

11. a. The span of administrative and managerial responsibilities for librarians, especially senior librarians, will spread very considerably during the next several decades.
- b. The study of organization research and management theory will be a more heavily emphasized area of library science.
12. Depth of knowledge in subject-matter fields will be progressively more sought after among librarians.

1. Dean Sedelow describes the following statements as "some random propositions" from his address to librarians attending the first general session of the N.C.L.A. conference Thursday, October 26, 1967.

LIBRARIES AND THEIR ROLE IN THE 20th CENTURY

by

DAN M. LACY

It is real happiness to come back to North Carolina and to talk to North Carolina librarians. I owe a debt to the libraries of this state that I can never repay. I suppose that it is hard for younger people today to realize how isolated and lonely life in a small southern town could be forty years ago, when very few people had radios, there was no television, there was no opportunity to visit art galleries, almost your only opportunity to hear any music, beyond the church choir, would be a scratchy three minute record on a hand-ground phonograph record, and only a few of the larger cities had libraries.

I grew up in a town very much like that, and I remember the thrill it was when I was about ten or twelve, and the Rocky Mount Public Library opened in two rooms upstairs over a drugstore on Main Street. Later, thanks to the generosity of the Braswell family, it moved into a very handsome building, and the hours that I spent there under the guidance of Mrs. Battle and later Mrs. Jeffries were a turning point in my whole life. I know the services that all of you render are the turning point in the lives of thousands of young men and women, boys and girls, in the state today. Certainly the library of the University of North Carolina, where I got all of my professional training, is another institution to which I owe an unrepayable debt.

A great deal of my time, and that of many other people, this year has been spent in work on the National Advisory Commission on Libraries, appointed just about a year ago by President Johnson. Sometimes I wonder if the "N.C." in the initials of this National Commission don't really stand for North Carolina. Its chairman, as all of you know, is Dr. Douglas Knight, the distinguished president of Duke University. Four of its other members are alumni of the University of North Carolina, including Herman Fussler, director of the University of Chicago Library; Bill Hubbard, Dean of the Medical School of the University of Michigan; Emerson Greenaway, director of the Philadelphia Free Public Library; and myself. We may not do very well in some things, but when it comes to cigarettes and libraries . . . !

This has been an extraordinarily hard-working commission. It has a fascinating range of membership that includes some very distinguished librarians like Dr. Fussler and Mr. Greenaway, and Mildred Frary, Director of School Libraries at Los Angeles, and Marian Gallagher, Law Librarian at the University of Washington; and Estelle Brodman, Director

of the Medical Library at Washington University. It includes a number of scholarly leaders, such as Fred Burkhardt, President of the American Council of Learned Societies, and Carl Overhage of M.I.T. It includes distinguished citizens who have had an active role as laymen and trustees in public libraries — Mrs. George Wallace of Fitchburg, Mass., Bessie Moore of Arkansas, for example, and Carl Elliott, a former member of Congress who saw through the House most of the important library legislation of recent years. It has had a broad range of membership from highly specialized professionals to the very broad-gauged laymen.

All of us on the Commission have received a liberal education. I think no member of the Commission, not even any of its librarian members, had really perceived as a whole the enormous range and the diversity of library problems that have been brought to the attention of the Commission. It has been meeting in full Commission two to three days a month, and in subcommittee meetings for another two or three days a month, and it has accumulated a mass of papers, reports, and studies that would itself constitute a quite substantial library. Witnesses have been heard from almost every area of the library profession; sub-committees of the Commission have held local regional hearings all over the United States, as far afield as Fairbanks, Alaska, and Bismarck, North Dakota, Lubbock, Texas, and Pikesville, Kentucky. Seventeen major research studies have been commissioned, the reports of which will in themselves constitute a very interesting collection. The Commission is just now beginning to come to serious grips with the drafting of its report. As a matter of fact, a drafting committee is meeting in New York today and tomorrow, and that's where I spent the morning and first half of the afternoon today.

It would be premature to try to discuss with you what the recommendations to the Commission are likely to be. Many of them, indeed, are hotly debated within the Commission, and even if I were free to discuss them, I don't know what I could say with confidence as to what the Commission will conclude. In any event, the recommendations will go to the President for his consideration and initialing. However, I would like to talk with you about one member of the Commission's impressions and his re-education in librarianship during the course of this year's work, and to give you some purely personal reflections.

Impressions of a Commission Member

In the first place, it has been borne in on me, and I'm sure on all other members of the Commission, how tremendously wide is the diversity of libraries and the services they perform in the United States. They stretch over an enormous extreme from the Library of Congress and the great research libraries such as New York Public and Harvard, down to rural libraries that are open, perhaps, only two or three hours a week with volunteer staff, and with a budget of a few hundred dollars a year. They include libraries of great corporations, like the Bell Telephone Labs or the Esso Standard Library, which are models of the intense development of a specialized field of knowledge. They include the library activities of such agencies as the Atomic Energy Commission and NASA, which lie on the border between librarianship and some new world of information storage and retrieval and budding modern technologies.

There are libraries that come in contact with the citizens of the United States in every conceivable aspect of their lives, from work with pre-school children and in headstart programs with children who have come from bookless homes, and perhaps, from semi-literate parentage and who are being given their first contact with the world that children's books can open, to the sort of library that is sustaining the intensive investigation of Rus-

sian studies in space medicine at the other extreme. There are libraries for every conceivable profession, every conceivable educational level, every conceivable kind of problem. No one really, I think, no one even in the profession gets an opportunity to stand back and look at this enormous complexity as a whole, as we've been forced at least to try to do this year.

In the second place, I think that all of us are tremendously impressed with the dramatically growing importance of libraries to American life. There are many reasons why this importance has grown so dramatically in the post-war decades. Perhaps the most significant ones are changes in population and changes in the organized development of research and its impact in American life. All sorts of increases in productivity have occurred in American life in the post-war years, but the most dramatic single increase in productivity was achieved by the mothers of America with, it's true, the enthusiastic cooperation of several million returning soldiers at the end of the war, when the output of babies in the United States rose from three hundred an hour in 1945 to five hundred an hour by 1947! In one 18-month period, our annual birth rate went up something like two and one-half million, where it has been for the better part of two decades, to approximately four million a year, and stayed there until just the last two or three years when it has begun to show a slight decline.

This population impact, of course, has affected our lives in a great many ways. It has overflowed our schools at the elementary and high school level; coupled with a dramatic increase in the percentage of children of college age who go to college, it has multiplied our college enrollment approximately eight-fold over pre-war levels. But until now there have not been any more adults in our life as a result of this population explosion. As a matter of fact, that is one of our problems. There are fewer adults in their mid-thirties now than there has been for the last twenty years, because the people of that age were the generation of the depression, when relatively few children were born. The dramatic need for more teachers and more librarians that we have experienced to cope with this horde of children has fortuitously come at just the period when we have many fewer people at the middle level of the professional age group than we have had in a long time. But this year the post-war generation will begin to turn twenty-one. Ten years from now, there will be forty million people in the United States in their twenties. Of that forty million, about fifteen million will have gone to college. They are going to have an enormous impact on all of our social institutions, including our libraries.

At the same time that we have been increasing this youthful population so greatly, we've been shoving the population around. Millions of Americans have been moving off the farms into the cities, and out of the cities into the suburbs; out of some south-central states and some middle-western states to both coasts; into the southeast and the southwest, in what is undoubtedly the greatest mass migration of population in history. This migration is producing all sorts of impacts on all of our institutions, including libraries.

But what may be an even more dynamic influence than this series of population changes is the impact of organized research on our lives. The dramatic results of organized massive attack on scientific problems in World War II, particularly in the discovery of atomic energy and the invention of the atomic bomb have led us in the post-World War II years to devote sums of from ten to fifteen billion dollars a year to scientific and technological research and development activities. For the first time in history, a society has devoted a major segment of its total resources to transforming itself, and has put these transforma-

tions immediately into effect in applications that reach through the whole society and affect everybody in it.

When scientists like Maxwell or Faraday or Lavoisier made their discoveries, generations might pass before they had any particular effect on the everyday life of the times. Today, when such a device as the transistor is discovered, within only three or four years the whole electronic industry is transformed by the introduction of this new technology.

One of the consequences of this enormous application of energy and resources and money and skill to research and development is, of course, a tremendous multiplication of the quantity of information published. The number of scientific journals has increased explosively as has the amount of scientific publication in book and monograph form.

But there are many other ways than the mere increase in the material to be dealt with in which this scientific revolution is affecting libraries. It means that we are an information-based society as no other one has ever been. Where a century or two ago our society was essentially agriculture-based, where in later times it could be described as coal and steel-based, today it is essentially information-based. The new industries consist not of great steam engines and smoking factories, but of quite simple buildings in which people transmute information and deal with it. Every occupation, every industry today floats on a river of scientific and technical knowledge.

Our swift scientific progress has also resulted in the rapid obsolescence of any given body of information. There was a time when a man got his medical education, or his engineering education, or his training as an economist and was essentially done with it. Though he might add to that information from time to time, his professional training was well-rounded when he finished his professional school. Certainly that is not the case today.

Information-Based Society

One result, of course, of this transformation of our society from an industrial or factory-based society to an information-based society, a revolution at least as important as the Industrial Revolution of the last century, has been an enormous increase in the quantity of formal education we give. Not only do people have to stay in school much longer. Not only do most youths finish high school now, but nearly half of the high-school graduating classes today go on to some form of further education—to college or to technical school of one sort or another. A very high proportion of college graduates is now going on to post-graduate school or professional school. And while they are in school, they study much more intensively and more broadly than ever before and demand a much greater variety of library services.

Now, this whole demand of our society, this absolute necessity of a constant flow of information to which everyone has access has, of course, produced enormous demands on librarians at every level. You cannot give the kind of elementary education we all demand today without a good school library. You certainly cannot give any kind of respectable high school education without an excellent high school library. The demands placed on college and university libraries today to meet the much broader curriculum than was offered a generation ago are enormous in every institution. These demands also reflect, of course, the enormously increased enrollment and the great increase in the number of institutions. Public libraries are having to deal with a citizenry which has much greater and more complex informational needs to carry on their daily lives than did citizens of an earlier

day. The research libraries of major corporations have become an indispensable component of their operations — something that was hardly known a generation ago. On every front the demand for library services has become enormous.

From the attack on poverty and illiteracy at one extreme, to supporting the most advanced scientific research on the other, enormous problems are laid on libraries.

These problems have been accompanied by two kinds of difficulties, one in personnel and one in financial support. I mentioned the fact that the oscillation of generations, these waves and troughs in the birth rate, have had the effect of producing a maximum demand for adult services to children and young people as teachers, as doctors, as nurses, as librarians, at precisely a time when the adult population and the younger professional group was at a low level. Moreover, it has produced that demand at a time when employment opportunities in private industry and in other areas of civil service have been at their maximum, so that there has been an acute shortage of trained persons not only in librarianship, but in education, medical and health services, and everywhere else. This has been one major limiting factor we must attack.

The other problem is financial. The economics of the service industries of the country is such that in a period when productivity in the nation is increasing rapidly, the cost of social services goes up radically. As long as the society remains prosperous, the cost of all social services is going to rise rapidly, and we need to brace ourselves for it.

One of the problems of schools and libraries has been that they are financed from tax resources that do not necessarily increase with the general productivity of the society. That is, they are mostly financed out of real estate taxes which are not elastic at all, or relatively inelastic tax resources like sales taxes. What we need, and what is essential, is to identify the type of social service cost which goes up rapidly as the gross national product goes up, and to tie it to sources of support that also increase as the gross national product increases. Almost the only source of support that answers to that, as a matter of fact, is the federal income tax. Hence, regardless of one's social philosophy, one of the things that is simply going to happen is that the proportion of the support of schools or libraries and of medical services coming from federal tax funds is going to continue to increase.

Now there are important social questions involved in how this happens. On the one hand, there is the tremendous social advantage that comes from local initiative, local guidance, and local control in these social services, and hence a need to devise means that can provide Federal support without Federal stifling, or straitjacketing of services of this sort. On the other hand, Federal funds can be a source, not of straitjacketing or denying of local initiative; they can be a source for the stimulation of innovation, of change, and of progress. How to manage the granting of Federal funds so that it avoids the danger of stifling local initiative, and on the other hand manages to take advantage of this opportunity to stimulate initiative by being fed into those areas in which progress is possible: this is one of the kinds of problems that the National Commission will be concerned with.

Public Support of Libraries

I think there is no question that the tremendous increase in public support at all levels — state, federal and local — that libraries have been experiencing will continue. The task of statesmanship will be to devise the most constructive and helpful ways to have it continued. But librarians and the library profession are going to have a corresponding kind of responsibility to answer to the increased support it will receive. One part of this responsi-

bility for example, is to make the most imaginative use of the new technology that is opening up to libraries. One needs to avoid, on the one hand, the sort of foolishness that has led some college trustees to feel that there was hardly any point in building a new college library since all knowledge would be imbedded in the memory cores of computers in a few years. Although it is necessary to avoid that extreme, one doesn't bury one's head in tradition and refuse to recognize the remarkable opportunities that the new technology may offer.

Librarians have something of a reputation which I think is not at all deserved, for being traditionalist, resistant to the introduction of new ideas. It was not the banks and the documentation companies and the super-duper government agencies that developed microfilm as a documentation device, it was libraries. It was not any of the newer documentalists groups that developed the basic concepts of subject headings and subject classification that are used by everybody who tries to control knowledge. Almost every major pioneering introduction of technology in information control in our society, as a matter of fact, has received its realistic applications first in libraries, and I have no reason to doubt that will continue to be the case. But the magnitude of the technical revolution before us is going to require the most imaginative thinking from the library profession that we have ever given. This will be a professional challenge at least as great as the evolution, around the turn of the century, of the basic cataloging codes and classification systems on which we all now rely.

A second major challenge that the profession is going to have to face is the manpower problem. I think there can be no question that we need a great many more library schools, and we will have to have the money to create and administer them, but we must also be much more flexible in our conception of levels of library training appropriate to various kinds of occupations in libraries. It is simply not going to be humanly possible to produce full-fledged fifth-year masters' degree graduates for every opening in libraries that will exist in the next decade. This problem is going to have to be dealt with in the way the similar problem in medicine and health services has been dealt with — by developing a whole spectrum of professional services, just as it runs down from a master surgeon to a nurse's aide in a hospital, with each trained for his or her own professional capacity. There is no doubt too, that we will need to re-examine the curricula of library schools in terms of the kinds of challenges that libraries are going to be facing in the next decade. For example, considerably more training will be needed in informational technology, and in areas such as social psychology.

Another challenge the profession is certainly going to have is developing really integrated patterns of service of the whole gamut of materials — printed, computer-based, audio-visual — that will be employed in all of our school and academic libraries. Another is solving the problem of cooperative relationship among educational libraries (those of schools and colleges) and public libraries, especially in large cities, and especially as more and more of the students enrolled in college are not residential students, but are living at home and using primarily public library resources for their studies.

One of the most challenging problems of all is making the library a meaningful institution to the disadvantaged residents of the ghettos of large cities. This is the same sort of problem that churches, schools, and all other social institutions are having to face: to redefine their functions, their concepts, their purposes in ways that provide a meaningful relationship to attacking this problem.

The profession itself, I think, needs to grow to a dignity, an imagination, a vitality, a stretching out of endeavor that will correspond to the responsibilities that lie before it.

It seems to me that it is tremendously important that we accomplish both of these aims. First, our society should understand how seriously it needs libraries and provide the financial support they require, and secondly, the library profession should respond to this by a corresponding broadening and deepening of its own professional capacity.

A Liberating Institution

Everyone of the great technological developments and social developments in the field of communication during the past few centuries has progressively had the effect of increasing the range and influence of the communicator — of the speaker or the writer. The printing press, the mass circulation magazine and newspaper, radio, television, each of them in turn has enormously multiplied the audiences available to any one speaker, so that one person can now command simultaneously an audience of tens of millions of people. There has been a steady subjection of a larger and larger audience to a smaller and smaller number of speakers.

But where the television network's function is to deliver twenty million listeners to a speaker, the library's function is to deliver a million authors to a reader, if he wants them. It is the one of all of our social instruments that is at the user's, the listener's, the reader's command, rather than the speaker's command. It is the one of all of our media of communication that by and large is on your and my side, the individual's side. In a society that is almost overwhelmed by forces that compress, that unite, that bind, this is the one of our great institutions that individualizes and liberates. God bless it, and I hope our Commission can help it.

THE ARGUMENT FOR DEWEY

by

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I hope, during my brief talk, to outline to you why you should fight, not switch. I am against reclassification. I am against switching from Dewey to LC, or LC to Dewey. I will not argue that one is better than the other. My principle point is that if you can not find a better place to spend the enormous amounts of money required to reclassify your collection, yours is a very unusual library or you are a very unusual librarian.

One of the major points in favor of the LCC is that all LC cards have an LCC number that may be used without even being perused by a cataloger. You have the card with a number. The clerk begins to type. Sounds glorious. I am afraid that the system doesn't work quite that easily. In the Fall, 1967 issue of *Library Resources & Technical Services*, there is an article by William Welsh, Associate Director of LC's Processing Dept., who is responsible for both classification systems; consequently he may be presumed to be unbiased:

"There are two aspects to the unquestioning use of the LC call numbers found on LC printed cards, expressed by one writer as 'any title which has an LC card and LC classification number (i.e. "call number"?) could be handled by a clerk.' Apart from any general departures from LC provisions decided on by the adopting library, it is evident from LC's practice in reclassification that as far as the class number proper is concerned