20, 1972, provided for the consolidation of the State's data processing activities, with the exception of those facilities in higher education institutions, technical institutes and area vocational schools. The executive order established as of July 1, 1972, the Information System Services Division within the Department of Finance and Administration to provide data processing services to the agencies of Tennessee State Government.

During the course of this project the Assistant Commissioner for Data Processing with the assistance of Arthur Andersen & Co., developed an integrated plan for providing data processing service to all agencies of State Government. This report documents that plan and describes the need for the development of a data processing service organization that can provide, through a staff of professional personnel and computer hardware, the capability to develop and operate the State's information processing systems. During the same period significant steps were taken to develop the organization and obtain the necessary data processing equipment.

Objectives and Advantages of Consolidation

The objective of consolidation of data processing facilities is to provide improved service and expanded capabilities to each State agency at a minimum cost. The following paragraphs describe why this objective is realistic and attainable.

Maximum Utilization of Professional Personnel

The availability of professional data processing personnel is typically the most critical factor in developing and operating computer systems. Consolidation of data processing can provide improved service at a minimum cost through the maximum utilization of these skilled personnel. This factor will become increasingly important as the State expands its utilization of advanced techniques such as telecommunications and data base management systems. Consolidation can provide to each agency the technical skills and experience previously available to only a few large departments.

A large central organization can also provide improved career potential to its personnel through more comprehensive training and closer supervision.

Savings Available Through Large Scale Computers

Data processing consolidation provides the potential for significant cost savings through the utilization of large scale computers. The historical pattern of growth of computer utilization by most State governments has been characterized by each agency obtaining its own medium scale computer. Typically, only a consolidated data processing service agency can justify a large computer, capable of providing significant economies of scale. These economies are available for two major reasons:

- Large scale computers typically provide more power and through-put capability per dollar than medium scale computers.
- Every computer center must operate with some unused capacity to handle peak periods and special requests. Excess capacity can be minimized and more effectively utilized when there are less computers and they are centrally scheduled and controlled.

In order to retain the flexibility to meet unforeseen requirements, individual agencies of the State of Tennessee have usually leased computers. A consolidated data processing service organization with large scale equipment can more easily plan for and manage additional service requirements. This provides the opportunity to take advantage of the considerable savings available through the purchase of computers.

The Information System Services Division is taking advantage of these available economies by replacing seven computers currently being leased with three purchased computers of equivalent through-put capability at an annual savings of over $900,000.

Reliability is Improved

As the State's data processing systems utilize additional telecommunications facilities and on-line terminals, reliability becomes a more critical factor. Assurance of a high level of reliability can only be provided through the availability of back-up computer equipment. In the State's central service center an additional back-up computer can be economically used to process less critical systems. If the telecommunications computer becomes inoperable, the back-up computer can be available to process the important on-line applications. This type of reliability would not be feasible in centers operated by individual agencies.

Integrated Systems Avoid Duplication of Effort

Information requirements of the individual State agencies are often similar. There are numerous examples of data processing systems that can serve the needs of more than one agency. A central data processing service organization should have the perspective to identify those areas which offer potential for the development of state-wide information systems.

Development of integrated systems to serve the needs of a number of agencies can avoid duplication of effort and result in significant cost savings to the State. A good example is the Patient Accounting and Accounts Receivable System (described in a later section of this report) which will be capable of serving hospitals operated by both the Departments of Mental and Public Health.

The Financial Information and Control System, also described in a later section of this report, has been designed to provide financial management information to every agency of State Government.

In summary, the major advantage of the consolidation of data processing in the State of Tennessee should be the increased ability to provide improved, consistent, and economical service to each agency of State Government.

Responsibilities of User Agencies

Establishment of a consolidated data processing service organization places considerable responsibilities on each State agency using its services. The successful implementation of consolidation will require that user agencies be involved in defining, developing, utilizing and evaluating the systems that serve them.

To satisfy these responsibilities, each user agency should have in its organization a qualified staff of system analysts that will bring in-depth knowledge of agency operations and requirements to the development of computer systems.

Identifying a Need is the First Step

The initial step in the data processing development cycle is the identification of a requirement. This typically takes the form of the need for more complete or timely information, or the reduction or elimination of an expensive manual process.

Identification of the need for data processing service can best be performed by management personnel directly responsible for a departmental function. An understanding of the capabilities of data processing and a knowledge of the direction that other states are taking will also be valuable at this stage of development and should be provided by the agencies' system analysts.

System Specifications Define the New System

The agency requesting data processing service must also be responsible for defining the proposed system. This definition, or functional system specification, establishes the framework that will be used in developing the system.

Descriptions of the required system output are the primary products of the system definition. These descriptions should include content, format, frequency and use of each proposed output. Descriptions of the system input is another important segment of the system specifications.

Placing primary responsibility for developing system specifications on the requesting agency helps assure that the system will meet the user's needs. It also creates the proper environment for continued user participation in the development process.

Agency Participation in System Design Should Continue

Since the user agency is responsible for defining the new system, it should be involved in all major system design decisions. Participation in the project and knowledge of the system must be adequate for them to approve each phase of development and to authorize subsequent phases.

Operating Procedures Are Essential for Success

Two important phases of any system implementation project are the development of manual procedures for the operating department and the training of user personnel.

Although assistance during this phase of a project will be provided by the Information System Services Division, the user department will have primary responsibility for successfully completing this important step.

Processing Schedules Establish a Timetable

The requesting agency must establish its requirements for frequency and timing of report preparation and availability of system source data. These schedules will allow the Information System Services Division to adequately plan for personnel and equipment utilization.

After the system has been implemented, it will be the continuing responsibility of the user agency to meet established schedules for source data delivery.

Continuous Evaluation is Required

Data processing systems must be continuously changed as the organization, procedures and responsibilities of user agencies change. Only the system users can critically evaluate the effectiveness of an operating system based on their unique requirements and knowledge of their changing operations.

Periodic meetings should be held between user departments and the Information System Services Division to assure that each system is operating effectively and efficiently.

Responsibilities of the Information System Services Division

The overall responsibility of the Information System Services Division is to provide data processing service to each agency of State Government. This responsibility can be broken into two major functional areas:

- Development of effective data processing systems based on specifications established by user agencies.
- Efficient operation of data processing systems according to schedules prepared by user agencies.

Based on these responsibilities it is clear that this division should operate as a service organization in fulfilling the information processing requirements of agencies of State Government. Responsibility for establishing these requirements continues to be the function of each operating agency.

The Information System Services Division will fulfill its responsibilities by developing, maintaining and effectively utilizing an organization of skilled data processing personnel and adequate computer equipment.

Planning Starts the Service Cycle

In order to provide data processing service to each of the State's agencies it is necessary to look ahead at the types of service that will be required and the resources that will be needed to fulfill these requirements. This report documents the plan for providing data processing service in the State of Tennessee. A description of this planning process and its importance to the State of Tennessee is included in a subsequent section of this report.

Assistance in Systems Definition

While each department will have primary responsibility for identifying its requirements for data processing service and developing the system specifications that describe the new system, the Information System Services Division can provide important technical assistance during this step in the design process. Skilled computer systems specialists should be available to assist user agencies in identifying and defining the role of computers in solving the State's business information problems. The need for this assistance will be determined by the size and capability of the requesting agency's staff of systems analysts.

System Implementation

Designing, programming and installing computer systems require a significant amount of effort. Large system installation projects often require years of work of many qualified personnel. Experienced supervisors using project management techniques are necessary to control these large efforts.

Implementation of the data processing systems that are needed to meet the information processing requirements of each of the State agencies is one of the primary responsibilities of the Information System Services Division. To fulfill this obligation a staff of competent managers and computer systems specialists is being developed.

Systems Operation and Maintenance Complete the Service Cycle

Once a system has been implemented the primary responsibility of the Information System Services Division is the timely and accurate operation of that system according to the schedule established by the user agency. In order to fulfill this responsibility two important resources are required:

- Computer and communication equipment capable of reliably performing all of the functions required by the State's information systems.
- A staff of computer operators and operations managers to efficiently utilize this equipment.

These resources are being rapidly assembled in the Information System Services Division.

Data processing systems must also be continuously updated and changed to reflect the changing needs of user agencies. To provide this service, systems must be thoroughly documented and adequate staff must be available to complete the necessary revisions on a timely basis.

Prerequisites for Success

Consolidation of the State's data processing service function is a demanding and difficult task. In order for this endeavor to be successful, the mutual cooperation and dedication of all departments and levels of State Government is required.

Continued Support of the State's Chief Executive

Consolidation of data processing service has historically been a sensitive issue in both public and private enterprise. Most experiences indicate that only when strongly supported by an organization's chief executive officer can it be successfully implemented.

Governor Dunn's strong support of consolidation, reflected in his executive order, has made this consolidation program possible. Continued strong support, particularly during the initial years of implementation, will be critical to continued success.

Development of a Service Oriented Organization

The success of any data processing group is predicated on a strong and coordinated organization of professional personnel. This is especially true when the organization must provide service to numerous agencies performing relatively dissimilar functions.

The Information System Services Division must be dedicated to providing timely, economical and quality service to all agencies of State government. This dedication to customer/agency service should be the underlying theme that runs through all functions performed by the Division.

Allocation of Resources Requires the Establishment of Priorities

The findings of the review of State operations, conducted as a part of this project, indicated that almost every agency of State Government has requirements for significant new data processing systems. Since the resources necessary to develop, implement and operate new systems are not unlimited, priorities must be established to allocate these resources to the systems projects that are determined to be most important to the State.

Since new systems requirements will be continuously identified, an ongoing mechanism is necessary to review requests for new systems, establish priorities and allocate the available resources needed to implement the systems.

Current Status of Consolidation

The Department of Finance and Administration has been providing data processing services to some other agencies since the early 1960's. During this period certain other major agencies developed their own data processing organizations and facilities. The first step in the consolidation of facilities occurred in 1970 when processing for the Department of Safety was moved to the Department of Finance and Administration. During 1971 the data processing staff and equipment from the Revenue Department and the Department of Education were brought into the Department of Finance and Administration.

The Governor's executive order, signed early in 1972, provided the authority to complete the consolidation of the State's data processing function and established as of July 1, 1972, the Information System Services Division within the Department of Finance and Administration. Subsequent to this action, the computer and data processing staff of the Department of Public Welfare were brought into the Department of Finance and Administration. Plans are currently being made in conjunction with the Highway Department and the Employment Security Agency to move their data processing service function into the Information System Services Division. This will complete the consolidation of all data processing centers in the Capitol area.

Building a Service Organization as An Initial Requirement

Over the past eight months there has been a concerted effort to develop an organization capable of satisfying the need for data processing service. The nucleus for the Information System Services Division's organization has been provided by personnel from the various data processing units operated by other agencies of State Government. This organization has been built and strengthened in order to meet the significant requirements for new and improved systems. Some of the steps taken to strengthen this organization include:

- Adding additional personnel with in-depth technical and management experience.
- Developing standards and procedures which define guidelines and rules for providing service.
- Instituting a training program to upgrade the capabilities of Division personnel.

An organization capable of providing quality service now exists. It includes experienced administrators and competent systems analysts, programmers and operations personnel. An organization chart which portrays the responsibilities of each unit of the Information System Services Division is included as an exhibit to this section of the report.

Reliable Equipment is Required for New Systems

The two resources necessary to provide quality data processing service are a dedicated organization and reliable equipment. The evaluation and selection of computer equipment to best meet the State's needs encompassed a significant part of this project. Equipment has been selected that will provide the capacity and technology to implement advanced systems and provide reliable data processing service at a minimum cost.

Three computers have been purchased to replace seven computers that are currently being leased. The three purchased computers will provide equivalent processing capability to the machines being replaced at an annualized cost reduction of approximately $626,000. A communications control unit and an additional computer will be purchased in the near future at an annualized cost of approximately $296,000. These machines will provide increased capacity for state-wide telecommunications and new systems. The cumulative result of these changes is that the State will have significantly greater computer capacity and an annualized savings of approximately $330,000.

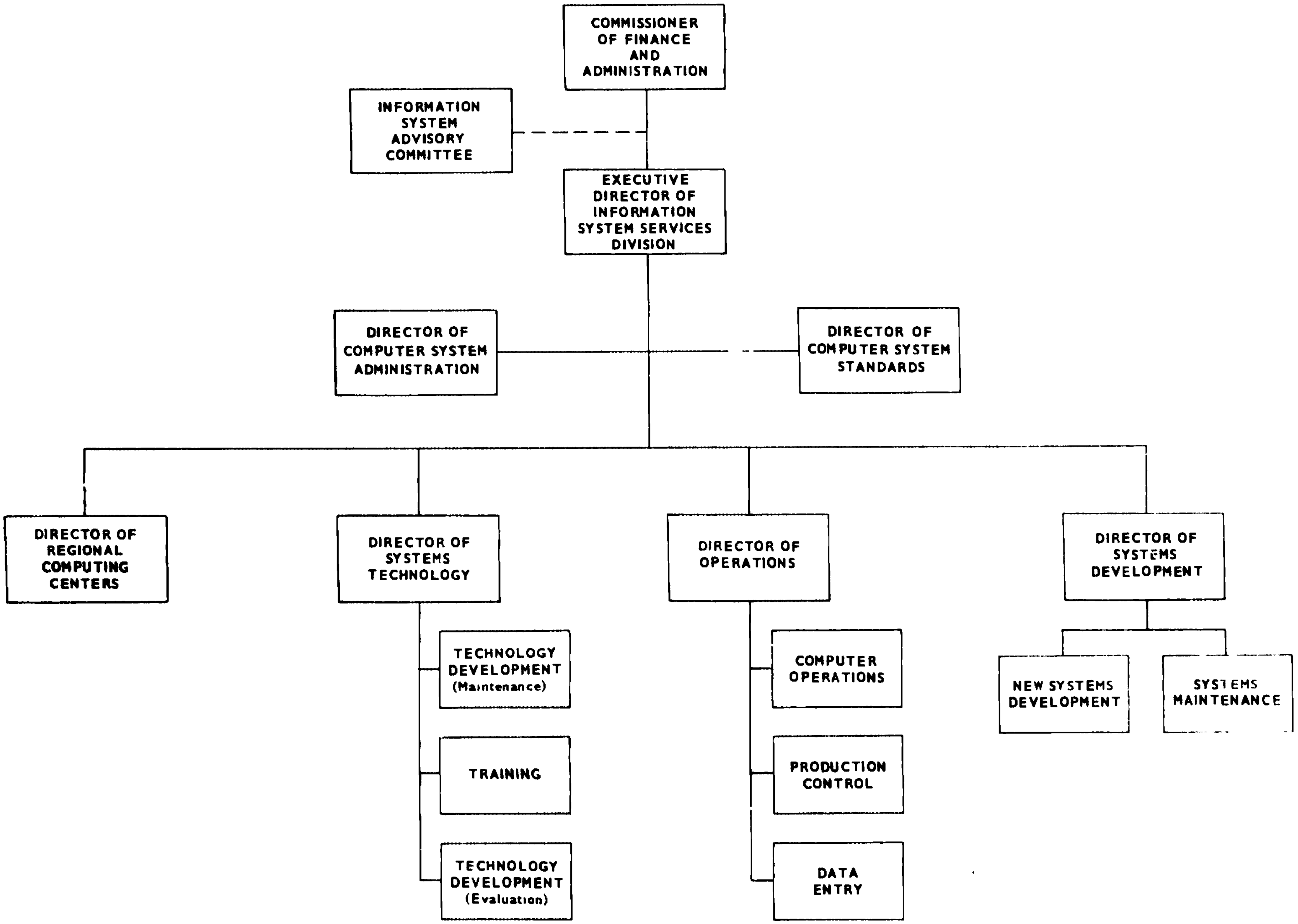
The Plan
Establishes
Use of Resources

As discussed in previous paragraphs the Information System Services Division has established the necessary organization and obtained the required computer equipment to provide data processing service. This organization and equipment are the resources that will be used to fulfill the data processing needs of the State. The remainder of this report discusses the applications that have been included in the plan for systems development and the technique that will be used to insure that the plan is continuously updated to reflect the data processing requirements of the State of Tennessee.

EXHIBIT

INFORMATION SYSTEM SERVICES DIVISION

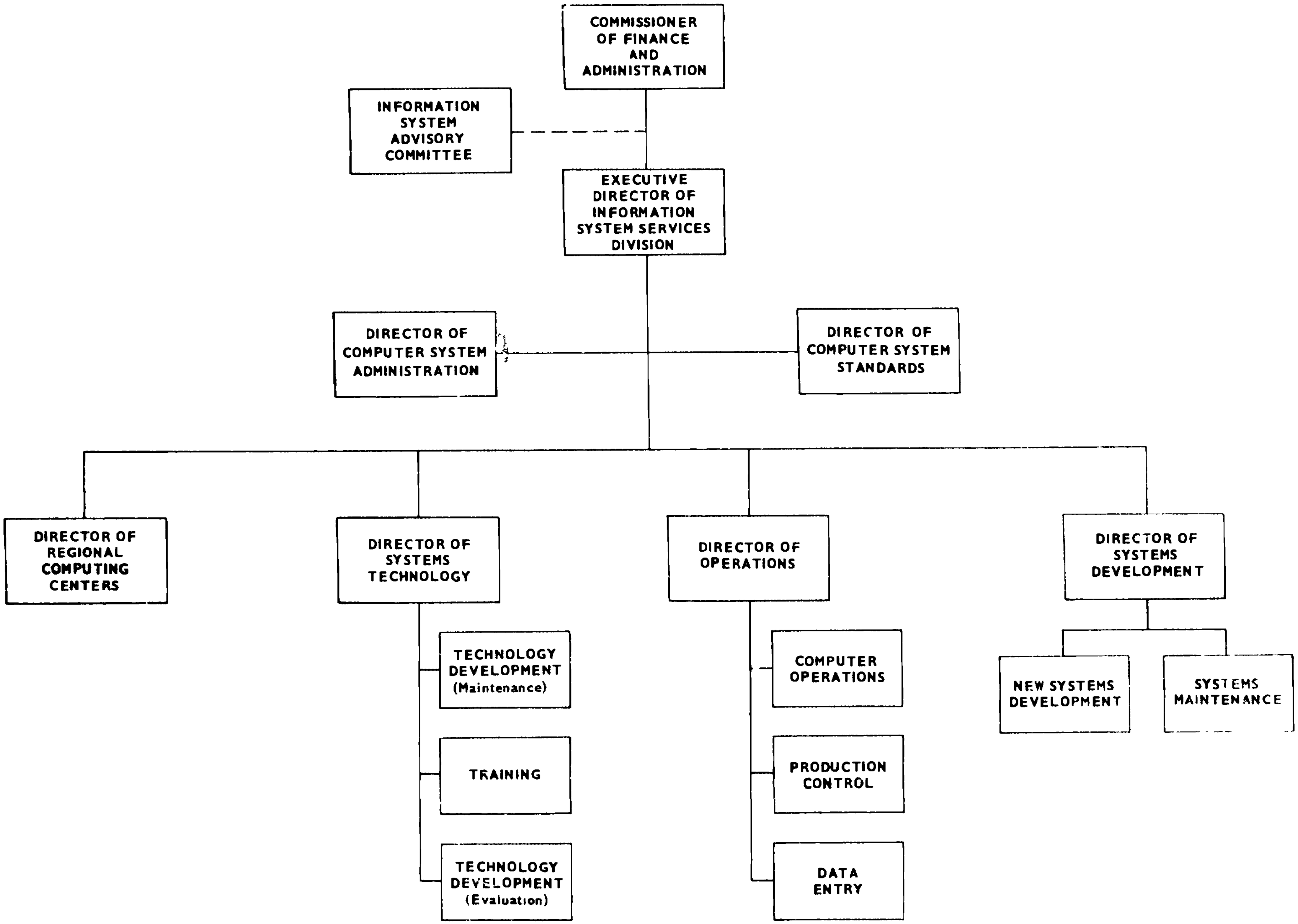
ORGANIZATION CHART


COMMISSIONER OF FINANCE AND ADMINISTRATION
INFORMATION SYSTEM ADVISORY COMMITTEE
EXECUTIVE DIRECTOR OF INFORMATION SYSTEM SERVICES DIVISION
DIRECTOR OF COMPUTER SYSTEM ADMINISTRATION
DIRECTOR OF COMPUTER SYSTEM STANDARDS
DIRECTOR OF REGIONAL COMPUTING CENTERS
DIRECTOR OF SYSTEMS TECHNOLOGY
TECHNOLOGY DEVELOPMENT (Maintenance)
TRAINING
TECHNOLOGY DEVELOPMENT (Evaluation)
DIRECTOR OF OPERATIONS
COMPUTER OPERATIONS
PRODUCTION CONTROL
DATA ENTRY
DIRECTOR OF SYSTEMS DEVELOPMENT
NEW SYSTEMS DEVELOPMENT
SYSTEMS MAINTENANCE

EXHIBIT

INFORMATION SYSTEM SERVICES DIVISION

ORGANIZATION CHART


COMMISSIONER OF FINANCE AND ADMINISTRATION
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TECHNOLOGY DEVELOPMENT (Evaluation)
DIRECTOR OF OPERATIONS
COMPUTER OPERATIONS
PRODUCTION CONTROL
DATA ENTRY
DIRECTOR OF SYSTEMS DEVELOPMENT
NEW SYSTEMS DEVELOPMENT
SYSTEMS MAINTENANCE

DESCRIPTIONS OF THE STATE'S HIGH PRIORITY SYSTEMS

A major objective of the Data Processing Development Project was the identification of each agency's requirements for data processing service. During the review of agency operations, conducted as a part of this project, 118 potential applications were identified. These applications ranged from small systems serving a single department to large, complex systems which involve all State agencies. Based on the recommendations of the Information System Advisory Committee, the Governor and the Commissioner of Finance and Administration identified nineteen systems as high priority applications. These systems form the basis of the System Development Plan for the State of Tennessee which is presented in a subsequent section of this report.

The following paragraphs present overviews of the State's high priority systems. The descriptions for the six highest priority systems are presented in some detail, based on design work performed during the Data Processing Development Project. The descriptions of the remaining systems are based on the requests of the user agencies.

FINANCIAL INFORMATION AND CONTROL SYSTEM

The Financial Information and Control System is a system for recording and reporting the receipt and disbursement of State funds. It provides appropriation and encumbrance accounting, budgetary control reporting and responsibility reporting for management control.

Need For System

The need for an improved financial management system had been identified before work was begun on the Data Processing Development Project. In addition, during the review of State agencies to identify requirements for data processing services, many departments requested that an improved financial reporting system be developed. The existing financial systems were determined to be deficient in several major areas.

No Detail Reporting is Available for Low-Level Cost Centers

The existing accounting system provides historical expenditure data only at the allotment code level. Such reporting does not permit effective management control of the cost center, where obligations are actually incurred. In addition, management personnel lack the information necessary to effectively control programs, projects or groups of cost centers for which they are responsible.

Budget Development Is Performed Manually

Although some elements of the budget development process are automated, a significant amount of manual effort is necessary to prepare historical data and to develop detailed personnel schedules.

Central Accounting Function Is Duplicated by Departments

Present procedures do not provide for timely data entry into the state-wide accounting system. In addition, the reports furnished by the current system do not provide sufficient detail for individual departments. For these reasons, most departments find it necessary to maintain their own accounting systems that will provide data in a timely manner and at the level of detail which they require. These separate systems represent a duplication, at the departmental level, of the effort of the Department of Finance and Administration.

Description of the System

The major objectives of the Financial Information and Control System are:

- To provide meaningful financial information for each administrative and organizational unit for planning and controlling the activities of the unit;
- To provide performance data comparing actual results against a plan to assist in identifying problem areas and determining appropriate corrective action;
- To reduce the manual effort involved in the budgetary process and to provide additional historical and projected financial information as a basis for budget development;
- To eliminate duplication of effort in the agencies and the central accounting function of the Department of Finance and Administration;
- To provide for a uniform method of recording and reporting statewide financial information while allowing each agency the flexibility to define its own unique reporting requirements;

- To develop an improved processing flow of source transactions for recording activity and for discharging the State's financial obligations in a timely manner;

- To include the capability for updating and determining financial information on a real-time basis.

The Financial Information and Control System was especially designed to meet the objectives described above and to satisfy the State's financial reporting needs. The following paragraphs describe the System in greater detail.

Management Control Reports Provide Data at All Levels

The management control reports are designed to provide meaningful information for monitoring and controlling operations to all organizational levels of an agency. These reports are divided into four types:

- Responsibility Reports provide each organization level in an agency with a comparison of actual expenditures to budgeted expenditures and highlight potential problem areas. The total expenses from each responsibility report are summarized for the next higher level of responsibility. In this way, reports for the various levels of management responsibility are summarized, level-by-level, to the report for the highest ranking officer of an agency and provide each level of management with the financial information needed to control its area of responsibility.

- Program Reports present information necessary to achieve program expenditure control and to assist in the analysis of evaluation of program objectives. The reports are prepared for the various administrative levels within a program structure. The organization of a program need not correspond to responsibility lines and may cross responsibility structures even at the departmental level.

- Project Reports provide expenditure analysis for special nonrecurring activities, such as a construction project, which are not necessarily managed on a fiscal year basis. The current year expenditures presented in the project reports are also included in the appropriate responsibility reports and program reports.

- Unit Cost Reports are available to those agencies that produce an identifiable product or whose expenditures can be related to a specific unit of service, such as patient-days.

Budget Development Reports Assist in Budget Preparation

The budget development reports are designed to provide historical, current, and projected financial information to aid each department in the development and subsequent approval of the annual budget. The reports provide information which simplifies the budget process by minimizing the manual effort required. The System provides the capability to budget at the lowest cost center level defined in an organization, with financial data being accumulated by the System to the department and State levels.

Accounting Reports Provide Uniformity

The accounting reports include daily general ledger control reports by fund and related transaction registers, as well as monthly, quarterly and annual financial statements. The reports represent a uniform method for recording and reporting financial transactions for all State agencies. Each day, transaction and control reports will be prepared and distributed to the agencies for verification that their transactions were properly processed by the System.

Cash Management Reports Assist the Department of Treasury

The cash management reports provide current information on cash availability and cash requirements to the Department of Treasury.

The purpose of these reports is to provide information to assist in maximizing the State's return on short term investments.

Financial Data is Available On-Line Responsibility, program and project information, as described above, will also be available on-line. Inquiries may be entered regarding allotment status, encumbrance, accounts payable and budget information. The System also provides for on-line data entry to these files. In addition, the System will support requests for special reports and the specific requirements of agencies for specialized inquiries and data entry.

Coding Structure Is Designed for Simplicity The System coding structure requires a minimum of source transaction coding. This coding is translated by the System to satisfy comprehensive agency reporting requirements. The most critical portion of the basic coding block is called the reference number and is associated with a cost center at the lowest level of the organization. The System uses a dictionary to determine how the data for each cost center is reported and combined with other data to generate responsibility, program and project reports and other financial information.

The object code portion of the coding block provides additional flexibility for expenditure reporting. The first two of its four positions are used for a statewide major object code. The remaining two positions are provided to permit a more detailed breakdown of the data as required for the agency's specific reporting needs.

Benefits of the System

The Financial Information and Control System will satisfy the requirements of the agencies and provide several additional benefits.

Management Reporting Is Available at the Cost Center Level

The responsibility, project, program and unit cost reports produced by the System will provide financial and management information for each level within an organization. These reports can be tailored to an agency's particular reporting requirements. Actual results are shown relative to the budget in order to assist management personnel in identifying problem areas and determining corrective action.

Much Manual Budget Preparation is Eliminated

Each department can use its budget development reports to prepare the annual budget. These reports provide historical, current and projected financial information for each unit and should minimize the manual effort required to prepare the budget.

Assistance Is Provided for Cash Management

The more timely data entry and processing provided by the Financial Information and Control System will increase the number of vendor discounts which may be taken, and a "warrant payable" concept will allow retention of funds until they are needed to discharge obligations. In addition, the Department of the Treasury will receive cash management reports to aid in making short-term investments.

Information Is Available On-Line — Each department will have terminal equipment through which it can retrieve current information from the System concerning account balances, budget information, encumbrances and allotment status.

Data Entry and Update Is On-Line — In order to maintain a current data base, on-line data entry and update capabilities are provided. Agencies will enter encumbrances, disbursements and inter-agency bills on-line. The System will immediately update the files at the cost center and allotment code levels.

STATEWIDE PURCHASING SYSTEM

The Statewide Purchasing System is designed to assist the Division of Purchasing of the Department of General Services in securing goods and services for State agencies at the lowest possible price and within the desired time frame.

Need For System

Most Functions Are Performed Manually — Although data processing is currently used to perform certain purchasing functions, the majority of effort is manual. Areas which require manual processing include the following:

- Preparation of invitations to bid and purchase orders;
- Analysis of vendor responses to invitations to bid;
- Posting to requisition and purchase order status ledgers;
- Maintenance of the item catalog and its index;
- Maintenance of the vendor list and preparation of lists of selected vendors;
- Responding to departmental requests for information.

Management Reporting Is Limited

The present purchasing system is not capable of providing management with adequate statistical reporting. These reports are necessary in order to analyze prior purchasing practices and to plan for future purchases. In addition, the current system does not provide the data necessary to identify items for which standard specifications should be prepared.

Description of the System

The major objectives of the Statewide Purchasing System are to:

- Analyze the items purchased in order to identify high dollar volume items to be placed on term contracts;
- Convert the item catalog and vendor list to a form which can be maintained by computer;
- Minimize the manual effort required for purchasing functions;

- Provide management and statistical reporting that will assist in the planning and control functions of the Division of Purchasing.

The System and its output are described more fully in the following paragraphs.

Printing of Invitations To Bid Is First Step

One function of the System will be to print a proposed list of invitations to bid. This will be performed in the following manner:

- The System can accumulate and consolidate requisitions from various agencies for certain classes of items.
- For items purchased for use throughout the State, the System will prepare worksheets from which buyers can determine how many invitations to prepare and the items to include on each.
- The invitations will be printed using information submitted by the buyer, data available on the System's files, and information contained in the requisition.

Purchase Orders Are Issued

If an agency requisitions an item for which a term contract has been established, the System will prepare a purchase order against that contract. The System will also encumber the funds required for the purchase.

For items which are placed on bid, the System will prepare a bid analysis after the bid opening. The buyer will use the analysis to make the award. The System will then encumber the required funds, request the necessary approvals, and print the purchase order.

Catalog and Vendor Lists are Prepared The purchasing catalog is a voluminous collection of the description of items which are currently on term contract. By law, the catalog and its index must be distributed to all State and local governmental agencies. The Purchasing System will satisfy these requirements with a minimum of clerical effort.

In addition, the System will maintain the vendor index and prepare complete or selected lists of vendors as required by the various agencies.

Statistical and Management Reports Allow Planning The System provides a number of reports which assist Purchasing management in the decision-making and planning function. Among these reports are the following:

- An analysis of purchasing patterns to assist in decisions regarding items to be placed on term contract;
- Detailed statistics on items purchased by group, class or subclass, agency, vendor, type of purchase and contract;
- Reports of purchasing operations which assist management personnel in identifying areas requiring corrective action and planning future operations.

On-Line Capabilities Are Included The System will support on-line inquiry and data entry. The capabilities which will exist are described below:

- Agencies will be able to receive immediate replies to their requests for current contract prices or the status of their requisitions;

- The Division of Purchasing can inquire against item, contract and vendor data;
- Agencies can requisition items from the catalog or enter approvals for issuance of purchase orders;
- Vendor and item data can be entered on-line by the Division of Purchasing.

Benefits of the System

The Statewide Purchasing System is designed to provide accurate and timely information that will allow the Division of Purchasing to provide improved purchasing services to all agencies of State Government.

Manual Processing Is Minimized The System will prepare invitations to bid, the item catalog and its index, purchase orders against term contracts and vendor lists. The System will also maintain the status of each purchase order and requisition. These capabilities will minimize the manual effort required to perform these functions.

Reporting Is Improved The reports produced by the System will provide information to assist in control of the purchasing function. They will also provide analyses of purchasing patterns to assist in determining those items to be placed on term contract.

The analyses of purchasing patterns assist in the identification of items for which standard specifications should be prepared. The System will also reduce the effort required by buyers in analysis of bids. Therefore, buyers will be able to devote more of their time to preparation of standard specifications.

On-Line Capabilities Improve Service

The System's on-line capabilities will increase the level of service offered to agencies by furnishing immediate replies to many of their requests for information and by providing the ability to enter requisitions and approvals on-line.

Purchasing personnel will be able to obtain vendor, item and contract data on-line, thus reducing the time requirements for such activities and increasing time available for other activities.

STATE EMPLOYEE INFORMATION SYSTEM

The State Employee Information System (SEIS) combines into one system the functions of payroll, time and leave accounting, personnel and position data maintenance and employment application processing.

Need For System

Almost without exception, each department reviewed during the project expressed the desire to mechanize leave accounting and to minimize the effort required to project employee salaries for budget purposes. These and other reasons for the development of SEIS are presented in more detail below.

Leave Accounting is Performed Manually

In most agencies, leave accounting is performed manually. Extensive clerical effort is required not only for timekeeping but also for the audit function. These procedures are cumbersome and frequently inaccurate.

Payroll and Personnel Systems Are Separated

The current payroll and personnel systems utilize separate employee files. Any change in employee data must be made on both systems. This represents a duplication of effort and makes it possible for different data to exist in each system.

Clerical Requirements Are Large

In addition to the effort required for leave accounting, there are other aspects of the current systems which are performed manually:

- The civil service register is produced manually;
- Statistical reports which analyze employees by selected factors are prepared manually;
- During the budget development process, the projection of employee salaries is performed manually.

Description of the System

The objectives of the State Employee Information System are as follows:

- To provide payroll checks and leave reports to employees;
- To facilitate the preparation of employee salary projections for budget development processing;

- To prepare personnel, position and payroll reports and required federal forms;
- To provide management reports of statistics and trends in payroll, employment and position applications;
- To make employee, applicant and vacant position data immediately available through on-line terminals with controls to prevent unauthorized access.

The basis of the System will be a single employee/position file which will contain all data relative to a position and the employee appointed to that position. The other components of the System are described below.

Only One File Is Maintained

Any changes relating to an employee, a position or compensation for a position will be entered into the System only once. The "One File" principle embodies the following concepts:

- For each individual, the System will print a "turnaround" form showing his current personnel data on the file and containing space to make changes to those items. When a change is made, the data will be entered into the System, the change processed, and a new turnaround form with the corrected data returned to the employee's timekeeping unit. Because the employee/position file is used for both payroll and personnel purposes, one change will affect both types of processing.
- When the classification/compensation plan is changed, the System will also modify the data for each position affected by the change; it will not be necessary to enter a separate transaction for each position affected.
- Changes will be processed daily to assure that the employee/position file is current.

Preprinted Form Is Used for Timekeeping

Before each pay period the System will print forms to be used to record time and leave hours in each timekeeping unit. At the end of a pay period, the hours worked by each employee will be accumulated, any leave used totaled and the form sent to the department's personnel section for entry into the System. An individual's time may be reported by project, charged to one project or allocated among projects in a fixed percentage.

System Provides Time and Leave Accounting

The System will perform the following functions in accounting for time and leave:

- Performs all payroll, tax and deduction calculations;
- Maintains annual and sick leave balances for each employee;
- Distributes time worked to the proper cost center;
- Prints payroll checks with an attached stub showing the new leave balances as well as payroll, tax and deduction data;
- Prints payroll and check registers, required Federal forms and other associated reports.

Applicant and Open Position Information Is Available On-Line

The segments of the System which process applications for employment are designed for on-line access to provide applicant and open position data on a timely basis. Some of the specific capabilities are listed below:

- An agency will be able to inquire into the file of applicants for a position and receive an immediate response.
- If an agency desires to hire an applicant, it will enter that information on-line and the System will update the applicant's record to prevent any other agency from selecting him. These selection notations will be subject to appropriate agency and Department of Personnel approval and will be removed if approval is not received.

- In addition to the information available on-line, the System will produce printed lists of civil service and non-civil service applicants, including the civil service register.

Employee/Position File Information Is Available On-Line

The System will make the data in the employee/position file available in a number of forms:

- Recurring Reports. These reports are necessary for personnel management functions. They include reports of expiring appointments, expiring probations and employees due a salary increase.

- Demand Reports. Some of these reports are: an employee listing by education and skills, a list of part-time employees, a list of positions by salary grade, classification/compensation listings and projections of employee salaries for use in budget preparation.

- On-Line Displays. This includes data for applicants and for employees. On-line access into the System's files will be controlled so that only authorized individuals will have access to the data.

Benefits of the System

The primary impact of the system will be to minimize clerical effort necessary for leave accounting and through the integration of payroll and personnel processing. These and other benefits are described below.

One File Improves Accuracy

Because the same file will be used for both payroll and personnel processing, the data obtained from the System will be more reliable. Only one form must be completed for a change to the file thus reducing the chance for clerical error and facilitating the manual processing of the change.

Clerical Effort Is Minimized Clerical effort involved in leave accounting and auditing will be minimized because the System performs those functions The System will print civil service registers thus eliminating their preparation by hand. Additionally, statistical reports will be prepared by the System, eliminating a time consuming, manual task.

Payroll Processing Is More Efficient The requirement for special and supplemental payrolls will be reduced because of the improved accuracy and efficiency of the System. Payroll data will be validated as soon as it enters the System and leave taken will be verified against the balances maintained for each employee. Errors will be detected before processing and reported to the agency so that they may be corrected before the payroll is prepared. Any necessary adjustments can be carried forward to the next pay period.

HOSPITAL PATIENT ACCOUNTING AND ACCOUNTS RECEIVABLE SYSTEM

The Hospital Patient Accounting and Accounts Receivable System will perform the billing and accounts receivable functions and produce statistical reports for all State-operated hospitals and institutions providing patient care.

Need For System

Both the Department of Mental Health and the Department of Public Health require a billing and receivable system for hospital patients. During the review of these departments, a number of problems with the existing systems were cited.

Billing Is Not Performed Promptly

The billing function at the State's hospitals is presently performed by a variety of manual, semi-automated and automated methods. In every case, however, bills are issued on a delayed basis; in some cases, patients are not billed until several weeks after their discharge. The long delays in billing cause many accounts to become uncollectable. In the case of some insurance plans with limited benefits, the bill is prepared and submitted after benefits have been exhausted by post-institutional care.

Management Reporting Is Limited

The systems currently in use at the State's hospitals produce only a limited number of management reports. The reports which are presently prepared do not provide the historical and statistical information which is needed as a base for financial planning and for planning to meet changing patient service requirements.

Most Functions Are Performed Manually

Record posting, statement preparation and preparation of management reports are performed manually at most institutions. This is a time consuming and expensive process.

Accounting Systems and Procedures Are Not Standard

The procedures used for charging patient's accounts, issuing bills and receiving payments vary from hospital to hospital. Some institutions do not have procedures established to charge patients for ancillary services (X-rays, drugs, etc.). In some cases patients and insurance companies are billed from separate files. This procedure causes a duplication of the file posting effort and inconsistencies in the account balances.

Description of the System

The objectives of the Hospital Patient Accounting and Accounts Receivable System are as follows:

- To bill all patients on a current basis;
- To provide daily posting of charges to patient accounts;
- To provide the ability to promptly answer patient account inquiries with current information;
- To provide hospital management with useful, accurate and timely management reports.

The Hospital Patient Accounting and Accounts Receivable System is designed to provide generalized functions which include sufficient flexibility to serve both Public Health and Mental Health institutions. The System will be tailored to meet each hospital's unique needs, and the processing and reporting functions for each institution will be separate and distinct. The major components of the System are described in the following paragraphs.

Patient Data Is Maintained on a Current Basis

From the time a patient is admitted to the hospital, the System will maintain a record of data pertaining to his treatment. This data may be classified into three major categories:

- Patient Movement. When a patient is moved from room to room or ward to ward, the information will be entered and his record updated by the System. The System will also account for transfers to another State hospital or community clinic and for periods during which a patient is on leave. The System will prepare a daily census report listing all inpatients by name and ward location.
- Ancillary Charges. Each hospital service used by a patient will be recorded. These services include drug prescriptions, X-rays, and special treatments.
- Accounts Receivable Data. Each patient's record will be updated daily. All new charges will be added, including room and board. In this manner, the System will maintain a current account balance for each patient.

Billing Is Provided on a Cycle Basis

Patients will be billed monthly. In addition, the System will prepare bills upon request and at the time of discharge. All statements will carry the total due and the patient's ability to pay rate and balance. Statements will also be prepared for third parties such as insurance companies, Medicare and Medicaid. Each third party can have a unique billing cycle which can range from weekly for Medicare to quarterly for some private insurance companies.

Accounts Receivable Processing Is Provided

After a patient is discharged, the System will maintain a record of his total account balance and his ability to pay balance. Each month a statement will be produced for every individual with an unpaid balance and for third parties which have not paid their percentage of a patient's expenses. The System will post all payments to the proper account and maintain a current balance due figure.

Management Reporting Is Provided Activity that is entered into the System will be summarized for management reporting. The reports may be classified into two categories.

- Statistical. These reports will reflect such items as admissions, discharges, deaths, transfers, leave and patient utilization of each hospital service. Such reports will assist hospital management in recognizing trends and in planning for future patient loads and service requirements.
- Financial Reports. This category includes accounts receivable reports which will provide management with financial data for planning collection action, establishing billing policies and determining funding requirements. Another primary report in this category will show the income produced by each hospital service.

Benefits of the System

The Patient Accounting and Accounts Receivable System will provide the State's health care institutions with a number of benefits. The major ones are described below.

Billing Is Provided on a Timely Basis The primary benefit of the System will be the timely billing of active patients, third parties and discharged patients. It is expected that this feature will substantially increase collections.

- Payments from patients begin sooner if bills are issued each month during treatment rather than waiting until discharge. In some cases where a patient's resources are limited, the hospital may be paid more because it made an earlier claim for payment.

- Discharged patients are more likely to make payment if they receive monthly statements. The current systems do not provide for follow-up billing.

- Payments from third parties should increase because the State's claims will be made on a more timely basis.

Management Reporting Is Provided

The System will provide a complete set of statistical and financial reports to aid management in the decision-making process. These reports will assist hospital administrators in planning for better patient service and in meeting financial needs.

Patient Service Is Improved

A patient's account will always be maintained on a current basis because the System will collect data and update files daily. Final bills will be produced at time of discharge and show the current balance. In addition, if the patient desires his current account balance at any time before or after discharge, it can be quickly determined by using the weekly account balance report and the daily reports of patient transactions.

Clerical Processing Is Minimized

The detail design of the System will include standard manual procedures as well as computer processing. The new procedures will provide a uniform basis for performance of the clerical functions which support the System and can be tailored to meet each institution's specific needs. In addition, the System will post patient accounts, prepare statements and management reports and maintain receivable balances. The clerical effort required to support the System will be minimized by the improved procedures and because the System will perform many tasks now accomplished manually.

VOCATIONAL REHABILITATION ACCOUNTING AND REPORTING SYSTEM

The Vocational Rehabilitation Accounting and Reporting System is designed to aid in both the administrative and program management functions of the Division of Vocational Rehabilitation in the Department of Education and the Blind Services Section in the Department of Welfare.

Need For System

The Vocational Rehabilitation and Blind Services programs are conducted by many counselors throughout the State. This decentralization causes great difficulty in management of the programs and in collection of information to authorize payments for services to clients. These requirements for an improved system are described below.

Program Management Information Is Not Current Much of the central office processing is performed manually, and to reduce that workload, case information is forwarded to the central office only after the case is closed. In addition, after the data is submitted, present procedures in the field and in the central office do not provide for the timely processing of the forms.

Vendor Payments Are Not Made on a Timely Basis

Vendor invoices must be approved by the counselor who authorized the service. Vendor payments are delayed for weeks and sometimes months by inefficient data collection procedures and the clerical effort required to process an invoice at the central office. In some cases vendors have refused to participate in the Vocational Rehabilitation and Blind Services programs because of excessively late payments.

Description of the System

The objectives of the Vocational Rehabilitation Accounting and Reporting System are:

- To provide timely reporting for financial and program management;
- To produce required Federal reports;
- To make available information concerning clients, vendors and counselors when needed;
- To provide the State's central accounting system with vendor payment information on a timely basis;
- To form the base for additional reporting and future system expansion.

The System will maintain data on clients, vendors and counselors and provide client status reporting, accounting data, management information and program statistical data. Its details are outlined in the following paragraphs.

Client Status Is Maintained on a Current Basis

The System will include improved procedures for collection of data by the counselors and for its transmission to the central office in Nashville. In addition, the procedures are designed to report each change in a client's status, and the System will update its files daily with all new data received. In this manner the System will maintain information regarding each client's current status and make that information available to counselors and the central office.

Current Reports Are Produced

The System will prepare program and financial management reports currently prepared, but they will be prepared on a more timely basis and include data not presently available. The required Federal reports, which are now produced manually or by accounting machines, will also be produced by the System.

Reporting Capabilities Are Expanded

The data which the System maintains concerning clients, vendors and counselors can be printed upon request in the form of profile reports. These reports will assist in client service, the management of programs, evaluation of counselors and selection of vendors.

Benefits of the System

The System will provide improved procedures for the collection of information and an expanded capacity for storage and reporting of program data. These and other benefits are described in more detail in the following paragraphs.

Data Input Is Improved

The System will include improved data collection procedures which facilitate the entry of data into the System and minimize the clerical processing required. These procedures will make it possible to enter each change in client status to the System. In addition, the System files will be updated daily. This will provide information more currently and expedite the payment of vendor invoices.

Additional Management Information Is Furnished

Through the use of improved procedures, more information can be collected than is presently available and, as described above, client status can be maintained on a current basis. The System will use this data, in addition to information presently available, to produce management reports which can assist in evaluation of clients, vendors and counselors.

System Serves As a Client Tracking Mechanism

All information concerning a client including services rendered and current status will be available within the System. This information can be made available to the counselor or the central office in a timely manner.

INTEGRATED REVENUE SYSTEM

The Integrated Revenue System (IRS) is designed to process represents a duplication of effort and makes it possible for different data to be entered into the individual systems.

Description of the System

The objectives of the Integrated Revenue System are:

- To perform the processing for all State taxes;
- To consolidate the information from the separate taxes to make it available for management and tax administration purposes;
- To provide the current status of all taxpayers with problem accounts;
- To perform audit selection and monitoring.

The Integrated Revenue System will utilize a master tax file to maintain summary information on all the various taxes included in the System. Separate sub-systems will perform the detail processing for each tax, maintain individual files with detailed tax data and supply summary data to the master tax file. The System is described in more detail below.

Master Tax File Is Core of System

The master tax file will contain summary information concerning each tax paid by a taxpayer. Daily processing of the master tax file for certain critical transactions will help insure that it is current for all key information. The data in the master tax file will be available on-line for immediate response to a request for a taxpayer's status.

Separate Sub-Systems Are Provided for Each Tax

Each tax category will have a separate sub-system to provide the unique processing which is required. The following functions are performed by each sub-system:

- Performs a math audit of each return;
- Maintains a detailed data file regarding each taxpayer who is subject to the specific tax;
- Maintains a history file of data for statistical reporting purposes;
- Provides summary information to the master tax file;
- Generates the follow-up action required for delinquencies and overpayments;
- If necessary, apportions the tax monies received to various political units;
- Prepares the information required by the State's central accounting system to issue warrants and to transfer monies to various funds.

Field Audit Procedures Are Supported

The System will monitor each audit assigned to an agent, capture statistics relating to audit history and use those statistics as a basis for selection of future accounts for auditing. For the purpose of evaluating individual auditors, the System will produce a statistical analysis of each auditor's performance.

Benefits of the System

The Integrated Revenue System will provide the complete status for each individual taxpayer which will assist in improving service to taxpayers and in minimizing clerical requirements. In addition, the System will furnish improved reporting and auditing capabilities. These benefits are discussed more fully in the following paragraphs.

Taxpayer Service Is Improved

The master tax file will contain the current status for each taxpayer, and the System will provide immediate on-line access to that data. This rapid response can furnish immediate replies to taxpayers' inquiries.

Department of Revenue Workload Minimized

The on-line availability of information will minimize the amount of effort required to determine a taxpayer's status. A change to a taxpayer's data will be entered only once, but it will affect all pertinent taxes. This capability of the System will eliminate the duplication of effort currently required to maintain the separate tax systems. In addition, the System's reporting capabilities will provide Departmental reports and statistical analyses with a minimum of clerical effort.

Management Reporting Is Improved

The System will improve management reporting by producing reports on a more timely basis and by providing reports which reflect the status of the entire Department's operation. More timely and more comprehensive reporting will assist management in the guidance of the Department's operation.

Collection Function and Audit Practice Are Improved

The integration of all taxes into one System will provide comprehensive data on each taxpayer including his liability for all pertinent taxes. This information will aid agents in the field and should result in increased collections.

In addition, the IRS will include improved techniques for selection and monitoring of field audits. These techniques will produce improved audit results, greater collection and a better evaluation of auditor performance.

OTHER HIGH PRIORITY SYSTEMS

The systems described in the following paragraphs are the remaining thirteen high priority systems. The descriptions of these systems are based on information supplied by requesting agencies.

Certification and Licensing System

The purpose of this system is to provide a uniform data processing application for all certification and licensing functions performed by various state agencies. For example, the Department of Insurance licenses insurance agents, cosmetology shops and operators, barber shops, architects and engineers; and the Department of Public Health certifies, through governing boards, all dentists, hygenists, registered practical nurses and registered nurses. Similar functions are performed in other agencies.

The system will offer a rapid turnaround during the renewal periods and issue licenses after certification and/or inspection. It will contain files by type of license and will collect data regarding applications, renewals and inspections. It will also generate data regarding license expiration.

Data Communications Handler for Law Enforcement Agencies

At the present time eight highway patrol district offices and nine local law enforcement agencies have the communications capability of inquiring into the National Crime Information Center (NCIC), transmitting or receiving messages on the interstate Law Enforcement Teletype System (LETS) and exchanging messages on the intrastate communications network. In addition, the eight highway patrol offices and four major metropolitan police departments can inquire into the motor vehicle and driver license files at the central computer center in the Information System Services Division.

The Department of Safety is requesting terminals in nineteen additional law enforcement agencies and that all law enforcement agencies with data communications capabilities be supported by a communications message controller. The purpose of this communications system is to provide a single state network to handle all messages to NCIC, interstate LETS, intrastate LETS and to the state motor vehicle and drivers license files.

Investment Portfolio Application

This system will be designed to serve the investment and cash management function of the Retirement Division of the Treasurer's office and will provide more meaningful information for investment decision purposes.

It will replace the current Finance and Administration Investments application and provide more current information on the investment position of each Retirement Fund for the Treasurer's Office.

Modifications to Improve Control of Existing Public Welfare Systems

Revisions to the Department of Public Welfare's existing data processing applications are necessary to assist each county office in controlling its input and payments as well as to improve control at the Department's central offices. Other modifications will provide additional validation and improved control reports.

Modifications to existing systems will also result in improved documentation, elimination of unnecessary functions and improved reports or payments. Additional summary reports, trial balances and other control reports will also be prepared.

On-Line Regional Engineering Application

Each of the four regional offices in the Department of Transportation has requested that remote job entry terminals be installed. This will enable the regional offices to utilize the engineering design and analysis programs that are currently available only at the central facility.

State and Teachers' Retirement System

The system will maintain up-to-date information on each employee participating in the state employees and the state teachers retirement programs and information on those who have retired and are receiving benefits. It will calculate retired benefits for members under all options and produce disbursement registers, member's statements for refunds and retired accounts, membership listings, actuary listings and membership contribution cards.

Statutory Retrieval System

The Statutory Retrieval System will provide the capability for placing the Tennessee Code Annotated into a computer system for on-line inquiry. This statutory data will be used by the General Assembly and its staff, the Attorney General's office, the Supreme Court and educational institutions.

Teacher Information System

Several divisions within the Department of Education are responsible for activities associated with school teachers. The goal of this system is to provide a single file with a complete profile for each teacher. All divisions with an interest in teacher information will have access to the file and each division will have the responsibility of maintaining specific information in the file.

Data concerning a teacher will enter the system at the time of certification by the Division of Higher Education. The original record, containing such items as education, experience, initial qualifications, schedule and school system, will be used to characterize the teacher. This data will be updated to reflect changes in position, additional training and other pertinent data.

Development of the following high-priority systems has been deferred at the present time but will be reconsidered during the next planning cycle.

Integrated Social Services System

The Integrated Social Services System for the Department of Public Welfare will combine a recipient's contract terms, financial payments, and services received into an integrated system.

The application will assist the counties in the preparation of requests for payments, audit the county offices' requests and generate standard payments to the recipient as required.

Inventory Control System

The Inventory Control System will monitor and control the various supply inventories maintained by State agencies. For each inventory location, the system will: monitor those items stocked; charge and relieve inventory based on receipts and issuances; issue purchase requisitions, based on reorder points and economic order quantities; maintain a catalog of supplies stocked and produce management control reports.

Property Accounting System

This system will provide the information necessary for all State departments to maintain proper control of their real, personal, surplus and leased property and to determine allowable depreciation for Federal reimbursement. The system will prepare quarterly, annual and request reports with activity information on all property items assigned to an agency. Activity information will also be summarized for items within major categories.

Property Reassessment and Billing System

This system will be provided as a service to counties in the State. It will generate periodic reappraisals for residential property based on predetermined parameters.

Upgrading and Expansion of Services for the Employment Security Agency

The Employment Security Agency, based on Federal requirements, has indicated that the following systems must be developed or upgraded:

- Employment Security On-Line Personnel System
- On-Line Unemployment Insurance System
- Plan of Service Automatic Reporting System
- Manpower Operations Data System
- Continuous Wage and Benefit History System.

Data processing personnel in the Employment Security Agency are working on these systems.

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SYSTEMS DEVELOPMENT PLAN

Purpose of the Systems Development Plan

A Systems Development Plan is an essential tool for establishing and maintaining control over the data processing service function. The development and use of the plan will help assure that the resources of the Information System Services Division are properly allocated to functions which support the goals and objectives of Tennessee State government. A plan which is carefully prepared and properly maintained will produce a number of benefits:

- The Division will be better able to satisfy the user agencies' requirements for data processing services. These requirements will be met in a controlled and comprehensive manner which will help to insure flexibility and transferability of system design.

- The plan will enable the Division to deal in a more positive manner with changes in objectives or direction. The effect of changes can be clearly identified to insure that revisions to the plan continue to be in the best interest of user agencies.

- The plan establishes clear responsibilities and goals for the Division for a specific time period. It provides a mechanism for measuring the progress of each major project and assists in the identification of specific areas where corrective action is required.

- The plan enables user agencies to determine when data processing services will be provided to satisfy their requirements. This in turn will permit them to develop plans for utilizing these services within the framework of their own goals and objectives.

The following paragraphs describe the preparation of the Systems Development Plan, how the Plan should be used and the Plan itself.

Preparation of The S [illegible] evelopment Plan

One of the major objectives of the Data Processing Development Project was to develop a Systems Development Plan which describes the State's requirements for data processing service and documents target dates for meeting these requirements. The development of this plan involved a series of distinct steps or phases which are described below.

Process Began with the Identification of Requirements

The first step in the preparation of the Systems Development Plan was the identification of requirements for data processing services. Primary responsibility for this step would typically rest with the systems analysts in the user agencies. In the future, they will be responsible for identifying data processing requirements and for developing preliminary specifications of systems to meet those requirements.

To develop the State's initial Plan, however, a somewhat different approach was taken.

As a phase of the Data Processing Development Project, a review was conducted in each State agency to determine their need for new data processing systems. During this review 113 potential systems were identified to serve twenty-four agencies.

Proposed Systems Were Reviewed

Before a system was included in the Systems Development Plan, it was objectively reviewed by analysts in the Information Sytem Services Division to insure a coordinated approach to the planning process. This analysis consisted of several phases:

- The systems were evaluated in the light of the State's overall goals and objectives. Recent and pending legislation, the directions being followed in other states and possible outside influences such as the Federal Government were considered. This step was the major point of contact between the statewide planning function and the planning process of the Information System Services Division.
- In addition, the systems were reviewed in light of requirements of other agencies. For example, similar requirements may exist in multiple agencies and can be satisfied by the development of a single comprehensive system. In addition, other systems may already exist which can be modified to satisfy the requirements of the agency involved.
- Finally, the systems were reviewed to assure that requirements have been thoroughly identified and that the system is adequate to meet those requirements.

These coordinating efforts, properly performed, assist in avoiding the design and installation of duplicate or inadequate systems and thereby minimize the cost of system development. In addition, the information gathered during these reviews was essential in establishing meaningful priorities.

Priorities Were Established

The establishment of priorities was a critical step in the preparation of the Systems Development Plan. Priorities were established based on the following factors:

- The need for the system as identified during the review of agency operations.
- The relationship of the system to the goals and objectives of State Government.
- The benefits to be derived from the proposed system.

In the State of Tennessee, priorities are established by the Governor and the Commissioner of Finance and Administration with the advice and recommendation of the Information System Advisory Committee. After reviewing the list of requirements which had been identified during the review of agency operations, nineteen systems were designated as high priority applications. These systems are described in a preceding section of this report.

Five of the nineteen high priority applications have been included in the Systems Development Plan.

Three Systems Contribute to Statewide Financial Management

Three of the high priority systems will form the basis for management of the State's financial resources:

- Financial Information and Control System
- Statewide Purchasing System
- State Employee Information System

These three systems will serve all State agencies and will have a major impact on the control of State revenues and expenditures. The major thrust of the systems development effort will be devoted to these important systems. A fourth system dealing with financial management, the Integrated Revenue System, will be developed more slowly. The two major reasons for this are:

- Systems already exist which partially satisfy the data processing requirements for managing the State's revenue function.
- Development of this system is very complex and would require a great deal of the State's available system development resources.

Two Systems Satisfy Critical Needs

Two other systems, the Vocational Rehabilitation Accounting and Reporting System and the Hospital Patient Accounting and Accounts Receivable System, will satisfy certain critical requirements in the Department of Education, the Department of Mental Health and the Department of Public Health. These systems will, therefore, be developed concurrently with the three financial systems.

Implementation Effort Was Determined

A major parameter of the Plan is the systems and programming effort required to implement the proposed systems. The effort requirements associated with each of these systems were estimated using the procedures outlined below:

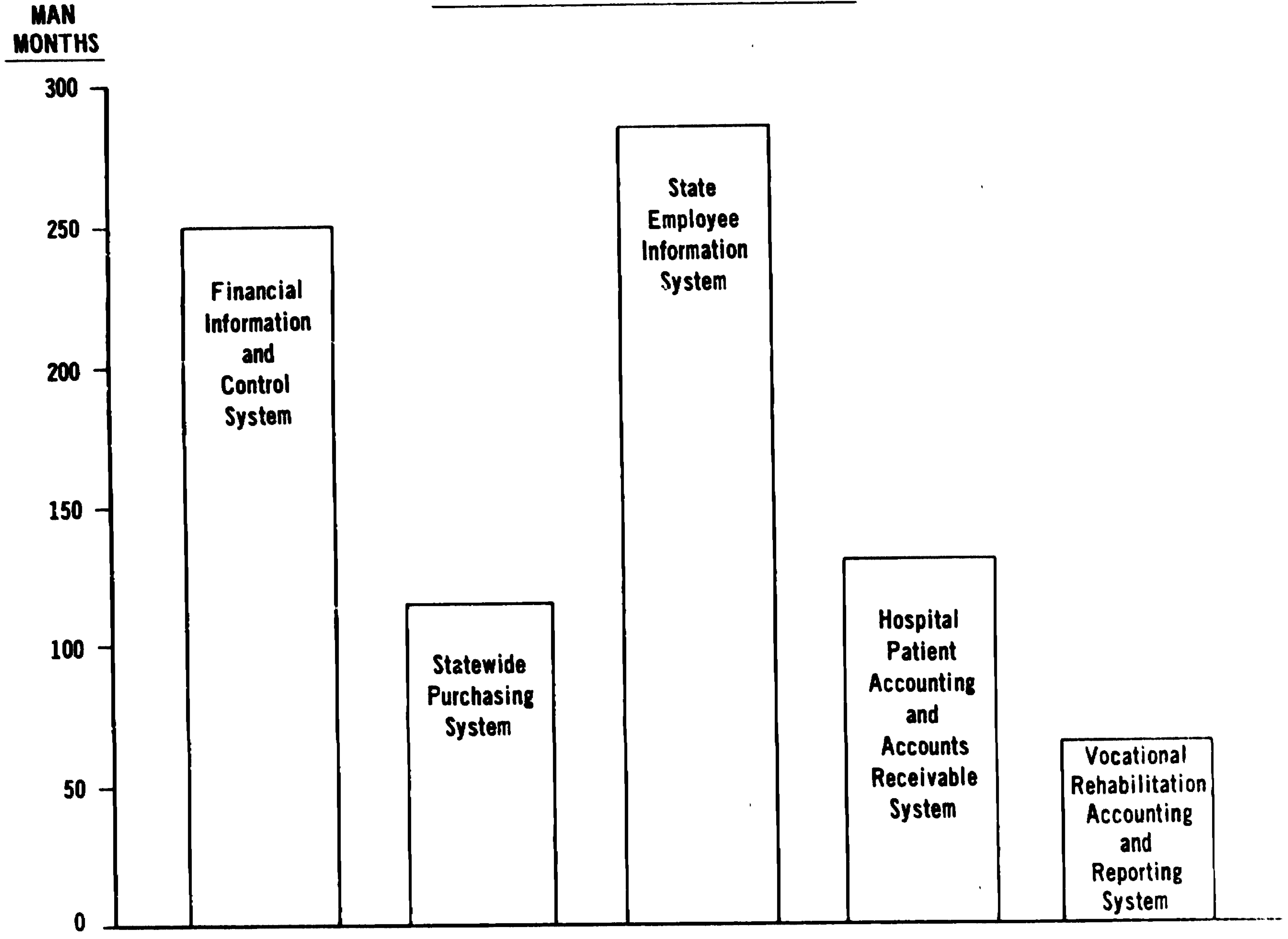
- The preliminary design of the Financial Information and Control System was completed as a phase of the Data Processing Development Project. For this System, detailed estimates were developed based on an implementation work plan, prepared as a part of the preliminary design.
- For the remaining systems a conceptual design was completed including an estimate of the programming effort for each application. The total effort to design and install each system was then estimated based on a historical relationship of programming effort to total system development effort across a broad range of projects.

The chart on the following page portrays the relative size of each of these applications for comparison purposes. The development effort for each system is indicated by the height of the appropriate bar.

STATE OF TENNESSEE

SYSTEMS IMPLEMENTATION PLAN

ESTIMATED IMPLEMENTATION EFFORT



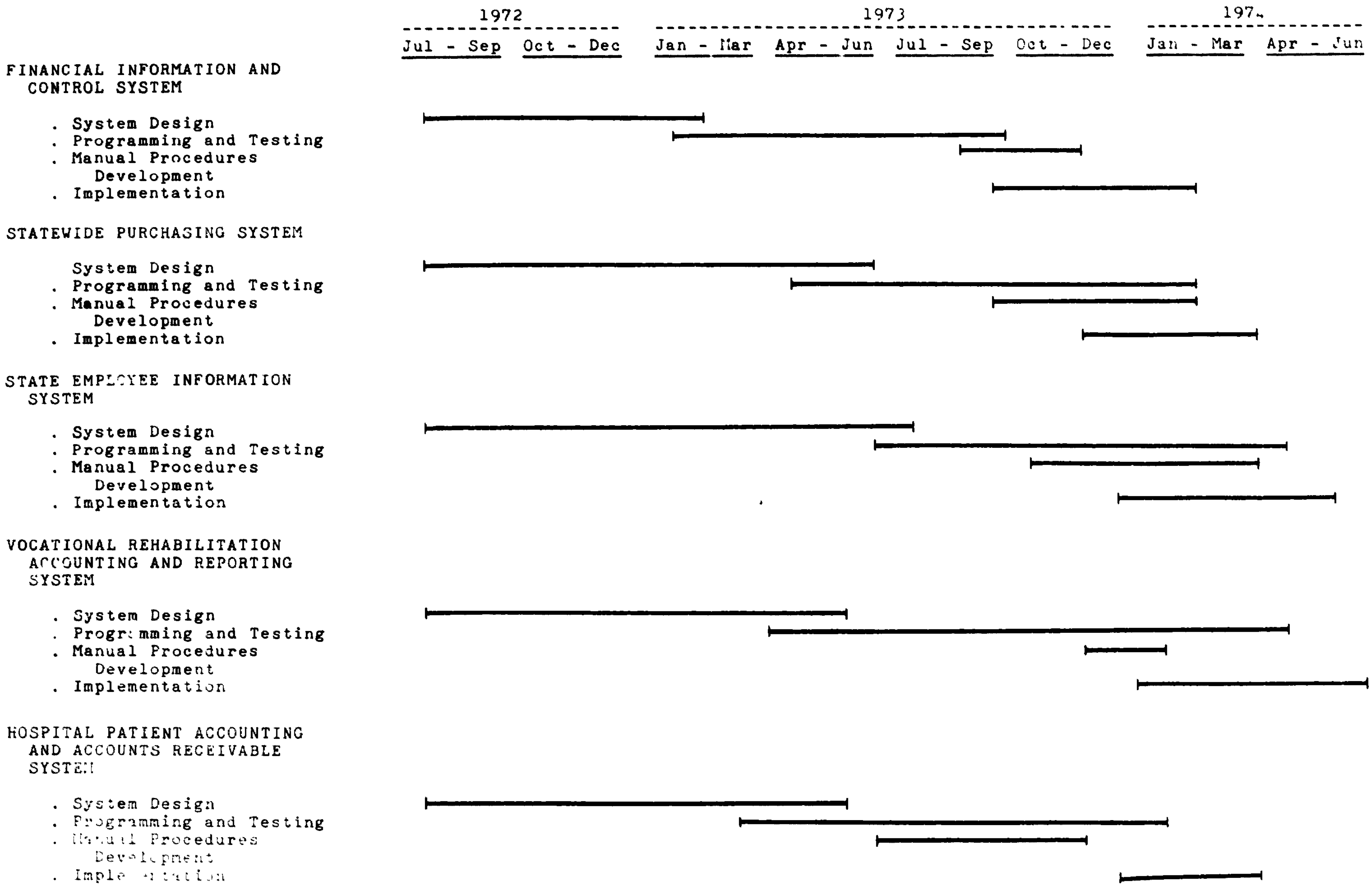
The Systems Development Plan for the State of Tennessee

The Systems Development Plan for the State of Tennessee which covers the period from July, 1972, to June, 1974, is presented on the following page. For each of the five systems, the bars indicate the planned schedule for each of the major design and installation phases.

Personnel have also been assigned to work on developing specifications for additional high-priority systems. As these specifications are completed and personnel become available, the systems will be added to the Systems Development Plan. This procedure for maintaining and updating the Plan is discussed in more detail in subsequent paragraphs.

STATE OF TENNESSEE

SYSTEM DEVELOPMENT PLAN



Execution of the Systems Development Plan

Execution of the Systems Development Plan is the responsibility of the Information System Services Division of the Department of Finance and Administration. The following paragraphs describe the major factors which are important to successful use and execution of the plan.

The Plan Must Be Continuously Reviewed

The major factor which undermines the effectiveness of any plan is obsolescence. The Systems Development Plan should be reevaluated on a periodic basis to insure that it continues to reflect the goals and objectives of the State and the user agencies. This cycle should be tied directly to the budget cycle. In addition, updating the Plan may be necessary due to revised projections based on the results of more complete systems design or changes in the requirements of user agencies. Procedures similar to those used during the development of the Plan should also be established for reviewing proposed new projects so that they may be included in the Systems Development Plan.

Progress Will Be Reported

Controlled execution of the Systems Development Plan will require a formal review and reporting of progress against the Plan. Quarterly progress reports submitted by data processing management to the Information System Advisory Committee can be an effective tool for use in evaluating the performance of the data processing organization with respect to the goals established in the Plan. These reports should include:

- The current status of systems development as compared to the Plan.
- Revised projections which may become necessary to recognize the findings of more complete systems design.
- New systems which have been added to the Plan.

FUTURE GOALS AND DIRECTION

A plan for a data processing service organization is intended to serve several purposes.

- It is used as a control tool to measure the progress of the organization.
- It establishes specific goals and objectives for the organization for a specific period of time;
- Finally, the plan helps to assure that limited resources are properly allocated to projects which will best satisfy the requirements of the user agencies.

To effectively perform these functions, the plan must be periodically revised and updated. The current Systems Development Plan for the Information System Services Division is presented in a previous section of this report. The purpose of this section of the report is to present an approach for maintaining this Plan as an effective and viable tool and assuring that it is consistent with the overall goals and objectives of Tennessee State Government.

All major activities in State Government are significantly affected by two major processes:

1) The establishment of overall goals for Tennessee State Government;
2) The budgeting process for the allocation of resources to meet those goals.

These two factors should provide the basic framework for an annual reevaluation of the Systems Development Plan for the Information System Services Division.

Goals Of Tennessee State Government

On June 19, 1972, Governor Dunn issued a memorandum which outlined a new concept of financial planning and budgeting called "Allocation by Activity". In that memorandum the Governor stated that, "We cannot afford to assume that an on-going program is needed without sufficient data to indicate that maximum service is being delivered efficiently". He also indicated that new program requests would be evaluated on the basis of statewide goals and objectives. In his memorandum the Governor established the following goals for each of the seven major functional areas of State Government:

General Government- To pass laws, collect taxes, and expend public monies wisely to attain the goals of State Government efficiently and economically.

Education- To assure educational and cultural opportunities which allow the children and adults of Tennessee to develop their intellectual abilities to the maximum, from early childhood through the graduate schools of the State's universities.

Health and Social Services- To prevent the occurrence and reduce the prevalence of mental and physical disorders, rehabilitate those citizens of the State who suffer from mental and physical disorders, and promote conditions conducive to financial independence and rehabilitation for the aged, handicapped, and dependent families and their children.

Law, Justice and Public Safety- To provide justice under law, protect society by the control of law violators, while enabling these violators, through training, rehabilitation, probation and parole, to return to the community as useful citizens; and by enforcement of these laws protect citizens and organizations from illegal acts and disasters, both natural and human.

Recreation and Resources Development- To conserve and manage the natural resources of the State, provide and promote their proper utilization for recreation and economic purposes;

Planning In The Information System Services Division

One of the major objectives of planning in the Information System Services Division is to assure that the State's data processing service function supports the overall goals and objectives of Tennessee State Government. One step in accomplishing this is to maintain a continuing knowledge of those goals and the manner in which the agencies of State Government are planning to meet them. Based on this knowledge, new applications can be included in the Information System Services Division's Plan, to fulfill the information reporting requirements of the various state agencies who have responsibility for attaining the State's goals.

A list of the State's high priority systems, grouped by the major functional area which they support, is included as Exhibit 1 of this section of the report.

Another major factor affecting the planning process of the Information System Services Division is the budgeting process. As each user agency identifies needed systems within the framework of the statewide goals and its own specific objectives, it must obtain the required resources to develop and operate these systems. During the budgeting process, each agency should include in its budget request the costs for computer services, both for the continuation of operational systems and for new systems development. Those systems which obtain budgetary approval will then be incorporated into the Systems Development Plan.

promote better farming, while enforcing the laws of the state that apply to agricultural and consumer interests; and promote development by providing an environment conducive to economic growth.

Regulation of Business and Professions- to regulate the insurance, investment, and banking industries; promote fire safety and enforce the laws thereof; license members of certain professions; assure safety in the State's mines and shops, provide just compensation for job related injuries, and strive to achieve better understanding between employer and employee.

Transportation- through planning, construction and maintenance, assure a system for the efficient movement of people and products by road, water and air throughout the state; and plan for a safe and efficient mass transit system in the State's urban centers.

The Governor also indicated that the following five areas would receive special emphasis during his administration.

Child Development, through a program of comprehensive health, social, and educational (specifically including early childhood and special education) services to children and their parents coordinated by an improved State's child development planning mechanism.

Economic Development, including improvement of the economic condition of the general population through balanced growth policies; job training and placement services; development of high-wage industry; transportation services; tax modernization and adequate housing.

Environment Protection, with particular attention to programs encouraging maintenance of privately owned land in its existing state; strict enforcement of regulation compliance schedules; and natural area preservation.

Mental Health, with emphasis on reduction of institutional care through expansion of comprehensive community mental health and retardation programs (including drug rehabilitation, drug education and drug enforcement).

Penal Reform, including decentralization of state institutions, improvement of rehabilitation; education and incentive programs; and expansion of post-release supervisory services.

The approach described here should insure that the planning activities of the Information System Services Division are effectively coordinated with the statewide planning function.

The relationship of planning in the Information System Services Division with the State planning and budgetary process is pictorially displayed in Exhibit 2 of this section of the report.

EXHIBIT V-

HIGH PRIORITY SYSTEMS BY MAJOR FUNCTIONAL AREA

1. General Government

   - * Financial Information and Control System (FICS)
   - * Statewide Purchasing System
   - * State Employee Information System
   - Integrated Revenue System
   - Investment Portfolio Application
   - State and Teachers' Retirement Application
   - Statutory Retrieval System
   - Inventory Control System
   - Property Accounting System
   - Property Reassessment and Billing System

2. Education

   - * Vocational Rehabilitation Accounting and Reporting System
   - Teacher Information System

3. Health and Social Services

   - * Hospital Patient Accounting and Accounts Receivable System
   - Modifications To Improve Control Of Existing Public Welfare Systems
   - Integrated Social Services System

4. Law, Justice and Public Safety

   - Data Communications Handler for Law Enforcement Agencies

5. Recreation and Resources Development

6. Regulation of Business and Professions

   - Certification and Licensing System
   - Upgrading and Expansion of Services for the Employment Security Agency

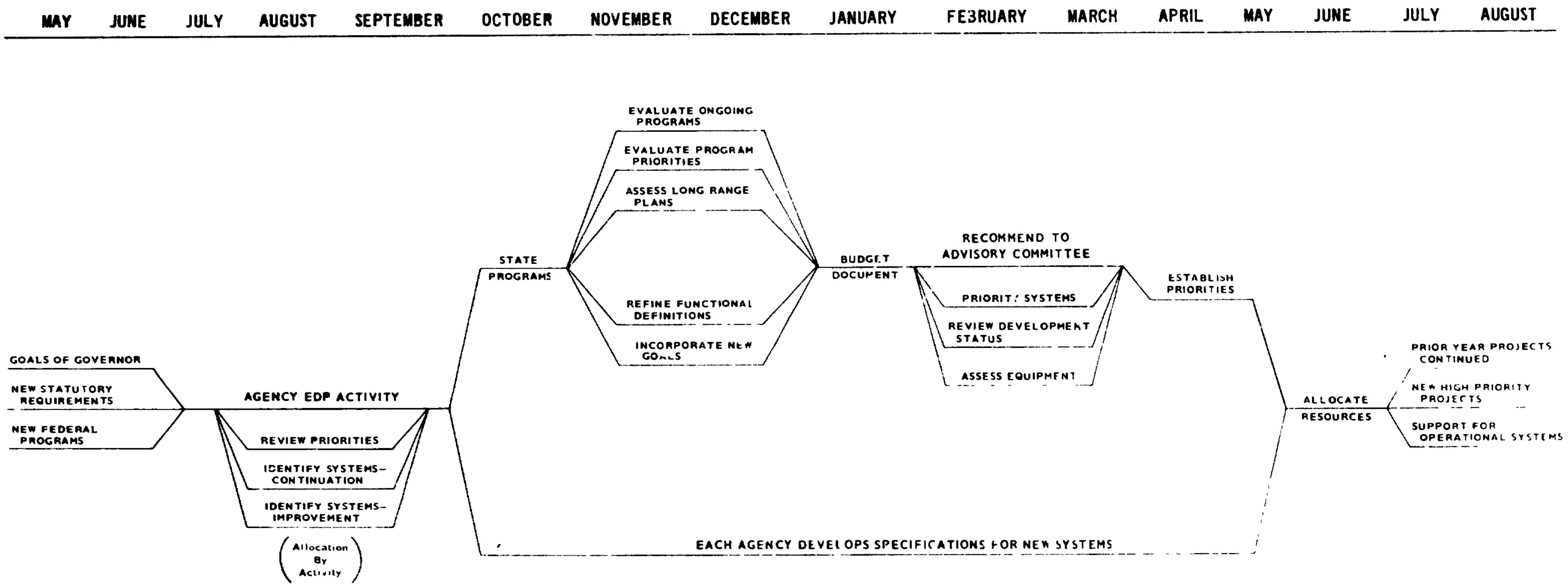
7. Transportation

   - On-Line Regional Engineering Application

* Included in the System Development Plan described in Section IV.

EXHIBIT V-2

ANNUAL PLANNING CYCLE FOR STATE INFORMATION SYSTEMS


MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
GOALS OF GOVERNOR
NEW STATUTORY REQUIREMENTS
NEW FEDERAL PROGRAMS
AGENCY EDP ACTIVITY
REVIEW PRIORITIES
IDENTIFY SYSTEMS–CONTINUATION
IDENTIFY SYSTEMS–IMPROVEMENT
(Allocation By Activity)
STATE PROGRAMS
EVALUATE ONGOING PROGRAMS
EVALUATE PROGRAM PRIORITIES
ASSESS LONG RANGE PLANS
REFINE FUNCTIONAL DEFINITIONS
INCORPORATE NEW GOALS
BUDGET DOCUMENT
RECOMMEND TO ADVISORY COMMITTEE
PRIORITY SYSTEMS
REVIEW DEVELOPMENT STATUS
ASSESS EQUIPMENT
ESTABLISH PRIORITIES
EACH AGENCY DEVELOPS SPECIFICATIONS FOR NEW SYSTEMS
ALLOCATE RESOURCES
PRIOR YEAR PROJECTS CONTINUED
NEW HIGH PRIORITY PROJECTS
SUPPORT FOR OPERATIONAL SYSTEMS

CARNEGIE PUBLIC LIBRARY OF PARKERSBURG AND WOOD COUNTY
725 GREEN STREET · PARKERSBURG WEST VIRGINIA 26101
PHONE 304 485 6564

January 22, 1973

Mr. Frederick H. Burkhardt
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Gentlemen:

I welcome this opportunity to submit testimony for the consideration of the National Commission on Libraries and Information Science. As suggested in your letter, my remarks will be confined to the area of Legal and Financial Support for Libraries.

Because of the low economic level prevalent in the entire Appalachian region, public library service is substandard. In order to offer the level of library service to which the citizenry is entitled, permanent funding at the federal level should be made available to supplement local monies.

In the Appalachian area, available matching money in the past has been allocated to such projects as roads, detention facilities, hospitals, fire and police protection, and of course, schools; no provision was made for financial support for public libraries.

Now the public interest has began to focus on library service. At this crucial time, LSCA funding was vetoed by President Nixon; therefore, area libraries have had little or no opportunity to take advantage of federal matching monies.

Public schools educate a child through age eighteen; the public library is then expected to assume the responsibility for his continued self-education. Therefore, permanent federal funding should be made available to libraries as well as to schools.

I would urge the Commission to recommend to Congress passage of legislation which would provide permanent support for public libraries.

Sincerely,

Don Northrup, President
Carnegie Public Library Board

DN:rlw

Box 21653
Emory University
Atlanta, Georgia 30322
January 26, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

I would like to submit some suggestions in the area of User Needs. I feel very strongly that libraries should be dynamically involved in their communities, and responsive to the needs of those respective communities. This response should involve going out to the people and meeting their particular needs on their particular level. Too often now our libraries lie in wait for those who have the education to know how to use them.

A library can be dynamically involved in its community in many ways as an information and learning center. A few possible services along these lines could include the following:

- programs for early childhood education
- some type of adult education services, especially in areas where many adults have not even had basics in reading skills, etc.
- special services for the aged, the blind, and the handicapped
- film and lecture series on topics of current interest
- use of the library as an instruction center in whatever areas instruction may be needed. For instance, citizens in some communities may be in need of some instruction on how to understand political issues and voting, others may be in desperate need of some information on economic problems, etc. The instruction would not necessarily be conducted by library personnel, but could use library facilities, etc.
- information service center for any kind of information the public may need, not only that found in library materials
- voter registration services

- -any conceivable cooperation with and aid to public school and institutional libraries. This could include technical services, program cooperation, interlibrary loan, etc. I think that this kind of cooperation is of extreme importance in a community, and will help encourage excellence in all its library services.
- -young adults (junior high age, especially) are in desperate need of some high interest programs to meet their reading and informational needs. This age group has a different interest and ability level than any other group, however, and sensitive personnel are needed to determine needs and formulate programs which would capture their interests and help them develop their special potentials.

In conclusion, I think that libraries should use any conceivable means for reaching out to people in their communities and meeting informational and educational needs. Libraries should be leading the way toward a newer world, not standing as museums of the past.

I hope that these ideas may be of some help to you and your commission. I am most impressed with these efforts of the Commission to understand and improve library and informational services. I wish you all the best success in your efforts.

Sincerely,

Beth M. Ogilvie

Experiment Stations • Georgia Station
EXPERIMENT, GEORGIA 30212
404 / 227-9471

LIBRARY

January 5, 1973

Dr. Frederick H. Burkhardt
National Commission on Libraries and Information Science
1717 K Street, N. W.
Suite 601
Washington, D. C. 20036

Dear Dr. Burkhardt:

Our library came under the University of Georgia Libraries on July 1, 197[illegible]. Mr. W. P. Kellam, Director of Libraries, may wish to make some statements.

It is pleasing to know that small libraries are not ignored in your studies. My comments are limited in scope and not worthy of testimony," however, under the areas of consideration, I will make the following statements:

Adequacies and deficiencies of current services...

An adequate national cataloging service is needed. Two or three years is a long time to wait for a set of cards for a book. Very soon after a book is off the press, printed cards should be available. With this service, many catalogers could be released for reference services or other duties.

Financial and legal support...

Every year there is a need for financial increases. The subscription rate for journals in the sciences is advancing far beyond the percent increase for average products in the national economy. Is this exhorbitant increase necessary? With the publish or perish philosopy currently putting pressure on researchers, there is a demand for space in journals whether the materials are worthy of printing or not.

Technology and human resources...

The nation cannot benefit by putting pressure on libraries to employ people who are not qualified for the job. Librarians who meet the public should know the resources of the library. It is frustrating for the user to be told, I can't find it, we must not have it, or some such statement to get rid of the would-be patron. This has been my experience when trying to use library materials in Washington and elsewhere.

Your questionnaire is enclosed. When you are in Atlanta, Dr. Burkhardt, it would be a pleasure to have you schedule a visit in our library. The Georgia Experiment Station is located about one mile north of Griffin just a few minutes from the south expressway.

Sincerely yours,

Edna Olson

Mrs. Edna H. Olson
Librarian

Wake County Public Libraries

H. WILLIAM O'SHEA, Director

HEADQUARTERS
Olivia Raney Library
104 FAYETTEVILLE STREET
RALEIGH, N. C. 27601

January 29, 1973

National Commission on Libraries and Information Science
1717 K Street, N. W. Suite 601
Washington, D. C. 20036

Gentlemen:

Cooperation between types of libraries and other governmental agencies has been a frequently discussed goal about which little concrete action has taken place. The Wake County Public Libraries, which serves Raleigh and eight other communities in Wake County, embarked upon three programs aimed at achieving some measure of cooperation.

Our most ambitious undertaking was that of purchasing, cataloging, processing, and delivering books to all public schools in Raleigh and Wake County charging the schools with only the actual cost of the books, but no service charges. Previously the schools had been either paying 60¢ a book to a commercial firm for these services or performing them at the school library which deprived students of the services of the school librarian. The greater discount received as a result of combining two school systems with a public library system is passed on to each unit.

This has resulted in many working sessions with school librarians involving common problems and has brought about close good relations between the two types of libraries. This program has been working for nearly a year. There is a great need for us to be able to expand this activity and include the production of a common book catalog, introduce the same technical service for our community and junior colleges and technical institutes.

The Wake County Public Libraries has also begun purchasing, cataloging, and processing books for other county and municipal agencies within the county. This has led to better discounts and professional arrangement of materials in the other public agencies. This activity has included vertical file classification on a limited basis. The library has been appointed the official depository for local documents and if staff was available we should make literature searches for public officials to assist them in the execution of their duties.

A second area of library cooperation encompassed work with over three hundred other public agencies to establish the Wake County Information Center within the headquarters library. The Center has produced a Directory listing all services available to the public by subject. The library has established a desk on the first floor of the headquarters library which is manned by library personnel who give telephone information and distribute the directory free of charge. There is an advisory committee made up of representatives of twelve of the agencies who are responsible for updating, funds for publication, and evaluating the service. There is a great need for additional personnel to handle the expanding volume of requests for this specialized type of information and for periodic updating.

The library cooperated with the Wake County Board of Elections by having all library personnel sworn in as registrars in all sixteen branches. The library system registered more than 1/3 of all new voters in Wake County in 1972.

These are only some of the areas of cooperation between the public library and other governmental agencies which we have proven are possible. Our efforts are limited only by staff and material shortages created by limited funds.

Yours truly,

H. William O'Shea

H. William O'Shea, Director
WAKE COUNTY PUBLIC LIBRARIES

HWO:hs

75 King Street
Charleston, S. C. 29401
February 1[illegible], 1973

National Commission on Libraries and Information Science,
Suite 601, 1717 K Street, N.W.
Washington, D.C., 20036

Gentlemen:

Miss Emily Sanders, librar[illegible]

to express to you my personal point of view as a user of public libraries.

I use the Charleston County Library's collection of books, magazines and microfilm for information on cooking, electronics, metalwork, photography and entomology. My wife finds the collection a good source of material on genealogy, ceramics, silverware and architecture. We find the Library is well supplied with recent fiction.

The staff has been most helpful in obtaining books from other libraries in the state when they were not available here.

In my opinion the Library is a place of relaxing entertainment as well as anirreplacible medium for research whether as a vocation or an avocation.

Our children used the Library's junior department when they were young, and enjoyed particurly the story-telling hours. My daughter who lives in the [illegible] the Book-mobile regularly. I don't see how we could get along Without the Library.

Sincerely, Chas Paul 3d

Charles L. Paul III

GTEC

greenville technical education center

• BOX 5616 • STATION B • GREENVILLE • SOUTH CAROLINA • 29606 •

telephone 242-3170

THOMAS E. BARTON, JR.
DIRECTOR

January 23, 1973

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601 - 1717 K Street, N. W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

Thank you for the opportunity to submit written testimony on various aspects of planning for library and information services. The following comments may be pertinent:

Users

A broader and more specific definition of the types of service and materials to be provided by "library and information services" is necessary. The term should include audio-visual, video, and (in some instances) computers as well as more traditional printed materials.

With a broader definition of this service, the needs of users can be defined more specifically. Although a considerable number of surveys have been developed on the need for printed materials, there is very little information on the need for materials in other formats.

A more complete analysis is required on the types of users as well as the purpose for which the media are used. A three-dimensional matrix will probably be necessary which will show the type of users, the purpose for which used, and the media in which required.

W. LOUIS WILLIAMS
CHAIRMAN
Southern Bank & Trust Co

ROBERT C. CRAWFORD
VICE CHAIRMAN
Wunda Weve Carpet Company

W. E. ROBERTSON
SECRETARY-TREASURER
Retired Textile Executive

J. FLOYD HALL
Greenville County Schools

JOHN E. BAUER
General Electric Company

RALPH W. BLAKELY
Blakely's Dairy

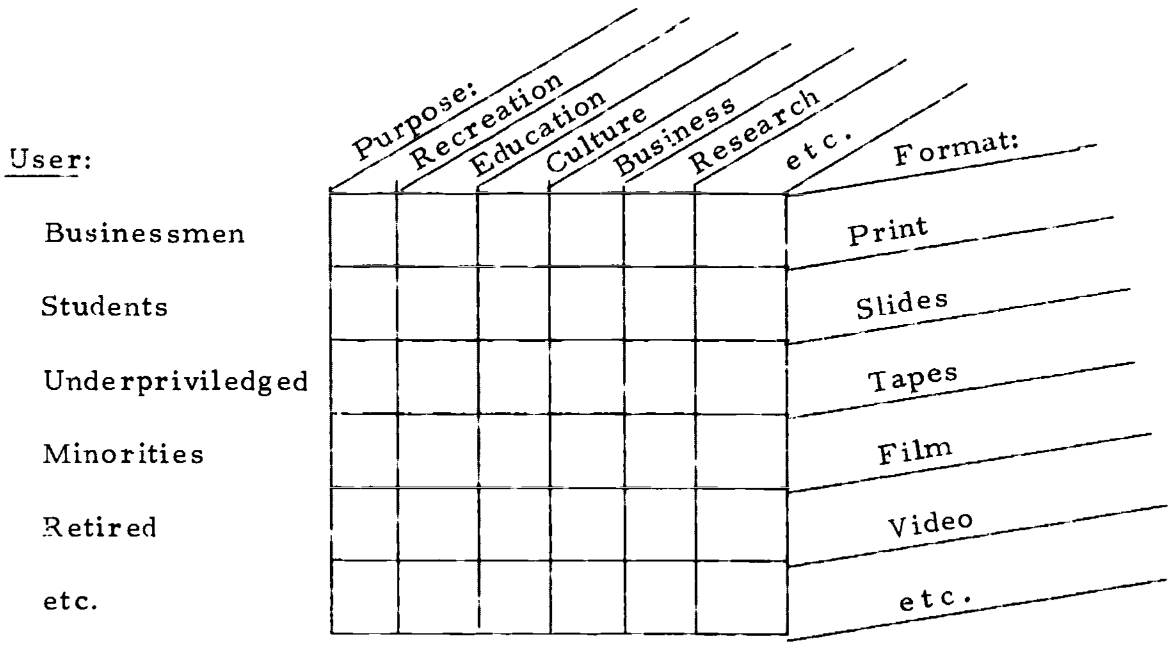
JAMES MAUDE BURNETT
Batteries James

HARLEY C. BONDS
Bonds Furniture Co

W. E. GIBSON
Dentist

"The most important capital that any economy possesses is the skills which people carry around in their heads."

ERIC Full Text Provided by ERIC


User:
Businessmen
Students
Underpriviledged
Minorities
Retired
etc.
Purpose:
Recreation
Education
Culture
Business
Research
etc.
Format:
Print
Slides
Tapes
Film
Video
etc.

User Chart

Through this chart, it will probably become obvious that users require a broad variety of materials in many subject areas. A "non-English reader" may require materials for recreational, for business, for educational, or for other purposes. The same would be probably true of all other categories.

Special attention should be paid to the adequacy of service now provided high school and college students. The emphasis has been always on those materials which support their programs of research or study. In many instances, high school and college students at smaller institutions must turn to the public library to satisfy their need for cultural or recreational reading. Their need for library materials goes beyond that which is required for their courses, and this group may in many instances be receiving inadequate library service.

Adequacies and Deficiencies

Many libraries seem to be surprisingly well equipped to provide an adequate level of materials either through their collections or through inter-library loan. There is good evidence that a persistent reader has a reasonably good chance of obtaining printed materials he needs. This is not true of other media. The chart referred to on page 2 should, however, show weaknesses in all media. There are, of course, inadequate collections in specialized areas of printed materials. A recent survey,* for example, shows that few sets of standards and specifications (essential to business and industry) are available in South Carolina. Deficiencies exist in other specialized areas.

In many instances, the service provided by libraries is not equal to the collections or materials. These areas of inadequate service include poor parking facilities, a staff incapable of providing adequate reference service, a lack of awareness of the needs of the user, complicated check-out procedures, improperly cataloged or shelved materials, a poor environment for study or research, etc. In the survey referred to, the members of the business community indicated the single way in which the libraries could most improve service to them would be to inform them of the materials and services now available.

Poor service also results from the protective attitude of librarians toward the use of their collections by outside agencies. This is especially true of academic libraries which in many instances exclude the general public from the use of their materials either through policy or through special registration or deposit requirements. As a result, some well-financed educational institutions located in an impoverished area provide service only to their own staff, faculty, and study body; and the local taxpaying citizenry must travel miles for adequate service.

In many instances, better library service could compensate for weaknesses in the collection.

*Martin R. Pautz, "Library Support for Business and Industry," Southeastern Librarian, spring 1972.

Patterns of Organization

The organizational patterns which now exist between groups of libraries seem based on sources of funds, on civic or social patterns within the community, or on the organizational patterns of the system which the libraries support. Public and secondary school libraries seem to have progressed the most toward a unified system by following county and regional patterns of organization. Except for inter-library loans, higher education libraries in many areas seem to operate independently. One result is the duplication of materials, duplication of processing effort, and inadequate use of expensive and sophisticated technical equipment. Closer coordination between libraries would probably result in a more effective use of funds, personnel, and other resources.

Closer cooperation could probably be established quite rapidly between those libraries which support institutions which are already part of a system. In Georgia, for example, all institutions of higher education are under a single board of regents. In South Carolina, all technical education centers are under a single state commission. The libraries within these systems have already entered into a type of informal organization which could be easily expanded.

The most effective use of library resources would probably result, if libraries were organized into regional groups with planned policies of acquisition to avoid duplication of specialized materials, and where possible, common use of processing and administrative facilities. The final result would be a national library system. One possible step toward such a system might be to require that any library which receives public funds or takes advantage of tax deductions be expected or required to initially take part in regional organizations and later in a national organization.

Financial Support

Despite the great amount of money spent on library materials, the level of funding varies greatly. A more centralized library system would result in a more adequate distribution of funds with emphasis on need rather than the availability of funds. At the same time, improved management is essential to assure a better utilization of resources. For example, PPBS or similar management techniques could be introduced into more libraries. Specific objectives are required with funding at a level to meet approved objectives.

Technology

The regional grouping of libraries would permit the introduction of new techniques into smaller libraries. Technology, however, will reach new dimensions in all areas as libraries become involved in other media.

Human Resources

In many instances, library and information services probably provide inadequate service because of weaknesses in personnel. A method of recruiting must be developed which will attract personnel who not only "like books" but who are also interested in the management problem presented within a library.

Sincerely,

Martin Pautz
Martin R. Pautz
Dean of Learning Resources

MRP/ckr

Tri-County Regional Library

SERVING POLK, FLOYD, BARTOW COUNTIES

AFFILIATED [illegible]
CARTERSVILLE [illegible] LIBRARY
[illegible]
[illegible]
CAVE SPRING [illegible]
[illegible] ADAIRSVILLE
[illegible] ROME

MRS. EMILY C. PAYNE, DIRECTOR

HEADQUARTERS LIBRARY
AND BOOKMOBILE SERVICE
606 WEST FIRST STREET
ROME, GEORGIA 30161
PHONE [illegible]
P. O. BOX [illegible]

February 28, 1973

Mr. Rod Swartz
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Swartz:

Enclosed is the statement I told you I would send to you.

Looking forward to seeing you on March 7.

Sincerely,

Emily C. Payne

Mrs. Emily C. Payne, Chairman
Governmental Relations Committee
GEORGIA LIBRARY ASSOCIATION

ECP:vmg

Enclosure

Tri-County Regional Library
SERVING POLK, FLOYD BARTOW COUNTIES

[illegible]
[illegible] LIBRARY
[illegible]
[illegible] SVILLE

MRS EMILY C. PAYNE DIRECTOR

[illegible]
AND [illegible] SERVICE
[illegible] STREET
[illegible]
PHONE [illegible]

February 28, 1973

National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Sirs:

In Georgia there is a marvelous rapport that exist between the State Agency and the Regional Librarians. We are informed and there is dialogue. In all fairness, perhaps this is due, but only in part, to the fact that our needs are so great that we all need each other to halfway do the job that must be done if libraries are to fill their obligation of providing information, education, research, recreation and ascetic appreciation for all people regardless of race, creed, or color.

From actual figures calculated at the request of the Governor for his zero budget, it was learned that in 1970 Georgia could use $68,000,000 right then for Public Library Construction. LSCA Title II had truly acted as the stimulus for which it was intended and had offered a means to perhaps build that costly building so badly needed to replace the one room in the Courthouse, or the abandoned auditorium, or the little building obtained by the Woman's Club in 1908, or old Post Office, or old jails.

However, with only $153,000 LSCA Title II and $45,000 Appalachian Funds, for a total of $198,000, coming to Georgia, it would be a long time before Georgia could build the buildings that were already on the drawing board or in the written program stage. This need was brought to the attention of the Governmental Relations Committee for GLA. Since this committee was already working with the Legislature to get a retirement bill amended and to get the Interstate Compact passed, the climate seemed to be favorable in support of libraries.

Mr. Tom Murphy, Speaker Pro Tem, was consulted about the library's needs since he is known for his interest in upgrading any area for the benefit of his fellow Georgians.

It was through his able leadership that the first $500,000.00 for Public Library Construction was placed in the State Budget in 1972.

With $153,000 LSCA Title II and $500,000 State and $653,000 local matching, the $1,306,000 available through all of these funds, Federal, State and Local, is $66,694,000 short of what could be used. This is evidence enough that all monies are needed, and more if libraries do the job for which they are designed.

Library development in Georgia has been through an orderly process. Georgia was the first state to have a State Library Commission which laid the present foundation for Public Library work carried on under the State Department of Education since 1943.

Library development has been a popular program in Georgia with the people and has developed gradually over a period of years. There has never been a spasmodic splash but instead has been built up one generation upon another because of the capable leadership. The leadership in the library field has been by such capable people as the late Lucille Nix and the present director, Carlton Thaxton. And, of course, in the legislative field library progress has been made by such farsighted people as the Honorable Mr. Tom Murphy, Speaker Pro Tem, from Bremen, Georgia.

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Sunflower County Library

Sunflower, Mississippi

MRS ANICE POWELL COORDINATOR
HEADQUARTERS
SUNFLOWER MISS 38778
TELEPHONE 134

BRANCH LIBRARIES
DREW PUBLIC LIBRARY
DREW
RULEVILLE PUBLIC LIBRARY
RULEVILLE
SUNFLOWER PUBLIC LIBRARY
SUNFLOWER
MOORHEAD PUBLIC LIBRARY
MOORHEAD
INVERNESS PUBLIC LIBRARY
INVERNESS

January 24, 1973

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
1717 K Street, Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

The Sunflower County Library has been aware for some time that it is quite inadequate as a real information center. The need for this service is so great that recently, in cooperation with adjoining Bolivar County, we applied for a grant to "Design and Demonstrate Public Library Information and Referral Service to the Disadvantaged in a Predominantly Rural Area." (Since you requested brevity, there is not a copy of the proposal enclosed.)

Over a year ago the Sunflower County Library began an outreach program of service to the disadvantaged in Sunflower and Bolivar Counties. Studies of the potential users of library service and our experiences enable me, perhaps to provide more information about user needs than the other categories. Sunflower County is predominantly rural (68.8%), black (63%), and poor (57% below the poverty level). Approximately 12,254 persons have not completed high school, and 7,372 have completed less than eight years of school. Over the years farming in this agricultural region has become almost completely mechanized, and many workers and their families have left the farms. From 1960 to 1970 the population decreased from 45,750 to 37,047, and there was a shift from the farm to the town. Many of those who remain are undereducated and unskilled, and too few are availing themselves of basic education courses or job training.

The Rural Area Development Committee, an organization which includes agricultural, educational, health, employment, and other social agencies, has also recognized the need for coordinating and publicizing information about the services they offer. They are convinced that an information and referral service provided through the library would prove the most natural liason between the rural population and the services available to them. The director of the Community Action Program, who serves as vice-chairman of the RAD committee, is particularly interested in the implementation of this service.

If you would like specific information about the outreach program or the proposal we have submitted, please let me know.

Sincerely,

(Mrs.) Anice Powell

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Full Text Provided by ERIC

LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

WEST VIRGINIA LIBRARY COMMISSION

From the Office Of:
Dolly Rapking, Librarian

3701 MacCorkle Avenue S. E.
Charleston, West Virginia 25304

January 24, 1973

TESTIMONY BEING SUBMITTED BY THE WEST VIRGINIA LIBRARY COMMISSION,
WEST VIRGINIA LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED
AND DIRECTOR, DOLLY RAPKING

The basic philosophy that the user must benefit from all National Commission on Libraries and Information Science work does require identification of the various groups coming in the user classification.

This testimony is being presented by the West Virginia Library Commission, West Virginia Library for the Blind and Physically Handicapped, on behalf of the residents of West Virginia but basically is applicable for any and all states

Library service standards for the blind and physically handicapped user should strive to accomplish the same goals and objectives as those standards for a sighted reader with no impairments.

Conditions are imposed to compensate for the inability to see to read or to hold a book to read ' and these differences must be met.

The matter of costs will average almost seven times the cost of providing the same level of service to the sighted and the factors involved are:

Reading devices -- such as talking book machine, cassette player. Accessories -- ear phones and remote control devices.

Reading materials -- records, tapes, braille, and large print.

Many libraries become sources for material not already produced and providing for volunteer production of information is another factor in cost of this service.

The second year of operation brings the realization to the West Virginia Library for the Blind and Physically Handicapped that service to our users could be so greatly expanded, comparable to the other publics using the services on a normal basis, but the insecurity of funding always is present as a hazard and tempers future planning.

Individual attention, reference and information on all levels, preparation of texts for students, communication and cooperation with other agencies -- all these and other works not mentioned would not be possible or feasible.

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Mass duplication services must be assumed by the West Virginia Library for the Blind and Physically Handicapped to insure reasonable response to popular materials, and even these popular materials are limited as compared to what is available to the normal readers.

The handicapped reader is also a student, a parent, an individual with specific needs for services to aid in his everyday pattern of living.

Many handicapped individuals are not aware of what is available but once they are 'found' the service to them should equal what is available to a sighted person. At present, the service is good, but basically very limited and should be greatly expanded.

Battelle

January 25, 1973

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for your letter of January 4, 1973, inviting written testimony for the Commission's regional hearing in Atlanta on March 7. I am very interested in library problems in the Southeastern United States.

My written testimony, which is attached, addresses Area IV, Legal and Financial Support of Libraries, and Area VI, Human Resources. Area IV is the most interesting to me as a researcher of contemporary library problems. These comments are my personal views and observations.

I am looking forward to the Atlanta hearing. Thank you for inviting me to attend.

Sincerely yours,

Beverly A. Rawles

(Mrs.) Beverly A. Rawles
Associate Chief
Information Systems Section

BAR:mfr

Attach.

Hand-carry

ERIC

IV. Legal and Financial Support of Libraries

Arguments are advanced for support of libraries at the Federal, state, and local levels. There are valid arguments, such as:

- People from various legal jurisdictions cross these jurisdictional lines to use libraries where they do not pay taxes which support the libraries.
- Our nation needs an enlightened electorate to maintain good government.
- Every citizen has a right to an education, including re-education and continuing education in our industrial society.
- Communities need good schools, libraries, and recreational facilities to attract industry and support their economies.
- Children who do not learn to read by the fourth grade are potential dropouts.
- Information is a necessary commodity to industry, Government. students, etc.

There are arguments about the value of library and information services. It is not easy to measure the value of the successful businessman to the community, nor the value of good information to decision makers in Government, nor the value of an enlightened electorate. Perhaps the reverse should be examined. What would be the effect of no libraries in our society? Rural America is an eloquent example, in many instances, of the insidious affect of inadequate or very poor educational facilities. Poverty, illiteracy, underdeveloped natural and human resources.

Federal, state, and local support are all needed to provide adequate library services whether by mail, by bookmobile, by community and school libraries, or by large research libraries. Distribution of Federal and state funds should be based on equitable formulae derived from the following factors:

1. Need (percent of poverty, illiteracy, isolation)
2. Ability to provide service at the local level
3. Willingness to provide service at the local level
4. Willingness to share resources through development of systems and networks
5. Population

These factors can be weighted and a mathematical formula designed for each state on a county-by-county basis. Information needed to develop such formulae is available in the census data, state library statistics, and county financial reports. Such a formula provides rewards for incentive and performance and it takes into account needs of counties that cannot afford adequate library service for themselves.

The cliche that no one wants something for nothing is probably valid in communities that can afford to provide services for their people. Community pride in accomplishment is important. In these instances, Federal and state monies provide incentive. In very poor counties, Federal and state monies are a necessity to turn the tide of the vicious cycle of poverty, illiteracy, and lack of employment opportunities.

VI. Human Resources

1. Manpower requirements for U.S. libraries and information services

   a) Formal education of librarians and information specialists

      Today the primary educational facilities are the library schools; graduate programs in media in colleges of education and information science curricula at the master's level in universities.

      It seems appropriate that a study of the curricula of these various programs should be made to determine content and its relevancy to fulfilling the information needs of users.

      Examp :

      (1) Libraries, media centers, and information centers deal in various forms and services--some overlapping--but all are businesses which require business management practices. Most library schools are located in universities which have business schools already established and could be used to teach business courses to librarians, etc.

      (2) Librarians are not taught planning and evaluation to any extent in library schools, yet these functions are very important in operating a business on a cost-effectiveness basis.

(3) Subject specialists are needed in libraries, but they are often looked upon as subprofessional because they are not graduates of library schools. In the 70's there is a need for staff in libraries who can work with special groups such as the handicapped, the poor, the illiterate, the aged, and the isolated, etc. They require knowledge of the social sciences: Home economics, education, and an ability to relate to these groups and to fill their information needs.

b) Informal Education of Librarians

This job often falls on the state public library agency that is expected to provide workshops and institutes to teach untrained personnel. Many libraries are small and unable to afford trained staff. The state agency has the dual job of providing training and working to form library systems that could afford trained staff. Too often the state agency is understaffed and unable to do an adequate job.

c) Continuing Education of Librarians

There is a need for education beyond the master's degree in library science to update the education of the general practitioner, to train researchers and library educators. Some programs are available as non-degree, or Ph.D. These programs should be studied to determine their relevancy to the real life problems to be solved in the various states. Academic courses may not be the whole answer; perhaps a mixture of the academic and field work is a possible course of action.

Texans

Businesses are besieged with professional text and pamphlet offers - we tend not to turn to Libraries for search. (1) Perhaps we need to be educated by circulated specific category lists.

(2) Some quick + easy lending method - Schools and neighborhoods have Book mobile. Business people just do not "go to the library".

Business will not take time to "chance search" for publications "not carried" or "too new to be stocked." Thus we attempt to build our own libraries. It is expensive. Does not serve broad needs. Today I need info on Bond financing, tomorrow it is purchase money contracts etc. -

Therefore, Businesses simply will not or cannot utilize the best advantage library services. A poll could determine needs if such, in fact, exists for a "reach out" to the smaller business community who do not stock [illegible] libraries. Sincerely,

Please return to:

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Please check the following as they apply to you:

[✓] I shall submit written testimony for the official record as soon as possible. Time requires it be brief and informal - Owen.

[ ] I do not plan to submit written testimony.

[ ] I plan to be present at the regional hearing.

[✓] I do not plan to be present.

[ ] ____________________

I recommend that you contact the following person(s) to submit written testimony for the official record: (Name, position or title, complete address, telephone number, including area code, please)

____

____

____

____

Name:
Signature: Owen Regster
Position or Title: Real Estate Broker
Address: Regsla Realty P.O. Box 13302
City/State/Zip: Montgomery, Ala. 36104
Telephone (area code): 205-279-8951

BARREN RIVER REGIONAL LIBRARY SYSTEM
HEADQUARTERS OFFICE

LOGAN COUNTY PUBLIC LIBRARY
201 West Sixth Street
Russellville, Kentucky 42276
Telephone 502-726-9889

Region 4a
Member Counties

Allen
Butler
Edmonson
Logan
Simpson
Warren

Region 4b
Member Counties

Barren
Hart
Metcalfe
Monroe

January 23, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for contacting me for statements relating to goals and priorities for national planning for library services.

We will briefly speak to some of the needs and conditions that exist, as my associate and I see them, in this ten-county region in south-central Kentucky.

I. Users

The aged -- Need more large print books, usually of light content; a delivery service that is unhurried and caring; opportunities for fellowship with one another.

Uneducated adults -- High interest, low vocabulary literature; self-teaching materials for learning to read or improving reading skills.

Business men and executives -- Resources relative to decision making.

Average citizen -- Highest priority should be given to his wants and needs as experienced in everyday living.

II. Adequacies and Deficiencies of Current Library and Information Services

Communication network -- Available to all counties participating in the Regional Program, it enables requests to be forwarded at the speed of a telephone call.

Reference ability -- Local librarians frequently lack the ability or training to find answers to questions, even though resource materials are available. Low budgets prevent the hiring of qualified people in many instances.

Central information center -- Lack of physical space places a tragic limit on the size of the collection at the State Library to which requests are referred.

III. Patterns of Organization

Regional cooperation -- Inter-county cooperation is very good for loan of books and materials. Much work is yet to be done on union catalogs and other necessary mechanics to make possible increased cooperation in this and other areas. It is our feeling the specialists in various fields of library service who could work closely with counties would benefit our program. Experts in children's programs, reference, publicity and public relations, book selection, cataloging, etc., could contribute their knowledge and help where needed. Work needs to be done on strengthening one county's collection in literature, another in history, etc., instead of duplicate buying of books less frequently used. It will be a long time before there is a pooling of local money to be administered on a regional basis.

Needed are true library regions--not multi-county federations. With an established library region, the regional director could maximize use of money, staff, and resources. Expensive duplication would be minimized, experts in one library could be called on to perform throughout the region in his area of expertise, and overall administration of library services would be streamlined.

At present, there is no true central administration. Counties only cooperate with programs if they wish. To maximize service for the funds expended, there must obviously be a central administration.

IV. Legal and Financial Support for Libraries

Local income is below the level necessary for adequate service in most counties. State and federal aid are absolutely necessary to maintain the present program of service. The federal budget cut for L.S.C.A. is being felt. Library boards have not been able to secure their fair share of Revenue Sharing funds--they do not speak as loudly as other agencies. More money does not solve all problems, but you must have it to buy and process new books, pay salaries, and maintain library facilities.

V. Technology

Advanced technology can be a handicap. Careful evaluation of advantages should be made before going overboard. Your attitude of caution is a good one. Too often, libraries automate without understanding the implications of automation, entangle their processes, and scrap the automation. Then they blame technology, and being disappointed once, librarians resist change more strongly than before.

VI. Human Resources

The most important factor in improving libraries is to improve the quality and quantity of manpower. Most librarians would readily admit to their need for applicable education and additional staff members to make possible better and expanded services. However, there will continue to be poorly trained and inadequate personnel as long as libraries continue to receive such low budgets. No one can be expected to train himself to work for less money than a factory worker receives.

A national library is needed in the United States that is responsible in part to every library in the nation. Then libraries would have a source to rely on for help in every area, especially processing and reference.

The Library of Congress is not fulfilling this role. This is no reflection o the library, because L.C. is responsible to Congress, not American libraries. All services performed by L.C. for libraries are of its own volition.

We hope that these comments are of some value to you. Please contact us if we can be of further assistance in your planning.

Very truly yours,

Evelyn B. Richardson

(Mrs.) Evelyn B. Richardson
Regional Librarian

Joe B. Forsee
Associate Regional Librarian

Mrs. Davy-Jo S. Ridge
Asst. Director of Libraries
for Reference Services
The University of South Carolina
Columbia, S.C. 29208

Testimony for NCLIS meeting in Atlanta, March 7, 1973

In my work in the library field for the past 20 years, I have served in public service capacities equally in public and university libraries. Therefore, I feel especially qualified to point out certain user problems which I have encountered.

The greatest universal need which should be met is that of the pre-college age student. Today's student is required in many cases to seek information above the level of the school library. He therefore, in an effort to secure materials required seeks service from the public or university library. Many public libraries valiantly try to meet the needs of students as do a limited number of college libraries. However, one of the results of hordes of students demanding service in public libraries has been that the adult reading public, which has no other library facility available, has been discouraged from using its public libraries.

For years public libraries have taken the brunt of unrealistic demands placed on students to do sophisticated research projects. The pressure on a student, particulary in large metropolitan areas, to have more periodical illustrations or pictures and more citations in his bibliography than any one else so that he will be graded high and therefore get accepted at the college of his choice has resulted in wholesale mutilation and theft of valuable resources in the public library. Most public libraries have limited book budgets and can not afford to replace mutilated and stolen items without denying the public new resources needed in the collection

Since public libraries have no authority over student users, serious disciplinary problems arises when large number of students from various schools cougregate in and around the building. This is particularly true of evening hours. Resources and facilities are deliberately vandalized. Ingenuous ways are develope to destroy or heavily demaged books, microforms, audo-visual materials, microform readers, and furniture. Those public librarians who have survived the years since Sputnik deserve national recognition for patience and bravery on the book front.

Academic libraries have also suffered similar problems to a lesser degree. Since academic libraries operate with more restricted policies and maintain a much tighter control on patrons who use the library their problems are not as severe. It should be kept in mind that academic library collections are built and maintained to support specific curriculum and scholarly research needs. The demands made on academic libraries by the scholarly community today are greater than ever before. As any experienced academic librarian can testify, service to pre-college age patrons just does not mix well with service to the academic patron. The needs are not the same and can not be met with the same methods. It is unrealistic to anticipate an open-door policy on the part of academic libraries.

This discussion could be even more lengthy, but the problem should be evident at this point: public and academic libraries are being called upon to serve the needs of the school age population which is unable to find sufficient material in the libraries established to serve them.

The populist trend in librarianship at present is an open-door policy for all libraries. Those who espouse this policy are largely from the school and public library fields. Few sensible academic librarians, particularly of the large university libraries, advocate an open-door policy. The effect on the academic community would be disastrous. Fine research collections would suffer an inroad of misuse and destruction. The ability to have research materials on quick recall when a need arises will be weakened should the general public have free run of the academic book collection. As an academic librarian, I strongly opposed this popular solution to the problem; however, if public and academic libraries are required to meet the needs of the pre-college age population, then they must be awarded generous funds to buy materials, furnish staff, and build proper facilities. Should this solution be sought it should not be finalized until a favorable consensus of opinion is secured from academic libraries of all sizes throughout the nation.

The obvious solution is one which requires expenditures of large sums of money to acquire stronger and more scholarly book collections in high school libraries and to build school library buildings with the capacity to serve the whole student population during and after school day hours. The school library has as much responsibility to serve the advanced student as it does to serve the average or disadvantaged student. Book collections in school libraries have too long been keyed to the average and below average student.

Although the expenditure of funds would be great, the results would be worth it, Not only would the more scholarly needs of students be met, but also the average student would be exposed to material which might excite him to better apply himself. The academic library could continue on its well defined course of properly serving the college community and the public library could spend funds and energy in better serving the disadvantaged, senior citizens, urban dwellers, and other group which sorely need attention.

The second problem which the Commission needs to give attention to is the increasing need for cooperative interlibrary loan service between libraries. The ALA Interlibrary Loan Code plainly states regulations to be followed in processing loans and these regulations are adhered to by most libraries. The increasing problem of interlibrary loan, however, is the expense involved, particulary for the lending library. More and more libraries are debating charging a cost fee per item to lend materials to scholars. Some of the finest research collections in the nation simply do not lend materials due to the large number of request they would receive. The New York Public Library is an example. Many large libraries such as Harvard borrow very little, but lend a fantastic number of items to libraries throughout the nation. Of course, this is due to their extensive collections. As more and more photoduplicated catalogs and computer network become a part of the academic library field, the demand for research libraries to lend materials will be greater. The expense has to be bourne by someone, but it seems unfair for the accommodating library to be the party who pays the bill. On the other hand, many serious scholars simply can not afford to borrow needed material if large fees are imposed. This is particularly true of graduate students and neophte faculty. Although this problem does not affect all types of libraries, it is a universal problem for academic and large public libraries.

The solution to this dilemma will be difficult to attain. Possibly libraries should be more restrictive in what they lend and in what they borrow. If a fee must be charged, it should be a minimal set amount which will be the same for all libraries. It maybe feasible for the federal government to allocate funds to those libraries who lend over a certain number of items per year to cover the expense of meeting the needs of scholars throughout the country.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 Peachtree Street • Atlanta, Georgia 30308
Phone 875-8011 Area Code 404

January 19, 1973

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and
Information Science
Suite 601 - 1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for your invitation to submit a statement prior to the hearing in Atlanta on March 7 on goals and priorities for national planning in the area of libraries and information science. I am glad to make the following observations.

1. In my opinion we need a carefully designed plan for the delivery of vast amounts and variety of information to citizens and to create new opportunities for learning.

2. We should aim toward becoming a nation which is a total learning society. The concept of continuing education should be pursued with total commitment, in the belief that problems are soluable in a community where nearly everybody is engaged in some kind of formal or planned learning experience throughout life.

3. Learning opportunities and the communication of knowledge should utilize maximally existing institutions and systems of education (schools, libraries, museums, colleges, television, radio, etc.). But these institutions and systems are in need of modification, supplementation, and coordination. Too often library planning for a community is not well geared with the other educational resources, and vice versa. Moreover, librarians and educators are not cooperating to the degree needed by society.

4. Services need to be unlocked, dispersed to where people are. This means store-front libraries, bookmobiles, computer print-outs to supplement books, etc.

5. I would like to see a powerful thrust toward the encouragement of every young child to acquire and enjoy his or her own "library."

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6. Libraries and information services need to be vastly more oriented toward vocational and avocational needs and interests. I do not believe "career education" is a passing fad. It is the vehicle for arousing a love for learning which can be capitalized upon as a means toward broader liberal learning.

7. Learning resources should be decentralized also to factories and offices so that employers support and facilitate the dissemination of information.

8. New kinds of neighborhood centers that combine a large number of human welfare services are needed. Libraries and learning laboratories can be established in conjunction with health, legal service, welfare programs, etc. in new patterns.

I hope these few ideas will be of use to the National Commission on Libraries and Information Science.

Sincerely,

Felix C. Robb
Director

Augusta College
2500 WALTON WAY
AUGUSTA, GEORGIA 30904

OFFICE OF THE LIBRARIAN

January 25, 1973

Mr. Frederick Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

One of the most pressing problems is the need for more cooperation among the various types of libraries. Often there is an overlap of services, thus preventing full service to all concerned. One of the most obvious examples of this is the failure to utilize the libraries of public schools to the fullest extent and yet, placing what is often a burden on the public libraries. There should be some solution to this problem.

In areas where the school libraries and public libraries are located in close proximity, increased hours of service and greater resources could be made available to students and general public alike by the merger of these two separate agencies. The problem which has developed in this area can be attributed to the fact that most school libraries close at the end of the last class in the afternoon. This is at the time when the most students could make the greatest use of its resources.

Legislation calling for merger of various types of libraries could save the taxpayer money and increase hours of service and resources to all concerned.

Sincerely,

Ray Rowland
Librarian

RR/mc
Encl.

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Georgia Department of Human Resources
RICHARD M. HARDEN
Commissioner
T. M. JIM PARHAM
Deputy Commissioner

22 January 1973

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I would like to thank you for inviting me to submit written testimony for the Southeast regional hearing on 7 March 1973.

I am not completely aware of what I could tell you that would be of interest to you, but I will try my best.

The library of which I was in charge of was a specialty library on all types of rehabilitation. I began this endeavor because so many people had requested information from our research unit and we had no feasible way of getting publications for them. At this time, I began to request rehabilitation information from around the country and throughout our state. I began to categorize and catalog these books by a classification system developed by the Oregon, Division of Vocational Rehabilitation.

We had no funding for any of the materials which we received, so we relied on free material and material given to us by others. Many of the publications which are entered in the library are grants and research reports. The library contains over 2,500 publications.

In order to let people know the information which was available, we sent out library reports on a monthly basis. We received about 20 requests a month, not including the people who came directly to the library.

Our library was used mainly by counselors and students of the University who were interested in writing a thesis on counseling.

After the library was in good working order, I decided that there must be a better way for people to find out about our publications and what material is available to them. I decided to program the entire library

47 TRINITY AVENUE, ATLANTA, GEORGIA 30334

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system, thereby making the library card files obsolete. I had cards keypunched giving the title of the book, the author's name (or names), the call numbers and also I made up a list of subject codes and these codes were entered on the cards. We then took all these keypunched cards and had a printout made (one by subject codes and one alphabetically by title). This made it possible for someone who was interested in one specific subject to know all the materials which were available on the subject he chose.

For example, if you had a book entitled Deaf-Blind Children, you would have three subject codes under which this book would be found. It would be similar to looking into the card file under any of these subjects, but much less time consuming. We had these printouts Xeroxed down to letter size and sent them out to all interested personnel. We received quite a few request and we were really pleased with the reaction.

At the time I began the work in the library, I was a secretary, and my background did not include but one course in college of library science. I do not have a degree of any type, and I truly believe that in order to work in a library, a degree of Library Science is not compulsory. but an interest in what you are trying to accomplish is a necessity.

I hope that this information is helpful to your work, should you require my presence at the hearing, I would be happy to appear. Again thank you for requesting by testimony.

Sincerely,

Sue Rutter

(Mrs.) Sue Rutter
Personnel Assistant
Department of Human Resources
Division of Personnel
Room 521-S
Phone - 656-4422

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CHARLESTON COUNTY LIBRARY
404 KING STREET ON MARION SQUARE
CHARLESTON, SOUTH CAROLINA 29403

January 26, 1973

The American public library is eminently the institution which is "of the people, by the people, for the people".

Traditionally, and properly, supported by the public treasury, the public library is for all who are interested in books and other sources of information and inspiration.

The American public library welcomes the pre-kindergarten child, the grade schooler, the young adult, the older adult, the retired man and woman. It serves alike the gifted, the handicapped; the rich, the poor; the pianist, the policeman. It serves those who seek to learn; it serves those who read for pleasure.

Governed by public bodies and with private citizens who represent the entire community giving their time and talent as library board members, the American public library is a truly democratic institution.

In recent years those who use the American public library have benefited from federal, state and local funding, and from a uniquely successful combination of imaginative federal guidance, and **wise** well-planned state and local administration and delivery of service

Emily Sanders

Emily Sanders
Director

ES:l

TESTIMONY REGARDING GOALS AND PRIORITIES SUBMITTED TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

I. Users

Students and faculty in four year plus institutions of higher education need library communication centers which provide them with fast, convenient, economical access to all communication and informational materials (regardless of format and corresponding equipment) to the same extent that junior college students need learning resource center libraries and public school children grades 1-12 need comprehensive media centers.

In higher academic circles, however, there seems to be a lack of understanding regarding the tremendous and increasing impact modern technology has on the teaching/learning situation as it relates to practically all types of learning resources from the book to the computer. The time is past when institutions of higher learning can easily ignore cost, service and other important factors related to acquiring, processing, and utilizing resources for teaching/learning. It is a matter of serious national concern if we are to plan wisely for the future.

II. Adequacies and Deficiencies of Current Library and Information Services

III. Patterns of Organization

IV. Legal and Financial Support for Libraries

V. Technology

Because all possible steps should be taken to encourage national and regional planners, college and university administrators and librarians to embrace the concept of combined traditional library and newer educational media programs, we believe that creative library programs of this type (in varying stages of development at Troy State University) should be brought to the Commission's attention.

The Troy State University Library has been housed for about two years in its new $2,000,000 building. The attractive building and its programs are designed to secure the greatest educational effectiveness at the least cost, and to provide flexibility for future developments in information science. newer media, and cooperative library networks.

The Troy State University Library merges all traditional library materials, functions, and services with modern technology to provide those educational items normally used by more than one division of the University. This service provides access, through one card catalog, to collections of books, periodicals, films, auditory materials, micromaterials, and graphics. Bibliographical resources are brought together for efficient public and staff use. Extensive audio-visual, graphic, photographic, television, and related services furnish needed support for instructional programs. Through its research and publishing operations, the Library also provides the members of the University community with opportunities to produce creative and scholarly work as well as excellent instructional materials. Various high-quality formats of information are available to users for study and research at the time and place most convenient to them. As a result of such services, the faculty and the students can achieve their objectives more effectively, and the learning process can become interesting, relevant, and enjoyable.

Within the Educational Resources Center are sources of information, the technological means for presenting information in many forms, and the professional and technical personnel to assist in combining these resources to achieve the instructor's educational aims.

VI. Human Resources

The facilities, expertise, and professional leadership for an educational resources program of excellence are present at Troy State University now, however, full implementation awaits adequate funds and staff. Two major hindrances to staff effectiveness are lack of sufficient funds and time for attending important professional and technical meetings, workshops, demonstrations, and exhibits; also, there are insufficient opportunities for personal development through part-time course attendance.

The Library staff must work effectively as a team for the identification, acquisition, preparation, and utilization of the ever-increasing variety of learning materials and corresponding equipment. This effort would be greatly enhanced if the opportunities for staff development were increased. This development cannot be accomplished by reading alone; the staff must also see procedures carried out, learn how new devices are used, and discuss theoretical and practical concepts of library methodology.

General Summary of Recommendations for Services and Facilities for Academic Libraries

1. That, for reasons of accessibility, utilization, economy, bibliographic control and management:

    a. New and developing academic library communication and informational services, facilities and programs be designed and funded as one service unit, without necessarily restricting this unit to one physical location.

    b. Where feasible, established institutions (with separate physical facilities and/or administrative units) be encouraged to develop centralized library administration through adoption of appropriate policies and funding formulas.

2. That Library-Communications budgets reflect the campus-wide instructional needs for all print and non-print materials and corresponding electronic equipment and systems normally used for the teaching/learning process by more than one discipline. Generally, these include:

    (1) Commercially prepared materials: books, journals, microforms (microfiche, microfilm, microcards), pamphlets, government documents, motion pictures, filmstrips, slides, transparencies, art reproductions, charts, posters, discs, audio and video tape recordings, programmed learning materials, etc.

(2) Locally prepared material: those involving graphics, photography, cinematography, recording, or other such processes.

(3) Corresponding equipment/systems: computers, audio-visual, television and other carriers of the electronic signal which (for teaching/learning purposes) provide the means to store, retrieve, reproduce, and transmit information.

3. That the above items or systems (purchased with institutional or other funds) be channeled through and made accessible by a well-managed, systematic campus-wide Library-Communications program.
4. That services, functions, collections, personnel, and facilities be systematically and regularly evaluated and upgraded.
5. That professional and technical instruction in the utilization of resources and equipment be provided to individuals and groups (when, where and to the degree needed) through workshops, seminars, self-learning laboratories, etc., and through printed, programmed, audio, video or other suitable means.
6. That the library director (with the assistance of staff, faculty, and students) coordinate the planning for new or remodeled library construction, and that he serve as a permanent consultant for other new or remodeled campus structures in so far as they relate to communications media, equipment and electronic systems.
7. That all planning for all Library-Communications services, materials, equipment and facilities be coordinated by, and channeled through the director (coordinator) of library/informational services; and that information guidelines be obtained from the pertinent literature of the American Library Association, Educational Facilities

Laboratories, U.S. Office of Education, the American Institute of Architects, pertinent trade associations and other similar agencies.

8. That, for the betterment of teaching and learning, new buildings be designed (space, arrangements, construction, etc.) to utilize present and future technological and communications media to their fullest advantage.

9. That provision be made to supply individuals and groups with various information through campus-wide electronic transmission-receiving systems.

10. That a wide variety of individual learning and study situations be provided.

11. That flexibility of internal arrangement be a prime objective with particular attention given to spacial/functional relationships of great importance to the learner and the staff.

12. That state and federal building regulations be taken into account, and that HEW guidelines concerning ramps, door widths, rest room facilities, etc., for handicapped users be followed.

13. That long-range planning provide for growth during the next ten years.

14. That new (and remodeled) buildings be climate/noise-controlled, properly lighted, comfortable, and beautifully and functionally designed and furnished so that utilization becomes a daily aesthetic experience for all.

15. That, where feasible and appropriate, full advantage be taken of cooperative efforts in reference, exchange of resources, shared technical processes, etc.

16. That, in various cognate subjects, the university library be provided professional library information specialists as outlined by the Director.

17. That where feasible and appropriate, the library share with other local libraries the responsibility of providing for larger community needs beyond the immediate needs of the institution.

18. That, as recommended by the Director, sufficient personnel be included in the Library-Communications budget in order that the following may be accomplished without disruption of schedules or services:

    a. Maintenance of effective relationships with the students, faculty, and the instructional program.

    b. Work with current and future cooperative efforts between all types of libraries including academic, special, public, school, etc.

    c. Continuous professional development, training and retraining of personnel through:

        1. Participation in professional organizations at the local, state, regional, and national levels.

        2. Study at workshops, institutes, seminars, conferences, visitations, etc.

        3. Other

    d. Meshing of new technology with traditional means of handling information.

Miss Ethel Sanders
Director of Reference and Special Services
Educational Resources Center
Troy State University
Troy, Alabama 36081

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF ADULT AND VOCATIONAL EDUCATION
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

RUSSELL S. CLARK
Assistant State Superintendent

Carl R. Sandstedt
Administrator/Consultant
Ga. Library f/t Blind
and Physically Handicapped
1050 Murphy Ave., SW
Atlanta, GA 30310

January 26, 1973

National Commission on Libraries
and Information Science
Frederick H. Burkhardt, Chairman
Suite 601
1717 K Street, N.W.
Washington, DC 20036

Gentlemen:

For the past eight months, I have been the administrator of the Georgia Library for the Blind and Physically Handicapped, I shall limit my comments to this particular area.

Libraries for the blind and handicapped are strange creatures, a sort of mixture of conventional library and mail order house. In the period of my association with the Georgia library, we have given much attention to the actual streamlining of our actual operations. First, because of the necessity to offset staff shortages, and second because this type of flow-chart planning seems to produce very real results in an operation such as ours where we have the ability to increase our own circulation simply by sending our patrons more books.

This does not, however, help the user of our service. By streamlining our internal operations, we can give the reader more and more books, and our circulation, and most of the other measurements used to show library activity will increase. This does not, however, give us any kind of qualitative measurement of our effectiveness. Is the patron reading what we send him? Is he getting as much as he should from what he reads? We really have not developed a good way to get effective feedback from most of our clientele. We have a certain amount of people who will keep in constant contact with us, but many more are just names on reader record cards, who will after an initial order of books, or a very limited length of service, simply drop from sight.

To better keep up with our patrons, we are in the process of developing several concepts:

A. SUB REGIONAL LIBRARIES were slow in getting to Georgia, but two are now in the preliminary planning phase. I feel that by having direct contact with his local public library, the patron will feel closer to his community and its services, and less like a special ward of the state. This will also help with our acute shortage of librarians for reader's advisory work at our central location.

B. In the past year, there have been a couple of important advances in the area of VOLUNTEER SERVICES. We've started a taping program at the Atlanta Federal Penitentiary and the Atlanta Legal Secretaries Assn. is doing the "Advance Sheets" of Georgia court decisions for the blind lawyers in the state. Our next big area of volunteer activity should be personal contact with the patron. Savannah Public Library, in cooperation with the local Lions Club, contacts every new reader. We would like to expand this into a statewide activity. We have made many initial contacts with public library systems around the state, but feel volunteers would be a necessity as far as a real on-going contact program with our patrons around the state.

C. Improved INTERNAL OPERATIONS, despite my first warning can be a definite aid to adequate reader service. Our present form of recording the list of books read or requested makes rapid, acuurate reader's guidance impossible. We are in the process of streamlining these records to the point that more time can be spent actually working with the reader and less time will be spent on completely clerical operations. It seems to me that technological advancements would be easier to implement in a service such as ours, as compared to the average public library. On the other hand, I have a feeling that libraries for the blind spend a great deal of time copying each other, when they should spend at least some time looking at other operations, that from a standpoint of shipping and receiving materials, would be, at least slightly, similar.

Mrs. Franz Schenk * * * *Summerdale, Alabama*

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[illegible] libraries [illegible] port, [illegible]

[illegible] work of library service covering all [illegible] in the State.

[illegible] efforts [illegible] to improve [illegible] of library service [illegible]

[illegible]lly,

Gretchen Knief Schenk

[illegible]

Robert W. Scott
Route 1
Haw River, N.C. 27258

February 15, 1973

The Honorable Frederick H. Burkhardt
Chairman, National Commission on
Libraries and Information Science
1717 K Street, N.W. - Suite 601
Washington, D. C. 20036

Dear Sir:

It seems that when it comes to working for better libraries, Phil Ogilvie cannot say "No" or accept "No" for an answer from those whose assistance in this cause he solicits. He understands the reasons I cannot be in Atlanta on March 7, but he doesn't think that excuses me from a written statement, and I agree with him. I am a convinced advocate of better libraries of all kinds and a frequent user of libraries. As a result, I am pleased to offer a copy of an address I made two years ago as a statement of some important library goals to which I believe we should all be dedicated.

I wish to add that while I was Governor of North Carolina I was a strong advocate of the concept of Revenue Sharing. I was pleased to seelibraries listed among the priorities of the General Revenue Sharing Act. It seems, however, that most Revenue Sharing funds are going into much needed capital improvements, including very necessary and expensive water and waste disposal systems, and this prompts me to offer another suggestion for your consideration.

We cannot afford to let our libraries languish in neglect and lose their service capabilities for lack of adequate financial support. I would hope, therefore, that in any Special Revenue Sharing Act having to do with Education, 12 to 15 percent of the funding would be specifically earmarked for improvement of library services. I feel these funds should be distributed 1/3 for elementary and secondary school library services, 1/3 for academic (including community college and technical or vocational institute library services), and 1/3 for public library services which do in fact supplement all other types of libraries, as well as support and enrich education at all levels.

It is also my thinking that these funds might well be distributed in whole or in part by State Library Agencies because they are concerned with total library development and are already set up to render such service because of their responsibilities to the now terminated Library Services and Construction Act.

I hope that these comments will prove useful for your purposes.

Good wishes for every success in your important deliberations and with your recommendations.

Sincerely yours,

Robert W. Scott

Robert W. Scott

cc: Mr. Philip S. Ogilvie
Mr. Charles H. Stevens

For Release at 1:00 p.m., November 19, 1970 [illegible]

ADDRESS BY GOVERNOR BOB SCOTT

Luncheon Meeting of North Carolinians for Better Libraries
Sir Walter Hotel, Raleigh, North Carolina

November 19, 1970

It is a special privilege and an occasion of gratitude today to be in the company of fellow Tar Heels who have played and continue to play a major role in helping me achieve an important goal of my administration. In fact, I should thank you for helping to make "better libraries" a special goal of my administration.

Being a library user, just as you and many others are, it has always seemed to me the natural and logical thing to turn to a library to refresh my knowledge of things past, or to improve my understanding of the present, or to seek direction for the future.

In other words I have taken libraries pretty much for granted, and it has rarely occurred to me to wonder what my world would be like without libraries.

Nor have I speculated in depth on ways to improve them. North Carolinians for Better Libraries helped me zero in on these things, and I am grateful.

When your organization came into existence about four and a half years ago, Phil Ogilvie was the new State Librarian. And he was certainly awed, if not a bit shaken, by the enormity of the responsibilities he had accepted.

Even so, as he made the rounds of North Carolina officialdom, trying to identify the real friends of libraries, he spoke of the future with a contagious enthusiasm. You were the reason. You gave him confidence that I shared then and share now. You have measured up to the confidence both of us have had in you.

As I see it, your record of achievement in four and a half years is outstanding.

Your people in each of North Carolina's 100 counties persuaded the 1967 General Assembly to establish the Legislative Commission to Study Library Support.

That commission composed of Senators Brumby and MacLean, Representatives Phillips and Strickland, and Mr. David Stick, did its job extraordinarily well and reported back to the 1969 General Assembly with some specific and reasonable recommendations in which I concurred.

As a matter of fact, in October of 1968, I issued a statement calling for more State aid to county and regional public libraries and for increased appropriations to the State Library to insure its strength in coping with the library challenges of the Seventies.

About public libraries, I said specifically that ". . . the State should gradually assume equal responsibility, with local governments, for public library support," and that this goal "...should be accomplished over a period of several years."

You said the same things to the members of the 1969 General Assembly, and they responded generously. They increased State aid to county and regional public libraries by a half million dollars in the first year of this biennium and by $1 million in the second year now in progress.

The legislators also doubled the annual book budget of the State Library so it could build a realistic back-up collection of materials to supplement local library resources.

In addition, since North Carolinians for Better Libraries was organized, local support of public libraries has increased by nearly $2 million, and you deserve a [illegible] of the credit for that.

These important steps have been in the right direction, and it is to be hoped that the [illegible]71 General Assembly will make additional significant steps possible.

There is still the need to increase State financial aid to county and regional public libraries. There is still the need to strengthen the State Library.

When you talk to your legislators about the financial assistance your local public libraries need, I hope you will impress upon them that the State Library coordinates cooperation among all types of libraries - public, academic and special.

Tell them the State Library has developed and is expanding a communications and service network that will make it possible for any North Carolinian anywhere to get fast access to whatever library resources in any library that he may need. This network is known as the North Carolina Interlibrary Services Network, and it deserves support.

I am sure you are aware that during the past two years, the State Board of Education, the State Board of Higher Education, the North Carolina Library Association, and the State Library have co-sponsored an important study of the possibilities for cooperation among all types of libraries - school, college and university, special, and public.

Three distinguished librarians - the Assistant Commissioner of Education for Libraries in the State of New York, the State Librarian of New Jersey, and the Librarian of the University of Delaware - studied our needs for interlibrary cooperation. These specialists talked with librarians and citizens all across the State.

Then, they recommended further development of the information and resource-sharing network, which was begun by the State Library in cooperation with the Triangle university libraries in February, 1966. This network now consists of a rapid telephone and teletype communication system, which ties together the public and major academic and special libraries of North Carolina.

The next step is for our junior colleges, community colleges, and technical institutes, and school libraries to contribute to and benefit from this system in which each library shares its strengths with all others.

When that step is achieved, progress will not be delayed in our State for lack of information. A man with an outdated skill will be able to identify and develop another skill. A high school drop-out can find his way to a second chance.

In fact, any North Carolinian, be he business executive or laborer, doctor, lawyer, or Indian Chief, housewife, student, or Governor, will be able to obtain quickly the information he needs. This is, in truth, a basic key to "better libraries."

I urge you to make this network a major concern and to promote it with the same enthusiasm you have demonstrated in urging better support of public libraries. You are people of influence, and all of us are people in need of better libraries.

Thank you for what you have done and for what I know you will do.

[illegible] OF

THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

LOUIS SHORES

Robert Manning Strozier Library

(Room 3?4 Phone ([illegible]) [illegible])

Re your 2/12/73

2/18/73

[illegible], Chairman
National Commission on Libraries and Information Science
[illegible] Street, N.W.
Washington, D.C. [illegible]

Dear [illegible]:

Congratulations [illegible] to you and [illegible] your colleagues.

The challenge and opportunity [illegible] for [illegible]

[illegible] me to put aside the manuscript for my [illegible] and submit my written "testimony."

Upon my own various "compilation" efforts I [illegible] difficult your assignment will be at times [illegible] and [illegible] out instead of "telling it like it is."

Nevertheless, I hope you [illegible] "[illegible]" on the form you supplied.

Sincerely,

Louis Shores

Louis Shores
Dean/Professor EMERITUS
Editor in Chief, Collier's Encyclopedia

"POSITION" for the National Commission on Libraries and Inf. Science
by Louis Shores ~~x3x~~ [illegible]

AREA I [illegible]

1. (top) SELF-EDUCATION through libraries and the generic book (sum total of man's communication possibilities, as I defined the term in American Scholar editorial for 1st National Library Week)

Respectfully request Commission to [illegible] priority of

a. Library-College idea and movement
b. [illegible] University Without Walls
c. UK Open University
d. Dallas Public Library ISP program (and other public libS,
e. K-14 media center support for independent study
f. Pre-school nursing reading readiness from 1[illegible] months old on
g. Library EDUCATION pre-school through Graduate School from the re-oriented SELF-EDUCATION approach

a Pre-K through 14. How soon we prepare users for SELF-EDUCATION (Note what high schools and community junior colleges do.

b. Graduate School (note what Florida State did with its 500 course (see John Clemons' ACRL article)

c. Teacher education (how to teach with books)

GOAL: ~~the~~ a more sophisticated library user for the strengthening of our national mind, world mind. (Let's prove we can library reform society more effectively in the Seventies than the "street walkers" did in the 60's.

AREA VI HUMAN RESOURCES

1. Articulation of Media Practitioners' efforts

a. LIBRARIANS (professional, paraprofessional, clerical) with
b. AUDIOVISUALISTS (media generalists, specialists, et al)
c. INFORMATION SCIENTISTS (especially with traditional Reference librarianship)
5. ARCHIVISTS, bibliographers, bibliophiles, et al

2. Articulations of the above categories' educations, at various levels into state, regional, and national plans for library education (as a member of the ALA Commission-we tried; but look at our aborted state plan in Florida, under the Board of Regents, our unified certification for librarians and audiovisualists, and our Information Science efforts at FSU.)

---

perhaps VII (my ax to grind) LIBRARY HISTORY (as the founder and editor of the first journal devoted to)

DONATED LIBRARY ANNOTATIONS.

to

Private Libraries given/public and private libraries can be greatly enhanced if the donor can relate his purpose in collecting (before he passes on).

Please return to:

National Commission on Libraries and Information Science
[illegible]
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

LIBRARY OF
LOUIS SHORES

DR. LOUIS SHORES
2013 W. RANDOLPH CIRCLE
TALLAHASSEE, FLA. 32303

Please check the following, as they apply to you:

[✓] I shall submit written testimony for the official record as soon as possible.

☐ I do not plan to submit written testimony.

☐ I plan to be present at the regional hearing.

[✓] I do not plan to be present.

☐ ______________________________

I recommend that you contact the following person(s) to submit written testimony for the official record: (Name, position or title, complete address, telephone number, include area code, please)

DR HOWARD Clayton, Editor Learning Today
Library-College Associates, Inc.
University of Oklahoma, School of Library Science
Norman, Okla.

From: LIBRARY OF LOUIS SHORES
Home
DR. LOUIS SHORES
2013 W. RANDOLPH CIRCLE
TALLAHASSEE, FLA. 32303

UNIVERSITY
STROZIER LIBRARY
Room 304

Position or Title Dean/Professor Emeritus

Address FLORIDA STATE UNIVERSITY

City/State Tallahassee, 32306

Telephone (include area code) (904) Univers. [illegible]-3132
Home 385-1270

over

"AN I.O.U." for the National Commission on Libraries.....
Louis Shores(3/1[illegible]/73)

Perhaps the most effective and economical way is through ORAL HISTORY (or my Lake Arrowhead augmentation of Video History using the video camera instead of or and the tape recorder)

To illustrate I am beginning with the

LIBRARY OF LOUIS SHORES

which I have willed to the Strozier Library, FSU. and which contains some 10,000 print volumes and 22,000 papers, discs, tapes, memorabilia and other formats of the generic book relating to my 15 professional crusades (Basic Reference, Encyclopedias, Library-College, Audiovisualism, Afro librarianship, Library History, etc.)

I hope to prototype a model for

Donated Library Annotation

(the overview volume is titled

A Librarian's Library

Remembering how we were swamped on our Commission I could readily understand if this Testimony attains file status.

Sincere best wishes.

Louis Shores
Louis Shores

"[illegible]"

[illegible] Editorial
In The [illegible]
(South [illegible], Tallahassee, Florida, [illegible] P. O. Box [illegible]
[illegible])

CLIPPING SERVICE
P O BOX [illegible]
TAMPA FLORIDA 33609

Today
M-43,000 S-52,000
Cocoa

MAY-11-72

[illegible] Forward to 1999

A couple of years ago, when the violent campus protests were at their height, [illegible] made a speech [illegible] predicted a trend toward a more "repressive" society in the United States. [illegible] Given the choice between anarchy (which many of the young people [illegible]) and [illegible] the American people [illegible] repression," the distinguished law [illegible] he agreed.

Now a Florida State University professor has written a [illegible]

[illegible] in the activist political [illegible] of the 60s."

This reaction, Dr. Shores predicts, will be led by a [illegible] U.S. president [illegible] the world [illegible]

The [illegible]

The book seeks to speak from the "third position," which expresses a political philosophy between the "status quo" and the "activist protest."

Philosophically, Dr. Shores is a liberal who says he is "fighting both [illegible]" but he [illegible] the [illegible] minorities, or the "groovies" as he calls them, are "betraying liberalism."

"No liberal would be caught dead with this bunch," he says.

Dr. Shores feels a reaction to the upheavals of the last decade is [illegible] good [illegible]

Of the prophecies in the book, the [illegible] 15 percent [illegible] decade because the [illegible] was an ugly one."

The surprisingly strong support Alabama Governor George Wallace has been receiving in the presidential [illegible] and [illegible] taken as evidence many [illegible] are willing to entrust the [illegible] who is [illegible] tactics to bring [illegible] back to the country. [illegible] help make [illegible] our country in the future.

Florida
CLIPPING SERVICE
P.O. BOX 10278
TAMPA FLORIDA 33609

Today
M-48,000 S-52,000
Cocoa

MAY-11-72

Especially appreciate your efforts to reconcile traditional reference and current ~~[illegible]~~ Information Science,
Best wishes Louis Shores

[illegible]

February 28, 1973

To: National Commission on Libraries and Information Science.

From: Mrs. Betty B. Simms, Chemetron Corp., Catalysts Div. Librarian.

Miss Doris J. Batliner, Chemetron Corp., Chemicals Group Librarian.
P.O. Box 337, Louisville, Kentucky 40201

Subject: Statement on Goals and Priorities for National Library Planning

Since our major interests relate to technical and industrial subjects, we only feel qualified to speak on areas of concern to users of this type information. These users are typically:

1) Research Scientists
2) Technicians
3) Accountants
4) Chemical Engineers
5) Sales Engineers
6) Secretaries
7) Plant blue collar workmen
8) Electricians, carpenters and maintenance personnel.
9) Management personnel

The education level varies from illiterate to the PhD level. All of these persons require literature and information services from our library.

To handle this we require not only the aid of our own limited collection, but also that of the Public, university, medical and private libraries both local and national. We also require the services of regional referral and information centers.

Since this need is continuing, we feel that we may speak authoritatively on the adequacies and inadequacies in the services rendered and received by these libraries and centers.

As a general rule, the reference services provided, although graciously, are inefficient due to a lack of: trained personnel; adequate source material; and interest on the part of the library staff. It seems apparent that many of these inadequacies could be eliminated by additional funds allocated by trained, responsible administrators to ensure the aquisition of the best source materials and qualified personnel. These funds, if not forthcoming from the local community, should be made available from federal sources by special grants

In our experience, the service of the Library of Congress has been considerably less than satisfactory. The time lag involved, the necessity for completing an involved order form before any order is considered, and the incidence of error in order fulfillment are just a few of the unfortunate aspects of this service. Perhaps the problem here is also monetary. It would seem, however, that if such an immense undertaking as functioning of the national library is to be implemented, adequate funds should be allocated immediately. If these funds are not available, we suggest that the idea of the national library be dismissed and more emphasis be placed on regional information centers. These centers might have computer-based outlet services and must have a highly trained staff. The location of these regional centers would have access to a better choice of staff members because it would decrease the necessity of relocation of persons interested in this type of operation.

One type of information which is needed greatly and seldom supplied is that related to market statistics. Certainly the main Public Library in each large city, 250,000 people +, should include a department devoted to business and economics. This department should have such tools as Predicasts, the Stanford Research Reports, etc., available to the business community.

The public library in our area is lacking in the subjects of science and technology. Fortunately, excellent university collections are available in this field. Perhaps a little cooperative buying and binding would increase these collections for all of us.

University services should be scrutinized closely before federal grants for information services are funded. The use of untrained staff may make services inefficient if not incorrect.

In conclusion, it appears that the major inadequacies could be corrected by the incorporation of

a) Funds
b) Trained Staff
c) Adequate Collections

The intelligent use of these would eliminate most of the problems which we have encountered in the past five years.

Betty B. Simmons

DJB:BS/wc

Mrs. Jessie C. Smith
University Librarian
Fisk University
Nashville, Tennessee 37203

Statement by
Jessie Carney Smith
University Librarian, Fisk University
to the
National Commission on Libraries and Information Science

January 24, 1973

Under provision of Public Law 91-345, the National Commission on Libraries and Information Science has as its primary responsibility planning which will provide "library and information services adequate to meet the needs of the people of the United States." This statement is necessarily interpreted to include all ethnic and cultural groups who comprise the population of the United States. In addition, it is interpreted to include all types of libraries. Black academic libraries therefore take their rightful place among those libraries which are of concern to the Commission.

No group of libraries in the United States is more undernourished and underfinanced than those in black academic institutions. The experiences that I have had and continue to have while serving as University Librarian at Fisk University, a black academic institution, as consultant to the Southern Association of Colleges and Schools (an accrediting agency for educational institutions in the South), and as investigator of a survey of black academic libraries attest to these claims. While serving in these various capacities, I have also been exposed to the effects of underfinanced library programs as well as to the effects of the Higher Education Act which provided some monetary relief to these libraries. This testimony is addressed to the six areas which the Commission has adopted as its initial goals and priorities for study and action, yet focuses on the needs of the black academic library in each of these areas. Basically, however, the major problem of the black academic library is a financial one.

I. Users. The needs of black people, whether students or members of the community, demand special attention. Studies repeatedly show that the majority of black students who are college-trained receive their degrees from black academic institutions. They come from a variety of backgrounds, from rural to urban communities, frequently from weak secondary schools where library service was poor, and require library programs geared to help them overcome deficiencies which they may bring with them. At many black academic libraries, for example, users are unaware of periodicals and periodical indexes when they come to college; they are unfamiliar with routine library procedures, and they are unable to prepare suitable library research projects.

Librarians in black academic institutions also report that the predominantly black communities where they are housed look toward black libraries to meet their needs. Either there are no public libraries in these communities, or they fail, for countless reasons, to meet the needs of users or potential users. The Commission must encourage and promote programs which are designed with a two-fold purpose: to meet the needs of black students in the black academic institutions, and to serve members of black communities where these institutions are located.

II. Adequacies and Deficiencies of Current Library and Information Services. In conducting the survey of black academic libraries, it was found that from their inception to the present time, black academic libraries, on the whole, continuously maintain weak and inadequate collections. While the causes of these inadequacies are legion, the basic cause is a financial one. Few of these libraries contain well-balanced, basic collections to meet the needs of even the undergraduate programs which they offer. Especially where graduate programs are offered in black academic institutions, library collections which support them are seriously deficient. Examination of collections in these institutions shows an abundance of useless gift books and outdated materials, weaknesses in subject content, few periodical holdings, few, if any, audiovisual materials, and, in general, collections far too inadequate for the purposes of the institution's educational programs. Often, these collections contain far too few volumes for the size of the student body. Students using these collections must either look toward other libraries to help meet their needs, or permit their library needs to remain unmet. Some of these students enter graduate schools elsewhere having never become exposed to adequate library services, facilities and resources. Unless the Commission can propose and promote ways to solve this problem it will take its place among those who have impeded the development of black academic libraries.

III. Patterns of Organization. Because of the many inadequacies that exist in black academic libraries, such as weak new Federal legislation, and by other means. In particular, if no Federal funds are appropriated for library support in FY 1974 as has been suggested, black academic libraries will suffer severely.

V. Technology. The survey of black academic libraries which I conducted revealed that, on the whole, black academic libraries are out of pace with many of their counterparts in the development of new technologies, in the use of new communications devices, and in the use of reprographic and photographic services. While many of these libraries are anxious to become involved in new technologies, their budgets make no provisions for these efforts. The Commission's role as a cautious advocate in the use of new technology is understandable. Whatever programs it evaluates, and whatever assessment of future technological advances it makes, the Commission must give consideration to black academic libraries and their needs. For example, if new communications networks are proposed, they must include representative numbers of black academic libraries. Or, if wider application of audiovisual equipment is proposed, black academic libraries must not be disregarded.

VI. Human Resources. As librarian in a black academic institution, and as an active member of various committees of the American Library Association, I am in position to observe the constant plea from all types of libraries throughout the nation to locate increasing numbers of black librarians to serve these institutions. Clearly, there is a serious manpower shortage where black librarians are concerned. Frequently, as potential black librarians are recruited, they are unable to leave their positions to receive professional training in library science because of financial reasons. Many such persons are employed in black institutions--a natural source of black manpower. The Commission has the responsibility of assessing more adequately the manpower needs where black people are concerned, to determine the manpower needs of black academic libraries, and to promote programs of recruitment and scholarship to produce more black librarians.

The Commission must also encourage the nation's libraries to promote increasing numbers of black librarians to visible, top-level positions. If the Commission desires a manpower study of black librarians, it could encourage the support of a program already proposed by Howard University, Washington, D. C.

In summary, it must be reemphasized that the problems in facilities, services, and resources of black academic libraries are largely due to continuous underfinancing. The years of deprivation and neglect which these libraries have faced will continue unless serious and substantial support is given to aid them in overcoming their needs. I urge the Commission to promote existing and new legislation to support collection development in black libraries, to support these libraries in the priority areas already defined by the Commission, and to support library training programs which will provide inservice training for black librarians to help them update their competencies. Unless serious action is taken promptly, these libraries will either die, or will continue their mediocrity.

St. James Parish Library

WEST BRANCH
P O BOX 142
VACHERIE, LA 70090

MAILING ADDRESS
HDQS & EAST BRANCH
RT 1. BOX 32-C
LUTCHER, LA 70071

January 30, 1973

National Commission for Libraries and
Information Science
1717 KST. N.W.
Washington, D. C.

Gentlemen:

As a new Parish Librarian, I urge you to consider that the only library service we can supply must be tax-supported and free to everyone. In operation for only six years, we service the entire population of 19,000 people.

In an area where many patrons are only partially educated and many are poor, the library is one of the few sources of free material. To make a "supermarket" out of a library, would deprive our patrons of the library.

Sincerely,

Leigh Ann Smith,
St. James Parish Librarian

LAS:mag

EVALUATION AND NEED

of

YAZOO PUBLIC SCHOOL LIBRARIES
January, 1973

National Commission on Libraries and Information Science
Suite 601, 1717 K. Street, N.W.
Washington, D.C. 20036

Re: Yazoo City Public School Libraries

Having served as high school librarian for 28 years (20 of which were spent in Yazoo County), having served as a public librarian for 8 months in Yazoo County, and having served in Mississippi Library Association (President, 1966) for 20 years, I can assure you that the following needs, deficiencies, and revisions are true and in dire need of your immediate attention:

THE USERS

A. The majority of our users are in the low-income bracket.
    I. Underprivileged (very few have any pre-school learning situations at home).
    2. Disadvantaged (no parents, no reading materials at or near homes, no reading patterns at all).
B. Many users have a background with high standard of living and culture.
    I. Artists, writers, executives, planters, and bankers produce families on opposite side of spectrum.
    2. Music Clubs, Art Society, Garden Clubs, and Clubs both Christian and secular thrive in the areas-both urban and rural.

ADEQUACIES AND DEFICIENCIES OF CURRENT LIBRARY AND INFORMATION SERVICES

A. In 1970 the libraries of Yazoo City Public School System were balanced, adequate, and standard according to Southern Association Standards.
B. Since integration (65% black students) we are in process of change.
    I. Collection in every area must have "high-interest low-reading level" materials.
    2. More elementary audio-visual materials must be added.
    3. Space for storage is needed. (No room!)
    4. Equipment for using the media is constantly on the move.

    a. Teachers come by the library to schedule equipment.
    b. Librarian borrows from other schools or media consultant.
    c. Teachers need more equipment in each room as well as more in the library.

PATTERN OF ORGANIZATION

A. Public School Systems pay a nominal fee to Public Libraries for their cooperation.
  1. Book selection of public library is related to the public school students' needs.
  2. Public library opens for students' use every night of school week.
  3. Public library sends books and materials as requested by public school teachers to the school for students' use.
B. State Library Commission is ready to send any materials to public schools upon request through public library.
C. If the Long-Range Program for Library Development in Mississippi as prepared by Mississippi Library Commission, June, 1972, is accepted, the cooperation within the district can be increased immeasureably.

LEGAL AND FINANCIAL SUPPORT FOR LIBRARY

A. The Public School System is supported by local and state taxes.
  1. Ad valorem or property taxes make up a major proportion of public school money.
  2. State pays minimum expenses.
B. Title II Monies have supplemented the collection at high school level.
C. Title I Monies have supplemented equipment and media at elementary level.

TECHNOLOGY

A. Magazines, having been rebound since 1965, have filled up the space.
  1. Need magazines on micro-film.
  2. Need microfilm reader with print-out for high schools (Research among high school students in all areas is very demanding on magazines.)
B. In-service training handled by experts with the newest ideas for distributing library resources should be offered each semester to keep librarians and teachers alert to better methods for reaching our students.
C. A Central Processing and Acquisitions unit for the Yazoo County, where a list of materials can be sent to be ordered, processed, and distributed to the

various schools ready to be used, could relieve the librarian to help students more.

D. If the Long-Range Program for Library Development in Mississippi as prepared by the Mississippi Library Commission is accepted, this processing problem might be eased.

E. Air-conditioning is a necessity in the southern school. When temperatures soar from April to early November, studying is impossible.

HUMAN RESOURCES

A. There are three librarians for the Yazoo City Public School System.

B. There is a great need for additional personnel.
   1. Three additional librarians are needed.
   2. Two assistant librarians are needed-one for the high school and one for the junior high school (The number of students far exceeds the standards for one librarian).
   3. Clerical help for each school (5).
   4. Each school needs a teacher's aid to help students take notes, make sentences, correlate ideas, **search out facts, and** to discourage copying encyclopedias.
   5. Students assist the librarians each period during the school day and before and after school.
      a. Training these students takes valuable time.
      b. Supervising their work is a constant demand.

The libraries of Yazoo Public School System must serve as a laboratory of social learning-there are some students who can never parse a sentence; but he must learn to live in society-sign his checks, budget his earnings, vote in elections, read the headlines, and use the libraries. Too long the predominately black teacher has produced a poorly taught student because the predominately black college produced a poorly taught teacher-a vicious circle which to correct will require a generation of hard work from loyal, dedicated teachers, both black and white, and as many and as much financial assistance as can be acquired.

Respectfully submitted,

Mary Emma Smith

(Mrs.) Mary Emma Smith, Librarian
Yazoo City High School
Yazoo City, Mississippi

There is a need for a widespread network among libraries that could transmit facsimile reproductions without copyright infringement. The need for rapid transmittal of technical periodical literature is urgent.

Marie Spivey

MARIE SPIVEY
Chief, Library Branch
Technical Information Center
U.S. Army Engineer Waterways
Experiment Station
Vicksburg, Mississippi 39180

CHARLESTON COUNTY LIBRARY
404 KING STREET ON MARION SQUARE
CHARLESTON SOUTH CAROLINA 29403

January 24, 1973

In 1898 when the Reverend John Lewis Dart opened the Charleston Industrial Institute, no one really knew that all of the public would eventually benefit from the building (Dart Hall). Then in 1926 the Reverend Dart's daughter, Mrs. Nathaniel L. Butler (Susan Dart Butler), opened a small public reading room in the building which in 1931 became a branch of the Charleston County Library system. In 1968, from this small beginning, came a fine new branch library building, named the John L. Dart Library, constructed with the aid of $50,000.00 from the Federal Library Services and Construction Act.

The heavily used and popular John L. Dart Library is but one of a number of initial projects which have greatly benefitted from LSCA assistance.

Audiovisual equipment purchased with federal funds has boosted interest in and attendance at the preschool and elementary age story hours at all units of the Library. Filmstrip cassette players are especially fascinating to the children.

Charleston's library service at the Food Stamp Center, a project supported by federal funds, is widely accepted and utilized by persons using the Center as well as by the staff there.

It is my hope that federal funds through LSCA continue and increase in order that we may continue to improve our services to all patrons from the time they are conceived in their mother's womb until they receive their final rites.

Rebecca Manigault Stepney
Librarian III
1067 King Street
Charleston, South Carolina 29403

RMS.

Chesterfield County Library

POST OFFICE BOX 810
CHESTERFIELD, SOUTH CAROLINA 29709

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Chesterfield County Library

POST OFFICE BOX 810
CHESTERFIELD, SOUTH CAROLINA 29709

[illegible]

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[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Ernest B. Stevenson

[illegible]

[illegible]: 10
- [illegible] 1
- [illegible] 2
- [illegible] 3
- [illegible] 4
- [illegible] 5
- [illegible] 6
- [illegible] 7 8
- [illegible] 9
- [illegible] 10

Dedication

Of

The Chesterfield County Library

Sunday Afternoon

March 15, 1970

Three O'clock

Chesterfield, South Carolina

BOARD OF TRUSTEES

CHESTERFIELD COUNTY LIBRARY

Edward M. Sweatt, Chairman
John Russell McLain, Vice Chairman
Mrs. Robert Raley, Secretary

Larrie Foster
Jerry Teal
Charles Curtis
Billy McRae

Col. E. B. Stevenson — County Librarian

Miss Estellene P. Walker Executive Secretary & Director
South Carolina Library Board

Miss Betty Callaham and Miss Margie Horon
Field Service, State Library Board

PROGRAM

Edward M. Sweatt, Presiding
Chairman, Chesterfield County Library Board

Invocation — The Reverend Charles Kirkley
Pastor, Zoar-Shiloh Methodist Church

Music—"Sound of Silence", "Love Is Blue"
Secession Singers of Chesterfield
Director Mr. Charles Self

Welcome

Introduction of Special Guests — John McLain
Vice Chairman, County Library Board

Introduction of Speaker — Jimmy Braswell
Mayor, Town of Chesterfield

Address — Miss Estellene P. Walker
Executive Secretary and Director
South Carolina State Library Board

Announcements — Col. E. B. Stevenson
County Librarian

Ribbon Cutting — Miss Estellene P. Walker

Benediction — Rev. Chester A. Melphus
Pastor, Chesterfield Baptist Church

OPEN HOUSE

Refreshments, Chesterfield Civic Club

Dedication

The Pageland Community Library

Of

The Chesterfield County Library System *

Sunday Afternoon
December 5, 1971

Three O'Clock
Pageland, South Carolina

---

* Headquarters Library at Chesterfield; branches at Cheraw and Pageland, bookmobile service to McBee, Patrick, Ruby, Mt Croghan and Jefferson (effective on or about Dec 15, 1971)

Board of Trustees
Chesterfield County Library

Edward M. Sweatt, Chairman
John Russell McLain, Vice Chairman
Mrs. Robert Raley, Secretary
Larrie Foster
Jerry Teal

Col. E B. Stevenson County Librarian

Miss Estellene P. Walker Executive Secretary & Director
South Carolina Library Board

Miss Betty Callaham and Miss Margie Herron
Field Service, South Carolina State Library

PROGRAM

Edward M Sweatt, Presiding
Chairman, Chesterfield County Library Board

Invocation	The Reverend Donald F. Funderburk Pastor, Pageland United Methodist Church
Music	"The Star-Spangled Banner" The Pageland High School Band, Mr. James Leopard, Director
Welcome	Mr. Edward M. Sweatt
Introduction of Special Guests	John Russell McLain Vice Chairman, County Library Board
Introduction of Speaker	Senator C. Anthony Harris Senator: Chesterfield County
Address	The Honorable Robert A. Raley S. C House of Representatives, Chesterfield County
Music	The Pageland High School Band, Mr James Leopard, Director
Ribbon Cutting	Mrs. Jerry Teal
Benediction	The Reverend J.T. Morrow Pageland First Baptist Church

OPEN HOUSE

Refreshments

"Reading maketh a full man, conference a ready man, and writing an exact man." Sir Francis Bacon

#[illegible]

Chesterfield County Library

POST OFFICE BOX 810
CHESTERFIELD, SOUTH CAROLINA 29709

General Data on the Chesterfield County Library System

December 31, 1972

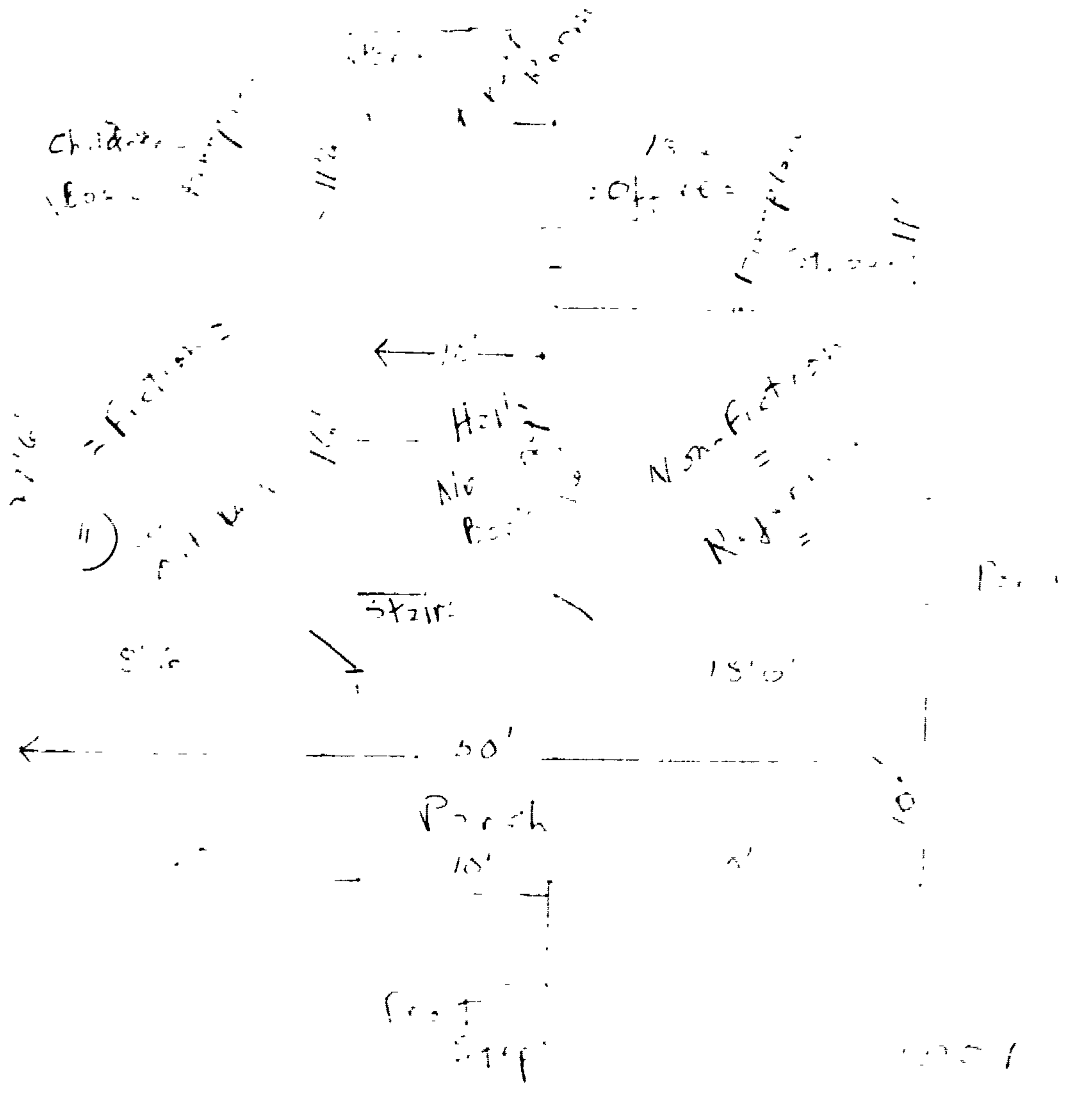
Branch	No. Patrons Registered	Book Circulation in December, 1972	No. Volumes
Matheson	1845	934	6812
Chesterfield	1564	1076	7931
Pageland	517	138	1233
Extension Books*			1424
Totals	3926	2148	19400

*Books to be circulated among the three branches

Ernest B. Stevenson

Ernest B. Stevenson
County Librarian

#3



Children's Room
Office
Fiction
Hall
Non-fiction
Stairs
15'0"
50'
Porch
10'
10'
Front Steps

Madison

Memorial

Library

floor space drawing

1/26/73

Chesterfield County Library

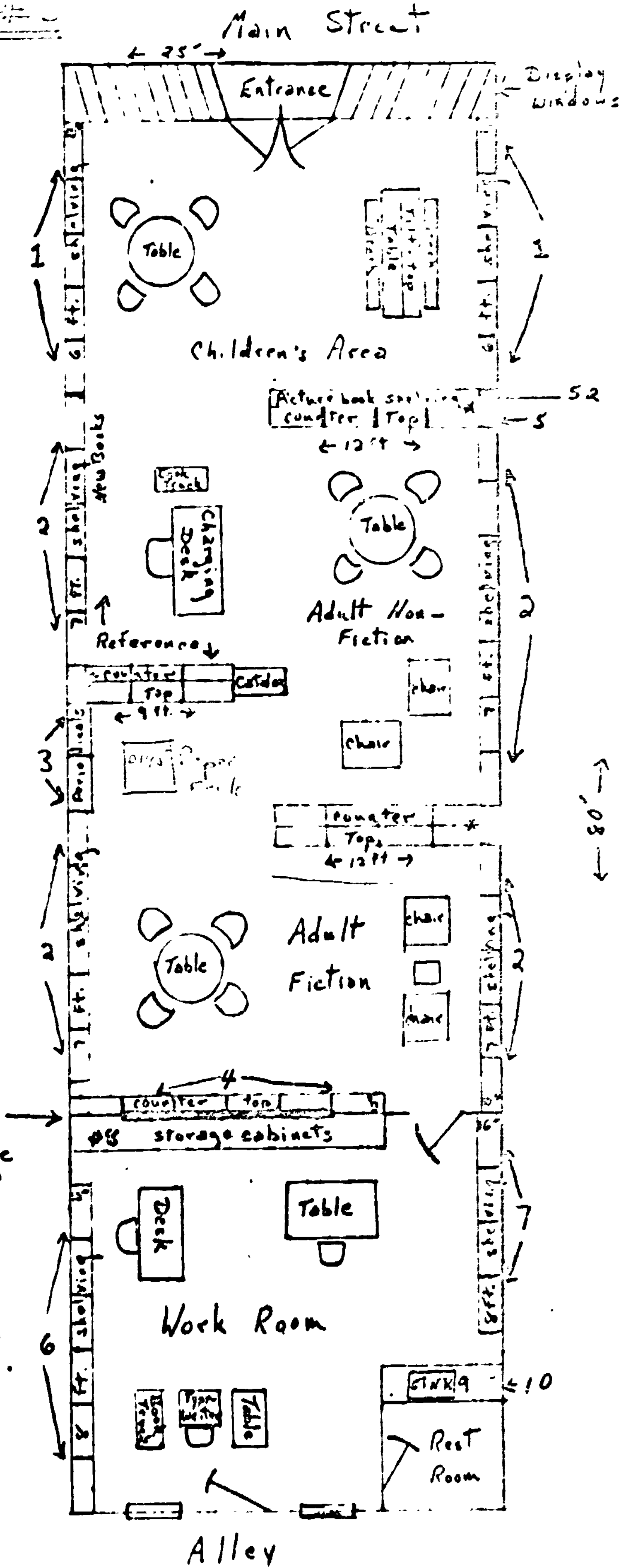
Scale: 1" = 8'

Total dimensions: 25' X 80'

Display windows: 3' (?)

Reading area: 25' X 55'

Work room: 25' X 22'


Main Street
← 25' →
Entrance
Display windows
1
6 ft. shelving
Table
Table top
1
6 ft. shelving
Children's Area
Picture book shelving counter top
← 12 ft →
52
5
2
New Books
7 ft. shelving
Book Truck
Charging Desk
Table
2
7 ft. shelving
Adult Non-Fiction
Reference
counter top
← 9 ft. →
Catalog
chair
chair
3
Paper rack
counter top
← 12 ft →
*
← 80' →
2
7 ft. shelving
Table
Adult Fiction
chair
chair
2
4
counter top
storage cabinets
36"
Desk
Table
7
8 ft. shelving
Work Room
6
8 ft. shelving
Book Truck
Typewriter
Table
SINK 9
10
Rest Room
Alley

windows or glass partition above counter height storage cabinets

* cork board bulletin boards

#3

Pageland Community Library
13[illegible] North Pearl Street
Pageland
South Carolina
29728

Building dimensions:

- Length 21 feet
- Width 16.5 feet
- Height 10.5 feet Total 346.5 sq. ft.

(Distance from front door to sidewalk 1[illegible] feet)

S.C. State Library
Post Office Box 114
Columbia, South Carolina [illegible]

MINIMUM SPACE REQUIREMENTS

PAGELAND COMMUNITY LIBRARY
(Chesterfield County)

		Minimum
Population of town (1970 Census)		2,122
Shelving space:		
	Size of book collection	10,000 volumes
	Linear feet of shelving (a)	1,300 linear feet
	Amount of floor space	1,000 sq. feet
Reader space (b)		400 sq. feet
Staff work space		300 sq. feet
Estimated additional space needed (c)		300 sq. feet
Total floor space		2,000 sq. feet

(a) A standard library shelf equals 3 linear feet.

(b) Minimum 400 sq. feet for 13 seats, at 30 sq. feet per reader space.

(c) Space for Circulation desk, heating and cooling equipment, janitor's supplies, toilets, etc.

Based on Guidelines for Determining Minimum Space Requirements in Wheeler, The Small Library Building, Pamphlet No. 13. p. 15 in Small Libraries Project.

South Carolina State Library
P.O. Box 11469
Columbia, South Carolina 29211

#4

MINIMUM SPACE REQUIREMENTS

CHERAW BRANCH LIBRARY
(CHESTERFIELD COUNTY)

	Minimum
Population of town (1970 census)	5,627 population
Shelving space (a)	
Size of book collection (b)	16,254 volumes
Linear feet of shelving (c)	2,657 linear feet
Amount of floor space (d)	2,125 sq. ft.
Reader space (e)	700 sq. ft.
Staff work space (f)	500 sq. ft.
Estimated additional space needed (g)	1,000 sq. ft.
TOTAL FLOOR SPACE (h)	3,939 sq. ft.

(a) A standard library shelf equals 3 linear feet.

(b) 15,000 volumes plus 2 books per capita for population over 5,000.

(c) 1,875 linear feet. Add 1 foot of shelving for every 8 books over 15,000.

(d) 1,500 sq. ft. Add 1 sq. ft. for every 10 books over 15,000.

(e) Minimum 700 sq. ft. for 23 seats. Add 4 seats per M. over 5,000 pop. served, at 30 sq. ft. per reader space.

(f) 500 sq. ft. Add 150 sq. ft. for each full time staff member over 3.

(g) Space for circulation desk, heating and cooling equipment, toilets, etc.

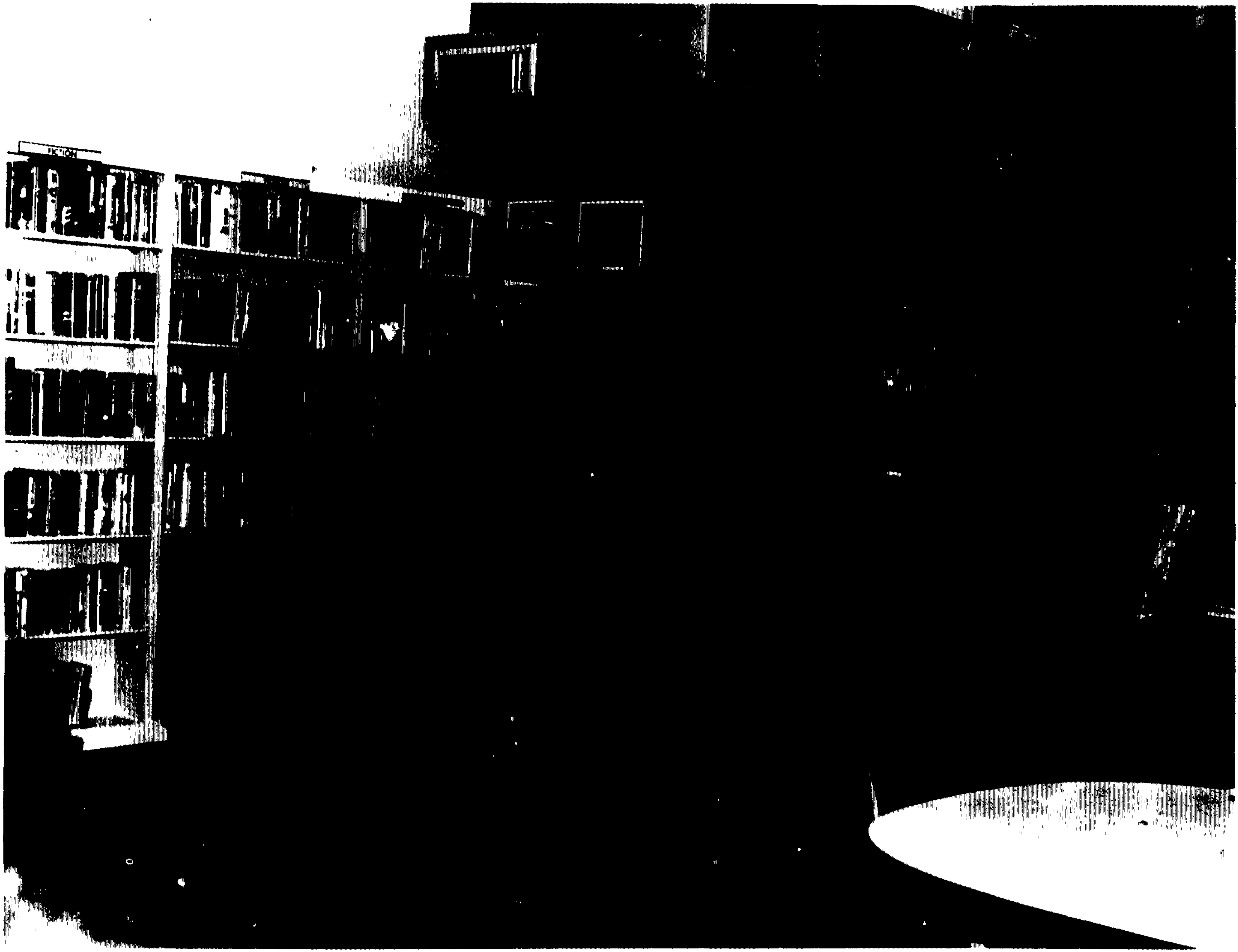
(h) 3,500 sq. ft. or 0.7 sq. ft. per capita, whichever is greater.

Based on Guidelines for Determining Minimum Space Requirements in Wheeler, The Small Library Building, Pamphlet no. 13, p. 15 in Small Libraries Project.

Chesterfield County Library
Chesterfield, S. C. 29709

#5

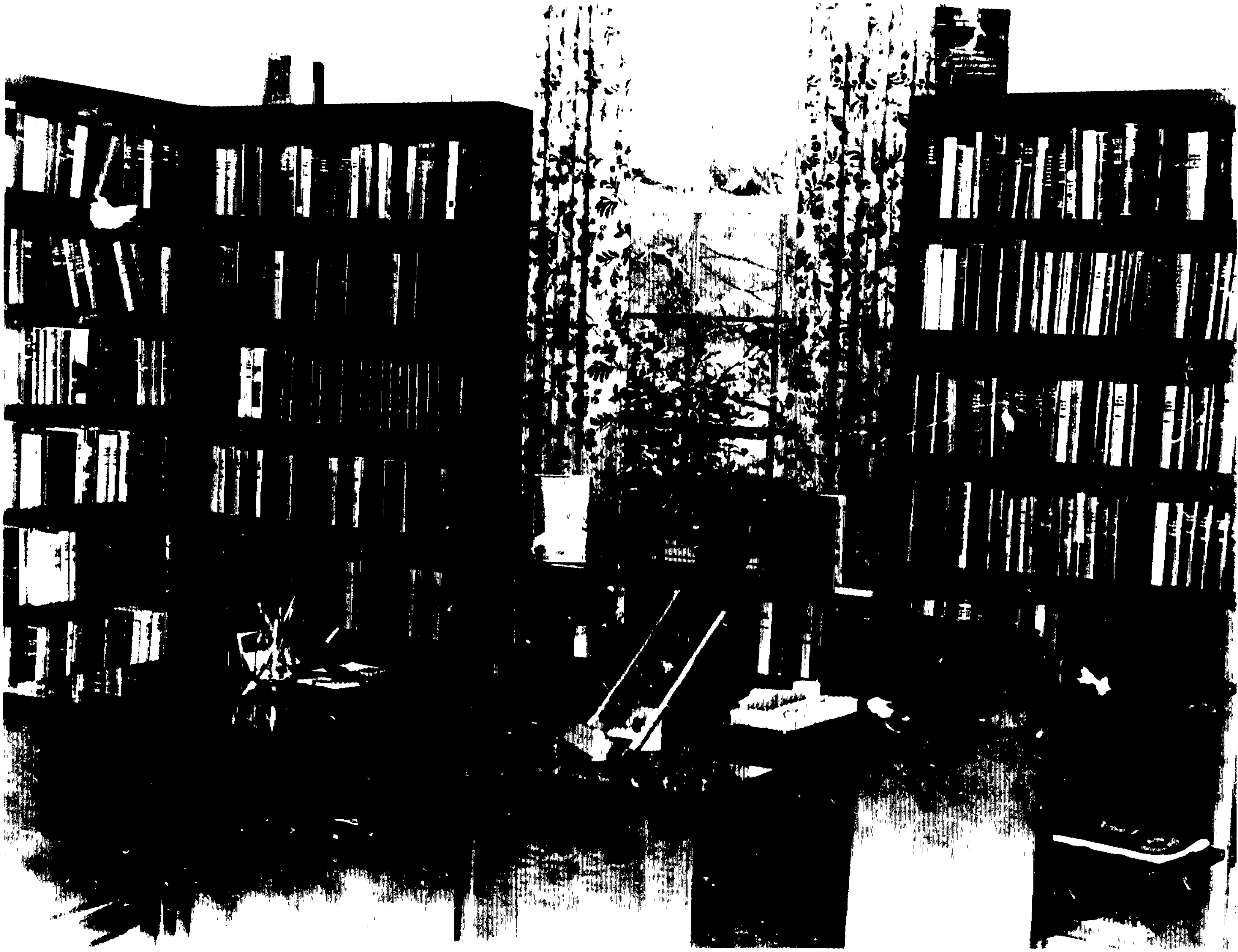
ERIC Full Text Provided by ERIC


FICTION

ERIC
Full Text Provided by ERIC

Chesterfield County Library
Chesterfield, S. C. 29709

#5



Full Text Provided by ERIC

#6

Chesterfield County Library
Financial Statement
Month Ended
12/31/72

Fiscal 1972-73

Accounts	Budget	Total Expnd. This Month	Total Expnd. Yr. to Date	[illegible]
LSCA-Federal-Title I:				
Travel	$39.50		$39.50	
Services Disadv. Rural	$4977.58		$4900.	[illegible]
Services-Proj. III-D (6)				
Audio-Vis. S.C. Sales				
Tax returned by Vendor	9.62			
	$5026.70		$4939.50	[illegible]
State Aid:				
- Books	$8416.75			
Total State Aid	$8416.75			
County Appropriations:				
- Personal Services				
Salaries:				
• County Librarian	6072.00	[illegible]	[illegible]	
• Asst. Co. Librn.	4116.00	[illegible]	[illegible]	
• Circulation Librn.	[illegible]	[illegible]	[illegible]	
• Matheson Br. Librn.	[illegible]		[illegible]	
• Matheson Br. Libr. Asst.	[illegible]		[illegible]	
• Pageland Br. Librn.	[illegible]		[illegible]	
• Childrn-Adult Sv. Lbn.	[illegible]			
Total Salaries	[illegible]			
-Travel	[illegible]			
Sub-total Pers. Serv.	[illegible]			
-Books:				
• New and rental	[illegible]			
• Periodicals	[illegible]			
• Binding	[illegible]			
Sub-total Bks & Prd.	[illegible]	[illegible]	[illegible]	

--Supplies, Library	[illegible]		
-Bldg. Mtn.: Util, jntr, cleaning supplies	[illegible]		[illegible]
-Insurance: Books, eqpmt.	[illegible]		[illegible]
-Miscellaneous	[illegible]		[illegible]
-Capital Outlays:			
. Furniture	[illegible]		
. Equipment	[illegible]		
Sub-total Captl Otlys	[illegible]	[illegible]	
Total County Appropr.	$35000.00	[illegible]	[illegible]
Total State Aid & Co. Appr	$41416.75	[illegible]	[illegible]
Total Federal, State & Co.	[illegible]	[illegible]	[illegible]

Ernest [illegible]
County Librarian

ERIC User Note:

Two maps of Chesterfield County, showing principal towns and bookmobile routes 1 and 2, were not included due to their large size.

#1

[illegible]

Revised 5-10-72

#9

DARLINGTON COUNTY BOOKMOBILE SERVICE

TO CHESTERFIELD COUNTY

Route 2

* * *

Dates: 5-10-72, 5-24-72, 6-7-72 and every other Wednesday thereafter*

* * *

SCHEDULE:

(*Prior schedule . . . Dates: 12-22-71, 1-5-72, 1-19-72 and every other Wednesday thereafter.)

Town	Arrive	Depart	Location
McBee	9:30 A.M.	10:30 A.M.	School
Catarrh	10:45 A .	11:30 A.M.	Intersection Hwy. 903 & 151
Jefferson	12 Noon	1:00 P.M.	Post Office
Angelus	1:30 P.M.	2:00 P.M.	Edith A. Jordan yard
McBee	2:30 P.M.	3:55 P.M.	Rescue Squad Building

ERIC User Note:

"The Small Library Building" by Joseph Wheeler (No. 13 in a series of pamphlets produced in connection with the Small Libraries Project, Library Administration Division, American Library Association, 50 East Huron St., Chicago, Ill. 60611) has not been included because it contains copyrighted material.

GREENVILLE COUNTY LIBRARY
300 College Street
GREENVILLE, SOUTH CAROLINA
29601

I. Users.

Special groups are the ones most in need of library services. In order to reach them, libraries will have to seek them rather than wait for them to request service. This is a costly, but rewarding, service and offers a great hope of lifting people from poverty, ignorance and frustration. The need is great, easily identified, but difficult to finance. Such service is a departure from traditional library service and it is not easy to convince trustees and directors of its value.

IV. Legal and Financial Support for Libraries.

It would appear that some source of revenue other than local property tax must be made available for support of public libraries, if they are to render adequate service. State Aid in South Carolina has improved but still amounts to a drop in the bucket. Federal Aid has helped, but not enough. Perhaps some combination of the three will be the answer.

V. Technology

The Commission can make a most valuable contribution in this field in evaluating the benefits of various equipment. The amount of information being published is staggering and the cost of much of the equipment puts it beyond the range of most institutions.

VI. Human Resources

This is an area in need of study. I believe technicians need to be trained for certain positions which do not require professional librarians. These persons need to be more than clerks, however. They would be especially useful in technical processing.

Mr. Charles E. Stow
Librarian

IFAS
TEACHING RESEARCH EXTENSION

UNIVERSITY OF FLORIDA
INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE FLORIDA [illegible]

HUME LIBRARY
McCARTY HALL
TELEPHONE 904-392 1934

January 24, 1973

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Hume Library serves the students and research staff of the Institute of Food and Agricultural Sciences of the University of Florida. In 1970 when the National Agricultural Library began offering its CAIN tapes, we decided to attempt to provide IFAS researchers with an S.D.I. program using the tapes. We are now in our fourth year of this program and only now do we feel we can offer a viable product.

The main comment I would like to give the committee is the need for those agencies that intend to create computer taped informational services to use compatible formats. I am not a systems trained man, but, the University Libraries does have a systems analyst as an assistant director and I have worked closely with him. He is of the opinion that the MARC format would be the most easily acceptable of the computer formats. Several of the federal agencies have been offering computer services with incompatible bases. Some method for obtaining like forms should be established.

At the same time, when institutions decide to avail themselves of these federal programs the issuing agency should assume the responsibility for keeping those institutions informed of others who are using or plan to use the same services to afford cooperation not competition. From the inception of our CAIN tapes program I have tried to ascertain who, other than our library, was attempting to develop a similar program with very poor results. Perhaps some form of cleaning house for this information would be feasible.

We have put quite some time and money into our efforts and would like to show them with other libraries for a mutual benefit. If we could help the March 7 hearings by being present, I am certain Mr. Fearn, the systems analyst, or I or both can be at the hearings. We will also give you any additional details by writing you may desire.

Sincerely yours,

Albert C. Strickland
Librarian

ACS:jp

COLLEGE OF AGRICULTURE SCHOOL OF FOREST RESOURCES AND CONSERVATION COOPERATIVE EXTENSION SERVICE
AGRICULTURAL EXPERIMENT STATIONS CENTER FOR TROPICAL AGRICULTURE

ERIC
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PRIORITIES AND OBJECTIVES FOR PLANNING LIBRARY AND INFORMATION SERVICES FOR THE NATION

I. Users

All users of the library must be given special attention. Today there are many major groups with varied information needs. Some of these users are:

1. Urban dwellers.
2. Inner city or suburban families varying in race, backgrounds, and abilities.
3. Rural population.
4. Professional clientele-teachers, counselors, clergymen, lawyers. doctors, engineers, business experts, etc.
5. Disadvantaged persons-economically and culturally.
6. People of varied educational levels-pre-school to graduate level.
7. Laymen
8. Foreigners

To determine the information needs of these above groups:

1. Study the areas of population and rate of growth.
2. Inventory collection and survey to decide if holdings meet needs of diverse groups.
3. Carefully watch attitudes of patrons.
4. Keep records of types of reference questions asked.
5. Make a community survey.
6. Notice any changes of increase or decrease in attendance and circulation.
7. Question individuals on personal needs.
8. Visit various segments of population and give personal interest to needs.

9. Offer participation of library staff in community organizations, explain library collection services and make suggestions for programs, personal improvement and growth.

10. Read local newspapers, listen to local news, study new industries opening in area, inquire about problems in family life or in school or youth's needs to help decide what materials may be in demand. Talk with policemen, counselors, ministers, social workers and educators for ideas to implement in the library.

11. Seek cooperation of all libraries in the area, school, public, two-year college, community college, special schools, four year and graduate college libraries with each stressing a variety of opportunities rather than duplicating services.

12. Consider hiring a person with foreign background to help with foreigners as well as a disadvantaged person to help with people from this sector of the population.

II. Adequacies and Deficiencies of Current Library and Information Services

1. Provide materials to help all educational levels through more vocational materials, more scientific and mechanical books on all levels to be used by adults who wish to study for high school equivalency tests, provide easy reading books for many who need to learn mechanics of reading and to understand what is being read, and select good non-book material such as records, films, filmstrip and microfilm.

2. Provide large print books for persons with visual handicaps as well as talking books for this purpose.

3. Place paperback books in libraries, lounges, in community centers, and on bookmobiles.

4. Supply disadvantaged with small dictionaries for individual use as well as other study aids--fact books, encyclopedias, tape recorders and audio systems.

5. Make provisions for study space in the library with well qualified tutors to assist in English, reading, and math.

6. Assign librarian to handle all orientations to all types and ages. Teach adults as well as students how to use the library (card catalog, borrowers cards, use reference, periodical indexes, compile bibliographies, etc.)

7. Make space available for group discussion, group study, and exhibits.

8. Provide special materials needed for training and retraining job skills, child rearing, do-it-yourself skills, homemaking, light hearted reading matters, personality development art, and handicraft.

9. Circulate non-book materials that ordinarily do not circulate such as records, films, slides, etc.

10. Publicize the library's services, personnel, individualized assistance, etc; through radio, TV, newspapers, community clubs and organizations and brochures.

11. Plan young adult programs directed through music programs, art shows, poetry readings, interest groups related to careers and college.

VI. Human Resources

Quality and quantity are essentials for personnel in library work.

1. Adequate number of professional librarians and non professional staff. If standards provided by A.L.A. on personnel are followed, needs can be met sufficiently.

2. Each member of a library staff should have a job description with details on duties, qualifications, and experience.

3. Table of organization should be provided for all members of the staff.

4. Hiring should be free of political pressure.

5. Qualifications of all personnel must be measured to meet needs and services of the points in I and II discussed above.

6. Train personnel to help patrons overcome educational deficiencies, feelings of inferiority, and to encourage patrons to feel relaxed.

7. Have sufficient personnel to provide a professional librarian on duty at circulation desk. If needs arise, have an additional librarian serving as a reader's adviser. As much individual and confidential attention as possible must be stressed.

8. Recruitment of personnel must be accomplished by person well informed of library needs and services.

9. Salaries, working conditions, fringe benefits, promotions and status have much bearing on quality of personnel employed in a

library system.

10. Offering opportunities and encouraging staff to continue education through workshops, conferences, seminars and additional schooling by providing financial support.

The statements, ideas or suggestions used in this report have been collected from readings in library literature, personal experiences, and general discussions with others.

Mrs. Frances C. Stuart
Director of Library Services
Midlands Technical Education Center
P.O. Box Q
316 Beltline Blvd.
Columbia, S.C. 29205

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Virginia Lee Floyd Tillman
NEW COTON HALL
County of Bulloch
Statesboro, Georgia 30458

February 25, 1973

National Commission on Libraries
and Information Science
1717 K Street, NW
Washington, D. C. 20036

Dear Sirs;

Due to the time factor I must, of necessity, make a very brief testimony. Nonetheless, because of the priority in which I consider this, it is mandatory that I express urgently, my feelings. Let me direct your attention to the area of USERS in our small rural community.

Because of my unique position, my observations might be of help. I am a second term elected member of the County Board of Education and an appointed member and past chairman of the regional library.

One might suggest that I am the wearer of many hats. Perhaps so, but I find no conflict whatsoever. For my primary reason for involvement is, interest in education for all. To encourage the "desire to know" in every way possible is my primary objective. For like Thomas Jefferson I believe "no man can be ignorant and free".

It is my observation that the public library in our community has done more to assist the schools in their transition from a segregated school system to a thoroughly integrated one than any other institution. Not only with the generally expected assistance to schools in the way of books, teaching aids of all sorts, etc., but in its attitude and concern for all students. As a school board member, I want it clearly understood that to me the public library of our county has done more to accommodate the educational gaps in our schools than any other outside force. The attitude of concern for the needs of the students of varied backgrounds and culture has been fantastic!!

Listed are a very few of the projects presented by our one small library: (1) after school tutoring service for slow readers, (2) weekly teaching center for the early childhood development program recently begun, (3) sponsorship of the National Humanities Series, (4) program on African Culture, (5) Sponsorship of the Atlanta Children's Theatre nationally acclaimed play Johnny Moonbeam and the Silver Arrow to 3,700 students, (6) center for one Feed-A-Kid program, (7) Programs presented on Career Education and Drug Education, (8) sponsor plans for another children's drama presented to all county children, grades K-7 both public and private school students. Also, a Crafts Fair for children and adults. And, a growing circulation of books, as well as library cards, has been generally noted in a wider and wider circle of persons from different social, economic, and ethnic backgrounds.

Virginia Lee Floyd Tillman
NEW COTON HALL
County of Bulloch
Statesboro, Georgia 30158

Although, my observations in this testimony concerns mostly school aged students, let it be emphasized that the public library is determining the needs of the entire community and is setting its goals and objectives accordingly. It is, as it has been for many years, the informational center of our county, But is is "reaching out" today, involving more and more persons. As a result, I believe our community shall be a better place in which to live, where more and more persons find happy experiences, constantly learning and helping others learn to more effectively and honorably celebrate life. The schools have played a central role in developing a society in which people care for and respect each other. We are moving towards such a humane goal. And to me , the public library in my county has done more to accommodate our schools than any other agency.

Sincerely,

Virginia Lee Floyd Tillman

Virginia Lee Floyd Tillman

City of Albany
Georgia
Public Libraries

Carnegie Branch
215 North Jackson Street

January 23, 1973

Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Perhaps a sketch of this library system and its director would be in order to lend weight to our opinions based on experiences in the world of libraries.

My name is Harold W. Todd, Director, Albany Public Library, 2215 Barnsdale Way, Albany, Georgia, 31705. Our service activities during the past several years include:

1. Conversion of internal operation to computer in 1964.
2. Joined as consortium partner linking 15 South Georgia Colleges and public libraries for materials and service strength in 1966.
3. Partner in telefacimile information project in 1968. This project was singled out by H. E. W. for President Lyndon Johnson's personal attention.
4. Worked for four years trying to link the data bank at University of Georgia to the people of Georgia. Have been frustrated by administrative unbelief.
5. Participated in a growing, maturing Georgia Library Association as an officer and council member during the past few years.
6. Operated 3 community library branches, given by a local bank, to poverty areas of our town. Found that library service can be used and appreciated by all people, all ages, all interests.
7. Failed to obtain Right To Read federal funds last year.

Commission top priority should go to plans for financial and legal support. I that libraries offer to the people of the United States the most underrated single agency for supplying the necessary ingredients for personal assimilation into the best that America has to offer.

The library profession is ready. The philosophy is positive. Our literature is filled with small examples of demonstration projects which have reached, in a substantial way, elements of our Society hitherto thought hopeless. The technology is already discovered. Some even know how to use it. State plans for short and long range goals are already documented with small steps proven.

We have two possible chances to be the force that the librarians believe we can be. The first is long range and will take generations to accomplish. We presently fill our historic role providing the literate with pleasure and sometimes important information, while we cultivate the young, reaching them the best we can. Thus we preserve our financial base and gradually influence the next generation.

Dade County, Florida has recently passed a 34.5 million dollor bond issue to enlarge the public library--more than 4 times the total money spent by the federal government for library construction in the United States last year. Dade County has a $5,348 median income level, an 11.5 median educational level, and a history of strong library service, adequately financed.

Baker County, Georgia has just cancelled its contribution to the library region supplying service. Baker County's median income is $1,660 with a 6.8 median educational level. Library service has been weak.

It has taken Smokie the Bear about twenty-five years to convince our current generations that wildfires are bad for our country. It may take longer for good library service to spill over into the educational deserts.

Our second chance to move more rapidly than by attrition is to make such an impact with the report of this Commission that we develop several champions in high offices of state and national affairs. Librarians and information scientists must feast from the table. Crumbs left from the state formal educational programs, and drops spilled from the Health, Education and Welfare platter will not suffice. Formal education lasts a fraction of a life-time. School and college libraries are a part of this process, but then , the citizen is on his own-with just the pitiful well-meaning public library as his friend and counselor until he departs this earth. If he succeeds financially in life and lives in Dade County, Florida or Arlington, Virginia, he contributes to his own library. If he drops out of the educational ladder, he has a harder struggle and may not be able to personally contribute much to adequate library service.

Funds for library and information services must come from state and federal sources in sufficient quantities to give the libraries a chance to show what they can do. Crime rates can be lowered, personal incomes can be raised; and health standards can be improved. A formula using the local tax digest inversely

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supplemented with state and federal funds must bring finances to American Library Standards in every area. A ten year contribution will be necessary to start, unless the time schedule is to be more than twenty years for statistical proof of positive accountability.

We want the chance. Do we have a champion?

H W Todd
H. W. Todd

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Mid-Mississippi Regional Library
201 SOUTH HUNTINGTON STREET
KOSCIUSKO, MISSISSIPPI 39090

ATTALA CARROLL LEAKE MONTGOMERY & WINSTON COUNTIES

January 24, 1973

National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Ladies and Gentlemen:

In response to your request for written testimony on your priorities and objectives, I would like to comment on two subjects: one concerns "Users" (area I); the other concerns a combination of areas II through V. The comments I am about to make will be from the standpoint of a public librarian.

Area I

Our primary problem with patrons, or lack of them, in public libraries includes two interrelated areas. We librarians do not know what would be used by the public if we had it, and extremely few people--including many working in libraries--have the faintest notion of the various services a library could provide. We need to find out what would be used, not only by groups of people who now do not use the libraries, but by our present patrons too. In the main we only know what is being used. This may be rank heresy, but I do not believe there is any great need for research into which groups in society are not using the public library; most professional librarians, who want to know, already know who these groups are. As for the public not knowing what libraries can provide, this makes it difficult for us to find out what the public would use. Few people want what they have never heard of; and, on questionnaires, it is difficult to get people to visualize an unknown service to the point of deciding, "Gee, I might like that." To conquer this last problem I believe we need a massive publicity campaign on the services libraries can bring to the people. I believe this publicity could best be accomplished through television spots on prime-time and children's shows, I also believe it would be most effective to originate these spots at the network level, although I realize this would be very expensive. If these spots reach areas where various services are not available, all the better. It would help get these services for those areas. We have had some experience with this in the past year in Mississippi through a mail-order library service. Television advertising for the service has brought requests for it from people in counties where the service was not offered as well as from people our librarians do not believe have ever been in the library. I have emphasized television because I believe this is the only medium that will reach a large number of non-library users effectively.

In particular I would like to see this approach tried on children, with the greatest emphasis on preschoolers. Big Bird reading a colorful book (or listening to records or whatever) from the public library periodically on Sesame Street might well be the best promotion we could get. I have emphasized promotions slanted toward children, because I frankly believe the adult who has not read any more than a newspaper or an occasional magazine and has not been to a library since he got out of school, if this was any appreciable time ago, is not that likely to change his ways no matter what promotional work is done on him. It is true that some will return to the library out of professional necessity, some because something is added to the library that was not there before, some because they get bored with television and other pastimes and some because through word-of-mouth they realize that there is something at the library they would like. For these adults a publicity campaign on library services would be useful, but I still feel that main focus of the campaign should be on the children who have not yet settled into a habit of not going to the library.

Areas II - V

In this age of speed and instant communications, library services for information and materials that are not immediately available are often excruciatingly slow--from the patron's standpoint. I have noticed that many librarians think service is adequately swift. In the line of technology and library organization, I believe a major help for public libraries would be some kind of on-line facsimile reproduction network that would tie local public units in with a central reference headquarters. This central reference location could furnish patrons at local units with researched facts or copies of magazine and newspaper articles, pages of reference works, pictures, and perhaps eventually facsimile of entire books, television films, and sound recordings.

A major characteristic of many library patrons is that they want what they want "now"--today, if not yesterday. This characteristic is especially true of members of the so-called disadvantaged groups, newer patrons who are not familiar with the interminable delay that seems to dog library services, and students. They will often forego use of some material or information rather than wait a week. Too many times we librarians have expensive reference works and other materials shelved away somewhere where they can get only limited use, while at other locations we are driving away patrons because these facts and materials are lacking. As the diversity of interests of our population grows (this is one growth in which I see no signs of abatement), it will become even more impossible than it is now to provide all the necessary tools at all logical library locations. Therefore, it seems to me that some central depository, well-staffed, with instant facsimile communication with outlying units, is the logical answer. The service might start with only direct telephone service between all units and the central point, with all information that cannot be given by telephone, plus materials in various forms, being mailed directly to the patron.

Such a central reference center and depository will of necessity require larger administrative units than now exist in most areas of the country to be financially feasible. Either that or it must be a cooperative service. Unfortunately the history of cooperative services in the library field is shot through with examples of erratic financing. It well might be that a cooperative service would be really feasible only if it was funded mainly or entirely by a larger unit of government, such as the Federal government. As an example of the size units necessary, I believe no unit smaller than one covering the entire state would be feasible for Mississippi (pop. 2.5 million), while in the case of New York City units for each of the three administrative units (serving populations of 2, 2.5 and 3.5 millions) should be feasible--in this case there would need be no cooperative service, although money might be saved if the facsimile part of the service were combined.

I cannot claim to be an expert on the technology necessary for the suggested reference network outlined above. However, I believe most of it is now available or under development. I do feel I can speak with some authority on user needs that are not now being met by public libraries, an authority based on experience with public libraries in Louisiana, New York City, and Mississippi. I also have some definite ideas on copyright that do not agree with those of many librarians, but I do not feel I have anything to say on this that has not been said before. The only logical answer to the problem I can see is to raise the price of materials to such a level that the publishers can still continue to publish with the lower volume the copying will probably produce.

Sincerely yours,

Raymond Tromater

Raymond Tromater
Director

RT/ge

Statement on Library Needs

Libraries have a desperate need for federal assistance in the utilization of modern technology. This is most pressing currently in the area of computer science. Few libraries are able to afford either the hardware or the software necessary to provide adequate computer services. No single library can afford the costs of research to develop future technology.

Recent library automation projects have exhibited the disadvantages of computer facilities shared by libraries and non-library activities. The Ohio College Library Center has demonstrated the many advantages and economies of computer facilities shared by several library units. This particular system was possible only because numerous libraries of an efficient size are concentrated in one state and because the state was willing to sponsor its organization and development. States without the concentration of large library units and without the financial resources must necessarily depend on outside encies to encourage the development of regional systems.

It is desirable that the federal government continue to support research and development in library automation through such projects as MARC at the Library of Congress and MEDLARS at the National Library of Medicine. It is to be hoped that the federal government can encourage and finance in part the organization and development of regional library automation systems such as the Ohio Center.

Joseph F. Volker
President
University of Alabama in Birmingham
University Station
Birmingham, Alabama 35294

A LIBRARY FOR EVERYONE

Local government officials are concerned with what, to them, seems duplication of effort in supporting libraries in the public schools and service for school age children in the public library. School staffs see the necessity of having media, both print and audiovisuals, within the school available to both pupils and instructional staff. School children find little time within the school day to use their media centers. Some are bussed home as soon as school is out. The others hurry to leave the school grounds, frequently showing up at the public library later in the day or evening with school assignments. The public library is called on to serve school needs sometimes to the exclusion of other age groups.

In the interest of library users and potential users, there should be experimentation across type-of-library lines. "The Library" in a city, county or group of counties could combine the assets: staff and materials, of all the publically owned libraries in the area, maintain branches or units where they are now, adding storefronts, and changing them to fit changing conditions. The collections would be very fluid, being shifted from main library to school, to branch, to community colleges, as needed whether it be a film, shelf of books, microfilmed periodical or whatever. The staff would be specialized with librarians spending full time in either storytelling, advising readers of specific age groups, providing information, instructing in how to use library, advising teachers on supplementary materials for curricula, and reaching the underprivileged of all ages. The library, media information or learning center (whatever it is named) would be neither a school, public or college library, because the user doesn't care. He should go where it is convenient to him and have access to information, recreation, inspiration, and encouragement in his growth as an individual and as a member of society.

The library should be supplemented both financially and service-wise by a strong state library agency concerned with users of all backgrounds, levels of education and potentialities. Universities and other research collections in each state would be used for high level information before going to national centers.

Elaine von Oesen
Assistant State Librarian
Department of Art, Culture and History
Raleigh, North Carolina

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South Carolina State Library
1500 Senate Street
Post Office Box 11469
Columbia, South Carolina 29211

STATEMENT OF ESTELLENE P. WALKER

ATLANTA REGIONAL HEARING: NATIONAL COMMISSION ON LIBRARIES

My concern is with library service for people wherever they may be and at the best level they can use. I am interested solely in a realistic approach to methods of reaching this goal. Fripperies and fads, librarians as liberators seem incongruous and equally unrelated to the task of getting books to people.

My statement concerns only one of the many problems encountered in trying to develop state-wide library service -- the administration by the Office of Education of the Library Services and Construction Act and related programs dealing with library service. Let me say that my memory is a long one since I have been involved in library extension for nearly thirty-eight years and in the development of state programs for nearly thirty years.

The old office of Services to Libraries under the administration of Dr. Dunbar and with the assistance of Miss Nora Beust provided some leadership and exerted considerable influence on the development of public and school library service and especially on service to children and youth. When this office was reorganized as the Library Branch I know that it was the hope of the library profession that the reorganized agency would provide leadership and furnish a framework for planning the development of total library service. The passage of the Library Services Act, and the necessity of getting this program on the road promptly, redirected the agency from a role of leadership to one of regulation. This shift in role conditioned the agency's ability to attract and hold librarians of a caliber and with the experience and imagination to provide the leadership and inspiration which the states needed in developing total library service. As the agency became more regulatory in its function, it had less and less room for the librarian with creative ability. Perhaps this change in direction was due to the necessity of meeting federal requirements for the administration of a federal program, but more leadership and less nit-picking might have resulted in a greater degree of progress than can be demonstrated in library development at this time. I suspect that part of the problem was upper echelon administration which seems too frequently to be politically oriented and to define education as something which occurrs within the four walls of a brick school house. Libraries are beyond this -- they are "education" for the people of this country. The schools can do little more than teach the people how to use the tools of education and try to inspire them to use them. The libraries furnish the tools and until they are generally accessible to the people, the educational process will be incomplete.

The LSCA program in the Southeast has been unusually successful in helping to achieve the goals of library service for the people of the area. From the beginning of the LSCA program the Southeast was particularly fortunate in having had as OE Program Officers, librarians acquainted with the region and with successful experience in developing state programs. Their knowledge of the region itself and of the existing library programs in the region enabled them to make a realistic assessment of the library problems of the area and to help the states concerned develop plans to solve those problems. Dedicated to the dream of seeing the Southeast achieve its potential, they have been willing to stick with the program and see it through. Other regions were not so fortunate in the caliber of their program officers and the LSCA program in those areas has suffered accordingly.

In the frequent reorganizations of the Library Branch -- by whatever name it may now be called -- some attention must be given to the leadership role in addition to the regulatory role. In this way it may be possible to attract librarians with successful experience in developing programs and with the imagination, creativity and courage to lead. I cannot see librarians with these qualifications spending their time nit-picking buried in a mass of duplicated forms and reports. The professional librarian should not be encumbered with this type of work; it can be performed by competent clerks. The professional should be freed to do professional work and not be constantly grounded in a mass of tedious detail. If this can be accomplished, it seems to me that the library office in the Office of Education may be able to provide leadership which the states would welcome.

DISADVANTAGED AREA

I. Users and potential users of library and information services whose particular information needs demand special attention (In the disadvantaged area here discussed, the term disadvantaged applies to the economically (and therefore culturally and educationally)deprived of all ages who are predominately black urban inner-city residents).

  A. The educational need is the greatest. This applies to pre-school children, school children (who need tutoring and places to study), adults (in adult education areas such as high school diplomas and vocational training), and senior citizens (in recreational and inspirational- type reading).

    1. School libraries in poverty neighborhoods are often inadequate and close at 3:00 or 3:30 p.m.
    2. The language barrier (black vs white) is often impossible for the young black to overcome; until such time as black language is taught, students will require considerable tutoring. Young blacks here are non-English reading.
    3. In the adult education area, students need help, books, and other materials for their advancement. Too often, the educational system can provide only a bare minimum of essentials and no place for study.
    4. In teaching pre-schoolers, the ideal situation would be to teach parents (mothers especially) to read to their children. Too often, however, the parent cannot read and needs to be taught first.

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5. Providing books and AV materials to other agencies, such as community centers, homes, senior citizen residences, etc., can help educationally.

B. In the information area, and despite the existence of a number of funded and voluntary organizations, there is a crying need for a permanent central information agency to supply reliable up-to-date information in social and welfare, consumer, medical, governmental (federal, state, and local), legal, and other areas.

1. There has been a proliferation of agencies from the federal level on down, many with duplicating and overlapping services, each jealously guarding its own prerogatives, many unable to give information as to their own peculiar services. The situation is such that no one, and especially the economically deprived, knows which agency to contact for proper information and help.
2. There is need for a central information agency to act as control center and dispensing agency for the myriad types of free information pamphlets, brochures, flyers, etc., issued by these agencies. No one knows who publishes what; what is published too often never reaches the intended reader; the intended reader if disadvantaged often needs an interpreter.

C. There is a need for programs to encourage interest in learning and to secure community interest and involvement. Film programs, story hours, various clubs (arts and crafts, hobby, reading, photography, etc.) are important in this area.

Also important are cultural programs, such as talent shows and field trips to local museums, zoos, libraries, and points of local interest historically.

II. Financial support.

A. One, two, or even three - year federal programs in service to the disadvantaged are a mockery if state or local municipalities refuse to pick up the tab and continue the programs. This is taxpayers' money wasted. It should be stipulated that before federal money is granted a state or local municipality will be required to finance an ongoing program in service to the disadvantaged by increasing a library's budget proportionately.

B. Municipal governments are not sensitive to the needs of the poor.

1. This is especially true in the area of library service. Libraries all too often are considered the property and for the exclusive use of the white middle-class.

a. Libraries are at fault, too, having built past and present services and book collections with only this group in mind.

2. For many years blacks in the South were denied the use of public libraries, and a hatred of the public library resulted. While today this hatred has been largely done away with, especially with the middle-class and educated black population, it still exists to a great extent in the minds of the disadvantaged blacks.

C. With the above in mind, successful library programs for the disadvantaged black are expensive in both money and manpower.

III. Human resources.

A. Library personnel serving the disadvantaged should be:

1. Resourceful
2. Enthusiastic
3. Imaginative and innovative
4. Must be able to relate
5. Must be able to organize and plan
6. If possible, should be specially trained in a work-study program similar to the two-year M.L.S. program offered by Case Western.

B. Personnel attached to a disadvantaged program should be given a high degree of autonomy in pursuance of the program, but should not be divorced from the library entirely.

C. Lamar Wallis
Director of Libraries
Memphis Public Library and
Information Center
1850 Peabody Avenue
Memphis, Tennessee 38104

Elbert Watson, Director
Huntsville Public Library
P.O. Box 443
Huntsville, Alabama 35804

I. Users

Huntsville, with its involvement in the space sciences, has a large population of citizens who are scientifically and technically oriented. Many of these people use the library as both a recreational and educational outlet for their reading interest in other areas.

At the other end of the spectrum, many citizens use the services of the library through the local Model Cities program. These people have special reading needs which we are attempting to meet. This has been a highly rewarding program for both the patron and librarians. For us, it has meant putting forth the extra effort to develop versatile programs which can penetrate through psychological and educational handicaps.

Our library program places strong emphasis on reaching the potential PATRON who, for various reasons, does not use the library. Our Community Services Department supervises services to the blind and handicapped, hospitals, nursing homes, retirement homes, county jail, etc.

Of possible interest, is the fact that some of our most avid users are genealogists and local historians. These people are usually quite dedicated to their research projects, and we attempt to provide for them a growing collection of microfilm records as well as books in the subject fields.

II. Adequacies and Deficiencies

Though we provide a variety of services and feel that we administer them with competence, we cannot conscientiously say that we provide adequate service in any specific area. Since 1950, this city has grown from a population of 16,000 to approximately 140,000 today. Our main building, though relatively new, is much too small to accomodate a community this size. The reference collection, for instance, must be maintained in restricted quarters adjacent to the circulation department. More room would enable us to divide the reference collection into subject areas of business, science and technology, arts, etc.

One possible solution to our space problem which, of course, limits our ability to provide more adequate service, would be the establishment of more suburban branches in shopping centers or residential areas. Unfortunately, we do not have the financial resources at this time to attempt a major effort of this type.

III. Patterns of Organization

We are a city-county library system serving a total population of approximately 190,000 citizens. From time to time some mention has been made of the possible development in this area of a regional library system, encompassing the counties aligned with the Top of Alabama Regional Council of Governments.

IV. Legal and Financial Support

Our funding is grossly inadequate and restricts our efforts to establish and maintain quality library service to which this community is entitled. At the local level we are appropriated approximately $2.00 per capita. The recent slash in LSCA funds will eventually create problems for us in improving our service to the disadvantaged and handicapped of this community. State aid in Alabama is practically invisible. At this time there is too much confusion over the Revenue Sharing for me to make an assessment. My initial reaction is that it does not do the job adequately in upgrading financial support to libraries.

V. Technology

The Huntsville Public Library believes that the contemporary library must offer a broader base for its service than merely providing a book, magazine, and newspaper collection. During the past year we have established a separate audio-visual department which maintains a growing collection of records, art prints, eight and sixteen milimeter films, and cassettes.

We also maintain our own micro filming program which is primarily designed to preserve old newspapers and various types of local historical records.

Recently we have become interested in the possibility of setting up and operating the library's own educational FM radio station. We are in the process now of drawing up the application for submission to the FCC. It might be of interest to the Commission to find out that we have received more vocal community response in favor of this project than anything else we have attempted in recent years.

VI. Human Resources

Obviously, we need considerable upgrading of professional staff members. All things considered, our present staff does a competent job in carrying through on the many programs of library service we have undertaken. Again, however, I would underscore the fact that inadequate financial support makes it difficult for us to be highly competitive in the market for professional (MLS) librarians.

ERIC User Note:

A reprint of "Library Front-Liners: Judy Tate, A Library's Extension Service," *Wilson Library Bulletin*, February 1972, has not been included because it is copyrighted.

8/10/72 MODEL CITIES REPORT

Library Services

I. Objectives

The Huntsville Public Library (the agency) was to provide library services to MNA residents. These services were supposed to meet three basic objectives in the third action year.

1. Books and media were to be provided to MNA residents in accessible locations.

2. Library services for MNA residents were to be provided at convenient hours.

3. MNA residents were to be given assistance in order to obtain materials which would meet their needs.

These basic objectives were then divided into several contractual perfromance tasks. Personnel, items and services to be provided included the following:

1. Full time libraries were to operate branch libraries in area centers I and II with the assistance of Neighborhood Youth Corps volunteers.

2. Books, media and materials would be provided for the branch libraries in Area centers I and II.

3. The two branch libraries were to operate five days a week, 11a.m. to 6:00 p.m. during school months and 10:00a.m. to 5:00 p.m. during the summer.

4. Low-reading-level/high-interest-level books, ethnic literature, films, information on neighborhood center services and special appeal material for MNA residents were to be made available through the branch libraries.

5. Library patrons were to be attracted to the program. A children's story hour twice a week and a special summer reading program were two specific services to be performed.

PRELIMINARY

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II. Performance

1. Basically, the Agency initally established branch libraries at the Area I and II Centers as specified in the contract. At the time it was felt that no branch library would be necessary in Area III because of the close proximity of the central public library. However, some of the residents indicated an interest in an Area III branch operation. The Agency cooperated fully by providing the necessary books, shelves and equipment. Thus branch library operations are now being provided in each of the MNA service centers.

2. Each branch library in Areas I and II has a full time librarian. Area I employs a library aid and Areas II and III share the services of another aid. All of the libraries utilize volunteers from agencies such as the Neighborhood Youth Corps, the United Methodist Service Centers and Alabama A & M University.

3. The operating hours of the branch libraries are apparently meeting the times outlined in the contract. However, the branch libraries have remained open after 6:00 p.m. during school months for special occassions such as study groups with tutors. Library personnel also demonstrated a willingness to do such things as show films or attend PTA meetings at times beyond their actual requirements.

4. Book circulation in the branch libraries varied greatly from month to month with no readily identifiable trends. Almost 7,000 books were circulated in the MNA branches during the third action year,averaging over 560 books per month. Most of the book circulation occurred at the Area I branch, possibily because it was the first in operation. However, the difference in the number of books circulated in Area I ~~and~~ in comparison to Area II and III narrowed in June and July, 1972. As more people become acquainted with

Area II and Area III libraries more will probably use them.

5. The Agency requested and received a $10,000 grant from the Alabama Public Library Service in December, 1971 to be used for additional books in the MNA. Because of this additional funding the CDA approved a request to shift about $500 of the CDA grant earmarked for books to personnel and consumable supplies. The supplies were used in some of the many MNA enrichment programs conducted by the Agrncy.

6. The Agency cooperated fully with several other organizations in order to obtain the maximum impact of its program operations. Fro instance, in September, 1971 a meeting was held with the United Methodist Service Centers to arrange library space to accommodate study and tutorial groups. Library media assiatance was also arranged with Alabama A&M for story hours and tutorial assistance. Entertaining, educational, instructional and ethnic films were borrowed from the Board of Education and A&M and shown at regular intervals at Day Care centers, Head Startlocations and area centers at no cost to the library or residents. The agency was always ready to work with various groups and agencies to supplement their program. Mrs Estella Smith, who previously worked as a librarian at the Area II center, now oversees both Area I & II Center libraries plus coordinates all of the MNA branch library promotional activities and enrichment programs.

7. Although the contract called for 104 story hours for children, the Agency conducted 139 story hours. It is true that some were presented in locations outside the MNA, but these areas served disadvantaged people including many MNA residents.

8/11/72

8. Many other services were performed by the library in response to MNA needs. These services included:

A. Library staff visits to Johnson Towers and Big Spring Manor every other week as well as visits to the Huntsville Hospital daily in an effort to provide the needed books and services,

B. Pony rides at all three area center libraries, involving over 400 rides during June and continuing through the summer,

C. Adult supervision for swimming and bowling trips, ~~recreational trips including swimming and bowling.~~

D. Librarian assistance in a combined MNA Easter Egg Hunt by helping to boil and color 1,000 eggs, transport children as well as helping conduct the program activities,

F. Tours conducted through the MNA libraries, such as the ones conducted 800 Follow Through children in May, 1972,

G. Service to West End School with books and film programs to supplement their Educational Improvement Program,

H. The issusnce of 564 cards to new library patrons,

I. A special summer reading program with the incentive of a party at the main library fro the participants, and

J. Arts and Crafts classes, cosmetic classes and nature walks for MNA children.

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III. Conclusion

It is difficult to compare the third CDA action year library program with earlier years because of many changes in the library services provided. The emphasis of the library services during the second action year was placed on the improvement of MNA school libraries. The third action year, on the other hand, called for the development of MNA branch libraries, associated with the Huntsville Public Library, but [illegible] independent of MNA schools. Thus, because of the difficulty in equating the scope and type of services performed, meaningful comparisons with the second action year are not possible.

One can safely say, however, that the Huntsville Public Library has done a remarkable job inmeeting and exceeding the goals of the thirdaction year program. MAny auxillary services have been rendered MNA residents in an effort to make the library program responsive to MNA needs. The library is continually seeking innovative ways to serve MNA residents and other disadvantaged groups in the City with library and social services as well as enrichment programs, not only within the confines of the branch libraries, but in Head Start and Day CAre Centers, hospital, nursing and retirement homes and wherever else they are needed.

Editorials & Opinions

Huntsville News

"Serving the Tennessee Valley with an independent editorial voice"

THOMAS E. LANKFORD, *Editor and General Manager*

PHILIP R. SMITH, *City editor*
WILLIAM E. NAILEN, *Editorial Page director*
PHILLIP T. MARSHALL, *Sports editor*
FELIX WILLIAMS, *Advertising Manager*
LEE COLLINS, *Circulation Manager*

November 1, 1972 Huntsville, Alabama

Good library idea

To the chorus of voices already praising the board of the Huntsville Public Library for taking a first step toward possible establishment of a Public Radio Station here, let ours be added.

A library today must be more than a mere depository for books. The amazing technological advances witnessed within the last decades has made it possible to disseminate information on many levels, and progressive communities over the nation for the last 10 years have been carefully broadening the scope of library services to do a more effective job.

The library here, for example, still bases its activities upon the provision of reading materials. But it also takes programs out into the community for persons who cannot come to it.

It takes literature in many forms into the hospitals and into homes for the aged and jails, into disadvantaged neighborhoods.

Its Braille Library and sets of recorded books on tape and record make it possible for the blind to inform and divert themselves.

Huntsville's library has a pretty good track record when compared to similar institutions over the state. Now it is considering a step which will place it in the vanguard of libraries providing a complete range of community services.

The Nashville experience has proven that a library-operated public radio station can make a real contribution and can solicit broad-based community support.

It is to be hoped that Huntsville will succeed in gaining a similar venture here, one which will compliment existing programming and make it possible to broaden the amount and depth of information dispensed by the library.

Page 2 HUNTSVILLE NEWS WEDNESDAY, NOVEMBER 1, 1972

Library to broadcast?

BY BILL NAILEN, *News Staff Writer*

A further extension of Huntsville Public Library services through possible establishment of a non-commercial FM radio station broadcasting classical and semi-classical music and community service programs has been given the go-ahead by the library's board of trustees.

Elbert Watson, director of the city library system, said application will be filed for a license with the Federal Communications Commission. He said it will take six to eight weeks to file the proposal and that the commission generally considers such applications for four to six months before taking

(See Page 2, Col. 2)

LIBRARY BACKERS PLAN FOR LIBRARY OF AIR

. . . Watson, head of Huntsville system, Ferranti, Mrs. Roscoe Roberts

Library

(Continued from Page 1)

action.

Community reaction has already been good, he said. The board, which had the proposal under consideration for about eight months acted Friday. Word that it was being considered leaked several weeks ago, however, and letters and petitions supporting the endeavor have been constantly streaming into Watson's office since.

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"It's very encouraging," said Watson with a wry grin, "even though we didn't expect an onslaught of support until the board took formal action. I don't know how word got out. We certainly think, however, that it is a most wholesome development and you can bet we wouldn't discourage it for the world."

Watson said it seemed as if endeavors to make the community aware that a contemporary library should transmit knowledge to the community on many levels—books, records, braille manuscripts, tape cassettes, films, and the like—have proved beneficial.

"Establishment of a non-commercial band," he said, "is simply an extension of what we have been doing for the last five or six years."

For the last decade, libraries in more progressive communities over the nation have been involved in providing a spectrum of service as broad and varied as possible. The radio concept, an integral part of the movement, has been pioneered by such library systems as that of Nashville, Tenn.

WPLN-FM broadcasts classical music balanced by a continually changing format of national and local programs which bring live coverage of the arts, Congressional hearings, public affairs and the like to listeners over the mid-south 18 hours a day. In operation for some 10 years, the Nashville station is one of the handful of National Public Radio stations operated by libraries.

The Nashville station has involved the public to a very high extent, officials say. Programming, for example, is a give-and-take proposition, changing and growing consistently to provide listening experiences not available elsewhere—the purpose of public radio. Listeners reportedly constantly write or phone the station to debate how much music as opposed to public affairs and talk shows should be aired.

Watson said that he hopes the station here can be established in a similar way to serve as wide a region as possible over North Alabama.

He said programming will be strictly non-commercial. "We aren't trying to compete with existing stations," he said. "Our format will be geared to complement existing programming."

He said the library board hopes that if a license is granted, the community will involve itself as deeply as that of Nashville in the new service.

Among numerous individuals and groups voicing support for the concept were Mrs. Roscoe Roberts, chairman of the library board of trustees, and Col. Angelo Ferranti, president of the Friends of the Library here.

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December 19, 1972 Huntsville, Alabama Page 4

Library radio station gaining support

If a meeting of about 15 community leaders at the Huntsville Public Library Monday morning offers any indication of the degree of acceptance accorded a public radio station to be included in future area library services, then the library is solidly on the right track.

Persons including Councilmen Jimmy Wall and Sid Saucier, Alabama ETV Commission representative Jerri McLain (wife of the state senator), architect Harvie Jones and Walt Weisman applauded the concept. They not merely felt it was a good idea, but offered library officials a number of suggestions on a variety of approaches it might take in providing programming for every sector of the population to be covered if the station is built.

As planned now, the station will provide primary coverage for an area within a radius of 35 miles and secondary coverage within a radius of 80 miles. It will offer non-commercial programming—classical-style music, coverage of community events, public information, and a number of other broadcast materials.

The library hopes to file an application to the Federal Communications Commission by about the first of the year. It also hopes that it can secure matching federal moneys to build the station. While federal officials cannot at this stage make any commitment, those approached have suggested that the Huntsville Public Library stands a good chance of receiving assistance since there are few public radio stations as such in the state or region.

Library officials hope that building such a station will considerably broaden an already wide spectrum of services which it provides. The Monday morning meeting was intended to secure suggestions from a variety of local government and community leaders on types of services which might best lend themselves to this medium; it was quite successful in this venture.

But even more interesting was the fact that these community representatives came to the meeting convinced that a library public radio station was a needed community service. Their concensus evidences a groundswell of support for the concept which the library will need in carrying through on the project.

For a free press

'WHAT? QUIT NOW? JUST A

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By Nick Thimmesch

WASHINGTON—President Nixon has been advised that one decision by North Vietnam would cinch the peace settlement, but that the outlook is now less hopeful than when "peace is at hand" was announced Oct. 26.

According to a White House source, second only to the President on this matter, the North Vietnamese let the so-called windup sessions drag on unnecessarily long, and are

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STATE OF NORTH CAROLINA
Department of Art, Culture and History
Raleigh 27611

Grace J Rohrer
Secretary

Office of State Library
Philip S Ogilvie, Administrator

PUBLIC LIBRARY SERVICES TO PRESCHOOLERS

It is long overdue that strong, decisive action - preceded by minimal or no study - be taken by public library administrators to allocate substantial parts of their budgets for the implementation of services that could meet at least some of the informational needs of the preschooler. Since there is a body of scientific data available to substantiate such action, additional research or prolonged planning and study charged to prestigious committees would only put the manifestation of these services further into the future.

Larger public library systems - within their own existing budgets - could establish new priorities under which the preschool user and potential user from 0 - 6 years of age could begin to have made available to him experiences that could, in part, serve as substitutes for the family affection, time, and fun that is now denied him for various understandable social and economic reasons.

Whether or not one takes into consideration the growing controversy over who should serve the child - the public library or the school media center - it would seem that the public library could begin to whet the learning appetites of little kids by offering library services - and encouraging word-oriented experiences - at the time when they not only learn more easily and rapidly, but when most of them are naturally eager to learn and have time to spare.

Although there are many kindergartens and day care centers, a large majority of preschoolers have little opportunity to attend. Public libraries have -

or should have - simple materials and a staff who could learn to conduct basic child-oriented procedures and activities. Some space, some staff, and some time are already available. The main ingredient lacking is the administrative desire to develop the concept of the necessity for structuring a viable child-oriented segment of service within the total public library program. A beginning effort could embrace the identification of a staff member who could relate sensitively to preschoolers and who would be happy to arrange her schedule and interests to serve them with enthusiasm.

Of course, it could be difficult - at first - to convince the community that such a much-needed service would not vanish. We may be assured, however, that the children and their needs will not. Some library systems have created projects worthy of exhibiting exemplary, measurable demonstrations, or pilot studies and other systems could send representatives to visit and to later replicate such portions of these activities that were feasible.

While most of the larger demonstration projects in outreach or in-house services to the preschooler have been funded by either state or federal government dollars - or through a combination of funds - smaller projects embracing basic components could be attempted with consultative and supervisory aid from staffs of specially funded programs. Such aid to other systems may have already been agreed upon in the original governmental contract.

Visibility of these projects and not accountability must be emphasized. It takes so long to tell the child-centered, library story: the sensitive service to the youngest citizens who have no true, no legal rights - not even that right that could enable him to become a card-carrying, first-class library user. Someone somewhere, has to sign. The signature of an adult assures - in theory - no lost or damaged material will go unpaid for or whose loss will go unnoticed. This policy - this example - can be chosen to stand for all the insensitive policies that must be updated and upgraded to create a climate to which most youngsters must be introduced before they are willing to become borrowers of public informational materials.

To eliminate the deterents to procedures that may, in time, help public libraries achieve the goal of informational services to the user and the potential user and to be accepted as an agency in good-standing, is the first objective to be accomplished. If it is necessary to commence to rethink policies, why not begin by listening to the public?

Why not begin by taking under consideration the memories of the public - regardless of age - that center around the personalities who made or destroyed the borrowing habits of the public as children? For too many decades services to boys and girls of any age have become subservient to boiler room explosions, the travel papers of the Book Club, personal problems and interests of the staff, and the overwhelming desire on the part of some librarians and assistants to construct and to maintain visible, personal careers.

That children must be served - and served pleasantly and efficiently - or the public library will eventually vanish is not too strong a statement of fact. Unless preschoolers are encouraged to read - by any method they can accept - by any older child or adult who is acceptable, and, unless they can be motivated to catch the joy of learning, the world will vanish. At least, the world's people as we would wish to know them will disappear.

Jane B. Wilson
Public Library Consultant
on Children Services
Office of State Library
Raleigh, North Carolina

17 January 1973

STATE COUNCIL OF HIGHER [illegible]

January 18, 1973

Mr. Frederick H. Burkhardt
Chairman, National Commission on
Libraries and Information Science
Suite 601 - 1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Written Testimony for the Southeast Regional Hearing
Atlanta, Georgia - March 7, 1973

The State Council of Higher Education for Virginia seeks to promote and develop higher education in the Commonwealth which will be of most benefit to our citizens. Library services are of prominent concern, for which reason the Council has among its eight area professional advisory committees a Library Advisory Committee.

A project of great interest to the Committee and Council is one proposed by the Association of Southeastern Research Libraries entailing the establishment of a regional cooperative library processing center. Additionally, we are looking to the Southern Regional Education Board for leadership, administrative support, and financial support, which must come through the securance of outside assistance. This project is conceived to operate in a similar manner as the Ohio College Library Center.

The Governor of Virginia has secured funds in his budget for "developing coordinated library services." Our institutions contribute administrative services for the operation of special projects. One of these projects was to investigate research and application developments in computer applications in library operation and administration. It lead to exploring the cooperative processing center proposal with ASRL.

Our State Library and our State colleges are ready to commit themselves to a regional program, but they do not have the funds to meet unusually high start-up costs. Nor does the Commonwealth find itself in a position to appropriate a yet undetermined, but large one-time contribution to the center. We need your help. Through this center we can redirect technical service efforts to public services.

Another project of merit and greater promise if developed further is the Virginia Medical Information Service (VAMIS). Successful specialized networks now exist in the health sciences, some supported by the National Library of Medicine, Regional Medical Library Program, and Regional Medical Programs. VAMIS is a successful example, which services hospital libraries and local practitioners.

It would be a useful model, or adjunct to other networks having bases in biological and physical science and applied areas such as environmental science. Newly proposed and developing drug information dissemination efforts could be integrated into the health information systems.

Support is needed for such networks; governmental agencies and commissions should coordinate their efforts to avoid duplication and overlapping of systems where integration of efforts would prove more effective as well as more economical.

Sincerely,

Donald Winandy

Donald H. Winandy
Assistant Director
Programs and Research Section

and

Chairman
Library Advisory Committee

CC: Dr. Daniel Marvin, Jr.

mfr

STATEMENT OF WILLIAM C. YOUNGER
Alabama Supreme Court Librarian
Judicial Building - Capitol
Montgomery, Alabama 36104

Mr. Chairman: I appreciate the opportunity you have given me to present written testimony for use at your March 7, 1973 meeting in Atlanta, Georgia. Since my expertise is in the law library field I will limit my testimony to law libraries. I suggest that you contact Mrs. Elizabeth Beamguard, Director, Alabama Public Library Service, Capitol, Montgomery, Alabama 36104, for information on other libraries.

I do not desire or intend to over emphasize law libraries at the expense of other libraries. My thoughts are that law libraries are very important to all of our citizens and that we should consider law libraries in our total library planning for any area whether it be city, county, region, state, or the entire United States of America. Law libraries are needed not only for the courts and legal profession, but also for the entire community.

We desperately need a system of adequate public law libraries for the State of Alabama. There are many benefits to be gained from such a system. It is true that the quality of legal services in a community is directly related to the quality of its law library and that law libraries are necessary for our judicial system to function; but law libraries are for the entire community and not strictly for lawyers. With our complex society today, you cannot possibly do adequate research without consulting material in a law library. This includes people doing graduate work down through high school and junior high school students preparing their school lessons as well as the citizens of the community. This does not mean that everyone should be his own lawyer and people with personal legal problems should consult their lawyer, but there would be a great wealth of legal material available to everyone if we only had adequate law libraries in each county.

A pressing problem throughout the United States is law books for use by prisoners. Our constitution requires adequate law libraries for prisoners. See

Gilmore v. Lynch, D.C., 319 F. Supp. 105; 9 Cir., 400 F. 2d 228, affirmed Younger v. Gilmore, 92 S. Ct. 250, 30 L. ed. 2d 142. There are a very few jurisdictions within the entire United States where adequate law books are provided prisoners, and certainly none to my knowledge in Alabama.

Law libraries are expensive and it would be impracticable for general libraries to have sufficient legal books to satisfy the needs of the community. Also, law libraries cannot be financed by the legal profession alone. This is a governmental function, the same as other libraries and should be furnished by public funds.

In Alabama we have 67 counties. About 50 of these counties have small inadequate Public Law Libraries. A few of the larger counties are in a little better shape but their law libraries are not adequate to meet their needs. The financing arrangements for all of these law libraries are different but essentially they consist of small fees in court cases, and sometimes small supplements.

There are three good law libraries within the State of Alabama. These are located at the University of Alabama Law School, Cumberland Law School, and the Alabama Supreme Court. Although they are in better shape than the county law libraries, for many years these libraries have not had adequate space, personnel, and financing.

My plea is not only that law libraries be considered in total library planning, but that they be a part of the total library system. The County Public Law Library, of necessity, should be in the County Court House. There it would be accessible to the public, the prisoners, judges, prosecutors, and defense attorneys. In addition, there should be adequate law libraries in our prison system.

I would go so far as to say that the County Public Law Library should be run by and under the jurisdiction of the County Public Librarian. This would help solve the problems of adequately trained personnel and financing. At least if both the Public Library and Public Law Library were run by the same authority both should receive equal considerations in personnel and financing.

Mr. Chairman: Thank you very much for letting me present my thoughts. I hope they are of some use to you.