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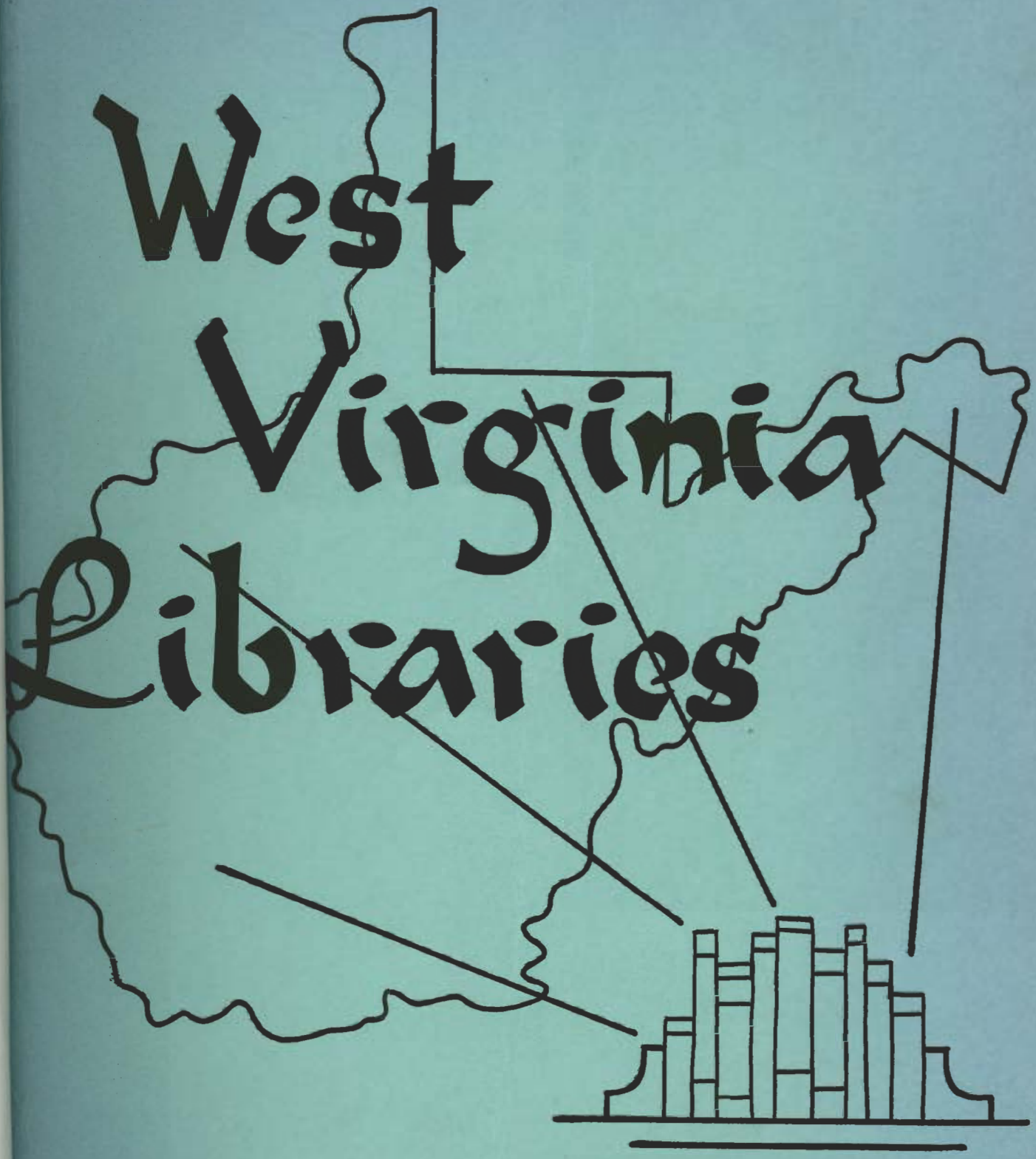
West Virginia Libraries



WEST VIRGINIA LIBRARIES

VOLUME 18 NUMBER 1 — OFFICIAL PUBLICATION OF THE WEST VIRGINIA LIBRARY ASSOCIATION — MARCH 1965

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WEST VIRGINIA LIBRARIES is the official organ of the West Virginia Library Association. It is published quarterly in March, June, September and December. Contributions and other communications should be addressed to the editor and should be received no later than the first day of the month in which an issue is to appear. Subscription is included with membership dues. Annual subscription to non-members is one dollar.

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CONFERENCE HIGHLIGHTS

October 14, 1964 marked the fiftieth anniversary of the founding of the West Virginia Library Association. In observance of the event a three day "Golden Anniversary" conference was held in the Stonewall Jackson Hotel at Clarksburg, West Virginia, October 16-18.

We are pleased to be able to present in this issue of WEST VIRGINIA LIBRARIES three addresses that were given at the conference. Dr. K. Duane Hurley, President of Salem College, Salem, West Virginia, is widely known and in great demand as a speaker throughout the State. Dr. Hurley spoke before the luncheon session that met on October 18. The topic of his address was "Librarianship--A Many Splendored Thing."

Miss Dorothy A. McGinniss, Executive Secretary, American Association of School Librarians, has traveled and lectured extensively on behalf of school libraries. Miss McGinniss' address, "The Information Explosion: Challenge to School Libraries," was given at the morning session on October 17. Later the same day, Miss McGinniss spoke to the School Libraries Section of the Association and used as her theme, "News From Headquarters and Views of West Virginia."

Dr. Paul Wasserman, Librarian and Professor, Graduate School of Business and Public Administration, Cornell University, is well known as an author, lecturer and teacher. Selected as the banquet speaker, Dr. Wasserman spoke on the topic "The Management of Access to Information: Observation on the Problems of the Middleman."

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Dr. Wasserman has recently been appointed Director of the new Graduate School of Librarianship at the University of Maryland.

Congratulations to President Mary Louise Graham, Past President Michael Reynolds, and to all of the other individuals who planned an excellent conference.

Charles D. Patterson
Editor

national library
week

april 25—may 1

know what you are
talking about—

READ

FROM THE PRESIDENT'S DESK

On February 17 and 18, hearings were scheduled before the Senate Finance Committee and the House Finance Committee in Charleston by the West Virginia Library Commission. The purpose was to explain the Commission's budget request for the next fiscal year, and to present plans for the construction of a state library building. Those attending were: Miss Dora Ruth Parks, Executive Secretary, two members of her staff, and two Commission members--Mrs. William B. Hopkins and Mrs. Harry G. Gillespie; Kenneth Brown, Legislative Chairman of West Virginia Library Association; the Reverend Stewart McMurray, Chairman, Summers County Library Advisory Committee; and Mary Louise Graham, President, West Virginia Library Association. Brief talks were given by Miss Parks, Mr. Brown, Mr. McMurray, and your President, followed by a question and answer period. Results of the hearings will not be known until the end of this legislative session.

We urge you to keep up with both state and federal legislation as reported in your local papers. In our State, the Governor's plan for revision and consolidation of various state departments may have a direct effect of library service at the state level, while legislation such as the Appalachian bill may be very important to libraries also.

We are counting on the Study of Libraries now in progress under the Commission's sponsorship to point the best direction for future development of library service in West Virginia. There is a danger in our being in too much of a hurry to get things moving and not waiting for the conclusion of the study, which should be

completed by the end of this year. Let's wait for these results, but keep our enthusiasm high!

National Library Week is from April 25 - May 1 this year, and Evelyn Kocher of West Virginia University is again serving as state coordinator. She will appreciate your sending in your reports of activities in your area as soon as possible.

"OPEN YOUR FUTURE--READ"

Mary Louise Graham, President
West Virginia Library Association

* * * * * * *

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National Library Week

April 25 – May 1

theme:

OPEN YOUR FUTURE—READ

LIBRARIANSHIP--A MANY SPLENDORED THING

by

K. Duane Hurley, President
Salem College

(Excerpts from a talk presented at the Golden Anniversary Luncheon session of the West Virginia Library Association, October 18, 1964, at the Stonewall Jackson Hotel in Clarksburg, West Virginia)

The new age demands new standards of performance. This fact is highlighted by Norman Cousins, editor of the Saturday Review, in a recent publication. "Like a broken record," he says, "the thing that keeps recurring every time I write about education is that we may be educating ourselves for the wrong century. The twentieth century is at least a thousand years beyond the nineteenth in the issues confronting the individual. Challenges which formerly belonged to society as a whole now press in upon the individual. Education did not create these problems but it certainly has to deal with them."

On this Golden Anniversary occasion in which I am highly honored to participate, let me informally but very sincerely indicate my admiration and appreciation for what you as librarians are doing in contributing to the welfare of society. Librarians are the power (the secret weapon, if you will) behind education.

In the first place, librarians are the custodians of knowledge and the stimulators of continuous learning.

These roles are important because of the rapidity of growth in knowledge. Many examples from various areas of learning could

be cited to illustrate this fact, from scientific research to vocational training. Take for example the printing revolution. There are new automated lineotype and printing machines which can produce books, newspapers and magazines with startling speed. The mechanical "brains" attached to these machines can even be programed to correct errors in spelling and punctuation. The process of reporting the news has also been greatly facilitated by modern equipment. In one major metropolitan area of the country, a news gathering helicopter is kept in the sky around the clock. Within seconds the flying reporter can be at the scene of news in the making, and instantaneously the story with pictures can be beamed to the newspaper headquarters ready for printing. These examples are but superficial evidences of the tremendous advances in knowledge and the awe-inspiring speed with which it can be disseminated.

It is a well known, but somewhat frightening fact, that children in the elementary grades are beginning to train now for jobs that will not exist when they are grown to adulthood. Change--rapid change--is a factor with which we as educators must deal realistically.

In addition to being custodians and stimulators, librarians are also traffic officers and electronics engineers.

Librarians are traffic officers of an unusual sort, causing "accidents" between books and people; between ideas and individuals. Nothing is more important in the modern day than encounter with new concepts. To see that this happens is the sacred responsibility of librarians.

"Futuristic" libraries will be automated to the extent that librarians will have to be engineers.

In the July issue of College and Research Libraries, the following electronic "gadgets" are listed as among the tools which librarians have or soon will have at their command:

A. Electronic computors for storage and retrieval of knowledge, for cataloging, and for use in circulation work and the like.

B. Closed circuit TV.

C. Microminiaturation (used for subscription to journals, newspapers, and similar publications).

D. Phonoscope--two-way television and telephone, making the librarian available by sight and sound to all points within the library.

E. Magnavue--automatic selection and reproduction, on demand (in 30 seconds), of any page or document in a "stack" of 675,000 pages. During a normal day 5,000 documents can be retrieved and 2,000 new pages added.

F. Library of Congress cards on magnetic tape.

G. Punched tape typewriters.

H. Intercommunication among libraries on a photo-duplication basis through Al-Pur-Com (All Purpose Communication system).

One educational researcher foresees regional information centers where optical scanners and digital computors will catalog, digest and store vast amounts of information from books, periodicals, and reports. Universities and secondary schools linked to the centers with dated transmission lines would be able to "retrieve" information they need from a resource far broader and presumably easier to use than their own libraries.

When Johnny Jones, now eight, goes to college ten years hence, what will his learning routine be?

Educational Facilities Laboratories (EFL), a Ford Foundation off-spring, has released a detailed study called "Bricks and Mortarboard" which offers one view of the future:

> Johnny will spend much of his college time in dim campus theaters where big screen television will offer him educational films and lectures recorded by scholars at his own and other schools.
>
> To study, he will go to a small booth called a "carrel" (a French word once applied to the monk's cell) where he will be able to dial a "resource center" and summon learning material stored there on magnetic tape to this booth's small TV screen and audio system.
>
> In the same booth he will be interrogated by a teaching machine, which will present questions on a panel before him, and his push-button answers will be fed to a central computor which will record his learning progress for university officials.

Some educators feel that the new techniques will, in effect, automate the student, feeding him too much information and very little understanding of it. But there also are arguments that the conditions of the future will force a return to individual initiative and self-education. Since the student will spend less time in the classroom, he may have less supervision, he may be freer to move at his own pace since he will not be too closely tied to classroom routines. He may have to waste less time with professors who have little to offer him or cannot convey their knowledge.

All of this, however, places a greater burden upon the librarian. The librarian must perform with accuracy and effectiveness--like a scientist--with particular attention to individual needs.

A few weeks ago, a giant rocket, ready for a trip into

space, exploded on the launching pad because of a misplaced comma carelessly included in the instructions prepared by an obscure secretary in an office far removed from the launching site. The machine itself was put together with perfection, but millions of dollars were lost because of a personal failure.

It is to the elimination of personal failure that the librarian is dedicated. Nothing replaces the human element--especially when it is liberally mixed with the Divine.

This brings me to my final point--that librarians are a servant people.

Librarians' responsibilities go beyond just technical competence. The accent is on service. The terminology used in designating the various divisions of a library demonstrates this fact: technical services, reference services, readers' advisory services, etc.

Sometimes librarians have felt that their work always falls within the menial, derogatory, looked-down-upon connotation of service. Indeed, the librarian is an "employee," working for a boss; and in a larger sense, the librarian works for all the people--a public servant. This is a difficult role. He serves not merely a boss, but all the readers who make up the public. This situation as everybody's servant is dramatized by the crowds and the ringing of telephones at peak hours. Directly or indirectly, all librarians are serving the public.

The service aspect of librarianship, however, instead of being a ball and chain can become the wings to lift the whole enterprise up out of the mundane and ordinary.

Rising above the details of daily work, the true perspective

of the librarian as a "servant" becomes evident. Servant in the Judeah-Christian heritage takes on a special connotation: a person must "lose" himself in order to really find himself, he who would be "chiefist" must be the servant of all; "the last shall be first." Servant is one of the most honored words in the Bible. God sometimes addressed his chosen people through the prophets in such words as these, "My servant Israel" (Isaiah 49:3).

It is in this sense that I address you today and pay you homage as custodians, stimulators, traffic officers, electronics engineers and SERVANTS.

Simeon Stylites summed up my feelings pretty well in a "Salute to Librarians" which he wrote for The Christian Century some years ago. Addressing himself to the editor he said:

> Sir: Editors know everything, so please tell me who invented the idea of "un-birthday presents." It sounds like Alice in Wonderland. Or Robert Louis Stevenson. At any rate it is a good idea. And so, because this is unNational Librarians Week, we hasten to celebrate and raise a paean of gratitude and praise to all librarians, boys and girls, tall and short, stout and slim.
>
> This letter is in three parts 'genuflection, hat raising, and lighting a candle,' all richly deserved by the profession that whom there is none whicher. We make a genuflection to one of the most missionary-minded collection of people on earth. There is more joy in a librarian's heart over one low-brow infected with the love of reading than there is over four dozen professors with brief cases. Whenever a librarian finds someone looking for a book other than the best-seller just laid that morning, the frenzy of joy bursts forth and the lucky borrower can have the whole stack.
>
> So we genuflect and hold hats high, for the librarian has a whole fleet of magic carpets, which he floats up to your door, all ready to take you to fairy lands forlorn or to Samarkand, Cathay and way stations. Let him--it is unusually her--arrange your itinerary across the seas and the centuries and you can really say, 'Much have I traveled in the realms of gold.'

Not long ago a librarian in Philadelphia had to write his occupation in his income tax report. He wrote, "Traffic Officer." A friend said, "You cheerful liar! When were you a traffic officer?" He said: "All the time. Traffic officers usually prevent collisions. I have been arranging collisions, productive collisions between people and ideas. That's what a book is at its best, a collision. Once in a while I pull off a beaut."

The librarian has to take part of his pay, alas, in spiritual currency. Yet he has his rewards. The most exciting and best reward is that reported by Samuel Gridley Howe, speaking of his education of the little blind, deaf and dumb girl who preceded Helen Keller. Dr. Howe said, "I fished for many months without any bite at all. Then there was a nibble, then a tug, and up came the soul of Laura Bridgman." Good fishing! So the modern Isaak Walton, or Rebecca Walton, the librarian of the Paradise Branch of the public library, baits the hook with the right book--a job calling for rare skill--and casts. And then a little nibble, then a tug, and up comes the soul! It's a better sport than trout fishing.

So, in the immortal language of Sophie Tucker, "Give this little girl a great big hand!"

Vociferously,

Simeon Stylites.

A great big hand to all of you librarians of the West Virginia Library Association on your Golden Anniversary. Certainly, librarianship is a many splendored thing!

INFORMATION EXPLOSION - CHALLENGE TO SCHOOL LIBRARIES

by

Dorothy A. McGinniss
Executive Secretary
American Association of School Librarians

First I want to congratulate you on your fiftieth anniversary and say how glad I am to be able to take part in your meeting on such a wonderful occasion. I want to wish you many more years of successful activity.

Next I want to say something about the topic assigned to me. The information challenge is not only one to school libraries but to all libraries. It is a challenge to all libraries and librarians to work together to give children and young people the kind of library service the explosion of knowledge makes necessary.

The explosion has taken place in all areas of information. One time a teacher could teach almost everything he knew about a subject to a class by means of a single textbook. Not so any more! All a teacher can hope to do is hit the high spots in his subject and inspire the students to delve deeply on their own. Between 1500 and 1950 information increased greatly but from 1950 to 1960 the increase was phenomenal. For just a minute let us consider the increase in just one field--science. Scientific journals started in 1665. By 1830 there were 300 of them, and ten years ago there were 100,000. Items in CHEMICAL ABSTRACTS grew from 68,500 in 1952 to 138,000 in 1960. There is no indication that the next few years will see a lessening in amount of new information.

Another important explosion significant for libraries is of course the population explosion. The 1960 population of 180,000,000

is supposed to show an increase of 60% by 1985 and much of the increase will be among those of student age, those pursuing elementary, secondary and higher education. College graduates will increase from eight to eighteen million by 1985. Ten years ago there were only 5,000,000 college graduates.

Another explosion most significant for libraries and librarians is that in the materials field. It has been estimated that the number of titles published during the first half of this century equals the number produced during the preceding 450 years. In 1900 there were four university presses; today there are more than fifty. In 1959, 6,500 paperback titles were in print; the latest listing today is 30,175. In 1954 11,901 hardbound books were published; for 1957 the figure was 13,142; 1960's figure rose to 15,012; in 1961 there were 18,060 published; and 1962's figure was 21,914. This gives some idea of the increase in printed material; but in addition libraries and librarians must cope with all the non-print material and the new media as well as the machines necessary for their use.

There is still another explosion being felt by libraries--the reading explosion. Since 1940 book sales in America have increased more than ten times faster than our population has grown. Books sold and published are up 445%; magazine sales up 110%; newspaper sales up 45%. During the same period the population rose only 37%.

At the same time new developments in education--emphasis on individualized instruction and use of many different kinds of material--have made good library service most essential to qualify education. The increased interest in developing each individual to his highest potential can be shown by the following set of figures.

Advanced placement courses began in 1956 when 104 secondary schools, 1229 students and 130 colleges were involved. By 1961, 1358 schools, 16,255 students and 683 colleges were taking part in these programs. By 1963 one-fourth of all colleges were involved in such programs as were 1,681 secondary schools. This kind of program and other educational developments cannot help but affect student use of libraries.

We have an excellent study to show student use of libraries. The study was done by Lowell Martin in the Baltimore City and County area, a large metropolitan area, but the facts and information gleaned from this detailed survey could probably be duplicated in smaller areas were a similar survey taken. We hear from all directions of the struggles that libraries of all kinds are having to meet the needs of the young people in school today. Dr. Martin found that two-thirds of the high school students in the Baltimore area read an average of four books per month; four out of five of these books come from the school or public library; these agencies supply approximately 400,000 book uses per month to students, over 3,000,000 book uses per year; the average student reader spends 9-10 hours a month in these agencies; these agencies provide almost one million student use hours per month; enrollments in the Baltimore area will almost double in the next five to eight years; therefore student demands will doublt to something over 16,000,000 hours of student use per year.

The challenges are certainly obvious and great. What can we as librarians do about them?

We need more librarians, better trained to fit into the new developments in education, to meet the new demands of students and teachers, to be ready to select carefully and economically among

the many materials available, and to make use of all streamlining devices to insure the best kind of service. If students are to be educated for flexibility, they must have a wealth of materials of all kinds available for their use and they must learn to use these materials under the guidance of teachers and librarians. If teachers are to give quality education, they must have the help of well trained librarians and well stocked and organized school libraries in adequate physical facilities. The recently completed NEA Project on Instruction stresses this. Recommendation 28 in the final report, Schools for the Sixties, states: "In each school system there should be one or more well planned instructional materials and resources centers, consisting of at least a library and an audiovisual education." It is up to each librarian to make sure his education is adequate for the new demands; if not, he must fill in the gaps. Throughout the reports of this Project on Instruction, the importance of the school library is emphasized. The statement is made that a school with a library is a school half built. A significant statement in one of the reports--one that should give us pause--is "the difference between the library as a storehouse and the library as educational force is the librarian." We must all ask ourselves whether our libraries are storehouses or educational forces. If they are not educational forces, now is the time to try to make them so.

Others are expecting much of us. Each of us alone cannot do the job expected of us; but cooperating together, all librarians in all kinds of libraries, we should be able to meet these frightening yet wonderful challenges and take our important place in today's world and make our contribution to quality education of children and young people.

THE MANAGEMENT OF ACCESS TO INFORMATION: OBSERVATION ON THE PROBLEMS OF THE MIDDLEMAN

By

Dr. Paul Wasserman,
Librarian and Professor, Graduate
School of Business Administration,
Cornell University

In my remarks I shall assess the problem of information access as a managerial one. From this position I can reflect the obvious biases which my own training and intellectual commitments have conditioned. For if one functions in the framework of a school of administration, he normally calculates in administrative terms. Cast in such a light, the librarian is viewed as intermediary between the commodity (information) and the consumer (the information clientele), and his skill the degree of success with which he selects an inventory, controls his stock, and renders efficiently. Information access may then be logically analyzed in each of its three dimensions--inventory, distributor, consumer.

Now please, do not misunderstand me. By using a business framework, I do not intend to malign the book. Nor would I seek to cast aspersions upon its character or durability. Yet it is an undeniable fact that in certain kinds of libraries in recent years the form of information has been undergoing modification. Alternative forms of communication, film, audio, and audio-visual, to mention three, have increased in prominence. Moreover, the field of publishing, long a bulwark of stability and tradition, is the scene of dramatic change and new forms of publication are making important inroads. For many libraries, tied to a conventional

technology, that is, acquisition and cataloging arrangements which are book-focused, new forms of information impose very serious and frequently what are regarded to be insurmountable problems. It is one thing to catalog a book, it is another to handle a mimeograph off-print, quite another to process a scientific report, and still another to accommodate the problem of releases, patents, specifications, or any of the host of newer and novel forms in which information is disseminated.

Another inventory problem is scale of magnitude. In much the same manner, and in many ways analagous to the competition which exists between department stores, which offer their clientele the widest possible range of goods and services, a candid assessment of library programs reveals an exceedingly high degree of competitive rivalry between and among institutions. While piously expousing the idealogical support of the need for further and better cooperative interinstitutional relationships, the true history of American libraries has been a frenzied scurrying to build bigger collections in order to reinforce the self-sufficiency of the individual library. Cooperative arrangements have been negligible. Each institution prides itself upon the growing size of its collections and chauvinistically invites comparison with its competitors. It is not uncommon to encounter the librarian who pridefully identifies a staggering increase in the size of his book collection in the shortest possible period. But who among us has met the librarian who boasts that he has reduced the rate of his library's expansion on the basis of careful observation of the strength of other libraries in his region? As with the pathetic figure of Willie Loman in Arthur Miller's Death of a Salesman who was "liked" but

wanted to be "well-liked," and never quite makes it, our liking for cooperation in building library collections has too frequently been a public posture, to be applauded and quoted on suitable occasions, but not practical enough to take into the office with us when Monday morning came.

A related inventory problem has stemmed from the lack of cheap and uniform means for rapid communication of information. Until the very recent past, in essence this process required the physical transfer of materials being sought and so reinforced the reluctance of libraries to submit to the potential delays and rejections attendant to reliance on outside agencies. Inventories have also been conditioned by the fact that each library is attempting to meet the express or assumed needs of a diverse group of users with multiple information requirements. Faced with an ever-growing stream of publication, the simplest alternative is to build the largest possible collection and so anticipate in this way all possible requirements. Particularly in academic libraries burgeoning simultaneously in many directions, has it been difficult to delineate precisely the purpose and program of the institution, and as a by-product of such specification, to evolve a clear view of exactly which needs the book stock should seek to fulfill.

Naturally, all the problems which I have identified and shall identify are quite a good deal easier to state than to resolve. To cite one illustration of the difficulty, it is far more difficult to anticipate future directions of research and teaching in a university, than it is to provide books for wide areas of potential study and research and so enlarge the collections without

sharp focus. That is to say, because the librarian is frequently in no position to determine the way in which the teaching and research program of the institution will go, he must make judgments about potential directions and it is simplest to hedge the bet by providing the widest possible range of materials in order to insure that when newcomers arrive or in instances where the research interests of the faculty shifts, they will find at least minimal collection in any field. Under these terms no one can then point a threatening finger at the librarian and indict him for the oversight of having neglected a particular area of interest new to the institution. But the costs of such speculative accumulations--measured in space, processing charges, or any other medium which ultimately translates into dollar costs, may be fairly steep.

An equally pressing problem which libraries have faced, particularly those which are designed to satisfy the professional requirements of professors, researchers, and technical personnel in colleges, universities and special libraries, is the pressure which grows out of the work requirement of such specialized personnel. For commonly, such information consumers expect, indeed demand, that they have physical access near at hand to those materials which these patterns of information use require. They have not been conditioned to expect otherwise. The consequence is that they turn to the library as a facility which will or should provide immediate access to all the material and publications they seek at the moment they require it without time lag. Now I do not suggest that conditions be modified solely in terms of the librarian's problems. On the other hand, because of the very serious economic problems faced by libraries (not only those of acquisi-

tions but also those of preparation, maintenance, housing and other costs of maintaining book collections) alternatives to the ideal of everything conceivably relevant ever published and retained in original form, may be, in 1964, attempting to replicate a bibliographic Shangri-La. And equally unattainable.

However, let me hasten to suggest the great dangers of the other extreme. This is the pervasive and exasperating disfunction of bureaucracy, in this instance library bureaucracy, in which the organization devises procedural controls and restraints, designed originally to facilitate the service, but which too frequently becomes stiffly formalized. Ultimately they may even become the noose which strangles the service which they were originally designed to rationalize. For as the bureaucratic trappings multiply, often the very purpose of the service is lost sight of and the rule which was designed at first to make the service work efficiently may be employed as a mechanism for depriving the clientele of the service of the institution which is where it all began. Let me give you a concrete illustration. Not long ago, in teaching a course, it was necessary for me to have several copies of a particular title for the course reserved when the semester began. The library in which I was working (it shall remain un-named here) informed me that the book had been on order from the usual book distributor for two months but had not yet been received. There were copies of this title on sale at the local bookstore, but I was told the books could not be acquired from the bookstore because this would have meant that an acquisition would be made outside of normal channels. Here we had a situation in which the library existed in order to provide books at the time they were needed to

provide adjunct reading for a particular course. This is, in fact why this particular library existed. The order for the books had gone to a jobber who had not delivered the books. The students needed the books. I wanted the students to read the books. Yet there was no way to break through bureaucratic trappings so as to permit this library to do what it was designed to do when it was conceived--provide books in time for them to be used by the students for whom they were intended. Here was a perfect illustration of bureaucracy defeating itself by imposing procedures which were in this instance directly in conflict with its objective. Dysfunctional aspects of bureaucracy may, and often do, rank high in limiting access to information.

Another problem related to inventory, and the inability to rely upon outside organizations, relates to the difficulties which are encountered, particularly in the special libraries of corporations. I have been told by a number of special librarians that very frequently the special library must acquire a considerable volume of material simply because it cannot rely on outside sources lest the outsiders calculate from their requests what secret research may be in progress in their companies. The most dramatic illustration of this I am familiar with, is the way in which the automotive manufacturing company libraries are reluctant to solicit any but the most general published materials from outside the company. The theory is that if other libraries in the community learn something about the kinds of questions which are being asked by the special library in the auto firm, deductions will be made on matters of style, production, and other internal technological matters which are felt to be nobody else's business. Thus there

is often a considerable amount of secrecy surrounding their information requirements. On the other hand, the special librarian, in purely inventory terms, must be conceded to clearly have the edge over his public and academic colleagues. There seems little question but that special librarians have developed a facility for maintaining lean collections and relying upon outside agencies whenever they can. Academic and public librarians define their skills in their facility to work with published material. Outside organizations are not so frequently employed in locating data in response to particular problems. But more of this later.

Librarians have been publicly on record for many years as strongly in favor of cooperation and cooperative arrangements. But the fact of the matter is that each library has traditionally and historically developed its own program without very much consideration about how to participate in developments even with institutions in reasonably close geographic proximity, to say nothing of institutions more distant. There have been many, many reasons to explain the phenomenon, some of them founded in good pragmatic notions about what was and what was not feasible. If transportation facilities are inconvenient, if it is more costly to gain access to material elsewhere, if client pressures demand instant access, if reproduction facilities are underdeveloped or costly, thus making it necessary to transfer the original material, and moreover, if there are either direct or indirect regards for those who can with pride identify large-scale growth as a concomitant of effective performance, it is clear that cooperative devices for rendering access to information will, as they have, remain minimal. In a number of respects, the difficulties which I have enumerated have

been at least in important measure breaking down. We live in a period in which there has been a considerable and dramatic increase in cooperative arrangements. One illustration would be that of the institutions of higher education which are beginning to complement each other in the training of graduate students. As you perhaps know, a number of Mid-Western State universities have begun to function reciprocally in providing access to courses and training for graduate students in their institutions who may come and go, somewhat like medieval scholars, in order to sit for varying periods of time at the foot of the most expert and knowledgeable sages in the particular fields in which he is studying. Very recently, a grant was made to several midwestern universities for the purpose of working together in the development of over-seas programs. Within librarianship in a number of states, there have developed large-scale systems of public library service. At least one state has developed multi-county library systems and many states are in the process of developing such systems. Even the lack of reciprocal ties between librarians and different types of libraries appears to be breaking down. The work in your own state of course is well known and has been widely discussed. As there is communication and improved understanding between librarians in different types of institutions there will be a corresponding development of systems of interchange and cooperative measures.

Very fundamental reasons explain why cooperative relationships must be fostered, and will inevitably multiply. Some are almost too obvious to labor here before such a sophisticated audience. The classic explanation is the fact that the rate of publication has accelerated to the point where no single institution

alone and unaided can hope to stay abreast of it. Another factor is that in many more institutions, information has come to be an essential and high premium factor in research and decision processes. As the need for such information grows, as information gains in recognition as a basic element of informed judgments, the sources of information upon which analytic, rational decisions will be based, take on increased importance. And further, as it becomes clearer that control over every type and sources of information which may be relevant under varying conditions inevitably requires interdependence, then cooperative programs are certain to be reinforced.

Another very significant factor relates to the cost of preparation and storage of materials. As these costs constantly mount, as they so inexorably do, economy of performance and operation clearly militate the resolution of the problem through devising means whereby each institution will no longer so resolutely rely solely upon its own resources and initiative to obtain and maintain and perpetuate ever more burdensome collections without concern for the parallel development in comparable and accessible sister institutions. An obvious source of economy would be the type of development of a central cataloging agency for which Ralph Ellsworth has so long and so passionately pleaded. Such a facility would doubtless reduce the cost of the preparation by spreading the burden among many institutions. Such a development is overdue and it is inevitable. It offers evidence as well of insuring the fostering of further cooperative arrangements.

Of course, the inventory problems posed by the growing volume of publication are elusive and perhaps may even be highly deceptive. For the implications of such rising rates of publication

for such as the academic community, have never been accurately assessed. It is presumed that graduate students or even undergraduate students must somehow consider the entire range of published output on the topics germane to their study and research. It is often further presumed, that mature scholars and educators, must have access to the entire gamut of recent developments in their fields which appear in all the periodic and monographic media. And since the ever growing volume of material, in its bulk and through its difficulty of access, poses a serious obstacle to research and scholarship, conventional attitudes prescribe that advanced techniques must be devised in order to adequately control the literature. There is, however, a very fundamental question about whether or not research and educational progress is in any way proportionate to the access afforded to the data contained in extensive journal and monographic form.

The pioneering studies of the American Psychological Association suggest that in this one particular discipline, there are widely followed alternatives to publications as the means whereby scholars gain access to information about recent research findings. If such evidence may be generalized to other science and social science disciplines, it would appear that all media, such as seminar and conference, as well as personal communications, are relied upon to a far wider extent than had been supposed, for current awareness of research and progress and recent research results. The fact of the matter is that the great bulk of published material follows by a long interval rather than leads the announcement of research progress. It may well be that the shrill warnings of disaster's approach because great truth lies undiscovered in unknown or unused publications are highly illogical. It may even be

that the academic library labors under a misapprehension when it concentrates its concern ever more feverishly upon collecting more material rather than exercising discrimination in its choices. Even as the rate of publication mounts and even as academic libraries acquire material ever more zealously, there is no commensurate enhancement of the ability of the clienteles to either read or absorb any more or any more rapidly than they could before the avalanche had begun. No question exists but that the great mass of publication in all fields has grown beyond the point where even the most avid can pursue one field in complete detail. But as publication has mounted, so has the particularity of readers' interest, since at least in some measure, it is this increasing rate of specialization which accounts for some of the publication swell. One consequence may be that reader interest is highly particular, and may not correspond at all to the geometrically increasing dimensions of publication. It may also be that where an information program is developed for scholars, it performs valuably when it offers balanced proportions, or in other terms, not the broadest and most inclusive collection, but that which relates most discriminatingly to the range of interests pursued by investigators and scholars and students in that particular institution.

Moreover, it still remains to be seen conclusively whether patterns of information need and use of members of the academic community vary to any extent from those of applied workers. Empirical observations suggest that scholars tend to pursue their own lines of inquiry and rely far less on guidance from information personnel. Creative scholars, poised on the threshold of what is not yet known, inevitably receive less support than the

practitioner of tested procedure, from the commonplaces of the literature. Since the time lag between actual research, the writing of findings, and the ultimate publication runs to months or years, advanced researchers seldom appear to draw their insights or inspiration from the literature. If it is true that leadership in scholarship relies more upon that expertise which grows from research contact than from published sources, and that individuals whose responsibility is to provide applications rather than to discover new facts or factors, relies more upon publications, it would be reasonable to seek to construct different systems of building collections in different settings. And these questions have very fundamental inventory implications which clearly and specifically relate to the question before us. In fact, perhaps it might be better to supply less information on the theory that people would be better served with less information than by having too much. Perhaps the problem is more a matter of selection and evaluation and interpretation than a matter of simply collecting and providing access to infinitely larger collections. Since, as we know, much of the available information in published form is either meaningless or inaccurate or irrelevant and that is in patently clear that information sources have become so numerous and the totality of information so large and variable in value, that a great deal of time and effort is expended in working through this great mass of information. Perhaps we have reached the point when the highest order of rationality would be to suggest the assembly of smaller collections, carefully chosen and selected for their excellence and discrimination, rather than to simply buy and add large numbers of volumes and publications of every type in order

to increase the scale and size of our collections.

Let us turn our attention now to the middleman in the process and to the problems faced by and sometimes created by the librarian as he seeks to provide access to information. I have already suggested some of the problems along the inventory dimension. Let us view them now along their social-psychological lines. Librarianship is a tradition of book service. Of course, the librarian's heritage goes back to the scroll, before that, to the clay tablet, and even before that, perhaps to the engraved stone. In modern times, however, the book has been supreme. While librarianship may be credited with the development of instruments of access to other forms, such as the periodical index, American librarians normally assume responsibility for providing only bibliographic access to the books which come into the library. For the non-book, the librarian will rely upon published services, indexes and abstracts, and bibliographies, developed outside the library, which may or may not be particularly suitable or adequate to his needs or those of his clientele. And in this dichotomy, a clear and obvious premium is placed upon the book as the major source of information and enlightenment. Some may question whether this pedestal upon which the book has been placed is appropriate to modern times. Let us consider the process of book publication. From the author's original concepts through to the point of publication and appearance of a published volume, there will be a time lag of anywhere from two to five years or longer. As a direct consequence, it is not surprising that many authors use alternative forms of publication. Sometimes they may have less to say than that which warrants full-length book treatment. Sometimes they are in a hurry

to get into print (although even the journal article these days may encounter a delay of up to two years following acceptance). For these, and many other reasons, the periodical has become, in the sciences and social sciences, the invariably preferred medium of communication. The book remains important, of course. As the textbook for student use. As the review or summary or state of the art publication to summarize and synthesize. For works of art and works of the imagination. And in order to disseminate ideas and theories to wide classes of readers who do not normally have recourse to the periodicals of a particular field. But to a considerable degree the book is being displaced by other forms. Still the conventional or traditional library does not respond to this variation. For only the book is accorded the intellectual process of analysis, classification and subject analysis. For the rest, librarians rely upon published services. Historically the pattern has developed in this country which we know as reference service. That is, the library normally assumes responsibility only for providing subject access to its book collections through its card catalog. When, and only when, clients of the library request assistance from reference librarians, do the users receive aid in locating published material, either in book form through the use of the catalog or in other forms through the use of abstracting, indexing, or other bibliographic services. It is uncommon, indeed quite rare, to find in an American academic library, other than in assignment of subject headings and classification numbers to books, professional librarians seeking to anticipate the requirements of their clientele by indexing or abstracting the stream of literature in non-book form which is received in the library. In order

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to evolve information retrieval systems incidentally, a fundamental reappraisal will need to be made of the responsibility of the academic library to its clientele. Now already many specialized information centers assume a broader responsibility than that which I have just described. The terms of service require modification from meeting the reader at that point when he seeks information, to the assumption of responsibility in anticipation of such requests for assistance. Fundamentally, it would require a reorientation of concentration from the reader to the material. In these terms, the reference or information retrieval function, would require a concentration upon the information content of the library and the development of subject access to the information contained in periodical, serial, and document literature, to correspond to that which the card catalog provides for books. Instead of appersonalized service derived to aid with one question at a time, the library's retrieval service would deploy its personnel in the screening and review of non-book acquisitions leading toward the development of access to such material by subject, in advance of specific requests, so as to provide the library's clientele with an equivalent approach to non-books as that provided for books. In effect, the library's staff would join its efforts with those of the extant index and abstract services to construct for its clientele a comprehensive subject approach to non-book material. Now as I have suggested, to varying degrees, this type of activity is already carried out in a number of special libraries and specialized information centers. It is also viewed to be a clear responsibility and carried out in a good many university and governmental libraries in Western Europe, not only in scientific but

in social science fields. Because the totality of publication bulks too large for manageable control, such programs where they exist, are normally found in special libraries of government, industry, or universities, where there is concentration on somewhat more limited fields or disciplines.

We talk a good deal these days about the prospects of developing information retrieval in libraries. However, in order to achieve an information retrieval program in a typical American academic library which employs present arrangments, we would need to jump two stages past the point at which reference service now operates. It would require first that reference staffs be transformed into teams of literature analysts and abstractors. It would next require that systems be devised whereby the output of such effort would be rendered into forms which lend themselves to mechanized handling. Clearly the prospects for making such advances are greater in restricted fields addressed to specialized clienteles. The reasons why the special library has gone farther have been due not only to the mandate under which they normally operate which calls for deep concentration in more circumscribed subject areas, but also that there has been financial support for the personnel needed to carry out the literature analysis function. But in part, it is also a matter of tradition and values. In the academic library of Western Europe the highest order of intellectual activity is viewed to be the subject analysis of the library's collections rather than tailor-made clientele service extended only upon demand. In the American academic library, perhaps reflecting the influence of a society where public relations' posture often counts for as much or more than the substantive contribution, a personalized service built less upon the library personnels' intellectual

contribution and more upon their ability in the use of library catalogs and externally prepared sources, is substituted. In one scheme a product is fashioned for the use of any reader who seeks a subject approach to library material and who is presumed to be able to use such an instrument. In the other, the librarian aids one user at a time who expresses a need, but does not work toward the development of any subject approach to the collection other than in the subject catalogs and the classification of books.

The tradition which I have described is virtually unknown in the United States but as I have indicated is more widespread in European libraries. I would suggest that it may have much to commend it. Let me suggest one or two reasons why. Our reference service relates in important measure to the personal effectiveness of the reference librarian in his dealings with other human beings. Any wise and experienced reference librarian will quickly tell you that it is often infinitely more difficult to cajole, entice or shame a reader to the point of clearly articulating his need, than it is to locate the information he seeks. Some reference librarians never truly develop the considerable but necessary skill in interpersonal relations to elicit this from their clients. In very important measure, this problem is resolved when the entire collection is screened and analyzed so as to afford the user the equivalent to the card catalog for other classes of material than books. Consider this--the prospect of utilizing reference personnel to index and abstract the literature, as an alternative to the familiar pattern of one question, one respondent at a time.

Another problem of information access relates to the middle class origins and value commitments of American librarianship. My

target now is particularly the public librarian. Conscious and sometimes subconscious determinations are often made about who will be served and how well. Let us hypothesize that two individuals approach the reference desk at the library. The first will be well dressed, clean shaven and smiling. That individual will make a request for information. One would not be surprised to find the librarian delighted to provide service to this type of individual, perhaps even spending a disproportionate amount of time helping him. The second to approach the librarian will be neither well dressed nor well mannered nor smiling. Unless the reference librarian is unusually well endowed with extraordinary personal characteristics, his proclivity will be to probably render less effective service to this individual and perhaps even try to shrug him off quite quickly when compared to the service afforded to the first client. On the other hand, measured against the bench mark of need and importance, it may very well be that the second user's requirements were greater than the first's. The point is that the reference librarians in American libraries exercise discriminating judgments about whom they will serve and to what extent they will serve them. These tend to be conditioned by their own middle-class values and their own middle-class orientation. And this clearly relates to access or lack of access to information which I shall deal with further when our attention is turned to the consumer.

Another problem of the middleman is the difficulty he encounters in achieving an unambiguous program and purpose. This problem faces librarians in every type of library--the need for a precise delineation of the role and the goals of his library. But

to achieve such terms requires a complex and costly process. It is far easier to suggest as public libraries are likely to, that their job is to serve everyone, and to provide every sort of information, to satisfy every requirement, to be everything to everyone. In an institution with infinitely elastic resources, personnel, shelf space, it might conceivably be possible to perform all such intrinsically incompatible goals equally well and simultaneously. But as we know only too well, whether it is a public, a college, or a special library, we deal with much pressured organizations with too little of too many of the things which it needs to do its job effectively. And under these circumstances, it is essential that choices be made. But it is very hard to make difficult choices, to make decisions. Ask any administrator. Perhaps I should say, ask any office holder--for the difference between the administrator and the office holder is the difference in the level of ability to make choices. On the other hand, when choices are not made, when decisions are not rendered, in effect, administrators are abdicating their responsibility. The careful delineation of the purpose and the program of the organization is indispensable to the effective attainment of its ends. If there is no considered judgment about what is sought, if the goals of the program are not specified in such a way that it may be possible to calculate what needs to be spent to attain each of these ends, it is impossible to determine whether the library, and the librarian, is performing effectively. No way has ever been devised to assess the effectiveness of the administrator other than by assessing the effectiveness of this total organization. The librarian's success is no more than the measure of the attainment of the goals of the institution which he administers. Without clearly articulated

goals, it is impossible to review performance. The problem is particularly acute in non-profit organizations such as libraries. The problem is further complicated in libraries, which are multi-purpose organizations striving simultaneously to perform many functions. In spreading its resources and energies, the library meets many commitments with varying degrees of success. The preliminary analysis, the goals and the program then specified in order to achieve this specific objective, is often lacking.

These days it is not at all uncommon, even in libraries, to call in outside consultants for a review of performance and for recommendations about the ways in which the organization can improve its effectiveness. This would seem to be a pretty ludicrous expectation. It is impossible for anyone who is not directly concerned with, and committed to, the program to tell the organization what its value commitments should be. This is the direct responsibility of the managing body. Indeed, its primary responsibility. It is central to the present discussion in this regard--there must be a careful determination and delineation of exactly what information is to be available or accessible to whom and to what extent. No library can provide access to every kind of information in response to every kind of need on the part of every kind of client whether it is the public of the public library, the clientele of the special library, or the students and faculty of the college or university library. What is required, is a precise statement of the institution's commitments. It is all too common to walk into a library of any kind and find that no clear definition of purpose and goal exists. The inevitable consequence is that policies are frequently made by default at the least rational

point in the organization. Perhaps even at the circulation desk.

Now let us turn our attention to the consumer. Here is the element of library service about which we know exceedingly little. Not since the University of Chicago in the 1930's and 40's, when a whole coterie of social scientists busily sought to determine the characteristics of users, the characteristics of potential users, and the characteristics of non-users, have we had serious or protracted research. During the later period, particularly in public librarianship, we have centered our energies upon the public relations function. Yet we know little about who the people are who use libraries, nor about those who do not use libraries, nor do we know the reasons why they do or do not. Until we gather more information about our real and potential clientele, we are operating very much in the dark in trying to provide access to information for them. We know certain things intuitively about them. We think certain factors such as educational level and socio-economic class condition their behavior in relation to libraries. But there is a great deal which we do not know about clienteles and particularly about those who do not use libraries. Because the problem of attracting the non-user is central to public library aspirations, let me share with you some of the insights gained in some research conducted three years ago in a large metropolitan area which has never been published, for it may relate specifically to our attempts to enhance our understanding of that portion of the public which does not use the library and why.

These reactions were elicited on the basis of motivation-type research designed to gain insights on the basis of permitting the respondents to speak freely without particular pointed questions. I shall relate some of the broad generalizations relating

to the findings.

Attitudes toward libraries and prospects of library use did not appear to vary in relation to the distance of respondents' homes or places of work from library branches. In no case was disadvantage of location sufficient to overcome the motivation to use the facilities by users. Nor did proximity tend to motivate those disinclined to use libraries. Distance per se seemed to have little effect upon the library's appeal, use, or usefulness.

The library as an information source. There was a great discrepancy between users and non-users in relation to the library as a source of information. Users, when they needed to find out something, almost always gave the library a high priority as an information source. In general, non-users simply did not think of the library in this connection. Here the reason is perhaps not so much that non-users were unaware of the library's ability to satisfy informational needs (although by and large they were unaware of this), but simply that the concept of "looking something up" was alien to their experience. Non-users tended to look to other people, news broadcasts, television, newspapers, and popular magazines as their major sources of information. Moreover, it should be pointed out that non-users appeared to be less active as seekers after information than users.

The latter phenomenon suggests merely that there is a strong relationship between the degree of interests a person has beyond his immediate daily work and family and the extent to which he reads. To the extent then that seekers of information are readers, and readers are library users, non-seekers of information tend to be the non-readers and non-users of libraries.

Role of early library experience in shaping attitudes. Some

very strongly expressed attitudes, both positive and negative, emerged in relation to early library experiences, and while it appears difficult to form conclusions as they affect later habits, certain negative proclivities would appear to be apparent. Past negative associations are not necessarily coupled with negative associations but frequently they are. Remarks from non-users such as the following were common. "I'll always remember one thing. I found the library morbid. It was quiet, you know, like a tomb ... It bothered me quite a bit." And another: "I remember you had to be very very quiet in a library. It's the one thing that stuck in my mind. You have to be very quiet. It stuck with me as I'm usually a gabber. But later on I got used to it although I never liked it." While non-users who had negative past associations did not, as a rule, use such feelings in explanation or justification of their present non-use, there does seem to be a relationship. Those non-users who had negative past associations, who have had little or no further experience with libraries, retain such past associations and carry them over into their present-day conceptions of the library as an institution. "I went in there--it seemed like sort of a funny place--it was so quiet. The old lady was sitting behind the desk. She had sort of a kind of white hair, glasses, and she looked kind of sour. You know, maybe she was an old maid, didn't have any kids, things like that. I don't know, I felt sort of funny. Here I was just a kid, and thought that if I asked her for something maybe she'd think I was ignorant or something like that. I felt kind of uncomfortable. You know it's just like a tomb--so quiet, everybody looking so serious, no fun, know what I mean? I don't know I just didn't feel very comfortable in there."

Even non-users who had pleasant or neutral early associations with the library gave the impression that other factors were responsible for their present non-use. Pleasant or neutral associations are insufficient to overcome their current lack of motivation which stems primarily from other reasons. While it is important to note that virtually no non-user explained their non-use of libraries by direct criticism of the library on a conscious level, unconscious feelings of hostility were frequently indicated While the major objective reason for non-use is simply non-reading, lack of interest in books or information, and stronger orientation to other leisure-time pursuits, at the same time, some subjective conditioning was noticed. Some non-users showed feelings of insecurity or inadequacy in relation to libraries. These were sometimes expressed by allusions to the respondent's own personality traits. Equally as often, however, characterizations of the library or its staff were given. The adjective "quiet" or the phrase, "like a tomb" occurred in several interviews in such a way as to indicate that these induced some feelings of discomfort on the part of the respondent. Similarly, staff was sometimes depicted as "stuffy" or "old-maidish," and the like.

It is incorrect to assume that "hostile" attitudes of themselves, are of sufficient strength to make an individual a non-user. Other evidence suggests that this is not the case. What is indicated is the psychological phenomenon of the individual reinforcing his pattern of non-use. In all likelihood, the really basic factor producing non-use is lack of motivation. The latter, in particular, seems to be partly a function of the respondent's own sense of how fixed his position in life is. This point tended to be verified by other findings.

A number of respondents offer the traditional view of the stereotype female, spinsterish librarian. This view was far more prevalent among non-readers. While this stereotype notion of the librarian has been all but erased by time among library users, there was some expression to suggest, at least among some adults, 40 or older, that qualities of bookishness and austere dedication in librarians is missed: "When I think of the librarian when I was a child, I remember a middle-aged woman, and I think she looks like, you know, nowadays there is no such thing as looking like a "school teacher," because school teachers, a lot of them, are very glamorous. But in those days, I think she looked like a school teacher. Librarians looked like librarians and I think she looked like a librarian. She sort of made me feel she knows and I respected it. Now I find they have a lot of very young people employed in libraries and perhaps they do not make you feel as if they know as much."

It would be premature to generalize too sweepingly on the basis of the tentative findings which emerged from this particular exploratory study, but certain insights may be identified as being of interest for the prospect of further elaboration and documentation. The evidence suggests clearly that the major force which determines whether or not an adult is a library user is his or her motivation to read. Such motivation is seen to be triggered by certain minimal educational attainments. But library attitudes, particularly among non-users, are viewed to be complexly motivated and conditioned by a host of factors. Many of the attitudes which were expressed particularly among non-users, serve as part of the individual structure of defenses against his feelings of discomfort at being at a variance with what he regards to be "good" so-

cial standards. Perhaps because of the post-Sputnick emphasis on the social value of education, it becomes psychologically necessary for almost everyone to applaud education. At the same time, the many non-readers who pay homage to education realize, first their own lack of it, and second their continuing lack of orientation toward things which are associated with it, such as reading. The act of non-reading then, flies clearly in the face of overriding social values to which they profess adherence, that is, the non-readers do. It thus becomes necessary for the non-reader to justify both to himself and others his failure to participate in the socially important activity. This justification occurs in a variety of ways that are familiar to clinical psychologists. The phenomenon of displacement is clearly indicated in the case of respondents' remarks about their children. Realizing that their own, now socially defunct patterns have become set and jelled, they transfer to their children the burden of behaving according to the "new" social values. At the same time, their sense of inadequacy, frustration, and defensiveness causes them, in some instances, to perceive early experiences and present images of the libraries in terms of their present psychological requirements. This formulation relates very directly to the library's concept of its potentiality in ultimately attracting adults who are at present non-readers or non-users. If the hypothesis is in fact fully verified, it would mean that the library systems would be placed in the position of having to fight a structure of behavior patterns and supporting attitudes which are fundamental to the individuals involved. Experience in the field of advertising and public relations indicates that to effect profound changes in an individual's general conditions of life by altering his basic patterns of attitude

and behavior is virtually impossible. If such a hypothesis were verified on further study, it might prove to be reasonable to write off such people as potential users to whom appeals can be directed. This, of course, is not the same as saying that all present non-users would then be ruled out as potential users. And such a point of view, of course flies in the face of the frequently expressed motivation of libraries in the public field to extend the use of their facilities to the non-users in the community. If the analyis described here were followed to its logical conclusions, it would suggest that public libraries might just as well write off this group completely and concentrate their energies on the reading public, or upon the children who may be able to improve their own level of education and reading capacity so that when they replace the present generation of adults, they will be more information and book conscious than their parents are.

Access to information presumes the identification of the requirements of those who comprise the clientele. It also presupposes a relationship between the program of the library and the services and publications and facilities which it provides, consonant with those of complementary and corollary institutions within the community. And here we are again, spun back upon our dialectic--the need for a set of cooperative inter-institutional relationships. The central point of some of these foregoing remarks has been to suggest the paucity of information about library consumers. I have concentrated on the non-user. We know little more about the user. But here much work is in progress. At the present time, particularly in the fields of science and technology, many so-called "user studies" are being conducted, (a great many under National Science Foundation auspices) which are designed to

identify more clearly how and when and why and under which circumstances users of scientific information do or do not use information. Presumably, if information were known about why and when information is needed by the consumer, more effective systems could be established in order to fulfill such needs.

There is, however, another side to this issue. At least one responsible spokesman has suggested that there may not be too much value and utility in attempting to analyze the ways in which users do or do not currently use and seek out information. The distinction is made between consumer services and professional services, and the conclusion reached that the organization and dissemination of scientific information is a professional activity, the value of which cannot be measured by consumer responses and that such responses cannot supply directions for the design of more effective scientific information and reference systems. In short, the suggestion is that only the information managers themselves can derive the most effective system of information procedures and control and when they have accomplished this end, the users or consumers of information will accommodate themselves to this new information scheme which is available to them.

In any event, a great deal of effort is being centered currently upon identifying the particular problems and needs and aspirations of users of information and it may be hoped that out of such data, greater clarification and specification of the points of view and the requirements of particular portions of information consuming clienteles will be specified.

I would suggest that perhaps we have concentrated too exclusively on our own internal structure, on our own systems and procedures.

That we may have centered our energies too fully upon our production processed and thereby failed to concentrate upon the consumer. We have sought to refine the way in which we prepare the product, but have done very little to learn more about the way the product is sought or the variations in the requirements of the clientele which are influenced by changes in their attitudes, opinions and proclivities. "User studies" of science information users are widespread. But libraries serve other than science readers and it is equally necessary to understand how social and humanistically oriented readers seek and list information and whether there are differences from field to field.

My final remarks are designed to identify some additional broad issues equally germane to information access and those cooperative measures designed to enhance this goal. Let me first point out that there is more to cooperation than simply putting into effect cooperative measures and assuming that they will work and are successful and unequivocally benefit all concerned. Let me further suggest that it is extremely unwise to consider any and every cooperative design to be, a priori, a matter of positive good. It may be good and it may not be good. Cooperative arrangements require the same kind of searching analysis and evaluation, the same level of honesty and candid assessment, as any other administrative arrangement. Cooperation in itself and of itself is of no positive value. It has utility and effectiveness only insofar as it establishes a basis for efficient and rational and useful processes, provided through arrangements which could not be attained outside the cooperative framework. Indeed, there have been instances where detached and honest assessments suggest clearly that

cooperative arrangements are not or do not seem to be efficient. Let me identify and commend to your reading one such study which dispells some of the reverent mystique which surrounds the programs of cooperative storage warehousing in the United States. This is the doctoral study of Helen Harrar which analyzes the Ne England Deposit Library, the Hampshire Inter-Library Center, and the Midwest Inter-Library Center. In brief, its findings are as follows:

(1) 'The cost of operating cooperative warehouses is higher than the literature indicates. It is claimed that savings are effected as compared with conventional on-campus storage, but substantially identical savings would be achieved by using the same kind of compact storage on campus. This saving cannot, therefore, be attributed to cooperative storage."

(2) "The cost of cataloging is lower due to use of simplified cataloging. If the individual libraries cataloged the same materials at this level, identical savings should result."

(3) "Both the Midwest Inter-Library Center and the New England Deposit Library have been filled almost to capacity for some time and have not been able to accept substantial deposits. Furthermore, many members of both have erected or are considering on-campus storage facilities for little-used items. It would appear, therefore, that there is a growing trend away from the demand for off-campus cooperative storage, even among the participants in these centers."

(4) "On the basis of experience to date and the evidence adduced by this study, gains actually achieved by cooperative storage warehouses could be obtained at lower cost and with greater convenience of access through identical storage and processing of materials by the individual libraries. Insofar as non-storage gains are concerned, such as liberalized lending policies, or purchase of a single copy to serve all the libraries in a region, these have been proven feasible by the experiments such as the Farmington Plan. They are not, however, dependent upon centralized cooperative storage, or compacting, or lower-quality cataloging, and there would appear to be no reason why these gains could not continue to accrue and be extended without the central warehouse.'

Let me humbly suggest that another cooperative device of questionable utility (when measured economically) which might profit from research scrutiny is the regional union catalog idea.

Many questions which relate to access to information are

simply hard and cold economic issues. Yet libraries and librarians have been traditionally disdainful of careful, painstaking cost studies. Cooperation will be measured in economic as well as use, terms. One burning issue of our time relates to the application of new machine technology to library procedures. Let me briefly relate this to cooperative arrangements. Many claims are made about real and potential values which sophisticated machines may be expected to provide. My own assessment, based upon a recent period of study, would support the conclusion that computer technology offers clear-cut promise insofar as data processing applications in libraries are concerned, and for the foreseeable future, very little application insofar as information retrieval is concerned. In essence, I am saying this. The repetitive processes in libraries (and in cooperative programs particularly) offer opportunities for improvement of efficiency of such repetitive procedures through the use of modern technology. There is every reason to expect that many of the burdensome, clerical repetitive manual operations will ultimately be translated into computer terms. However, there is yet very little reason to expect that the cost will be very much lower or any lower at all, than it is under manual terms. While costs may be no lower and (may indeed perhaps be somewhat higher until volume increases) the efficiency and effectiveness and improvements which will result from machine procedures will weigh heavily in their favor than compared to the present manual procedures.

It seems to me that there is an important role to be played by computer technology in the further development of access to information in information systems particularly. With the growing trend in librarianship toward larger units of service and the amal-

gamation of libraries into formal networks in both the public, the special and the college and university library fields, it seems to me that a major and important element in such ultimate developments will be computer installations which will be designed ideally to rationalize the flow of work in these organizations and render more efficiently the means of handling paper flow. One consequence will be increased access to information which grows out of efficient preparation and record-keeping procedures.

Another issue relates to the cost of advances in access to information on the basis of cooperation and cooperative developments. Often, at the early stages of cooperation there are very little or very few costs. At the beginning stages simply a disposition on the part of several institutions to work together is all that is necessary. But as systems evolve and as groups begin to work together toward the attainment of cooperative organizations and systems, it seems clear that there will be a greater need for financial support if there is to be the kind of analytic study, advance and development in the building of particular specialties and in the coordination of the program, and in the provisions for provisions for professional management of the scheme. To design ambitious systems which build rationally in response to the requirments of all the potential users, demands. appropriate financial underpinning. And even though the financial resources necessary to accomplish this end are great, this appears to me to be the inevitable direction in which librarianship in the United States is going.

We appear to be on the threshold of important advances. I know of no time when librarianship has been as exciting as it is in these days with advances being made simultaneously along many

lines, with a considerable volume of enthusiastic concern at every important level--the region, the state, and the nation, even at the international level. The information problems of the times have never been so clearly and sharply in focus. Never have librarians been in such agreement about the need to improve and advance and interchange and cooperate in finding solutions to common problems. Never has the society been so disposed to provide the resources with which to further such solutions. The concept of cooperative access to information, the development of cooperative measures for information control, is a revolutionary concept. Libraries have operated for many, many years. The advances which have been made in the direction of cooperation have been minimal. During recent years we have begun to see important strides. You in this State have contributed to these advances. It is very clear to me that the direction in which we are headed is that of further cooperation and further advances, further and larger units of service, further amalgamation of library systems, and ultimately, perhaps, a truly national library system in which libraries fit and play a role in relation to each other and enjoy the advantages of access to all sorts of material and all sorts of data from all sorts of places which may be relatively remote geographically from the place where the service is being performed. There will be many problems in traveling this distance. I hope that I may have specified some of the more interesting ones for you.

DATES TO REMEMBER

West Virginia Library Association Executive Board Meeting, March 20, Chancelor Hotel, Parkersburg, West Virginia.

School Librarian's One-day Workshops. For further information, contact: Miss Virginia Dober, State Supervisor of School Libraries and Instructional Materials, State Department of Education, Charleston, West Virginia. Schedule as follows: Glenville State College, April 13; Marshall University, April 15; Concord College, April 20; Fairmont State College, April 22; Shepherd State College, April 27; West Liberty College, April 29.

College and University Section (West Virginia Library Association) Meeting, April 9. This Section will meet at Glenville State College in conjunction with the annual meeting of the West Virginia Association for Higher Education, April 7-9, 1965.

National Library Week, April 25 - May 1. Miss Evelyn Kocher, Senior Catalog Librarian, West Virginia University is the Executive Director for West Virginia. Themes:

"Know What You Are Talking About--READ"
"Open Your Future--READ"

American Library Association Annual Conference, July 4-10, Detroit, Michigan.

Workshop For Student Library Assistants, July 25-31. West Virginia University, Morgantown. Application blanks will be sent to secondary librarians listed in the West Virginia Educational Director and to the out-of state ones represented at the 1964 workshop. If you have not received a communication by the end of April, write to:

Miss Olive D. Lewis
Department of Library Science
West Virginia University
Morgantown, West Virginia 26506

West Virginia Library Association Annual Conference, October 8-10, 1965, Beckley, West Virginia.
1966 Conference, November 3-5, The Greenbrier, White Sulphur Springs, West Virginia.

Middle Atlantic Regional Library Conference, October 18-22, 1967, Atlantic City, New Jersey.

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"RECRUITING IS EVERY LIBRARIAN'S JOB"