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*January 23, 1970
vol. 2, no 1*

FLICKERTALE NEWSLETTER

**LOAN
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A Publication of the North Dakota State Library Commission

Richard J. Wolfert
Director
State Library Commission
Bismarck, North Dakota 58501

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Volume 2, No. 1

"Buy North Dakota Products"

January 23, 1970

THE EMERGING SCHOOL MEDIA CENTER

Richard L. Darling, Director
Department of Educational Media and Technology
Montgomery County Public Schools
Rockville, Maryland

School library service has changed so rapidly in the last several years, that even the term, school library, sounds old-fashioned and out of date. Many school librarians and other educators seriously question whether the old terminology is any longer adequate.

A number of changes in education have had a profound effect on school library service, and are likely to have still more. Perhaps the most important influence has come from the curriculum reform movement, beginning, roughly, in the early fifties, which has emphasized the inquiry method of learning. The new and revised curricula proposed that students learn the method of study of a subject discipline, its way of thinking, and that they have opportunities to apply the discipline's methodology to significant segments of its content.

Such an approach implied an increased emphasis on the materials of learning, since students attempting to apply the techniques of a subject need access to its literature as well as to laboratories and other learning centers. Too often, it is true, the writers of new curricula, mistrusting the scholarship of teachers, attempted to prepackage all the instructional materials needed, but when they did so they only weakened the force of their reform effort. Clearly, the major direction of the new curricula was, by implication at least, toward individual students use of the collections of well-stocked libraries.

Another area of major educational change with implications for school media service was in organization for teaching, with attendant changes in teaching methods. Such developments as team-teaching with large-group instruction, seminar type small-group discussion and independent study placed a premium on the availability of materials for student use. With the addition of modular scheduling, students began to have more freedom of access to libraries than had been the case in schools with more traditional scheduling.

A third element was the recognition that not all effective learning was done with printed materials. Teachers increasingly recognized that some concepts and ideas could be learned better through visual and aural communication than with the printed or spoken word. The biology teacher attempting to show students how the large muscle of the heart contracted and expanded to pump blood through the body

could demonstrate this phenomenon far better with a motion picture film than with a book or still drawing. Research demonstrated, also, that certain students learned better with audiovisual materials than with printed. The McLuhanites claim that an increasing number of children, in our electronic world, are more attuned to a variety of sensory stimuli, learning in all-at-once manner from sight and sound, rather than in the one thing at a time manner of the printed page.

With students encouraged to pursue independent learning using a variety of types of learning materials, educators re-examined the organization and services of school libraries and found them wanting. School librarians, in fact, were among the first educators to recognize the need to expand the scope of the school library. The American Association of School Librarians, at its 1956 annual conference in Miami Beach, adopted a policy statement endorsing the philosophy of the school library as an instructional materials center. The AASL Standards for School Library Programs, published in 1960, enlarged on this concept both in the program outline provided and in the specific standards for collections and personnel. These standards, considered by many to be revolutionary and unattainable when they first appeared, were influential beyond all previous ones in transforming the school library and in achieving recognition of the school library's importance to good education of boys and girls.

The success of the 1960 standards was not accidental. AASL promoted the standards through two important activities over a seven-year period. The first activity, the School Library Development Project, supported by a grant from the Council on Library Resources, Inc., enabled the Association to support conferences on the new standards in almost every state, and to publish a variety of materials for planning standards implementation. The two-year SIDP was followed by the five-year Knapp School Libraries Project, funded by the Knapp Foundation, which demonstrated the value of school libraries which met fully the levels recommended in Standards for School Library Programs. The standards were also used by the American Library Association in promoting the passage of legislation for school libraries in the Congress of the United States. After the passage of Title II of the Elementary and Secondary Education Act of 1965, a large number of states adopted the AASL standards as their own to use in measuring the relative need of schools for school library resources.

But more important, the standards provided school libraries throughout the country with guidelines for developing collections more appropriate to curriculum needs, and services more responsive to a changing educational world. By the end of the 1962-63 school year more than 56 percent of the public school libraries in the United States in school systems with 150 or more pupils reported that they included audiovisual materials in their collections. A look at some of the school libraries emerging as media centers reveals an extensive collection of nonprint materials in many formats.

Media center collections include virtually every type of material which teachers may use in classroom instruction, and children in individual study. School libraries either rent or own 16mm motion picture films. Both 16mm films and 8mm, in both reel and loop-cartridge format, are used increasingly by students. In fact, the 8mm film loop lends itself to individual study far better than to group instruction. School library collections also include filmstrips, 35mm slides, transparencies and overlays, both purchased from commercial sources and locally produced, and combinations of filmstrips with recordings.

Audio materials are also important in school media center collections. While many school libraries have provided disc recordings for many years, the tape recordings has become even more important to the instructional program of the school. Not only are there a great many tape recordings available to support various subjects in the curriculum, such as social studies, modern foreign languages, science and literature, but also original material can be prepared and recorded by both teachers and students.

While the greatest change in school library collections has been in the addition of nonprint materials, the collection of printed material has also altered. Many collections include large numbers of paperbound books, selected because of their intrinsic appeal to children and young people, and also because, in a time of rapidly rising book prices, they enable schools to change and enlarge their collections quickly and at relatively low cost to meet changing curriculum needs.

Another change in the collection of printed material is in the addition of microfilmed materials. Independent study programs create the need for materials which enable students to do research in greater depth than heretofore. In order to do this they need long back files of important periodicals, original source materials and other materials not readily available in hard copy. The school library provides these materials in microfilm form, along with readers and reader-printers essential for their use.

While the use of audiovisual materials in classrooms has always dictated the availability of related equipment for large-group instruction, the increasing use of the same materials by individual students has forced school libraries to provide equipment that is used by a single student. The school library supplies, along with the materials filmstrip and slide previewers, film-loop projectors with built-in screens, listening stations equipped with earphones for disc and tape recordings and facilities appropriate for listening and viewing.

The emerging school library which functions as a media center also provides facilities where both teachers and students can produce new materials. The production center includes recording capability, equipment to mount pictures, to make transparencies and slides, and, sometimes, to microfilm materials. While teachers produce materials custom-made to fit instructional objectives, students produce them to use in reporting, and to illustrate research papers.

The new school library has also altered its services. Where the traditional school library was accessible to students only through scheduled class visits to the library or through the school study hall schedule, the library in the modern school is more likely to be accessible to individual students and small groups of students from the regular classroom, sent by the teacher for independent study or in response to needs growing from the class's ongoing activities.

When students come to the library individually or in small groups, without their teacher, the librarian must be thoroughly familiar with the curricular program. This means that a much larger portion of his time is spent in planning instruction with the teacher so that he can effectively guide the student's study and research efforts in the media center. In effect, the library is an extension of the classroom and the librarian is a member of the teaching staff, responsible for guiding student study related to each of the elements of the curriculum.

A school library which is to meet the variety of student needs for materials for independent study in each area of the curriculum, and in whatever format is appropriate, must have collections adequate in size to its task, and must have the personnel necessary to provide services related to effective use of the materials. By 1965 librarians, principals, supervisors, and other educators were saying that the 1960 standards were rapidly becoming obsolete in some respects, and providing no guidance at all for the development of school library services in others. That year the American Association of School Librarians began the development of new standards that would be more relevant to newer educational programs and more specifically related to the learning opportunities offered by newer technology.

At a historic meeting in November 1966, with the officers of the NEA Department of Audiovisual Instruction, AASL worked out an agreement to prepare joint standards with DAVI, so that the two largest organizations concerned with media services for elementary and secondary education might speak with one voice. A joint committee of the two associations, with the advice of a larger advisory committee of representatives from other associations concerned with education, has worked for over two years to prepare new standards, which were published this March under the title, Standards for School Media Programs. These new standards have the greatest importance for emerging school media programs.

The new standards provide for a unified media program in every elementary and secondary school, combining those services which, in some schools, have existed as separate library and audiovisual programs. Their purpose is to improve the education of boys and girls by bringing together all the media of instruction, to serve as a basis for creating media services where there are none and to assist in speeding the rate of improvement of existing programs. They deal with program, personnel, materials, equipment, facilities and system support for the school building media program.

The basis of the new standards is a principle toward which the school library profession has been moving—that each school should have or work toward a single unified media program. In order to emphasize the unified approach to media services, the standards use new terminology. The professional staff of the media center, whether audiovisual specialists or librarians, are called media specialists. The center from which services are administered is a media center, rather than a library, an instructional materials center, or a learning resources center.

Media program refers to the program in support of instruction utilizing all modes of communication including print and audiovisual forms and their accompanying technology. The media specialist meets the requirements for teaching and has specialized in educational media. Within the broad media specialist may have further specialization by level of instruction, areas of curriculum, type of media or type of service.

The first section of the standards describes the media program. Basically, the program on which the standards are based is a full one, embracing all the print and nonprint media and related technology geared to curriculum needs, vocational and avocational needs of students as individuals, in small groups and in large groups, and to the teaching needs of faculties. The role of the media specialist, for students, is to guide them in selecting, evaluating, and using

media in all formats. He assists the teacher in analyzing instructional needs, and in planning appropriate learning activities. To do this he must know as much as possible about the learning process, the growth and development of children and youth, and curriculum, as well as the content and value of media.

The standards call for a program in which media specialists work closely with teachers and with individual students. Such service demands an adequate staff and a sufficiently large and varied collection to provide both breadth and depth to instructional support.

The instructional program of a school determines the personnel of that school. Good instruction requires an adequate, well-prepared staff. But equally important is the contribution media can make to good instruction, and the personnel for the media program.

The staff for the media center should include a variety of kinds of personnel. Most vital are the professional media specialists with a broad general education, teacher preparation, and specialization in aspects of media and communications. Assisting the media specialists may be other professionals without teacher preparation, such as artists and television experts. A variety of other, nonprofessional personnel supply support to the total program. Included in this group are media aides, clerks and technicians.

The standards recommend one media specialist for each 250 pupils, and two supporting staff members-media clerks, aides, or technicians-for each specialist. A school with 1000 pupils would have four media specialists and eight supporting staff members. The types of specialists and the types of supporting positions would be determined by the nature of the program in the individual school.

These standards are admittedly far beyond the usual staffing for most school media programs today. However, they are not based on the present practice of a majority of schools, but on the needs of a full program of media services, and are related to the materials, equipment and facilities for that program.

The collections recommended in the new standards are also well beyond average existing collections. The standards recommend 6000 to 10,000 titles, representing 10,000 volumes or 20 volumes per student, whichever is greater, and from 40 to 175 magazine titles per school, depending on its level. For audiovisual materials, the standards recommend from 500 to 1000 filmstrip titles, 500 8mm film titles, from 1000 to 2000 recordings titles. With about 50 percent print and 50 percent nonprint, the standards provide quantitative guidelines for each media.

To maintain these collections the standards recommend that each school expend annually six percent of its operating expenditures on instructional materials. Three percent should be spent on printed materials and three percent on nonprint.

The standards recommend a much larger media center than has been common. In a school of 1000 students the media center would include a minimum of about 14,000 square feet. Within that area would be spaces for circulation and distribution of materials, individual reading, listening, and viewing, reference and research, storytelling, conferences, small group work, administration, production, maintenance and repair, and various kinds of storage. The standards also include recommendations for schools which have closed circuit television,

radios, and computer assisted learning. For all schools, there are recommendations concerning the number of each type of audiovisual and other electronic equipment required to support the program.

Now that the standards are in print, every school will want to secure copies, study the recommendations, and develop plans toward achieving the levels they propose. Few schools can hope to achieve the levels of the new Standards for School Media Programs immediately, and even fewer if they do not develop logical plans to reach them over a period of time. With planning and hard work, they can serve each school to improve its media services. The new standards can assist every school library to emerge as a media center, providing more effective support to teaching and to the learning of boys and girls.

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ADVISORY COUNCIL ON LIBRARIES MEETS AT CAPITOL

The Advisory Council on Libraries held its second meeting Friday, February 6, 1970. Kilbourn Janecek, Chairman, appointed committees for drafting recommendations on statewide library development to the State Librarian and the State Library Commissioner. The committees are: library coordination, legislation, finance, and regional planning.

Richard Wolfert, State Librarian, presented the revised North Dakota State Plan to the Council and was commended for his efforts. The State Plan is a contract between the State Library Commission and the United States Office of Education to administer the Library Services and Construction Act in North Dakota.

STATE LIBRARY TO BE MOVED NORTH OF BISMARCK

The State Library Commission will move October 1, 1970 to new quarters now under construction north of Bismarck on Highway 83. The new building will contain 10,820 square feet on one floor for the library.

Located since the 1930's in the Liberty Memorial Building and long in overcrowded conditions, the new location will permit a more efficient operation of existing services and to expand service to state officials and employees.

NATIONAL LIBRARY WEEK NEWS

On Saturday, March 14, final preparations will be made at the National Library Week Planning Conference in Bismarck at the Holiday Inn beginning at 10 a.m. Both librarians and lay persons are welcome to attend. For reservations write to Michael M. Miller, NLW Director, NDSU Library, Fargo, N. Dak. 58102.

Mrs. William L. Guy, State Chairman for National Library Week Program, will be the hostess for a NLW North Dakota Tea and Open House on Saturday afternoon, April 11, from 2:30-4:00 p.m. Librarians in the state will receive invitations and the special guests at the event will be North Dakota authors. The tea will take place at the Governor's Residence and you are welcome to attend.

The North Dakota State University Library, Fargo, is planning an Open House during National Library Week for the university community, students, and area librarians. The date has been set for April 17.

PRESIDENT NIXON VETOES LIBRARY BILL

The Library Services and Construction Act funds administered by the State Library Commission were part of the HEW bill vetoed by President Nixon on nationwide television, January 26th. At this time no new bill has been passed by Congress. (See story below.)

State's Libraries Take Heavy Cuts As Result of Veto

By BILL TILLOTTSON
Tribune Staff Writer

Although education has taken the limelight, President Nixon's budget ax has taken a greater chop, percentagewise, at the nation's public libraries, Richard J. Wolfert, state librarian, said Thursday.



Wolfert

And, he said, imbedded in the case is a classic example of how federal programs can be subverted on the state level.

The President's budget recommendations, contained in the big HEW money bill vetoed Monday, knocked out all federal funds for library construction and trimmed in half Title I operating funds.

The loss nationally was \$100 million in construction money and a slash from \$35 million to \$17.5 million in Title I grants.

Actual federal dollar loss for North Dakota for 1970, Wolfert said, was \$97,197 in construction funds and \$60,858 in operating funds although the over-all impact is greater.

Under the President's budget proposal, which Wolfert said was the best the librarians can hope will be re-written into the new legislation, North Dakota would get \$142,427 in Title I funds for 1970 instead of the original \$203,285.

BUT BECAUSE OF STATE and local matching ability North Dakota could have gotten up to \$1,462,350 for library purposes if federal funds were available.

"We probably suffered more than any other agency under the HEW bill," Wolfert said.

"If some way the library money is eliminated entirely from the new bill it would be a complete disaster," he added.

Under the Title I program, which was designed to extend library service to areas without libraries or with inadequate libraries, the federal government puts up 59 per cent and the state and local governments 41 per cent.

But, Wolfert explained, the local library levies are counted toward the local participation.

"There is plenty of local matching money if federal money were available," he said.

FOR EXAMPLE, the state has \$96,210 in matching funds available but the local districts, through current tax efforts and without requiring a mill more in taxes, could put up a \$920,000 share.

But, Wolfert acknowledged, even if North Dakota got more federal funds not all of these funds would go where Congress intended.

Federal library aid programs, first inaugurated in 1956, extended on five-year spans and now set to expire in 1971, have been used by the State Legislature to help defray the house-keeping costs of the State Library Commission.

The biennial appropriation made in the 1969 Legislature was \$974,921, Wolfert said, of which \$192,421 came from North Dakota tax money and \$782,000 from federal sources.

But if the total appropriation, \$465,000 was earmarked for state library operations and only \$510,000 for grants to the local public libraries.

"Since we're not going to get the whole amount the grants to local libraries will be cut further," Wolfert, who was Bismarck public librarian until taking the state post last Nov. 1, said.

Such diversion of funds is legal under the act, Wolfert said, but clearly was not what was intended by Congress when it tried to make an effort to upgrade library service.

AND WHEN ESTIMATES show that 50 per cent of all North Dakotans have access to no local library services at all and the other libraries in the state range from inadequate to just barely adequate, Wolfert said, the situation is that much more serious.

"The state appropriation has grown with each biennium but not nearly enough to keep up with costs," he said.

"Now we're facing 1971 and what could be an end to grants for local libraries," Wolfert said.

He said it was his belief and that of Walter R. Fiedler, state director of institutions under which the State Library now operates, that the 1971 Legislature will have to look to meeting the state library's housekeeping expenses at least.

STATE LIBRARY SUSPENDS GRADUATE SCHOLARSHIP

Since 1962 the State Library Commission has provided \$2000 scholarships for graduate study in library science. The recipient agreed to complete the requirements for a Master's degree in library science and to accept employment in a North Dakota public library for a two year period.

A study shows that of the 14 scholarship recipients only one returned to work in a public library. Five students refunded the money instead of meeting the requirements and five students took employment at the State Library Commission in lieu of public library work.

Employment opportunities in North Dakota public libraries for graduate librarians is minimal now and in the near future. This state of affairs is because of inadequate salaries (\$6000 starting salary compared to \$7000-\$8500 in many other states) which in turn is caused by an inadequate tax base of our small cities and counties. Also an important factor is that many areas in North Dakota do not support a public library.

The State Library Commission has suspended the scholarship because of the severe cutback in federal funds for public libraries and the poor performance record for the scholarship program for the purpose intended.

The State Library Commission has a subsidy program for undergraduate work in library science which is serving its purpose and the State Library Commission will continue to support this program.

PROJECT EVERY LIBRARY BOARD

The State Library Commission has available upon request, copies of American Library Trustees Association's Project Every Library Board. One copy of this publication may be requested by the President of a public library board and used to make a study and self-evaluation of their library service.

Mrs. William R. Mills, President of the Trustees Section of the North Dakota Library Association has brought Project Every Library Board to the attention of the trustees attending the meeting at Carrington, November 16, 1969 and it was well received.

NEW EDITION OF SOUTH DAKOTA UNION LIST
OF SERIALS AVAILABLE

Copies of the new edition of the South Dakota Union List of Serials is available at \$10.00 per copy from James L. Dertein, Acting Director, University of South Dakota Library, Vermillion, South Dakota 57069.

The new edition of the North Dakota Union List of Serials will be published by the State Library Commission later this year.

FARGO SCHOOL SYSTEM AGAIN FINALIST FOR NATIONAL AWARD

Fargo Public Schools, for the third time in four years, has been named a National Finalist in the annual Encyclopaedia Britannica School Library Awards.

The system, one of nine nominees for the 1970 Awards, was among the National Finalists in both 1967 and 1968.

The Fargo school system, cited for significant improvement in the development of its elementary school library media program, is eligible to share in awards totaling \$5000. Congratulations Mrs. McMartin!

LIBRARY SALARIES SURVEY

The Library Administration Division of ALA recently completed a brief survey of salaries as reflected in ads of the ALA Bulletin, the Library Journal and the Wilson Library Bulletin. The purpose of the study was to ascertain some of the current salary rates for vacant positions and salary trends. The survey shows a comparison of March-1967, March-1968, April-1969 and September-1969.

During the period from March-1967 to September-1969 there has been a consistent and gradual increase from 31% to 39% in the percentage of positions advertised as requiring no experience. In September of 1969, more than 80% of the positions requiring no experience had starting salaries ranging from \$7000 to \$10,499. The median salary range for all librarians rose \$1500 during this period and the average highest salaries offered in September showed an increase of \$2033 over those offered in March-1967.

LAURA INGALLS WILDER AWARD

Elwyn Brooks White (E. B. White) has been named winner of the 1970 Laura Ingalls Wilder Award of the Children's Services Division of the American Library Association.

The Wilder medal is given every five years "to an author or illustrator whose books, published in the United States, have over a period of years made a substantial and lasting contribution to literature for children."

E. B. White, known to adult readers for the wisdom and subtle humor as well as the lucid style of his essays and poems, appeared in columns of the New Yorker ("One Man's Meat"). He is known, also unforgettably, to children. Stuart Little, 1945, and Charlotte's Web, 1952, are fantasies which ring real to children and are relished by adults for the poignancy and truth that emerge from the straightforward storytelling. These two titles appear to be headed for literary immortality in our times and are the works for which Mr. White will be given the Wilder medal at the summer conference of the American Library Association in Detroit, Michigan, June 1970. The continuing and almost universal response of children to his two fantasies, especially Charlotte's Web, is the real tribute to the genius of E. B. White. The medal acknowledges and memorializes this fact.

The Wilder Award was established in 1954 by the Children's Library Association (now Children's Services Division) of the American Library Association to honor Laura Ingalls Wilder, distinguished author of stories of American pioneer family life based on her childhood.

Previous winners of the five year Wilder Award are Clara Ingram Judson, 1960, and Ruth Sayer, 1965.

NEWBERY AND CALDECOTT AWARD

William H. Armstrong, the author of Sounder, published by Harper and Row, and

William Steig, the illustrator and author of Sylvester and the Magic Pebble, published By Windmill Books, are winners of the John Newbery Medal, awarded by the Children's Services Division of the American Library Association for the most distinguished books for children published in the United States in 1969.

The three runner-ups for the Newbery medal are: Sulamith Ish-Kishor, author of Our Eddie, published by Pantheon Books; Janet Gaylord Moore, author of The Many Ways of Seeing: An Introduction to the Pleasure of Art, published by the World Publishing Company; and Mary Q. Steele, author of Journey Outside, published by Viking Press.

The five runners-up for the Caldecott medal are: Ezra Jack Keats, illustrator and author of Goggles, published by the Macmillan Company; Leo Lionni, illustrator and author of Alexander and the Wind-up Mouse, published by Pantheon Books; Robert Andrew Parker, illustrator of Pop Corn and Ma Goddess, written by Edna Mitchell Preston and published by the Viking Press; Brinton Turkel, illustrator and author of Thy Friend, Obadiah, published by the Viking Press; and Margot Zemach, illustrator of An Untrue Tale by Harve Zemach: The Judge, published by Farrar, Straus and Giroux.

The John Newbery Medal has been awarded annually since 1922 to the author of the most distinguished contribution to literature for children published in the United States during the previous year.

The Randolph J. Caldcott Medal has been awarded annually since 1938 to the illustrator of the most distinguished picture book for children published in the United States during the previous year.

MRS. BARBARA COWLES

Mrs. Barbara Cowles, 65, medical library consultant for Quain & Ramstad Clinic in Bismarck since 1963, died September 27, 1969. She had been in poor health for a year and hospitalized for two months.

During her career, Mrs. Cowles was instrumental in the development of medical libraries in various parts of the country and had written numerous publications on medical library techniques.

She was born December 4, 1903, at Cleveland, Ohio to Frank and Katherine Pehotsky. She was graduated from the University of Chicago in 1921 and completed the Cleveland Public Library training course in 1922. She later earned a Ph. D.

Mrs. Cowles' early career as a librarian was at Los Angeles and Cleveland, and in 1932 she joined the staff of the University of California Library where she was in charge of purchasing 5,500 periodicals from worldwide sources. It was at this time that she expanded her already wide knowledge of languages. She was literate in 26 of them.

From 1947 to 1950, she was assistant librarian at the Massachusetts College of Pharmacy, and from 1950 to 1958 was director of libraries and medical editor for Guthrie Clinic-Robert Packer Hospital, Sayre, Pa. where she reorganized the medical and nursing school libraries and developed a patients' library. From 1958 to 1962, she was library consultant to the United Hospital Fund in New York setting up model patient libraries and training volunteers in their use. From 1962 to 1963, she was library consultant to the New York University Medical Center.

She assisted many organizations with projects and her most recent local contribution was the editing and designing of the Bismarck Chamber of Commerce and Quain & Ramstad Clinic brochures.

An authority on Oriental Art, she had an outstanding collection of Chinese porcelain.

All North Dakota librarians recognize Mrs. Cowles efforts to improve library service in our state, and her encouragement and inspiration is missed by all.

Consumers Win Rights in Landmark Order Filed in Spokane Against Grolier Inc. Unit

By a WALL STREET JOURNAL Staff Reporter

WASHINGTON — State Attorney General Slade Gorton announced in Spokane what he called a "landmark settlement in a consumer-protection case" involving two marketing subsidiaries of Grolier Inc., a New York-based publishing concern.

Mr. Gorton's office said an order, filed in Spokane County Superior Court here, "for the first time in a consumer-protection case" gives Washington residents the right to cancel purchases and get their money refunded. The order applies to persons who purchased books from salesmen of Spencer International Inc. between June 15 and Nov. 3, 1969, "in reliance upon or as a result of" misrepresentation by Spencer salesmen, the state office said.

Grolier Interstate Inc., another marketing subsidiary, consented to "an assurance of discontinuance" of five sales practices named in the order involving the Spencer subsidiary. The five practices have been the subject of "frequent complaints involving not only Spencer but other door-to-door organizations as well," Mr. Gorton's office said.

Practices "Unauthorized"

In New York, Grolier said that the practices complained about were "unauthorized" and that the company cooperated "in every way possible" with Mr. Gorton. The book publisher explained that "there were a number of salesmen who made unauthorized presentations in the area and as soon as the company learned of their actions and conduct, their operations were immediately terminated and the offices closed."

Grolier said the agreement with Mr. Gorton over Grolier Interstate's operation was voluntary, and that an order was filed in the case of Spencer International only because "the attorney general refused completely to cooperate in this respect. He commenced an injunction proceeding and insisted that an order be entered in that proceeding.

"It would appear that the action brought by the attorney general without any prior notice or word to the company could have been avoided, and the company would have voluntarily corrected any abuse that was found," Grolier added.

Gordon McKean, Grolier's general counsel, denied that the practices found by Mr. Gorton exist elsewhere in the country. "I'm sure that there are no authorized practices in any of the states that would include this conduct," Mr. McKean stated. "The company through its own customer-service department exerts intensive efforts to police its sales forces and to make certain that the customer is fully protected," he added.

Under the order, Mr. Gorton's office said, Spencer will be prohibited from stating that:

—The purpose of a salesman's call is "anything other than an attempt to sell publications."

—The publications and services offered are being offered "only to a select group of customers," or that the offer is part of "an unusual or unique promotional campaign," unless that is true.

—The offering price of an encyclopedia or books is lower than the "customary market price unless it is substantially lower than the lowest price at which substantial sales have been made in the trade area in the previous six months."

—The firm is willing to contract for payment over any period or under any terms that are not, in fact, made "readily available to customers."

—The firm is soliciting employes for salary, income or other terms of employment other than what it is actually offering.

Mr. Gorton's office said the firms sell "Encyclopedia International," "New Book of Knowledge," "Our Wonderful World," "Book of Popular Science" and other publications.

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THINKING ABOUT THE UNTHINKABLE

By Charles O'Halloran
Missouri State Librarian

I recently ran across an interesting comment on the contemporary scene. In discussing the tensions which exist in the cities and on the campuses, the author charged that much of this turmoil is the logical extension, even the result of two of Liberalism's principal tenets - relativism and egalitarianism.

Generally, relativism would suggest that no idea or value is permanent; that every value, system, or idea is true only so long as people wish it to be so and that it can be changed or rejected whenever people wish it changed . . . Again, generally, egalitarianism would suggest that all people are equal, or should be equal, and that there should be no distinction among men because of apparent superiority of talent, ability, or possession of power. Thus, not only is one man as good as another, one man's ideas are as good as another's.

I find it interesting to think of these two ideas in relation to contemporary theories of library service. In its most ideal form, library service seems to imply that the library will make available any book, any piece of library materials, and generally will not reject out of hand any idea or any bit of knowledge as irrelevant, without merit, or beneath the library's concern. While the library's own standards of selection may not provide for its own purchase and ownership of certain kinds of material, the ideal of library service and of intellectual freedom seems to prohibit the absolute rejection of any idea, however foolish, revolutionary or destructive it may seem.

Concomitantly, another library theory proposes that the library, its services, and its books should be available to every man. While accepting realistically that differences in interest background, and training may make for different demands upon the library by different people, this idea, nonetheless, would contemplate no distinctions among men in their use of the library except those which are imposed by the individual upon himself. And true to the concept of intellectual freedom, the library would as willingly tolerate the ideas produced by the moral anarchist as those of the conservative scholar and philosopher.

This raises some interesting questions:

Does the library really hold that all ideas are equal; that all ideas should have equal tolerance in the world of thought? Does the library have any obligations to favor any set of values, any point of view to the exclusion of others? Does the library have a commitment to the permanent retention of any set of values? Does



the library hold that ideas produced by any man deserve the same tolerance and respect as those produced by another? Should the library accept or deny the existence of an elite which is capable, because of superior endowment, of leading the rest of men? Should the library seek to bring its services equally to every man? Does tolerance of men or ideas include a tolerance of those who would destroy you? Does it follow that for the sake of objectivity one gives aid and assistance and, in effect, prepares for suicide?

Perhaps the library thinking tends to make a distinction between the Idea and Act, arguing that any idea, from whatever source, deserves tolerance while destructive acts must be actively resisted. Thus, the idea of censorship, facism, or slavery can be tolerated while acts seeking to accomplish these ideas must be resisted. The problem is how long an idea can remain only that without emerging as action. Do ideas always remain the playthings of private meditation or do they often times become programs of action with very real effects and consequences?

One could continue this questioning endlessly, and, I am sure, library people will so do. Perhaps at this time, when there is so much discussion of the role of the library in society, there is a need for all of us to look deeply into the fundamental principals upon which any library program is built and to analyze once again those assumptions, first premises, and philosophical concepts which undergird the entire structure. Library technology can build just about any structure we might wish; it is for us to determine what kind of structure it should be.

PRESIDENT NIXON'S LSCA BUDGET FOR FISCAL 1971 REDUCED TO A NEW LOW

President Nixon's budget for LSCA will be a level even lower than that of 1970. In fiscal 1969, LSCA was funded at \$49,894,000. In 1970 the President recommended \$23,209,000, but Congress raised it to a compromise of \$43,266,250. In fiscal 1971, unless Congress again succeeds in raising it, the LSCA appropriation will be only \$22,949,000.

STATE LIBRARY ACQUIRES HISTORIC BOOK

The State Library Commission recently received a copy of Sonderdruck Aus Dem Heimatbuch Der Deutschen Aus Russland, by Dr. Karl Stumpp. This historical reference pertains to the German-Russian immigrants who settled in North Dakota after emigrating from Wiirttemberg, Germany to South Russia. Reverend Reimler, Lutheran pastor, who had served as pastor in Sofia and Neusatz, north of Golden Valley, from 1926 to 1934, now living in Germany, asked Mrs. Margaret Schriefer, Golden Valley, North Dakota to present the book to the State Library. This paperback book includes 146 pages of names of German-Russian immigrants. Reverend Reimler explains the reasons for people leaving Germany and going to South Russia were the promises made by the Russian rulers, the bad conditions in Germany due to many wars, practically no crops for several years and restrictions in religious freedom.

ENCYCLOPEDIAS FOR SALE

The State Library has available two demonstration sets of encyclopedias which their publishers wish to sell in North Dakota. The sets are:

- Compton's Encyclopedia. 1969 edition. \$79.50.
- Encyclopedia Americana. 1968 edition. \$135.00.

Contact the State Library if you are interested in these sets and we will advise you on how you may purchase them from the publisher (The State Library is not the seller).

A NOTE ABOUT THE NATIONAL DEBATE QUESTION

We have one set (two volumes) dealing with the U. S. military commitments. Needless to say, we can't help many people, but you can order the following for the use of your patrons: The Complete Handbook on United States Military Policies: Vol. I: Discussion Handbook, \$3.50. Vol. II: Debate Handbook, \$3.50. Order from J. Weston Walch, Publishers, 919 Congress Street, Portland, Maine 04104.

NEWS FROM OUR NEIGHBOR TO THE NORTH

Twelve dollars per family per year is the new out-of-region fee charged by the Wheatland Regional Library headquartered in Saskatoon, Saskatchewan to individual residents of non-member municipalities for library services. At the previous meeting in October the Board had given notice of change in bylaw to increase the fee to \$20 per family, but at the annual meeting on Saturday, February 7, it was felt that this was too big a jump to make at one time from the previous \$7.50 per family to \$2.00 per child. The child's fee is now abolished completely. Single individuals also pay \$12, the same as a family does. It was felt that the out-of-region fee should be high enough to persuade residents of non-member municipalities to urge their councils to join the region.

NORTH DAKOTA SALARY SURVEY SUMMARY

Here are the results of the State Library's recent salary survey of North Dakota librarians:

Director's salary in city libraries serving population of 2,000 to 20,000.

Number of libraries	8
Range of salaries	\$700 to \$6,300 annually
Median salary	\$4,600
Average salary	\$4,050

Director's salary in county libraries.

Number of libraries	8
Range of salaries	\$1,440 to \$6,400 annually
Median salary	\$3,975
Average salary	\$4,060

ELLENDALE SUMMER WORKSHOP

A workshop will be held in contemporary biography on June 15-18, 1970 at the University of North Dakota, Ellendale Branch.

Hours: 8 a.m. - noon
Place: Library
Credit: 1 semester hour
Requisite: Junior standing or consent of instructor

Registration official: Mrs. Isabel Vick, Clerk of Admission, UND -
Ellendale Branch, Ellendale, N. Dak. 58436
Registration deadline: May 15, 1970

Instructor: Thomas A. Hunt

Librarians currently employed in a North Dakota public library may apply for a \$15.00 subsidy for this workshop.

NORTH DAKOTA LIBRARY ASSOCIATION DIRECTORY IN THE MAKING

Have you given NDLA your correct address and position - also the name of the library where you are presently employed - and the city in which it is located? The directory will not be complete - nor very useful - unless these details are given when you send in your membership dues for 1970.

Please send information with dues to: Mrs. Nora Mohberg,
Treasurer, NDLA
Box 222
Cooperstown, North Dakota 58425

INSTITUTE ON WORKING WITH INDIANS

The New Mexico State University at Las Cruces is holding an Institute to Train School and Public Librarians to Work in Communities With Large Numbers of Mexican-Americans and/or Indians, June 8 through July 3, 1970. Applications must be requested by April 15, 1970 from Box 3AP, University Park Branch, Las Cruces, New Mexico 88001.

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April 13, 1970
vol 2, no 4

FLICKERTALE NEWSLETTER

"NATIONAL LIBRARY WEEK SPECIAL EDITION"

**LOAN
COPY**

A Publication of the North Dakota State Library Commission

Richard J. Wolfert
Director
State Library Commission
Bismarck, North 58501

Telephone
Information 224-2490
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Director 224-2492



Volume 2, No. 4

April 13, 1970

"READING IS FOR EVERYBODY!"

"READ-LOOK-LISTEN IN YOUR LIBRARY"

Official North Dakota NLW State Button

PROCLAMATION

WHEREAS, The American Library Association was founded in Philadelphia, Pennsylvania, on October 1876, and marked the beginning of a new era in library development; and

WHEREAS, Libraries and their services have become integral parts of the educational, cultural, social, and economical life of our nation and our state; and

WHEREAS, Through its "Library Bill of Rights" the American Library Association has set forth policies which provide all citizens with access to information on the highest level of intellectual freedom; and

WHEREAS, The freedom to read is one of democracy's most cherished liberties; the development of lifetime reading habits is vital to the continuation of our society; and books are a weapon in the War on Poverty; and

WHEREAS, Our libraries make accessible the accumulated experience of all mankind, from which present and future generations may derive the wisdom and understanding vital to our national survival; and

WHEREAS, The library theme designated for this year is "Reading Is For Everybody,"

NOW, THEREFORE, I, William L. Guy, Governor of the State of North Dakota do hereby proclaim the week of April 12-18, 1970, as

"NATIONAL LIBRARY WEEK"

and urge all citizens to unite in this national effort to achieve a better-read, better-informed America, to stimulate interest in libraries of all kinds - the end that we realize the full potential of our national purpose.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of North Dakota to be affixed this 1st day of April, 1970.

ATTEST: Ben Meier, Secretary of State

William L. Guy, Governor

North Dakota State Library
Bismarck, ND 58505

NATIONAL LIBRARY WEEK SCHEDULE OF
Mrs. William L. Guy, State Chairman
and
Michael M. Miller, Executive Director

Thursday, April 9	Dickinson	2:30 p.m. Public library reception for Mrs. Guy and Richard Wolfert, State Librarian
	Fargo	7:30 p.m. KFME TV Interview "Community Reports"
Friday, April 10	Wahpeton	Southeast District School Media Workshop
Saturday, April 11	Bismarck	2:30-4 p.m. GOVERNOR'S RESIDENCE TEA honoring N. Dak. authors with special guests, librarians, NLW State Committee, and Pen Women Club Members Tea to be taped for Bismarck KBOM Radio.
Sunday, April 12		Fargo Forum to carry state-wide story on Library Development in the state.
NATIONAL LIBRARY WEEK OPENS IN NORTH DAKOTA	Bismarck	2-4:30 p.m. Veteran's Memorial Public Library Open House. Richard J. Wolfert, State Librarian will discuss plans and potential for statewide library services. Displays will include Bookmarks From Around the World, collection of Michael M. Miller.
Monday, April 13	Bismarck	8:30 a.m. Interview on "This, That and the Other" Program on KBOM Radio.
	Fargo	3 p.m. Appearance on "Party Line" Show of WDAY TV (Fargo) WDAZ TV (Grand Forks-Devils Lake). 3:45 p.m. News Interview for WDAY-WDAZ TV. 5-7:30 p.m. Visits to North Dakota State University's fraternities and sororities. 8 p.m. NDSU President's Home Reception.
Tuesday, April 14	Fargo	9:30-10:45 a.m. Fargo Public Library Reception. 11 a.m. News Interview for KTHI-TV. 12 noon. Appearance on "Dialing for Dollars Show".



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|--------------------|-------------|--|
| | Bismarck | 4 p.m. "National Library Week Special", KFYZ-TV. |
| | West Fargo | 1-2:30 p.m. L. E. Berger Middle School Library Open House and Award Presentations.
3 p.m. Appearance on KXJB-TV "Adel-son's Alley Show".
3:45 p.m. News Interview for KXJB-TV |
| | Fargo | 6 p.m. Nativity School Dinner and Reception for Mr. Miller. |
| Thursday, April 16 | Grand Forks | Bennett Cerf, UND, Student Center, evening. |
| Friday, April 17 | Fargo | 2:30-4:30 p.m. North Dakota State University Library Open House for the university community, students, area librarians, NLW State Committee. Special guests Governor & Mrs. William L. Guy. |
| | Grand Forks | 8 p.m. Eric Sevareid Lecture. UND, Fieldhouse, Reception following lecture. |
| Saturday, April 18 | Grand Forks | Chester Fritz Library, Oriental Room Open House, University of North Dakota. Mr. Eric Sevareid, special guest. |
| Friday, April 24 | Fargo | Fargo Public Schools "Elementary School Library Tour" and Encycloped-ia Britannica Award Banquet. |

NORTH DAKOTA NATIONAL LIBRARY WEEK BUTTON DESIGN ANNOUNCED

Miss Cheryl Anderson, a senior art major at the North Dakota State University from Fargo, has created the most outstanding design for the official button promoting "reading and library development in North Dakota".

POSTER CONTEST WINNERS

The 1970 National Library Week contest winners for grades one thru eight have been selected. The winning posters will be placed in the National Library Week State Scrapbook which will enter National Competition in June.

The selections were made by the following judges:

Wayne Tollefson, Instructor in the NDSU Art Department
 Kay Cann, Art Reviewer for the Fargo Forum and a well-known artist
 Bruce McGhie, Art Consultant, Fargo Public Schools

The winning selections are the following:

Grades 1-3 division

First-----Dee Ann Heiser, St. Wenceslaus Catholic School, Dickinson
Second-----Craig Smithberg, Noonan School, Noonan, N. D.
Third-----Deana Witey, Nedrose School, Ward County, Minot

Grades 4-6 division

First-----Lisa Mongeon, Rolette School, Rolette, N. D.
Second-----Bernie Olson, Johnson School, Williams County, Williston
Third-----Rita Schneider, Lefor School, Lefor, N. D.

Grades 7-8 division

First-----Kolette Kukowski, Beach School, Beach, N. D.
Second-----Keith Pohl, Greendale School, Hankinson, N. D.
Third-----Yvonne Reinhardt, Sterling School, Sterling, N. D.
Honorable Mention

Glen Ficek, St. Wenceslaus School, Dickinson
Ryan Olson, Johnson School, Williams County, Williston
Wade Schaaf, Langberg School, Rhame, N. D.

LETTER TO THE EDITOR

Dear Editor:

Perhaps no other week is celebrated more in America than National Library Week which is April 12-18. The 1970 dual themes are "Reading is for Everybody" and "Read-Look-Listen in Your Library."

The National Library Week Program is the public relations tool for library development. Although North Dakota has improved library service in recent years, much more needs to be done.

School libraries or "Instructional Media Centers" as they are being called today, have been greatly aided by the federal Elementary and Secondary Act. Progress is being made, but North Dakota school districts will have to make a greater effort to meet state and national standards. Qualified school librarians are in great demand and recruitment to the profession is important. At present the library science programs at the colleges and universities are not able to meet the needs of North Dakota schools.

Public, county, and multi-county systems must look for greater state support. The federal Library Services and Construction Act has provided a new avenue for public and rural library development. Bookmobile service has opened the door to families never before reached by any type of library service. Today there are still many counties without bookmobile service or with practically no library resources whatsoever. Hopefully, through the new regional library system and greater financial support, all North Dakotans shall have access to library resources.

A recent survey of the college library holdings in North Dakota as compared to the minimum standards showed serious deficiencies at the two universities which are the primary sources of inter-library loan services in the state. The greatest lack of library material is in the field of graduate and doctoral programs. The state's colleges and university libraries need more than \$500,000 yearly for additional staff

and \$3.5 million for additional books to meet minimum standards according to K. L. Janecek, Director of NDSU Libraries, who completed the survey for the Legislative Committee on Education. Academic libraries in the U. S. and in North Dakota have made significant strides in improving resources and services. Limited funds have alleviated somewhat the struggle for libraries to survive. Whatever these gains may have been, however, are nullified by increased enrollment, skyrocketing price rises and the print explosion.

The State Library needs more funding and staff. "Estimates show that 50% of all North Dakota people have access to no local library services at all and the other local libraries in the state range from inadequate to just barely adequate," according to Richard J. Wolfert, State Librarian. Some of the objectives of the State Library Commission are the following: 1. Establish and finance eight regional resource libraries of sufficient strength to provide services over and above the ability of local libraries and to provide free access to all. 2. Improve services to state governmental officials and employees and to coordinate all library resources in state government. 3. Consolidation or greater cooperation among libraries in the state. 4. A state foundation program for public libraries. 5. A teletype communication network linking the state's larger libraries with the State Library.

We have presented a synopsis of the situation today in North Dakota. We ask for your support to improve library development.

Sincerely,

NORTH DAKOTA COMMITTEE FOR LIBRARY
DEVELOPMENT

Mrs. William L. Guy, State Chairman
Governor's Residence, Bismarck

Michael M. Miller, Executive
Director, NDSU Library, Fargo

NATIONAL LIBRARY WEEK AROUND THE STATE

Bismarck

St. Mary's Central High School Library is sponsoring special story telling for the lower grades, essays on favorite book characters for the middle grades and an open house at the library with older girls acting as hostesses.

Cathedral Elementary School is planning on having the first graders visit the public library and sign up for their first library cards.

Bismarck Junior College is planning to recognize NLW by honoring one of its instructors, Wilford Miller, at the library Open House for the public, Thursday, April 16 from 3-4:30 p.m. Mr. Miller is an outstanding wild-life photographer, and has written three books, produced nine movies for Encyclopedia Britannica, and a movie of North Dakota.

Cooperstown

Activities include open house at the public library, a poster display, and an oil painting display by a Fargo artist. One day has been set aside to honor Nora Mohgert, North Dakota author, and demonstration bookmobile librarian.

Dickinson

Trinity High School Library and the Art Department will design bookmarks with library assistants selecting the best design. The Public Library will have a reception for Mrs. William L. Guy and Richard Wolfert, State Librarian, along with displays in the downtown banks.

Edgeley

The South Central Bookmobile Library and the Public Library will have a local Art Exhibit and Open House.

Fargo

The Fargo Public Schools will be host for the Encyclopedia Britannica Award for developing its elementary school libraries, and will have an invitation banquet with national representatives present.

Washington Elementary School will provide a rather unique program including... bookmarkers made by grades 1-3; book jackets made by grades 4-6 and clothes pin dolls of biographical characters by the fourth grade.

North High Art Department has designed an attractive display in the main hall. The "Spartans on the Air" radio show and the Spartan Scrawl newspaper is featuring NLW. A special North High Booklist has been completed.

South High art students are designing bookmarks with the three best designs to be run-off by the Graphic Art Department for school-wide use.

North Dakota State University Library will have a special program for the acceptance of the new mural completed by an NDSU art student.

Grafton

The three Grafton library services-school, public, and bookmobile have developed a well organized community NLW effort. Church bulletins will feature local library services. The Junior-Senior High School Library includes a Book Fair and the Library Club is planning a trip to Fargo to visit their libraries. A Book Character Contest in the 7th and 8th grades will have each student wearing a costume of the character of his choice on Friday, April 17. Prizes will be given for the winning costumes.

The Northeastern Dakota Bookmobile Library completed booklets "Libraries and You" for presentation with slides and an accompanying tape.

The Public Library is honoring local organizations who have donated money for library development this year at a tea.

Grand Forks

Grand Forks Central's Art Department will do NLW display, and on April 13 all faculty members and student teachers are invited to the library for a coffee hour. NLW announcements will be heard throughout the week.

Winship Elementary School students will wear costumes as book characters.

The UND, Department of Library Science will complete a special NLW edition of their department newsletter.

Paul Renick, instructor in Library Science and Joe Abbott, graduate student were a part of the National Library Special on KFME-TV, Fargo.

Hebron

The Hebron Mrs. Jaycees are coordinating NLW activities in that community. Elementary school posters will appear in downtown store windows.

Jamestown

Radio stations will carry announcements about NLW for the Alfred Dickey Free Library and a profile of all libraries in the Jamestown area in the Jamestown Sun.

Kenmare

Kenmare School Library is planning a Book Swap and a display of lower grade contest entry posters.

Mandan

St. Joseph's School in Mandan is having a Book Fair in the school gym and is displaying twenty-five posters in store windows around town.

Minot

The school librarians are coordinating an interesting NLW program. The elementary schools will have a book mark design contest. The junior high will stage a READ IN and the senior high will have a COFFEE TIME in the library where students will meet with faculty. Minot Public will initiate the North Dakota Room during an Open House. They will also have a "Book Buck Program" in which youngsters will check out books on their library card which entitles them to \$1 discount at the local bookstore. The Ward County Bookmobile Library has developed a special display for the bookmobile and is promoting their services for adult library use.

Park River

Northeastern North Dakota librarians will have their spring meeting in Park River with a special North Dakota display at the high school.

Riverdale

Mrs. Eleanor Grahl, a librarian at Bismarck Public Library will speak to the seniors showing them opportunities and careers in Library Services. The McLean County Independent will carry a feature article on the McLean-Mercer Regional Library

Valley City

Recruitment to the library profession will be of strong emphasis in the school and the college newspapers. A State College Staff and Library Assistant Party is also planned during NLW along with a special Library Luncheon. The elementary librarians will host the college librarians at a NLW tea.

Williston

West Plains Rural Library will place a large banner, with the words, "Visit your Library" across Main Street of Williston. A contest is being held for the best book mark design made by children. The Public Library will have a special display and use the North Dakota NLW Button for special programs.

The Junior High School will include a feature NLW article in the school newspaper along with special visits of the librarian to various classes promoting NLW.

Williston High School is planning a book exhibit of 1969 ninth grade books recommended by ALA. A Coffee Hour for all teachers will also be on the agenda as well as emphasis of librarianship recruitment in displays.

Many libraries and schools reported that they are doing special displays throughout the community with reading and librarianship recruitments as most projects. Various open houses will be held along with art exhibits, and other activities.

JOTTINGS FOR NATIONAL LIBRARY WEEK IN NORTH DAKOTA

Governor William L. Guy, Mrs. William L. Guy and Lieutenant Governor Richard Larsen have completed tapes which have been sent to all AM and FM radio stations in North Dakota. Listen for their interesting comments.

The Room for Reading Bookstore of Grand Forks has furnished the awards for the winners in the three divisions of the NLW elementary school poster contest. Entries were received from almost every county in the state.

Watch for the creative design on the Official State Button with the caption READ AND REAP using representative N. D. wheat stalks and bright colors.

Northern School Supply of Fargo receives special recognition for its financial contribution for the distribution of the North Dakota State Button promoting reading and library development.

A special thank you from the NLW State Committee goes to the Gold Seal Company of Bismarck for their support and financial contribution.

Rose Anne Millette, NDSU Extension Representative on the National Library Week State Committee has sent out a special radio tape to 22 stations urging state-wide support for reading and library development. Kathryn Sughrue, NDSU Home Economics Extension, and Rose Anne Millette are complimented for their strong support of NLW.

The North Dakota State University Art Department has done various displays on the University Campus and in Fargo. They have also contributed in many other ways for NLW state-wide.

All material from schools, libraries and communities including pictures, clippings, etc. must be received by Mike Miller in Fargo no later than May 15 for the State Scrapbook. The State Scrapbook is sent into the national competition in June.

THIS FLICKERTAIL NEWSLETTER NLW SPECIAL	*	NLW in North Dakota could well mean,
IS BEING SENT TO ALL PUBLIC, SCHOOL, AND	*	"STAMP OUT NATIONAL LIBRARY WEAKNESS WITH
ACADEMIC LIBRARIANS, AS WELL AS, THE NLW	*	NATIONAL LIBRARY WEEK"
STATE COMMITTEE AND STATE LEGISLATURES.		

STATE LIBRARY COMMISSION
BISMARCK, NORTH DAKOTA 58501

THIRD CLASS

May 1, 1970
vol 2, no 5

FLICKERTALE NEWSLETTER

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A Publication of the North Dakota State Library Commission

Richard J. Wolfert
Director
State Library Commission
Bismarck, North Dakota 58501

Telephone
Information 224-2490
Union Catalog 224-2491
Director 224-2492

Volume 2, No. 5

May 1, 1970

DIRECTORY OF NORTH DAKOTA LIBRARIES

Location	Zip Code	Library	Telephone	Librarian
Ashley	58413	Ashley Public Library	288-3616*	Mrs. Bruce McShane
Beach	58621	Beach Public Library	872-3988	Mrs. Frank Kress
Beulah	58523	Beulah Public Library	873-5210	Mrs. T. P. Herman
Bismarck	58501	Veterans Memorial Library	223-4267	Mr. James Dertein
		Bismarck Junior College	223-5400	Mrs. Lois N. Engler
		Mary College	255-1520	Sister Marie, OSB
Bottineau	58318	Bottineau Public Library	228-2016*	Mrs. Alice Marsden
		State School of Forestry	228-2278	Mr. Wendal J. Cushing
Bowman	58623	Clara Lincoln Phelan Library	523-2311*	Mrs. Martha Stone
Carrington	58421	Carrington City Library	652-3921	Mrs. Ella Mae Hargrave
Casselton	58012	Casselton Public Library	672-4861	Miss Laura Port
Cavalier	58220	Cavalier Public Library	265-8952*	Mrs. Carl A. Berg
Cooperstown	58425	Cooperstown Public Library	797-4691	Mrs. Marjorie Larson
Crosby	58730	Divide County Library	965-6305	Mrs. Ruth Ralph
Devils Lake	58301	Carnegie Library	662-2220	Miss Merle McIntyre
		Lake Region Junior College	662-4951	Miss Beatrice Larson
Dickinson	58601	Dickinson Public Library	225-2162	Mrs. Frank Pearson
		Dickinson State College	225-6092	Mr. Bernett Reinke
Drake	58736	Drake Public Library	465-2816*	Mrs. Ervin Adam
Edgeley	58433	Edgeley Public Library		Mrs. Ruth Evert
		South Central Area Library	493-3711	Mrs. Ruth Evert
Ellendale	58436	Ellendale Public Library	None	Mrs. Don Nishek
		UND - Ellendale Branch	349-3427	Mr. Thomas A. Hunt
Enderlin	58027	Enderlin Municipal Library	49911	Mrs. Wayne Wilson
Fargo	58102	Fargo Public Library	235-7567	Mr. Richard Waddington
		North Dakota State University	237-8876	Mr. Kilbourn Janecek
Finley	58230	Finley Public Library	524-5841*	Mrs. Marie E. Devlin
Forman	58032	Forman Public Library	724-3681*	Mrs. Clifford Dahl
Fort Yates	58538	Sioux County Library	422-6112*	Mrs. Donald Port
Gackle	58442	Gackle Public Library	485-3229*	Mrs. Alvin Hummel
Glen Ullin	58631	Glen Ullin Public Library	348-8731*	Mr. Ewald Muggli
Goodrich	58444	Goodrich Public Library	884-2563*	Mrs. Martha Demke
Grafton	58237	Grafton Public Library	352-2754	Mrs. Alice Baird
		Northeastern Dakota Bookmobile	352-2011	Mrs. Ora Stewart
Grand Forks	58201	Grand Forks Public Library	775-9461	Mr. Dennis Page
		UND - Chester Fritz Library	777-2617	Mr. Roger Hanson



Hankinson	58041	Hankinson Public Library	None	Mrs. Edwin Roeder
Harvey	58341	Harvey Public Library	324-2156	Mrs. Violet Bailey
Hebron	58638	Hebron Public Library	878-752*	Mrs. Nick Bingert
Hettinger	58639	Adams County Library	567-2741	Mrs. Geraldine Marion
Hope	58046	Hope City Library	945-2461	Miss Peggy Kainz
Jamestown	58401	Alfred Dickey Free Library	252-2990	Mrs. Jeanne L. Cobb
		Stutsman County Library	252-1513	Mrs. Ella Zimmerman
		Jamestown College (Ext. 260)	252-4331	Mr. R. W. Witt
Killdeer	58640	Killdeer Public Library	932-5236*	Mrs. David Tabor
Lakota	58344	A. M. Tofthagen Library	247-2565*	Mrs. H. J. Bryne
LaMoure	58458	LaMoure Public Library	883-6509*	Mrs. Dacotah Harmsen
Langdon	58249	Langdon Public Library	256-2725*	Mrs. E. J. Donovan
Larimore	58251	Edna Ralston Library	343-2650*	Mrs. William Eastgate
Leeds	58346	Leeds Public Library	466-2234*	Miss Gail Himle
Lidgerwood	58053	Lidgerwood City Library	538-6552*	Mrs. Alice Biewer
Linton	58552	Linton Public Library	254-6651*	Mrs. Albert Wenzel
Lisbon	58054	Lisbon Public Library	683-4340*	Mrs. Carol A. Frey
Mandan	58554	Mandan Public Library	663-3255	Mrs. Frances Geiss
		Morton County Library	663-6133	Mrs. Anne Rebenitsch
Mayville	58257	Mayville Public Library	786-2841*	Mrs. Marcus I. Moen
		Mayville State College	786-2016	Miss Glenora Quanbeck
Minot	58701	Minot Public Library	838-7045	Mr. Everett Foster
		Minot State College	838-6101	Mr. Gene Hanson
		Northwest Bible College	839-5920	Miss Lillian Van de Trol
		Ward County Bookmobile Library	838-7045	Mrs. C. Dean Caley
Mohall	58761	Mohall Public Library	756-6692*	Mrs. John Smith
Mott	58646	Mott Public Library	824-2163	Mrs. Eleanor Schwartz
New England	58647	New England Public Library	579-4181	Mrs. Don Opdahl
New Rockford	58356	New Rockford Public Library	947-2744*	Mrs. Roy Brown
New Salem	58563	New Salem Public Library	553*	Mrs. William Becker
New Town	58763	New Town Public Library	627-4741	Mrs. Lilian O. Wilson
Oakes	58474	Oakes Public Library	742-2251*	Mrs. Helene Hample
Park River	58270	Park River Public Library	284-6116	Mrs. Art Erovick
Parshall	58770	Parshall Public Library	862-4466*	Mrs. Claudia R. Risan
Pembina	58271	Pembina Public Library	825-6625	Mr. Lloyd B. Parker
Powers Lake	58773	Notre Dame Public-School Library	None	Miss Myrtle Pfeifer
Richardton	58652	Assumption College	974-3315	Brother Paul Nyquist, OSB
Riverdale	58565	McLean-Mercer Regional Library	654-7652	Mrs. Vera DeTienne
Rolette	58366	Rolette Public Library	246-3372	Mrs. Carl Myhre
Rolla	58367	Rolla Public Library	449-5791*	Mrs. Hazel E. Kyle
Rugby	58368	Heart of America Library	776-6181	Mrs. Florence Hornstein
Stanley	58784	Stanley Public Library	628-2939*	Mr. R. J. Ellis
Steele	58482	Kidder County Library	475-2806*	Mrs. Minnie Albright
Towner	58788	Towner Public Library	537-3187	Mrs. Verna J. Jones
Turtle Lake	58575	Turtle Lake Public Library	448-6825*	Mrs. Jessie Clark
Underwood	58576	Underwood Public Library	414*	Mrs. Orrin Bush

Valley City	58072	Carnegie Public Library	845-3318	Mrs. Helen H. Tracy
		Allen Memorial Library -		
		Valley City State College	845-4321	Mrs. Lillian Jacobson
Wahpeton	58075	Leach Public Library	642-5732	Mrs. Helen Fleishman
		State School of Science	642-6671	Mr. Jerald Stewart
			(Ext.294)	
Walhalla	58282	Walhalla Public Library	549-2531*	Mrs. Leonard Tetraul
Watford City	58854	Watford City Public Library	842-4911	Mrs. Lillian G. Piper
Williston	58801	James Memorial Library	572-9751	Mrs. Wanda Miller
		West Plains Rural Library	572-2811	Mrs. Anne Lassey
		UND - Williston	572-5834	Miss Mary L. Shemorry
Wishek	58495	Wishek Public Library	572-9579	Miss Susan Tuchscher
Zeeland	58581	Laya Zick Memorial Library	423-2031	Mrs. August Boschee

* No phone at library, librarians home phone number listed

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May 8, 1970
vol 2, no 6

LOAN COPY **FLICKERTALE NEWSLETTER**

A Publication of the North Dakota State Library Commission

Richard J. Wolfert
Director
State Library Commission
Bismarck, North Dakota 58501

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Volume 2, Number 6

May 8, 1970

MEDIA IS THE MESSAGE FOR PUBLIC LIBRARIES

Patricia H. and Ralph E. Black

To use the term "new media" does not refer so much to recent advancements in technology and materials as it does to the public library's recent acceptance of these materials and techniques. Untraditional nonprint media-8 mm films, tapes, filmstrips, slides and sculpture-already have become well known and effectively used (with the exception of sculpture, perhaps) in the school field.

Just now are these materials finding a meaningful place and purpose in the public library's role of reaching out to groups and individuals at all levels of society. These materials instruct, enrich and entertain; they simultaneously appeal to various age groups; they can have meaning for groups and individuals with varied educational backgrounds. In our world, geared as it is to a literacy dependent on visual images and auditory responses, their impact is both immediate and positive.

Why has the public library lagged since these materials are readily accessible within a reasonable price range, of high quality in content and technique, can be stored compactly and are easily processed for circulation? Perhaps it is because the reviewing media, basic selection lists and guides for processing and use are scarce or, in the case of sculpture reproductions, nonexistent. However, the oncoming and ongoing use of these materials in a few public libraries already is beginning to solve some of these problems. On the other hand, librarians may have to take the initiative in learning about and experimenting with these media in their own situations before they become more widely used, reported and reviewed.

8 mm Films. These can be divided roughly into three groups: reel-to-reel (both silent and sound, regular and super 8), sound cartridge super 8 and silent cartridge loops. The last two groups are relatively new and somewhat limited from a standpoint of available equipment and variety of materials produced. Originally loops were an answer to an educator's dream; they allow for effective individualized instruction and utilize equipment which epitomizes simplicity of operation. Now public libraries can benefit from these materials by using them as an added medium in the how-to-it fields, for these single concept films emphasize, bring out detail and instruct in techniques in such fields as sports, cooking, crafts, auto mechanics, first aid and child care. If a feature film can be compared to book in coverage and scope, a loop film can be thought of as a paragraph. A cookbook might give hundreds of recipes and cover various aspects of cookery, but one paragraph would describe ways to use measuring spoons accurately. The paragraphic function is analogous to the purpose of and the use for the loop.



Most companies are now producing loop films in super 8 format only. Super 8 is not a revolution in the field of 8 mm films, but it is a definite improvement in the quality of the projected image over that of the traditional 8 mm film. Loops are usually in color, run approximately four minutes and cost about \$20 each. Demonstration of the use of projectors for loops usually brings squeals of delight from machine-shy librarians. They are easy to operate, the cartridges slide in one way only, there is a minimum number of buttons: off, on, focus, frame. Also, they are truly portable, that is, lightweight. Combined with a small rear-view screen they become part of a compact unit which resembles a miniature theatre. Compare this with the traditional cumbersome audiovisual projection apparatus of screen, projector, stand and "over the heads" projection.

The sound cartridge films employ a similar principle of using films in a sealed cartridge which is easily inserted into the projector, but this format is more closely related to a 16 mm film in running time, subject matter and use. The fact, many producers are now supplying their new titles simultaneously in both 16 mm reels and super 8 mm sound cartridges. The price of a cartridge is about 20 percent less than the price of a 16 mm reel-to-reel version; several of the major producers either list specific titles as available in cartridge format or indicate that they will make any title they offer available in this format upon request.

A summary of the advantages of cartridge films at the present time might include:

- 1) Awareness by producers of the growing popularity of this medium and their eagerness to make more materials available.
- 2) Attraction of the kinds of material available and the ease of operating the equipment.
- 3) Ease in storage (can be shelved upright with books).
- 4) Effective for both individual and small group use.
- 5) Less expensive than 16 mm-both film and equipment.

The disadvantages to date mainly are:

- 1) Lack of standardization in equipment and materials.
- 2) Lack of available home equipment, which makes it necessary to circulate both films and projectors as a package.
- 3) Lack of borrowers' knowledge of the availability of the materials. (Advertising and promotion is being directed to institutions, not to the mass market.)

The 8 mm reel-to-reel films tend to bring back the past of Charlie Chaplin, World War II, Laurel and Hardy, the Hindenburg disaster. Film subjects stress the silent film era, old newsreels, children's cartoons and travelogues and are used primarily for home entertainment.

Called the "paperback of films," 8 mm reels can also be thought of as the hotcakes of a multimedia collection, for this is how they "sell". For example, the Mail Library of Rochester Public Library inaugurated in 1966 a collection of 8 mm reels; based on their popularity, the service was made available to branches. Now 32 libraries in the Rochester Public Library and Monroe County Library Systems provide 8 mm films for their patrons. Statistics indicate that 85 percent of the collection is checked out most of the time. The collections are primarily of silent, single 200-foot reels in both regular and super 8 mm. Most of the recent additions to the collection include super 8 color. At one time it would have been laughable to offer such "old-hat" material as is commonly available in the 8 mm format, but a change has occurred in our attitude

towards films-part of the media explosion in today's world-that includes an acceptance and appreciation of these heritage films. The dated films available in 8 mm reel-to-reel format offers a high contrast to the recent materials provided in cartridge form.

Sculpture Reproductions. This is one of the most attractive and appealing non-print collections, requiring no specialized mechanical equipment or previous learning experiences to use. Elegant Egyptian cats, wide-eyed owls, and elephants from Black Africa arrive with their own built-in charm, seeming to wear invisible labels: "Take me home." A relatively small number of libraries have become involved in providing sculpture reproduction circulating collections. The problems of this service are numerous, but the rewards are multiple. Although sources of materials are somewhat limited (Austin and Museum Pieces are two of the best) there are enough attractive pieces in a variety of styles and subjects to afford the luxury of picking and choosing.

From the standpoint of physical handling, it is best to keep the sculpture size in the range between five and twenty inches, too large to secrete in a pocket and yet light enough to carry in one hand. Staff and borrowers need to be warned that these items are fragile and can be chipped easily. However, with proper care the pieces should last for years. For repairs, chipped areas can be touched up with felt-tipped pens or liquid shoe polish which will adhere to the surface and blend in with the finish of the reproduction. Carrying cases are essential when checking out these articles. Sturdily constructed wooden boxes or fiberbuilt cases would be ideal, but simple canvas bags serve the purpose well.

Housing sculpture is hardly a problem, for it can be kept on the top of any flat surface, low bookshelves, filing cabinets or tables, providing at one time a decorative touch to the library and a visual display to the borrowers. This type of materials is often used for educational purposes (relating art appreciation to cultural history) but in a public library its purpose extends from interior decoration in a borrower's office to developing his aesthetic sensibilities.

The Rochester Public Library and the Monroe County Library System recently began offering this service to their borrowers. Twenty-eight libraries, including the Children's Department at the Main Library, out of the 32 in the system, volunteered to participate in circulating the art objects. The cost has been surprisingly low. The average price per piece has been less than \$15. Patrons borrow sculpture free of charge for 28 days. A major problem-and perhaps the most wished-for in any service-is that the demand exceeds the supply.

Tapes. Although disc recordings have been a staple of public library collections for many years, tape recordings have been viewed with reluctance and suspicion, mainly the result of a few factors: danger of erasure and breakage, lack of standardization, a relatively limited range of materials and the seeming lack (on the part of the public) of information about this type of materials as compared with discs.

The advent of cassettes (cartridge tapes) a few years ago helped solve the erasure and breakage problem, and has created a new and wider market among home users of recorded materials. The production of inexpensive, but good quality, playback equipment turned the public on to this new format as well. While the individual consumer might limit his purchases almost exclusively to musical tapes, the public library patron finds use for the spoken work, especially in the fields of language learning, literary readings, and lectures including space travel, salesmanship, Black heritage, child

psychology and economics. The entire tape field--both reel and cassette, both musical and spoken word--is booming with a great wealth of titles now available and an enormous patron demand.

Slides. The bulk of materials available in 35 mm slides falls into the area of art, paintings, drawings, sculpture and architecture. However, other subjects frequently overlooked in this format are easily found and have a logical and useful place in public library collections. Slides of travel scenes, animals, plants, historical events and sites, and holiday-related subjects are a few areas which fill obvious needs. This format also allows for production within the library; it is a simple and inexpensive way of creating in-service training programs, preserving local and library history or promoting library services.

Cardboard-mounted slides are among the least expensive of the nonprint materials, with prices falling into a range of less than 25 cents per slide. Glass-mounted slides are more permanent (though they can be broken, but easily repaired) and are usually available ready-mounted among the art subjects; prices in this format range from 75 cents to \$1.25 per glass-mounted slide.

Although it is desirable to house materials with a view toward borrowers' accessibility, slides are kept best in a closed cabinet, designed for individual or group filing, so that they may be filed as single items or kept as unified sets.

Slide sets are usually checked out as a unit so that the sets are kept together. However, individual slides are easily assembled into a unit for special viewing situations. Sets range in number from four slides in a group (as in the Meston Travel sets) to sets of 600 (as in the art history units from the American Color Slide Library). Sets of unusual size can be subdivided to allow for more use and flexibility while still maintaining units of related materials. Circulating individual slides creates a handling problem with which most libraries hesitate to cope. An alternate storage-circulating device that small libraries might consider is the use of commercially available transparent notebook sheets with spaces into which slides are inserted; the sheets can be labeled and filed by subject in manila folders and kept in verticle file drawers.

The most frequent use of slides by public library patrons falls into the area of illustrated talks for organizations: garden clubs, travel groups, arts and crafts clubs, etc. rather than for home use. However, imaginative families have used them as preparation for and follow-up to vacation trips to scenic and historical sites, museums and zoos. For these purposes they are superior to the traditional opaque flat pictures and can enhance and dramatize the situation in which they are used.

Filmstrips. Although technically anything that you can do with slides may also be done with filmstrips, strips are often developed for different purposes than those for which slide sets are assembled. A filmstrip is designed as a single, organized unit, presenting a visual "lecture" or a story in fixed sequence, accompanied by a disc or tape recording or printed words inscribed on each frame. In some cases, the narration must be read from a printed script. In essence they are "still" movies and lack the visual impact and imagination of the more sophisticated motion pictures. This format is used more for informational and educational purposes than for entertainment. One of the most effective library users is in children's work where they are used in picture book hours for large groups of children.

"Media" is an important byword of our time, although it is unfortunate that it has come to stand for multimedia audiovisual materials. Its real forms cause complications in the well-ordered Dewey arranged library - but they bring with them excitement and challenge, beautiful noises and dazzling images that fill rooms and minds with wonders.

Reprinted by permission from the Wisconsin Library Bulletin, March-April, 1970.

Mrs. Black is the Audio-Visual Consultant in the Rochester Public Library and the Monroe County Library System. She has also served as Head of the Department of Fine Arts and Audio-Visuals of the Atlanta Public Library. Mr. Black, her husband, is Associate Professor of Library Science in the graduate library school of the State University of New York College of Arts and Science at Geneseo. His experience also includes work with audiovisual materials and public library administration. He is a specialist in Adult Education.

May 25, 1970
Vol 2, no 7

North Dakota State Library
Bismarck, ND 58505

FLICKERTALE NEWSLETTER

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State Library Commission
Bismarck, North Dakota 58501

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NORTH DAKOTA
STATE DEPOSITORY
DOCUMENT

Volume 2, No. 7

May 25, 1970

NORTH DAKOTA POPULATION SELECTED CITIES

CITY	1940	1950	1960	(Prel) 1970	Number Change	% Increase Or Decrease
Bismarck	15,496	18,640	27,670	34,703	+7,033	+25.4
Bottineau	1,739	2,268	2,613			
Devils Lake	6,204	6,427	6,299			
Dickinson	5,839	7,469	9,971	12,376	+2,405	+24.1
Fargo	32,580	38,256	46,662	52,697	+6,035	+12.9
Grafton	4,070	4,901	5,885			
Grand Forks	20,228	26,836	34,451	38,626	+4,175	+12.1
Jamestown	8,790	10,687	15,163	15,178	+ 15	+ 0.9
Mandan	6,685	7,298	10,525	11,025	+ 500	+ 4.7
Minot	16,577	22,032	30,604	32,164	+1,560	+ 5.1
Valley City	5,917	6,851	7,809			
Wahpeton	3,747	5,125	5,876			
West Fargo	707	1,032	3,328			
Williston	5,790	7,378	11,866	11,349	- 517	- 4.3

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NORTH DAKOTA POPULATION
COUNTIES



COUNTY	1940	1950	1960	(Prel) 1970	Number Change	% Decrease Or Increase
1. Adams	4,664	4,910	4,449	3,819	- 630	-14.2
2. Barnes	17,814	16,884	16,719	14,722	-1,997	-11.9
3. Benson	12,629	10,675	9,435	8,032	-1,403	-14.9
4. Billings	2,531	1,777	1,513	1,177	- 336	-22.2
5. Bottineau	13,253	12,140	11,315	9,370	-1,945	-17.2
6. Bowman	3,860	4,001	4,154	3,839	- 315	- 7.6
7. Burke	7,653	6,621	5,886	4,643	-1,243	-21.1
8. Burleigh	22,736	25,673	34,016	40,662	+6,646	+19.5
9. Cass	52,849	58,877	66,947	72,710	+5,763	+ 8.6
10. Cavalier	13,923	11,840	10,064	8,120	-1,944	-19.3
11. Dickey	9,696	9,121	8,147	7,037	-1,110	-13.6
12. Divide	7,086	5,967	5,566	4,358	-1,208	-21.7
13. Dunn	8,376	7,212	6,350	4,855	-1,495	-23.5
14. Eddy	5,372	5,372	4,936	4,067	- 869	-17.6
15. Emmons	11,699	9,715	8,462	7,071	-1,391	-16.4
16. Foster	5,824	5,337	5,361	4,696	- 696	-12.4
17. Golden Valley	3,499	3,499	3,100	2,577	- 523	-16.9
18. Grand Forks	34,518	39,443	48,677	60,131	+11,454	+23.5
19. Grant	8,264	7,114	6,248	4,937	-1,311	-21.0
20. Griggs	5,818	5,460	5,023	4,082	- 941	-18.7
21. Hettinger	7,457	7,100	6,317	5,014	-1,303	-20.6
22. Kidder	6,692	6,168	5,386	4,267	-1,119	-20.8
23. LaMoure	10,298	9,498	8,705	7,060	-1,645	-18.9
24. Logan	7,561	6,357	5,369	4,204	-1,165	-21.7
25. McHenry	14,034	12,556	11,099	8,658	-2,441	-22.0
26. McIntosh	8,984	7,590	6,702	5,388	-1,314	-19.6
27. McKenzie	8,426	6,849	7,296	5,956	-1,340	-18.4
28. McLean	16,082	18,824	14,030	11,085	-2,945	-21.0
29. Mercer	9,611	8,686	6,805	6,131	- 674	- 9.9
30. Morton	20,184	19,295	20,992	20,347	- 645	- 3.1
31. Mountrail	10,482	9,418	10,077	8,237	-1,840	-18.6
32. Nelson	9,129	8,090	7,034	5,805	-1,229	-17.5
33. Oliver	3,859	3,091	2,610	2,287	- 323	-12.4
34. Pembina	15,671	13,990	12,946	10,646	-2,300	-17.8
35. Pierce	9,208	8,326	7,394	6,225	-1,169	-15.8
36. Ramsey	15,626	14,373	13,443	12,769	- 674	- 5.0
37. Ransom	10,061	8,876	8,078	7,001	-1,077	-13.3
38. Renville	5,533	5,405	4,698	3,760	- 938	-20.0
39. Richland	20,519	19,865	18,824	18,078	- 746	- 4.0
40. Rolette	12,583	11,102	10,641	11,590	+ 949	+ 8.9
41. Sargent	8,693	7,616	6,856	5,793	-1,063	-15.5
42. Sheridan	6,616	5,253	4,350	3,291	-1,059	-24.3
43. Sioux	4,419	3,696	3,662	3,444	- 218	- 6.0
44. Slope	2,932	2,315	1,893	1,472	- 421	-22.2
45. Stark	15,414	16,137	18,451	19,651	+1,200	+ 6.5
46. Steele	6,193	5,145	4,719	3,719	-1,000	-21.2
47. Stutsman	23,495	24,158	25,137	23,173	-1,964	- 7.8
48. Towner	7,200	6,360	5,624	4,570	-1,054	-18.7
49. Traill	12,300	11,359	10,583	9,507	-1,076	-10.2
50. Walsh	20,747	18,859	17,997	16,199	-1,798	-10.0
51. Ward	31,981	34,782	47,072	58,292	+11,220	+23.8
52. Wells	11,198	10,417	9,237	7,772	-1,465	-15.9
53. Williams	16,315	16,442	22,051	19,129	-2,922	-13.3
STATE TOTAL	641,935	619,636	632,446	611,425	-21,021	- 3.3

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June 1, 1970

The Responsibility of the Public Library For Library Service to Adults

by RUTH WARNCKE

Deputy Executive Director, American Library Association

Was there ever a time when the public library did not have responsibility for library service to adults? If I remember my library history correctly, public libraries were organized to provide service to adults, and service to children began long afterward—and was regarded by serious librarians as an empty frill, not really fitting the purpose of the public library.

Forgotten Adults

Why then, was I asked to speak about what should be self-evident? I do not know what the situation is in Idaho, but I do know that across the country many public libraries have forgotten their responsibility to adults, and are neglecting these people while they increase their service to children, and try (with very poor results, it must

be said) to substitute for inadequate or non-existent school library service to the students of the community.

Perhaps public librarians feel that adults no longer need the library to provide recreational reading. To an extent, I would agree. Newspapers, magazines, and paperback books are avail-

able almost everywhere, for very small sums—and most people have money to spend on such materials in these days. TV and radio are omnipresent. They provide the sugary romance, and the casual comedy, and the action-packed western or crime story in abundance, and provide more good theatre and music than most of us have time for.

Self-Education

But whoever said that the total responsibility of the public library was to provide recreation? The primary function of the public library is to enable and encourage all of the people in the community to become self-educating. Students of elementary and secondary schools and of colleges and universities have other resources for learning to become self-educating. The out-of-school adults in the community have one basic resource—the public library. If the public library fails to meet its obligation to the adults, it has failed to perform the principal function for which it was established.

The educational service of the public library to adults has always been acknowledged and respected. The people who have

founded and maintained libraries have done so in the firm belief that a library in their community would enable the people of that community to become self-educating, regardless of the level of their formal education, their economic status, or the amount of time at their disposal.

Reading and Accelerated Changes

In the twentieth century this aspect of the library's work has become increasingly important. The capacity of man to continue learning throughout his lifetime has been demonstrated. His need to continue learning has been intensified by the rapid changes taking place in the world. What he knew at twenty is insufficient as he grows older, not only because he changes, but because the world in which he lived at one decade of his life is not the same world in which he finds himself later. The confusion and pressure brought about by the developments in communication and transportation challenge his values. He cannot retain his dignity and integrity without the exploration and assessment of his principles that are the essence of self-education.

North Dakota State Library
Bismarck, ND 58505

His need and desire as an adult for continuing education is reflected in the changes he has made in his institutions. The public school of the 20th century accepts its obligation to adults. Universities and colleges, on and off campus, welcome the adult student. Churches, without losing sight of their primary purpose, have become educational centers. A galaxy of institutions with social welfare purposes, from the YMCA to the public health department, are concerned with ever widening educational objectives. Clubs and organizations by the thousands regard the education of their members as their primary reason for existence. The library is not only a basic educational resource for the individual, alone or in groups, but a materials and service resource for the other educational institutions and organizations.

Tax Support for Real Service

Tax dollars are in increasingly short supply for the many services that communities now consider necessary. A library that provides rather casual, random recreation for some of the adults in the community, and service (poor at best) that should be paid for out of the school tax dollar, will find itself in trouble when it asks for support. The library that meets the genuinely important educational needs of the adult citizens will be recognized as an essential institution of the community and will be supported in proportion to the value of the service it performs.

One of the reasons libraries fall into the trap of putting their greatest emphasis on service to children, particularly on meeting the curriculum needs of school children, is that the children are there and the adults are not. It is as if a mother washed the unresisting and everpresent baby a dozen times a day, because it was too hard to catch and hold the wiggling ten-year-old boy while soap and water were applied. I never knew a mother like that. Most of them realized that the boys ranging widely through all available dirt needed washing, and if the mothers were to justify

themselves as mothers, they had to tackle the washing job, no matter how hard it might be.

Reaching the Adults

Unfortunately, I have known public librarians who renounced their responsibility for service to adults on the grounds that the adults didn't come to the library — and implied in this is the thought—"and I'm not going out to get them."

How a librarian can take his salary and not perform the job he is supposed to do, I don't know — but I guess there are poor specimens in every field of endeavor.

More librarians, I think, worry about not giving adequate service to adults, but do not know how to reach this important segment of the community. It takes skill and energy and devotion, but it is gratifying—and essential to the welfare of society.

Knowing Communities

Too many public librarians know very little about their communities. Do you believe that? It's true. I know, because some years ago when I was director of the Library Community Project I worked with a number of fine dedicated librarians all over the country helping them to study their communities. Over and over they were astonished at the results of the studies—and yet, their trustees had said of them such things as "She knows the community like the palm of her hand" or "He calls every one in town by his first name—knows them all."

What did these librarians learn about their communities that they didn't know? Some learned that as much as one-third of the population had never finished grade school, and that one-fifth had not finished fourth grade. Some learned that only about one-half of the population were members of churches—although the librarian was convinced that practically everyone in town was a church goer. They learned that nearly one-third of the people didn't belong to anything. One learned that there were children from Mexican American homes who came to kindergarten un-

able to speak English—naturally the parents of such children had not come to the library since there was nothing there for them. Some learned that the most highly educated people in the community never came to the library—they wrote to New York bookstores for books, and even traveled as many miles to use university or special collections when they needed certain information. They all learned that a great number of the people in the community thought the library was a pretty good thing—but "it has nothing for me."

How did they find such information? They studied census reports; they read their newspapers with a new focus. Notice in the announcements of organization officers and committee chairmen how often the same names come up in one organization after another, and you begin to realize that reaching clubs and organizations is reaching only a small segment of the population — the same people belong to everything. These librarians devised questionnaires and asked all the adults who came into the library to answer them. They worked with their local or state universities and found sociologists to train volunteers to go out and interview people. And they read some basic sociology, and the results of studies in other communities, and they were stunned.

Matching Materials to Communities

What happened? The first thing that should happen when a librarian looks at the census figures and sees what kinds of people make up the population of his community — their age, their education, their occupations, their ethnic backgrounds, and their incomes—is to look in turn at the materials collection to see if they match. I looked at a state study the other day—of Arizona—and found, to my surprise, that the population of Arizona is younger than that of the nation as a whole. Everyone thinks that Arizona is full of old people. It is—but it is also full of young men employed by the government and by developing

industry—and these young men have young families. A librarian who discovers that the population of his community is younger than he thought had better check his collection of materials on family living, on family budgeting, on real estate and growth investments. If he discovers that a great many of the younger people are not college graduates, he had better stock up on vocational materials, on blue-print reading, and computer-programming, because it is estimated that most young people of today without specialized training will have to learn at least three new vocations in their lifetimes.

We know now that the best public librarians have long been blind to the hidden Americans in our midst. We are beginning to find materials they can use, to work with the agencies that try to help them to take our services to where they are. We had lived with blinders, unaware of the disadvantaged, or worse, unaware of our responsibility to them.

A public librarian is responsible for knowing all he can possibly find out about his community. You can get a handy little book called "Studying the Community" from ALA for \$2.50 — or you can borrow it from your state library. Although I had a hand in writing it, I don't get any royalties. We tried to make the suggestions clear, and we know that they are workable.

Community Collection Building

Knowing one's community gives the librarian a basis for building a usable collection. I was a county librarian once, and when I took over I discovered that although the basic collection was good, the collections in the branches were poorly adapted to the communities simply because the branch librarians selected books on their impressions of what the communities wanted — not on knowledge of the kinds of people who lived there. They judged the community on the basis of the people who used the library most. Thus, they provided the greatest number of books that take the least effort — fiction,

biography, 824's, and whatever is most popular today. They forgot that the man who took three renewals to finish Gunnar Myrdal's *American Dilemma* was concerning himself with the country's most important — and least easily soluble problem. They forgot that the woman who read the 15 books in the modern poetry section never came back because there was nothing else for her; they never noticed that the grocer down the street drove 20 miles to a city library to get a book on insurance—because he had no reason to believe that his local library existed to meet his needs.

We changed a few things, as you may have suspected. But we didn't change enough. One day at a meeting I sat next to a minister from one of our communities who engaged in county-wide activities and was a force for good in the whole area. He told me that he had a confession and an apology to make. He said that he long ago gave up using the branch library in his community because it was obviously geared to the casual reader. A week or so before, he had had occasion to go in to get a book for a child acquaintance of his, and had stopped to look over the adult collection. He was amazed at its quality, its wide variance in subject matter and in complexity—from the very simple to the very complex — and was dismayed to think he had not been using it and urging other people to use it.

Inviting Opinion-Makers

This little story illustrates that we must do more than build suitable collections for our communities. We must let people know what we have. One way is to call people who influence other people in to see what we have. Don't have open house for National Library Week — no one will come but your regular borrowers. Invite the officers and committee chairmen of the PTA —and show them what you have on committee work and parliamentary law—and child rearing —and modern school curricula—and cook books—and fashion—and don't forget poetry and fine

creative fiction—and books on civil rights, and world peace. Allow plenty of time, and answer questions, and above all—know your books, and your reference materials and your AV materials and be able to relate them one to another.

Take time with the county agent, and the family service worker, and the county or city welfare office. Let them know what is here for them, and for their clients. They come so willingly if you ask them to—and stay away so long if you don't. And once they know that the library is geared to serving adults —the kind of adults they know need service — they will influence adults to use its resources.

It is not enough, although it is essential, to gear the collection to the actual needs and interests of the people of the community.

Helping Adults Change Themselves

The librarian who serves adults (in any type of library) also has many challenging responsibilities concerned with helping them to change—to develop in whatever directions they choose. This complex of activities is sometimes called "library adult education." Through a series of magnificent confusions, the term is sometimes defined as meaning only library-sponsored group activities, vaguely or not at all related to the established purposes and roles of libraries. Quite rightly, those who accept this definition reject adult education as a proper function of a library.

Any library activity, from preparing an exhibit on "Lawns and Gardens" to sponsoring an institute on "The Role of Every Citizen in Civil Liberties" is an adult education activity only if it has an educational purpose consonant with the library's function. It must be designed to stimulate or satisfy a human need for knowledge, through the introduction, analysis, or use of library materials. Thus, filling a patron's request for "a good book" can be a casual act, signifying nothing. Or it can be reader guidance, an earnest attempt to determine the reader's need, his ability, and his inter-

est, and to find the book that will satisfy him now and stimulate him to further reading and appreciation of literature. Helping the planner of a meeting (be it for a student organization, a community club, or a foreman's group on safety practices) to select materials and methods can be routine and only casually productive. Or it can be an introduction of the planner to a wealth of information, and an opportunity for him to see that by the effective use of materials he can increase the educational as well as the interest potential of his program.

Focusing Public Relations

Booklists and library publicity may be planned to increase library use—by anyone for any purpose as long as the circulation goes up. A librarian who has educational goals, however, will see that whatever such material he produces is geared to the needs and interests of some particular segment of his community, and is designed to awaken or deepen the interest of those people in some area of knowledge of significance to them. "New Acquisitions" or "This Week in the Library" tell their empty tales. As simple a list as "Cookbooks for Mothers of Growing Families" means more. The heading in the newspaper, "Library Invites Nurses to Meeting on Bibliotherapy" acknowledges a purpose and a focus.

The much-debated group activities are only means of reaching a number of individuals at once—as is done in class, in church, in organizations, and even in families when an important idea is discussed at the dinner table. The fact that an experience is shared by a group does not make it a library adult education activity. A dual, significant purpose is required. A program on any subject may be held in the library as well as anywhere else. Unless it is consciously and purposefully related to library materials, and is designed to increase knowledge as well as to interest a group it might better be held somewhere else.

If library activities are geared

to the reader's needs and interests and to the materials of the library, they contribute, in a way that only library services can, to helping the patron in his efforts, formal or informal, planned or random, to improve himself according to his own purposes.

And a public library that helps the citizens of its community to improve themselves according to their own purposes, is meeting its responsibilities.

Students in the Public Library

What about the ever present students? None of us wants to abandon them. They represent the future of our country and young people should learn to turn to the public library as a source of their continuing education.

We need to analyze the problem, not just complain about it. First of all, are the students using the public library as they should, for their personal needs, and to supplement the resources of the school library? If they are, fine, and the board of trustees should relay this welcome news to the bodies that provide support for the public library and ask for enough money to render this appropriate service without diluting the service that the adults are entitled to.

Do the students and teachers expect the public library to make up for the deficiencies of the school library? If they do, the board of trustees of the public library must discuss this with the board of education. Together, if there is a meeting of the minds, they can take their problem to the tax-paying public, who can be convinced by cogent arguments that ring with integrity and purpose. If the board of education members are reluctant, it is up to the trustees of the public library to undertake a campaign of public education on the issue—and to support all efforts in the state to improve the schools' financial situation and to raise the standards for school library service.

Cooperation

Supposing the community achieves reasonably adequate school library service, but the public library still does not have

enough money and staff to provide adequate library service to all of the adults—of every interest, every level of comprehension, every degree of eagerness from practically none to an overwhelming desire for excellent library service? The library cannot dodge its responsibility. The board and the staff together must look into the possibilities of joining a system, taking advantage of all possible cooperative services, working for a state-aid program through the state association—fighting for the right of every adult to become self-educating. In other words—there is not only no way out, there is the glorious obligation of the public library to serve the adults of its community in order that they may grow and learn—and in growing and learning to bring this country to the peace and stability it must achieve.

TALK PRESENTED TO THE IDAHO LIBRARY ASSOCIATION, May 3, 1968.

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June 15, 1970
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LOAN LICKERTALE NEWSLETTER
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A Publication of the North Dakota State Library Commission

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June 15, 1970

Preferential Mailing Rates in Jeopardy

Postal reform bills currently under consideration in both House and Senate Post Office and Civil Service Committees (HR 17070 & S. 3842) are designed to either water down or wipe out the existing reduced mailing rates for books, and educational and library materials. The loss of these special reduced rates would cost libraries thousands of dollars in additional postage, particularly if the Senate version of the bill were to be enacted. (These dollars might otherwise be spent for books and library services.) The fact that the pending postal pay raise is also a part of this legislation has further complicated the reorganization bills and added to the behind-the-scenes pressure for fast action. Although the House and Senate bills differ, both are based on a White House recommendation aimed at modernizing the postal system and removing it from the political arena.

HR 17070, reported out of committee May 19 (H.Rept. 91-1104), calls for reform of the Post Office Department, taking it out of the President's Cabinet and establishing it within the executive branch as the United States Postal Service. Furthermore, it is to become self-sustaining -- eliminating the postal deficit -- by January 1, 1978. Rates are to be set by a rate commission so that each class of service pays at least its own identifiable costs, so that revenues of the postal service as a whole meet its expenses. The House Report states that it would take into account appropriations that the Congress may choose to make to cover the loss of revenues on congressionally declared free and reduced rate mail. "The same groups that enjoy the benefits of free or reduced rate mail today will continue to enjoy these benefits until changed by law, if and to the extent that Congress appropriates to the Postal Service the revenue foregone by the free or reduced rates." /Emphasis added./ In other words, the preferential rates would undergo an annual struggle for survival in the appropriations process.

S. 3842, the Senate version, expected to be reported out of committee the week of June 1, also provides that Congress must appropriate funds to cover the public service function. But, more disastrous, it would phase out the book rate in five years and the library rate in ten years, leaving no alternative but shipment at the zoned parcel post rate.

As it is now, the special fourth-class book and educational materials rate is 12¢ for the first pound and 6¢ for each succeeding pound; the special fourth-class library rate, on which interlibrary loans depend, is 5¢ for the first pound and 2¢ for each succeeding pound. Translated into parcel post rates, it would mean that instead of paying 18¢ for a two-pound book package from New York to California, in the 8th parcel post zone (over 1800 miles), a library would pay 90¢ postage. For a ten-pound package, instead of paying the present nationwide bookrate of 66¢, the library would pay \$2.55. Obviously, those libraries in the New York area or along the east coast would pay considerably less since they are located within the lower zone rate areas. Calculating the differences in terms of the library rate is even more appalling. A two-pound book package on interlibrary loan, in the 8th parcel post zone, would jump from 7¢ to 90¢, and a 10-pound package from 23¢ to \$2.55. S. 3842, if enacted in its present form, would clearly discriminate against the western States.

North Dakota State Library
Bismarck, ND 58505

Unsuccessful attempts to amend the bill by preserving the book and library rates were made in both the House and Senate Post Office Committees. In the House Committee, the "Button Amendment" (sponsored by Rep. Daniel Button, R-N.Y.) was defeated by a tie vote. In the Senate Committee, the "Boggs Amendment" (sponsored by Sen. J. Caleb Boggs, R-Del.), which was modified by striking out the book rate at the last minute, lost by a six to five vote. Both of these amendments were designed to preserve the reduced rate categories (the so-called "library rate," "book rate," in-county second class and nonprofit third class) and provide that 3 percent of the postal budget be set aside to defray the cost of such public service mail. This 3 percent subsidy is a recommendation of the Kappel Commission which was appointed to study the Post Office Department and which subsequently recommended the reorganization plan now under consideration.

ACTION NEEDED: It is expected that both the House and Senate bills will be brought before their respective bodies for floor debate within the next couple weeks. Therefore, letters to all House Members and Senators are needed immediately. Urge their support for the "Button Amendment" in the House and for any amendment offered in the Senate which would safeguard the preferential educational and library rates. (At this writing, we are not sure who will sponsor the Senate amendment.) Because of the avalanche of mail dealing with the Cambodian issue, it is important that letters be followed up by phone calls.

An example of the kind of factual information needed to convince Congress of the devastating nature of the Senate bill is found in correspondence from the Montana State Library excerpted below:

The loss of special library materials rates would cost libraries in the State of Montana at least \$70,000 in additional annual postage costs. With the relatively limited resources which we have, and the need to share these over a wide geographic area, interlibrary lending is essential. The bulk of the state library's circulation is between our own offices and the public libraries throughout the state. Our academic and special libraries depend upon interlibrary loan, both within and outside the state. Film collections are maintained at state level offices to serve schools and public libraries around the state, and the impact of higher postal rates for handling these vital educational materials would be staggering.

If the book rate were eliminated, Montana libraries of all types would be placed in an extremely poor position for purchase of materials, since by far the largest part of U.S. book production is centered on the east coast, and an increase in the cost of getting books to Montana would result in a net decrease in the buying power of our already limited book budgets. We estimate that the loss of preferential rates here would mean an effective annual cut of \$62,500 in our book funds.

We estimate the effect of such a measure as follows:

A. Increased cost for library service:

1. The State Library (circulating material primarily by mail, and between libraries)	\$25,500
2. Academic libraries (interlibrary loan)	3,500
3. Public libraries (interlibrary loan)	3,500
4. Circulation of films (the State Film Library and the Great Falls Public Library)	<u>37,500</u>
	\$70,000

B. Additional costs for distribution of books by publishers and jobbers, likely to come from book budgets; based on present rate of acquisition:

1. The State Library	\$4,000
2. Academic libraries	22,000
3. Public libraries	19,000
4. School libraries	<u>17,500</u>
	\$62,000

An example of the adverse effect of S. 3842 on libraries of all types is cited by the California State Librarian who states that this bill would probably bring about the end of interlibrary loan and the sharing of resources.

The figures for 1969/70 have been accumulated from our mailing records for this year. Sampling indicated that 45 percent of the packages mailed fall within parcel post zones 1 & 2, 22 percent in zone 3, 28 percent in zone 4, 3 percent in zone 5, 6 percent in zone 6, .4 percent in zone 7, and 1 percent in zone 8. Using the present parcel post rates as a basis, our postage rates would increase 500 percent.

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July 1, 1970
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FLICKERTALE NEWSLETTER

LOAN COPY

A Publication of the North Dakota State Library Commission

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July 1, 1970

NORTH DAKOTA LIBRARIES IN THE 70'S

North Dakota libraries in the 70's. What will they be like? Will they be bigger and better? More of them or fewer? Located in every hamlet or centered only in more densely populated areas? Will they be operated by people or computers? Will our libraries have books as we know them today or only microforms which would have hundreds of books or one inch of film? Who will use our libraries - only the well educated with advanced degrees or will they be for everyone? Will they be free or will fees be required for their use? Who will govern our libraries: federal, state, region, or local? Will they remain reasonably autonomous of government bureaucracy and politics or will be arms of a propaganda mill of public or private pressure groups?

We have taken our first step into the 1970's. Do we fear to look ahead or do we look from this day forward to analysing and assessing where we have been, where we are now and where we want to go. Where do we want to go in library development? Do we really know? Are we sure that our main endeavor has not just been to make up for the inadequacies of the past.

What does the State Librarian see ahead for our libraries?

1. Extending the school day and school library hours to 10 p.m.; school in session and the library open on Saturdays and Sundays and during the summer.
2. Schools moving strongly into informal adult education, and school libraries in coordination with public libraries providing adult learning materials.
3. In libraries, even greater emphasis will be upon the newer media materials, especially video tapes.
4. Increased professionalism in our libraries.
5. Fewer schools, but stronger school libraries in these schools, staffed with professional teacher-librarians and more adequate supply of library materials than we have now.
6. Continued emphasis upon individualized instruction in schools and great emphasis upon libraries as learning resource centers to support this type of instruction.
7. The fading away of our public library in our smaller communities in favor of school libraries.
8. Strengthening of the public library in our major cities and their serving the entire state with needed materials and services.
9. Eight regional library service centers jointly financed from federal-state-local funds and serving schools and the general public.



10. Regional library councils to coordinate all types of libraries within a given area.
11. A State Library limited to special service to state government and to supplement the regional library service centers.
12. Special library for service to the blind and the physically handicapped from the State Library.
13. The implementation of the North Dakota Knowledge Network with the State Library as the apex with its union catalog and teletype communication network. School and public libraries will be connected by telephone to the regional service centers. These service centers, housing books and the newer media materials and staff to facilitate their use will be connected by teletype to the State Library.

NORTH DAKOTA LIBRARIES TODAY

North Dakota libraries leave something to be desired. There is a gulf between where we are and where we need to be and it is too wide. If you live in one of our major cities and are only an occasional library user, perhaps statements of inadequacy will be a surprise to you or even question the truth of such statements.

There are national standards for libraries; state standards for libraries; there are your own standards for libraries. The latter is most important.

If you believe that only the Bible is worth reading, then your use for library is limited to a collection of different editions of the Bible. (Usually such persons have only one edition as Holy.)

If you believe that as long as these are books in a library and nobody has read all of them there is no need to buy anymore, then your library is small and dead and so is your world.

If on most occasions when you use the library, regardless whether it be school, public, college, company, or private, and you secure what you want, your opinion is that the library is pretty good.

The problem today is that more and more people in our state no longer think that our libraries are pretty good. They are dissatisfied.

Pressures are being felt for improved library services. More books, more magazines, more films, filmstrips, tape recordings, space for people and materials, better qualified people to operate the library.

Where are the pressures for improved service coming from and why?

The pressures are coming from many people and the why is because the world of the North Dakotan is no longer so small. He is no longer only satisfied with the county newspaper, the church bulletin, a monthly magazine, and one gift book a year.

The student no longer has one teacher for all eight grades and a few textbooks. He receives stimulation from many teachers, many fellow students, many ideas from radio-TV-movies and books.

The mediocrity of the past is no longer his standard. The mediocrity of our libraries is no longer taken for granted. Students of all ages now say quite strongly, I need such and such, why don't you have it!

To those who complain about our best young people leaving the state - What if they stayed? Would they be contend with what passes for library service in North Dakota?

It may be well worth considering that if we spent more of our resources on making North Dakota a better place to live, we might keep more of our talented young people and attract more of the skilled people we need from other areas of our country.

GOLDEN RULES FOR BOARD MEMBERS

1. Leave the actual management of the library to your librarian. It is his responsibility to select the books, employ the assistant, see that the library is unlocked in the morning and closed at night, and he can do it without your arrival every day to oversee his work. If you do not have much confidence in your librarian, get another one immediately.
2. After a policy or rule is adopted by majority vote of the library board do not criticize or re-voice your opposition either privately or publicly.
3. Be very careful to keep confidential information confidential and do not give out information regarding future board action or plans until such action is taken.
4. Respect the publicity and advertising policy set up by the entire board as to source of news items and do not give this information individually. Rather, refer newspapermen or individuals seeking information to the librarian whose task it is to interpret policies and rules.
5. Treat the staff members and the librarian in a completely impersonal fashion. Under no circumstances listen to grievances of staff members or treat individual problems on your own. The librarian is in charge of the staff and has administrative control up to the point that a grievance is presented to the library board as a whole.
6. Save yourself embarrassment and all kinds of complications by never, under any circumstance, hiring a relative in any capacity as a library employee. Also, never, employ two members of the same family.
7. Orders to the librarian or staff members through the librarian must always emanate from at least a quorum of the board at a regular meeting. Even the president must abide by this rule.
8. Except when considering the librarian's salary, do not hold board meetings without the librarian. If face to face, the problems of policy making and administration cannot be ironed out, get a new librarian.
9. Complaints from the public are first the responsibility of the librarian and failing solution there, should be taken up at a meeting of the entire board. Certainly if complaints come to the attention of the board regularly with no attempt at solution by the librarian, some time should be given to a survey of the administration to see why there are so many indications of dissatisfaction.

10. Carry your full share of responsibility as a board member so that one or two members do not have to do all the work, talking all the praise or blame. If you cannot attend meetings regularly and face the exigencies of board membership, resign so that an active member can be appointed.

11. The librarian should be the only person authorized to give orders to book salesmen, dealers, etc. Refer these persons to him in every case.

12. It is a library board's prerogative to spend money, not save it. Simply hanging onto the purse strings and yelling economy which restricts the library's functions is a degrading role for any board member to play. It is necessary to realize that these are public not personal funds, and they must be spent for the efficient operation of the library along the lines prescribed by board policies and the administrative needs of the librarian. Furthermore, the acquiring of additional funds and an adequate budget is your definite obligation as a board member.

Reprinted from: News for South Carolina Libraries, February 1970. Published by the South Carolina State Library Board.

Rural Service Poor, Says Wolfert

THE BISMARCK TRIBUNE
Monday, April 13, 1970

'State Libraries Fall Short'

By The Associated Press

National Library Week opens on a somber note in North Dakota, where library experts have taken a critical look at the condition of libraries in the state.

As far as library officials are concerned, the state's libraries are inadequate.

This goes for both public and educational library services, and for almost every phase of library service: materials, staff and even existence.



Information compiled by Richard J. Wolfert, director of the North Dakota Library Commission, shows that "25 per cent of the state's population has no public library service, and an additional ten per cent has such little service that it may be best described as marginal."

Approximately half of the state's rural population has minimal or no rural library service.

Library service which does exist does not always measure up. No library in North Dakota meets minimum standards set by the American Library Association (ALA) in 1966, Wolfert says.

In fact, the state's four lar-

gest public libraries "are even 25 to 50 per cent short of the old ALA standards of 1956," says the Wolfert report.

From a dollars-and-cents perspective, the North Dakota library system also falls short. The national per capita cost for minimum public library service is \$6.12. In North Dakota the over-all cost is \$1.99.

The average national salary of a beginning professional public librarian is \$7,500 but in North Dakota it is \$6,000. However, the average salary of a North Dakota librarian is \$4,000.

Bringing North Dakota libraries up to national standards would mean supplying a half million books at a cost of

\$2½ million. It would also mean adding 60,000 more books annually than is now done, at an additional cost of \$300,000 and adding 100 professional librarians at an annual cost of \$750,000.

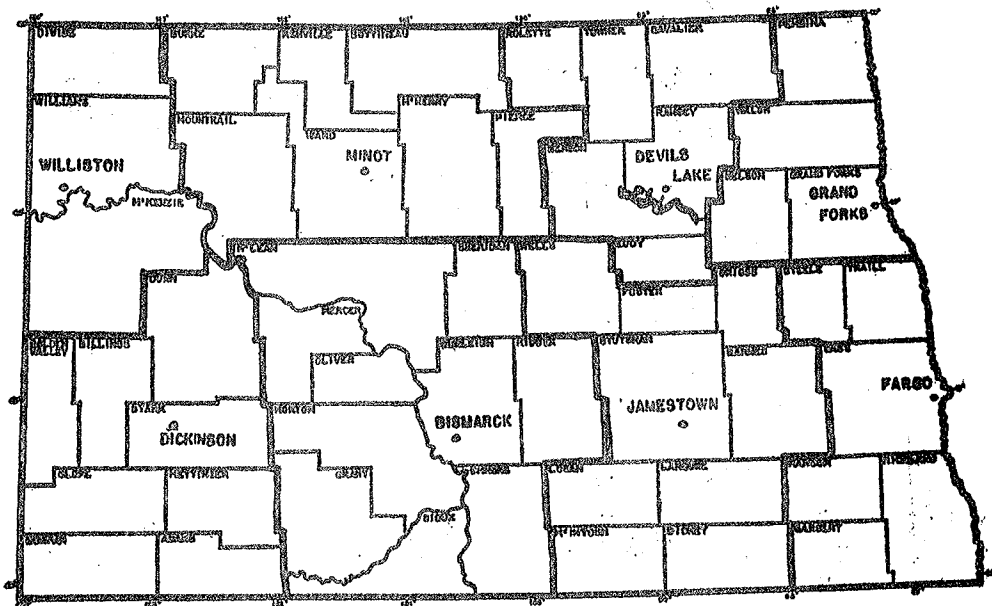
The public libraries are not alone in their plight.

School and college libraries also suffer from many of the same shortcomings as public libraries. Prime targets of concern are elementary schools and state colleges and universities.

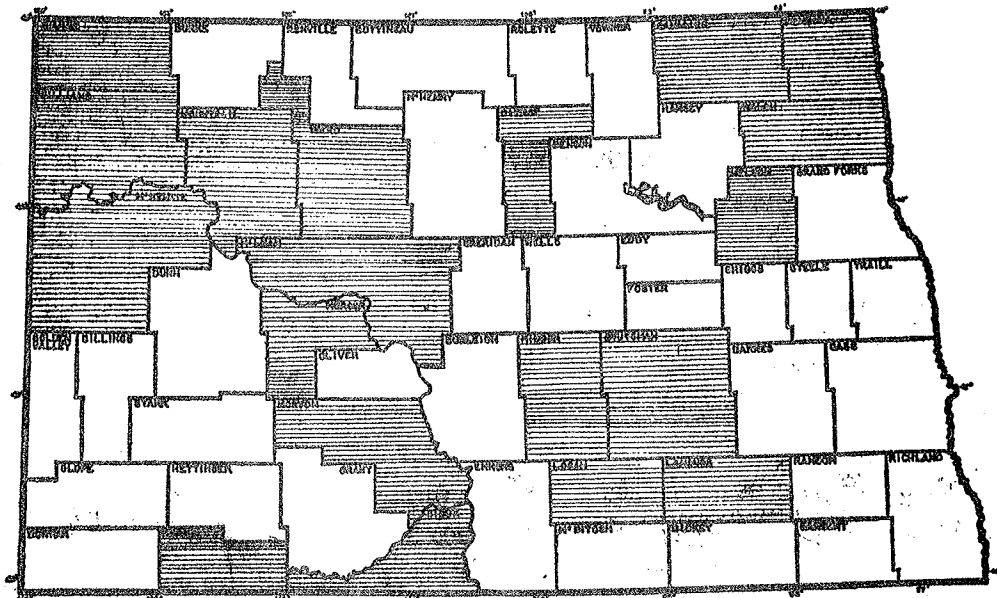
Library officials estimate that at least 60 per cent of the elementary schools in North Dakota do not have full library services or centralized book collections.

N. D. Librarians Assess Condition As Inadequate

The Sunday Forum
April 12, 1970



Top map shows areas included in state's eight regional library organization, with centers in cities shown. Below, shaded areas indicate counties where some type of rural or Bookmobile library service is available.



The public libraries are not alone in their plight.

School and college libraries also suffer from many of the same shortcomings as public libraries. Prime targets of concern are elementary schools and state colleges and universities.

Library officials estimate that at least 60 per cent of the elementary schools in North Dakota do not have full library services or centralized book collections.

Mrs. Genevieve Buresh, director of Library Services for the Department of Public Instruction, said, "Everything is

in a state of flux." Although she was unable to cite specific figures, Mrs. Buresh said that most high schools in the state have at least part-time library staffs, but that many elementary schools lack even that.

"The schools are doing whatever they can with the finances they have," she said. However, federal aid programs have "been cut drastically in the last three years" and libraries must often compete for a share in state funds given to schools "to be used as seen fit."

"School libraries in North Dakota have made a rather fantastic development over the past five years," said Dr. Ralph Perkins, chairman of the University of North Dakota Library Science Department. "But we still have a way to go."

He cited the shortage of trained librarians as "perhaps the most detrimental" part of the problem. "There is a desperate shortage, both in North Dakota and throughout the country," said Dr. Perkins. "Schools are not turning out enough people."

Although starting salaries are the same for librarians as for teachers, "it has gotten to the point where schools no longer even try to advertise for librarians," he said. "It just isn't worth it."

Dr. Perkins felt that it will be "a great many years" before the number of librarians catches up with the need for them.

At present, the University of North Dakota is the only school in the state which offers a major in library science. Several others offer minors. Dr. Perkins estimated that UND graduates about 25 trained undergraduate librarians each year and "a large percentage come back for their master's degree."

Dr. Perkins felt that North Dakota does not have any particular difficulties in hanging on to its library graduates. "We have so many people who want to, and do, stay in the state," he said.

state college and university libraries themselves are facing problems. According to a release issued by Michael Miller, executive director of North Dakota National Library Week, "No academic library in North Dakota adequately meets the needs of its parent institution.

"Reader stations at most institutions are inadequate. Competent staff with adequate training and experience are at a premium. No library approaches a standard with regard to staff."

Figures from a recent survey conducted by library officials emphasize the problem. Schools polled in the survey were UND, NDSU, Mayville, Valley City, Minot, Dickinson and Wahpeton.

Using (A.L.A.) standards, the seven schools need a combined total of 822,875 volumes for "minimal adequacy." To overcome the present deficit, an average of 164,437 volumes would have to be added every year for five years.

Consideration of the two universities shows more specifically the effects of this deficit. UND needs 654,351 volumes for minimal adequacy, but its present library holdings are 315,000. At NDSU 586,797 volumes are needed for minimal adequacy, but present library holdings there total 200,000.

The figures do not present a very happy picture. However, this picture may change in the future. Library officials in the field of education are aware of the problems -- and concerned.

But concern is not enough -- money is also needed. K. L. Janeczek, director of NDSU libraries told the Legislative Committee on Education last July that "the state's colleges and universities need more than \$500,000 yearly for additional staff and more than \$3.5 million for additional books to meet minimum standards."

Janeczek feels that money would have to come through state legislature appropriations and some federal aid, with the state Legislature assuming the burden.

"We can't expect to achieve the goal within the next two or three years," he said. But Janeczek is optimistic -- "There are indications of a trend that this help is forthcoming."

Funds to bring public libraries up to standards will "have to come from sources other than property taxes," Wolfert said. "We hope for access to other taxes."

He said that libraries would also have to reorganize on a larger tax base than just cities.

A recently enacted regionalization plan may provide such a vehicle.

Under this plan, North Dakota is divided into eight regions for receiving state services. Wolfert explained that each region has money available for use in considering library problems on a regional basis.

So far, six of the eight regions have applied for grants. "The only way now is up," said Wolfert. "I think people are beginning to move."

Helping to alleviate library shortages is the Union Catalog, a listing kept by the State Library telling which libraries have what books and periodicals.

A book or magazine that is unavailable at one library may be ordered from another library in the state, with the State Library acting as a "locating service."

While methods such as the Union Catalog may aid in lessening the impact of library shortages, the problems of North Dakota's inadequate library system still remains.

The libraries themselves have not been overlooked by the public. "We know people who want libraries," said Wolfert, "because they sure use them." Perhaps the critical difference is that of wanting adequate libraries.

4-MORNING PIONEER-Sunday, April 12, 1970

PIONEER

Opinion Page

Libraries for Everyone

How do you make library services available to all the people of North Dakota?

That is a problem that only a few people in the state are beginning to consider, but it has to do with the future of the state as much as does another factor.

The best way to overcome the lack of library services in the state is through regional organization, a system that has been found successful in other states. Elsewhere in the Pioneer today is a news story outlining what is being done to find out library needs and resources in the different regions of the state.

As in other areas of government, libraries are too expensive for each county or each small town to provide. They have become too specialized, books too numerous and costs too great. It is only through cooperation and efficient, well-organized systems that library services can be made available to everyone.

The state, now totally uninvolved in the maintenance of local libraries, is going to have to appropriate funds and provide coordination if people in the whole state are to have such services within their reach.

It will take a lot of hard work, patience, and dedication on the part of a few people, as well as thoughtful leadership at the state level, if library services are to expand. Library Week is a time to give consideration to the importance of the work to be done.

Library Groups Funds Approved

BISMARCK (AP)—Library planning groups have been established in six of North Dakota's eight regions and have been approved for federal funding, according to an announcement by State Librarian Richard Wolfert.

Based on the regional system established by the departments and agencies of state government, the regions center around the eight major shopping centers. Library planning groups in the Bismarck-Mandan, Williston, Minot, Grand Forks, Fargo and Jamestown regions have applied for planning grants through the N.D. Library Commission, Wolfert said. Applications have not yet been received from the Dickinson and Devils Lake regions. Each region will receive up to \$1,250 for planning purposes.

Planning will include identifying the needs and the present resources, outlining methods of coordination and drawing up a comprehensive plan for library service for the whole region. The planning agencies are also expected to recommend the governmental structure needed to administer a regional library service and methods for securing the necessary revenue.

It is expected that each regional planning group will also develop recommendations that will be included in a state legislative program.

The plan is to draw up a method for the administration and financing of library service at the regional level which is economically and politically feasible, Wolfert said. A statewide system may develop from the regional plans, he said.

Wolfert said the need for statewide planning for library services is abundantly clear since no library in the state meets minimum standards set by the American Library Association in 1966. The four largest libraries, which serve one-fourth of the state's population, are short by 50 to 75 per cent of those standards.

Twenty-five per cent of the state's population has no public library service and an additional 10 per cent has marginal service, he said. In addition, the state spends only 15 cents per capita from state funds for the State Library. Wolfert sees community pooling of resources and increased state funds as necessary to improve library services in the state.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

REGION VI

FEDERAL OFFICE BUILDING
601 EAST 12TH STREET
KANSAS CITY, MISSOURI 64106

OFFICE OF EDUCATION

April 14, 1970

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NORTH DAKOTA
STATE LIBRARY

Mr. Richard Wolfert
Director
North Dakota State Library Commission
Memorial Building, Capitol Grounds
Bismarck, North Dakota 58501

Dear Dick:

I thought you might like to know that the new North Dakota State Plan for LSCA (approved by this office March 3, 1970) is fast becoming required reading within the regional and headquarters structure of the Bureau of Libraries and Educational Technology. The document provides a working model for a "real State Plan."

Ideally, we think of, and treat, the State Plan document as the master blueprint of Statewide library development. Due to the limitations imposed by our guidelines for their preparation, the State Plan document often is an exercise in rephrasing Federal law and regulations. It is always encouraging when a State goes beyond the guideline limitations and produces a Plan relative to LSCA and, more important, pertinent to the totality of library needs and development. The application of LSCA to a program has no meaning unless the program can be viewed within the overall context of problems, needs, objectives, and priorities of a particular State.

We are impressed with the Plan's comprehensiveness and the realistic approach toward meeting objectives. This realism is reflected in your public library standards; your understanding that a major element in development depends on coordinating resources and services (regardless of type of library); utilization of points of existing strength as building blocks; and the adding of leadership and administration to the responsibilities of the State Library agency. Personally, I am most impressed with your approach to the personnel problem. We know that the availability of trained personnel is the key to any library program. All library standards use personnel as a critical factor. Yet many States are unable to meet overall minimum standards because the libraries in that State cannot (except in key administrative positions) compete in the manpower market. Your approach of scholarships for undergraduate library training for the nonprofessional, or library trainee, is a major interim step in closing the manpower gap.

Page 2 - Mr. Richard Wolfert

As you know, we are working on new State Plan guidelines. We are very much concerned with putting together that which will produce a real plan. North Dakota has provided a sample of a desirable result.

Sincerely yours,



William D. Cunningham
Program Officer
Library Services

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August 1, 1970
vol 2, no 11

FLICKERTALE NEWSLETTER

A Publication of the North Dakota State Library Commission

Richard J. Wolfert
Director
State Library Commission
Bismarck, North Dakota 58501

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August 1, 1970

"HOW TO RUN THE RAILROAD"
BY CHARLES O'HALLORAN,
MISSOURI STATE LIBRARIAN

A railroad is a system to take something from one place to another. It is a method to move people and things and to do so speedily, inexpensively, and efficiently. A railroad is an accumulation of machinery, equipment, and skilled persons whose intent and purpose is transportation.

As everyone knows, railroads are dying.

Railroads are dying because more and more people are deciding to move themselves and their property by other methods which they have concluded are faster, more pleasant, more convenient, more efficient, and less expensive.

The railroad idea still works, but apparently lots of people think other methods of transportation work better and although they may sentimentalize about the good old days when railroads were dominant, they see the passing of the train as progress.

Railroad management, in its zeal to eliminate branch lines, in its demand to end passenger service seems intent on speeding up the end.

Is this a tragedy? Does it really matter? Should anyone care?

If in essence transportation is simply moving people and things about in as efficient and speedy a fashion as possible, probably the railroad should die.

Only if one can argue that transportation means more than movement can one successfully argue for revitalized railroads. If one is prepared to argue that a hundred freight cars, moving on a private right-of-way between St. Louis and Kansas City are better than a hundred trucks traveling a crowded interstate highway, perhaps one might make a case for railroad transportation. If one can argue for the enforced leisure of a four-hour train trip versus the half-hour airplane trip, one might suggest a reason for passenger service. Even so, promoting railroads may be difficult.

One can draw an interesting parallel between railroads and libraries.

The information explosion cries out for a means, so much more efficient than the traditional book collection, the index, the card catalog, and the bibliography simply to cope with the growing mass of fact. Conventional library techniques for locating information seem so inefficient, ineffective, and inept for digging through the deluge of material to find what is needed.



The media explosion which allows facts and ideas to be exposed by marvelous new devices make the book, and especially the book collection seem old fashioned, slow, and completely lacking in the immediacy demanded by "now" people. Television, films, miniaturization, photo reproduction - you name it - all of the McLuhan-world gadgets make library book collections seem as outmoded as the slow train through Arkansas.

Some people would argue that anything a library has ever done, or tried to do, can be done faster, better and more efficiently by a machine retrieval system and that conventional library service should pass away. Indeed, many librarians, like railroad executives, may be inclined to preside over and encourage the demise of the old fashioned library.

This gets us back to railroads. Some years ago the Southern Pacific Railroad issued a little pamphlet called, "Why Don't Trains Fly?" This pleasant little piece tried to point out that what trains may lack in speed is compensated by such things as leisure, freedom to move about, time to think, views of passing scenery, the social atmosphere of a dining car - generally the pleasure of a less hurried pace. They argued that this human value was worth considering.

In our hell-bent determination to produce more things - cars, for example - we have indeed produced more and now are wondering about the by-products of this progress - environmental pollution.

The computer can organize, analyze, store, and retrieve the billions of things put into it. But what about the value judgments, the aesthetic and philosophical evaluations of these facts. Information on how to do something can be produced; where does one get the estimate on why do it at all?

Old-fashioned libraries tried and still try to cope with and to find facts; probably they are pretty inefficient at this compared with computers.

In addition they act as places where people can get the books which help them understand a little better why things are as they are.

Like the retreat sponsored by the Church where a man is encouraged to think for a while about why he exists, a library can encourage men to meditate on the human situation.

Our mindless dash towards progress has already produced enough havoc in the world. Is there not a need for a place to stop that dash and worry for a while about why we are doing it? And is not reading, intensive and extensive reading, the way to do that? The computer can give us facts; CBS News can give a summary; discussions and lectures can yield insights; private, meditative reading is another part of the process of understanding.

The important human value of the Examined Life is what old-fashioned libraries are all about. Railroads may pass, be forgotten, and never be missed. If man loses his willingness to think, to question, to wonder why, to pose questions, to consider alternatives, man himself, or at least that Divine part of him that pulled him up from the animals, will also pass.

There's a lot more at stake in libraries than a lot of old books.

TWENTY QUESTIONS

1. Are your library hours convenient for most of the people in your community? How do you know?
2. Are your library hours prominently posted outside the library and generally well-known around town?
3. Does your library present an attractive appearance, inside and out? (How long has it been since you really looked at it?)
4. Is your book collection kept in good physical condition, with outdated and worn books weeded from it, so that it appears attractive?
5. Does each person coming into your library receive a pleasant greeting and friendly assistance?
6. Is your library really the "community information center," with every effort being made to fill requests, INCLUDING the use of the State Library Reference Service and interlibrary loan?
7. Does your library have a telephone?
8. Do you participate actively in National Library Week, Children's Book Week, and other special supportive public relations efforts?
9. Do you deliberately and creatively plan "news-generating" events, such as exhibits tied to community, regional, and seasonal activities, to call public attention to your library?
10. Do you have story hours for children and discussion groups and programs for adults?
11. Do you contact new residents to tell them about the library's services?
12. Are you personally active in at least one local civic group?
13. Do you "relate the library to the community" by seeking an active part in local activities?
14. Do you as a public librarian enjoy good relations with your local school librarians?
15. Do the members of your Board of Trustees work actively to acquaint townspeople with the library and to gain support for its program?
16. Do you have a "Friends of the Library" group in your town?
17. Are you acquainted with the heads of your municipal government?
18. Are you acquainted with the reporters and editors of your local newspaper and radio station?
19. Do you keep local news media well informed on library activities?

20. Have you tried the adoption or the adaptation of any of the new developments in library service, such as circulating pocket books, phonograph records, art prints, filmstrips?

Give yourself 5 points for every YES. 80-100 is superior; 70-80 is good; 50-70 is fair. Below 50, it's no wonder things haven't been going well for you!

Reprinted from Horsefeathers, A Publication of the Utah State Library Commission, January 1970.

LIBRARY POSITION AVAILABLE

Dickinson Public Library. Director of library. Salary open. Apply to Mrs. Don Froelich, 830 West 5th, Dickinson, North Dakota 58601.

CONGRESSIONAL INFORMATION SERVICE/INDEX

The North Dakota State Library has recently subscribed to an important new publication -- Congressional Information Service/Index.

The CIS/Index, a monthly index to the working papers of the United States Congress, contains abstracts of almost every document issued by Congress during the previous month. A complete index gives access to data according to: subjects discussed, names of subcommittees, and the popular names of the laws, reports or bills.

This Index will enable our reference staff to give more thorough and rapid answers to questions concerning federal legislation and will enable us to make the contents of our document collection more available. In addition, the Congressional Information Service will provide us with microfiche copies of many presently unobtainable congressional documents.

READING

The following is an excerpt from "The Process of Reading is the Process of Reason," a speech given by Dr. Mason Gross at the Program Meeting of the American Library Association Committee for National Library Week. Dr. Gross is president of Rutgers, the State University of New Jersey, and chairman of the National Book Committee, Inc.

"The Role of the Librarian or the role of a library is not just one of those other things that can be added to or cut out of a budget. It's something which all of us have got to impress our fellow citizens with so far as its tremendous importance is concerned. Without libraries, without books, we descend into something like the global village that Mr. Marshall McLuhan warns us about, where there will be no more sharpness or elegance to the life of human beings, but instead a great big blob of emotional reactions. This must never be. This is the sign of trouble in every civilization and the only way that you crawl back is through sharpening the tools of reason through studying--not merely reading but studying--books."

NEW LIBRARIAN AT UND

Richard A. Lyders, a Minot native, has been appointed assistant director of libraries for technical services at the University of North Dakota, Grand Forks and assumed his new duties May 1.

In his newly created position, Lyders will have responsibility for supervision of all areas of technical processes. This will include the order and cataloging departments, bindery preparation and card catalog maintenance.

"The experience Lyders brings to this position is a definite asset to our future planning," said Roger Hanson, UND director of libraries.

Lyders has been director of the Associate Colleges of the Midwest Central Library, Chicago. In that position he was responsible for developing a central periodicals collection to serve the 12 colleges in the association.

Lyders worked as a reference librarian in the Long Beach Public Library from 1964 to 1966 and worked in the Biomedical Library at the University of Minnesota from 1966 to 1968.

CHESTER-FRITZ LIBRARY GETS \$400 GIFT

The Chester-Fritz Library of the University of North Dakota has received a \$400 gift from the Edwin Bigelow Indian Memorial Fund.

Roger K. Hanson, director of libraries, announced the gift and said it will be used to purchase additional research material for proposed Indian studies courses. The material will cover Indian history, culture, and literature.

The fund was established by students of the Wesley Center of Religion. It was named in honor of the Rev. Edwin Bigelow, who was killed in a car-train crash in 1964. Bigelow was director of the UND Episcopal Center.

NEW FILM AVAILABLE

The State Library Commission has available for loan the recent film produced by Connecticut Films, Inc. for the Dayton and Montgomery County Public Library, Ohio, There's Something About a Story.

This 27 minute color film shows storytellers with six to twelve year olds in libraries, a Boy's Club, classroom, a Scout Meeting, a park and a museum.

In the film the storytellers speak for themselves telling what they feel children gain from this experience, why they personally enjoy storytelling, where they find the stories they tell, and how they select and prepare a story.

LIBRARY ASSOCIATIONS

The coming decade of the nineteen seventies will see every institution in our society rigorously, even violently, challenged. The presence of an organization, seemingly smooth in its operation and dutifully served by elected or paid functionaries, does not ensure that its accomplishments are worth a darn to the members out in the field,

far away from the joys and rewards of the court ritual. This applies to educational and library systems, medical associations, bodies of elected officials, national associations of religious denominations, and indeed associations of any group you care to mention, including those of librarians.

Library Associations will not be immune in this era of questioning. Are its divisions necessary and are they producing anything anyone needs? Or do they exist merely to plan annual half day meetings? Are the general meetings of the Association meaningful. Can anyone point to a change in a library brought about or a program started as a result of one of the inevitable keynote addresses or after dinner speeches?

Can a general library association survive when school librarians think of themselves as educators first and support their education associations before their state library association, and when school administrators see little merit in releasing their librarians to attend general library meetings?

QUESTIONNAIRE ON PUBLIC LIBRARY PENSION PLAN TABULATION

Only 35 libraries out of 75 responded to the questionnaire.

Are your library employees eligible to participate in a local pension plan?
9 Yes 24 No 2 No response

Are your library employees covered by social security?
29 Yes 1 No 5 No response

Are your library employees covered by a group health insurance policy?
7 Yes 28 No

Does the library make a contribution toward the cost of the insurance?
4 Yes 3 No

Are you satisfied with the library's present retirement and health coverage?

Ret.---Yes 10 No 16 No response 9
Health-Yes 11 No 12 No response 12

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Bismarck, North Dakota 58501

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September 1, 1970

Editor's Note - From time to time, all or part of an issue of Flickertale Newsletter, will contain NDIA News.

NDIA NEWS

To launch this new department of the Flickertale Newsletter, here is a statement prepared by Don Gribble, president of NDIA:

The executive board of NDIA decided that a publication was needed in order that all members could be informed not only of the association's activities and those of its membership, but also of other library news of value and interest. Richard Wolfert, Director of the State Library Commission, kindly offered the association space in the Flickertale Newsletter, and the executive board appointed Mrs. Richard Frank to be editor.

NDIA News will publish all information that space allows, generally in the following sequence of priority:

1. Material relating to the association and its sections, committees, and roundtables: announcement of meetings, including agenda; minutes of meetings.
2. Reports of attendance (abridged) at professional meetings, local, state, and national.
3. Reports of members' individual professional activities which may be of interest or helpful to NDIA membership.
4. Professional personnel changes and biographies, obituaries and necrologies.
5. NDIA and MPLA news and news from other state associations which may be of interest or helpful to NDIA membership.
6. Reports of non-professional activities by NDIA members which may be of value or interest to the membership.
7. Reports of books that may be of importance to the whole membership.

Once a year, in October or November, NDIA News will publish a list of the membership.

Secretaries of the executive board, sections, committees, and roundtables will as a matter of course submit meeting announcements, agendas, and minutes for publication. But success of NDIA News will finally depend on the willingness of individual members to submit pertinent information, no matter how minor it seems.



Announcements of meetings and agenda should be submitted for the issue preceding the month of meeting; minutes should be submitted for the issue appearing the month following the meeting. Reports of attendance at meetings should be abridged and submitted for publication the month following the meeting.

Items for publication should be typewritten if possible and double spaced. If handwritten, items should be written on alternate lines.

Submit all material to:

Mrs. Richard E. Frank
 Editor, NDLA News
 1020 Boyd Drive
 Grand Forks, N. Dak. 58201

The executive board has relegated all matters of selection, style, format, and rewriting to the editor.

An now a word about the editor:

Mary Margaret Frank grew up in Grand Forks and graduated from the University of North Dakota. She spent seventeen years away from home, teaching in Crary, Devils Lake, and Bismarck, earning her master's degree in English literature from Wellesley College, studying for a year at the State University of Iowa, and teaching at two unusual junior colleges for girls at Nashville, Tennessee, and Millbrook, New York.

After that came the great conversion--from teaching to library work. She attended library school at the University of Illinois, completing the work for her master's degree in library science in 1952. She spent three years as an assistant librarian at Southwest Missouri State College in Springfield and then came home to work at the Grand Forks Public Library and keep house for her father.

After a year as assistant librarian, she became head of the library. Meanwhile she agreed to be housekeeper for Richard Frank, too, and became a university faculty wife as well as a faculty daughter. She continued to head the library until 1968. Then she entered into an extremely busy retirement, of which this editorship is now a part.

This issue contains news of the conference of the North Dakota Library Association, to be held September 20, 21, 22 in Medora.

MORE ON LIBRARY ASSOCIATIONS

The four acerbic paragraphs about library associations (Flickertale Newsletter, 2:11: August 1, 1970: 5-6), though unsigned, certainly indicate a frustrated author. He has a right to be upset. I agree with him as far as he goes. I would have specifically mentioned state organizations and AIA.

Unfortunately, the concept of "library" itself underlies part of the problems he rails against. Whether we like it or not, libraries came to be structured much like the monasteries and cathedrals which preceded them as protectors of the word.

Libraries, like the cathedrals of Reims and Cologne, had to be expensive memorials, made to last forever. And as in the monasteries, books--the printed word--in "library" binding were holy, to be preserved, protected, shepherded, and used with care only by members of the order and those select faithful who passed scrutiny and vowed allegiance under rigid rules for the lay apostolate.

And libraries had their abbots, priests, monks, interns, externs, father confessors and inquisitors.

Despite the reality of today which emphasizes satisfying the information needs of all citizens, there persists, strangely enough, the myth of the old parochial monastery-library with its monolithic religio-laic brotherhood.

Nothing can satisfy less the information needs of today than a "library". Needed instead are information centers in which books will probably be only a minor part. Nothing is needed less in today's quest for information than a "librarian". Needed instead is a specialist who can quickly satisfy the information needs of patrons by using a multitude of print and non-print materials from local resources and from those of similar centers cooperating within a broad network of information supply.

Before criticizing school "librarians" for putting their educational associations ahead of their "library" associations, we should ask whether these media specialists have not discovered that in the field of education they have found it possible to break out of the iron maiden of "librarianship" and devote themselves more efficiently to the demand of education, fulfilling the information needs of elementary and secondary school students by using all possible media from a wide variety of sources.

Library associations are as anachronistic as are libraries today. But then, associations are generally anachronistic, societies for the prevention or retardation of change. Some method of providing a fluid, elastic professional service for information specialists serving schools, higher education, the professions, industry and commerce, and the public must replace library associations very soon. The alternative is for library associations to be pinched off the main stem of today's needs, being abandoned, as by school media specialists, by other defecting groups who turn to more receptive areas for solution to rapidly evolving and changing information problems.

Don E. Gribble
President, NDIA

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NORTH DAKOTA PUBLIC LIBRARY STANDARDS 1970

I. Definition

Public Library is an agency devoted to informal education, permitting an individual to study any subject at any time, to start at any degree of difficulty, proceed at his own pace, work toward a self-determined goal, free of costs and with minimum of institutional restrictions.

II. Governmental Organization

All public libraries shall be established and maintained according to the provisions of the North Dakota Century Code sections 40-38-01-09.

III. Finance

All public libraries shall levy the maximum mill levy permitted by State law each year.

IV. Records and Reporting

All libraries shall maintain adequate records to permit prompt and accurate reporting to their library board and to the State Library Commission.

V. Hours of Service

Each public library shall be open a minimum of five days a week, at fixed times and is to include some evening hours and Saturdays, as follows:

<u>Population served</u>	<u>Minimum hours per week</u>
Under 2,500	15
2,500 - 5,000	20 - 30
5,000 - 10,000	30 - 40
10,000 - 15,000	35 - 45
15,000 - 25,000	40 - 60
25,000 - 50,000	65 - 70



VI. Staff

The quality of public library service is directly dependent upon how well each library maintains high standards for personnel. Each library should have a librarian with the following minimum qualifications or their equivalent and require the librarian and other staff members to attend conferences, workshops, etc. so that he may keep abreast of new ideas and techniques in library service.

<u>Population served</u>	<u>Minimum staff qualifications</u>
Under 2,500	High school degree
2,500 - 5,000	Two years of college
5,000 - 10,000	College degree
10,000 - 25,000	College degree with a major in library science
25,000 - 50,000	Library science degree from an ALA accredited library school

VII. Book Selection Policy

Each public library shall have a written statement of policy covering acquisition and selection of books and include the Freedom to Read statement.

VIII. Library Resources

A. Books

All citizens should have direct access to a regional public library collection of 100,000 volumes and indirect access via interlibrary loan to all the books in our state and the nation. In addition, each community should have a collection of current and useful books as follows:

<u>Population served</u>	<u>Book stock</u>	<u>New books added annually</u>
Under 2,500*	5,000*	500*
2,500 - 5,000	5,000 - 10,000	500 - 1,000
5,000 - 10,000	10,000 - 20,000	1,000 - 2,000
10,000 - 15,000	20,000 - 30,000	2,000 - 3,000
15,000 - 25,000	30,000 - 50,000	3,000 - 5,000
25,000 - 50,000	50,000 - 100,000	5,000 - 10,000

* Communities under 2,500 population should also receive bookmobile service and/or rotating book collection and/or direct mail service from a regional library.

The volumes in the adult collection are expected to range from 67 percent to 75 percent of the entire collection.

Withdrawal

Withdrawal of books no longer useful, worn, or damaged should normally be about 50 percent of the amount of new books added annually.

Cataloging

Books should be cataloged according to the rules of the American Library Association.

Classification

Books should be classified according to the Dewey Decimal system or the Library of Congress system.

B. Periodicals

Each public library should have at least one periodical paid subscription for every 200 population in the area served.

C. Phonorecords

Each public library should have at least one phonorecord for every 20 persons in the area served, and acquire annually at least one phonorecord for every 100 people served.

D. Newspapers

Each public library should provide local papers, regional papers, and national papers.

E. Reference Service

Each public library should provide a collection of reference books, including indexes and bibliographic guides and personnel qualified to service the public's reference requests.

IX. Interlibrary Services

Every public library should provide interlibrary loan service promptly and at no charge to the patron.

X. Physical Facilities

The public library building should offer to the community a compelling invitation to enter, read, look, listen, and learn; should be easy to use; and the structure should be efficient, flexible, and expandable with fixed walls kept to a minimum.

Minimum space requirements are as follows:

(8 vols. per lineal ft.) (1 sq. ft. for every 10 bks.) (30 sq. ft. for each reader)

<u>Population Served</u>	<u>Linear Ft. of Shelving</u>	<u>Amt. of Floor Space for Shelving</u>	<u>Reader Space Sq. Ft.</u>	<u>Staff Space Sq. Ft.</u>	<u>Addi- tional Space Sq.Ft.</u>	<u>Total Floor Space</u>
Under 2,500	650	500	500	300	300	1,600
2,500 - 5,500	650-	500-	500-	300-	700-	2,000-
	1,300-	1,000	700	500	800	3,000
5,000 - 10,000	1,300-	1,000-	700-	500-	1,000	3,200-
	2,600	2,000	1,200	800		5,000
10,000 - 15,000	2,600-	2,000-	1,200-	1,000-	1,200	5,400
	3,900	3,000	1,800	1,200		7,200
15,000 - 25,000	3,900-	3,000-	1,800-	1,200-	1,500	7,500
	6,500	5,000	5,000	1,500		13,000
25,000 - 50,000	6,500-	5,000-	5,000-	2,500-	2,500-	15,000-
	13,000	10,000	10,000	5,000	5,000	30,000

XI. Library Services to the Whole Community

Public library services are for the community as a whole, not limited to any particular group or age. Any local library which provides direct service to schools in the form of bookmobile visits or deposits of classroom book collections and such direct service to schools exceeds 25 percent of the library's total service, shall not be deemed a public library regardless of its government organization and source of finance.

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Bismarck, North Dakota 58501

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STATE LIBRARY PUBLISHES UNION LIST OF SERIALS

The State Library has published a new edition of the North Dakota Union List of Serials. The new 308 page publication contains 9340 entries of magazines, journals and other serials in North Dakota libraries. Governor Guy, upon presentation of the first copy of the new Union List, hailed the work, "as an example of effective coordination of library resources in our state". Copies of the new publication have been mailed to cooperating libraries listing their serial holdings and to all public libraries that have submitted their annual statistical report to the State Library. Distribution to selected school libraries is under consideration by the Department of Public Instruction.

ANNUAL STATISTICAL REPORTS DUE AT STATE LIBRARY

The Annual Statistical Report form for the fiscal year July 1, 1969 - June 30, 1970, required by state law (North Dakota Century Code 40-38-09) is now due at the State Library from all city and county libraries. The information gathered from this form is used to prepare:

1. The publication of a summary of North Dakota Library Statistics.
2. The supporting evidence to qualify for federal Library Services and Construction Act funds.
3. Basic data for planning library programs on a community, regional, and statewide basis.

STATE LIBRARY MOVES TO NEW BUILDING

All departments of the State Library will move to a new building now nearing completion. The new library building is located on Highway 83, north of Bismarck and will facilitate efficient library operations with 10,820 square feet on one level.

STATE LIBRARY RENEWS DENVER BIBLIOGRAPHIC CENTER CONTRACT

The State Library has renewed its annual contract with the Denver Bibliographic Center for Research for another year. The annual contract covers interlibrary loan privileges for all North Dakota libraries through the State Library's Union Catalog. All interlibrary loan requests to Denver must be forwarded by the Union Catalog so that we may ascertain that the material wanted is not available anywhere else in our state and that sufficient bibliographic data has been verified.

North Dakota State Library
Bismarck, ND 58505



This service is expensive. The State Library pays a sizable flat annual fee plus a per item cost of \$1.00 to \$3.00. We encourage use of this service through our Union Catalog, however disgression must be used in requesting interlibrary loans as well as using the proper channels.

GRAFTON PUBLIC LIBRARY REMODELING

The State Library has awarded a federal Library Services and Construction Act Title II construction grant to the Grafton Public Library for major remodeling of their Carnegie building. Work is underway now and is scheduled for completion this fall.

NEW LIBRARIANS IN STATE

Five new librarians have joined our North Dakota libraries:

Mr. James Dertein is now the Director of the Bismarck Veterans Memorial Public Library. Mr. Dertein came to Bismarck July 1 from the position of Acting Director of University of South Dakota Library at Vermillion.

Other new librarians at the Bismarck library are Cynthia Harrison, Public Services Librarian and Susan Lundberg, Children's Librarian. Miss Harrison is a graduate of the University of North Dakota, and plans to study toward her master's degree in Library Science and Miss Lundberg is a graduate of the University of Western Michigan in Kalamazoo.

Mr. Darrel Hildebrant is now the Director of the Dickinson Public Library. He is a graduate of Dickinson State College and plans to study toward a master's degree in library science.

To the staff of the State Library has been added Miss Cheryl Sinkula as head of the technical services section. Miss Sinkula is a graduate of the University of Minnesota Library School and has previously been employed in the acquisition department of the St. Cloud State College Library.

1970 NATIONAL LIBRARY WEEK REPORT

The 1970 edition of the North Dakota National Library Week Scrapbook is being used by the New York City headquarters for workshops throughout the U. S. during the fall of 1970.

Michael M. Miller, 1970 National Library Week Director, was on a national panel at the Detroit American Library Association Conference evaluation "National Library Week - Its Present and Future".

THE LIBRARY'S RESPONSIBILITY TO THE AGING A Statement by the American Library Association

Aging has daily personal implications for every person in our society. The social, economic, and biologic problems resulting from the process of aging place responsibilities on all types of libraries, especially the public library. Libraries serve their communities by:

1. contributing to a positive attitude toward aging and the aged;
2. providing information and education on aging and its problems for professionals and laymen who work with this group, and for those who are retired;
3. facilitating the use of libraries by the aged through improved library design;
4. providing library service appropriate to the special needs of all the aged, including the homebound and the institutionalized;
5. utilizing the potential of the older person as a volunteer to reach his peers;
6. employing older adults in programs designed specifically to serve the elderly;
7. involving the elderly in the planning process when designing special services and programs for older adults;
8. working with other agencies and groups concerned with these needs and problems;
9. continually exploring ways of making these services more effective.

Libraries should experiment with new materials and services as well as make continued use of traditional library materials and services; should maintain adequate standards; and should use innovative techniques and programs to reach the aged who can no longer be served effectively as a part of integrated adults.

WHAT DO YOU EXPECT?
By James A. Decker

A team of educators, Robert Rosenthal and Lenore Jacobson, recently published a book containing results of a most interesting psychological experiment they had conducted in a West Coast School over a period of some months. The test was designed to study "teacher expectation and pupils' intellectual development."

The experiment involved giving a general-ability test to most of the children in a particular elementary school. They gave the test a high-sounding name, to impress teachers and students, but actually it was one of many such basic tests that educators use.

The teachers were told that the study in progress was expected to prove that a child would show a "spurt" of intellectual development at a specific point in his future, and that the test would show which children could be expected to make this spectacular progress. Also, they said, the top twenty percent of the students could be expected to show a significant "spurt" in their learning within the next year or less.

When the tests were scored, the teachers were given lists of which pupils were expected to make better-than-average progress. The pupils were selected at random and their IQ or test scores were not considered.

After a year or so, the progress of all the school's pupils was checked. The children who had been listed as "special" made astonishingly good progress-gaining as many as twenty points in IQ scores.

A reviewer of the book detailing the experiment comments that "the lesson in book is very clear: All sorts of young children did very much better in school than others like them, presumably because their teachers expected them to make better progress."

This is something we encounter throughout life. Banks have failed because frightened people expected that they would fail. Sick persons get better because they believe that a certain pill is making them better. The authors of the new book conclude: "Those that are expected to perform competently tend to do so."

There are two significant facts for us to consider here: We are of the greatest possible help to others when we expect them to succeed, and show that we do ... and we ourselves perform better when we are supported by the expectation of success. We don't have to wait for someone else to praise us or encourage us, either. Any expectation of accomplishment and achievement is powerful, even our own. If we can somehow make ourselves believe that we are going to succeed - in school or anywhere else - we are that much further along on the way to success. A little effort to instill this faith in ourselves is very much worthwhile.

Rosenthal, Robert and Leonore Jacobson. Pygmalion in the classroom: teacher expectation and pupil's intellectual ability. Harper, 1968. \$4.95.

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*October 5, 1970
vol. 2, no 15*

FLICKERTALE NEWSLETTER

A Publication of the North Dakota State Library Commission

Richard J. Wolfert
Director
State Library Commission
Bismarck, North Dakota 58501

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Volume 2, Number 15

October 5, 1970

This issue of Flickertale Newsletter is devoted to the publication of proposed library legislation for the 1971 session of the North Dakota legislature.

This proposed legislation has been drawn by the State Librarian in consultation with the Attorney General's Office and has been approved in general by the North Dakota Advisory Council on Libraries appointed by Governor Guy.

The legislative committee of the North Dakota Library Association is now studying this proposed legislation and is expected to report to the State Library Commission and to the North Dakota Library Association's Executive Board with its specific recommendations on each bill.

This issue of Flickertale Newsletter is being sent to public libraries, public library trustees and members of the North Dakota Library Association. Study carefully the proposed legislation as to its potential benefits to North Dakota library development and to your own library operation.

Make any comments on these bills in writing to any or all of the following persons by October 30, 1970:

Richard J. Wolfert, Director
State Library Commission
Bismarck, North Dakota 58501

Jonathon C. Eaton, Chairman
NDLA Legislative Committee
Box 1697
Minot, North Dakota 58701

Dennis N. Page, Chairman
NDACL Legislative Committee
Grand Forks Public Library
Grand Forks, North Dakota 58201

Walter R. Fiedler
Director of Institutions
State Capitol Building
Bismarck, North Dakota 58501

BILL #1

For an Act to amend and reenact sections 40-38-01 and 40-38-02 of the North Dakota Century Code, and Section 40-38-03 of the 1969 Supplement to the North Dakota Century Code and to repeal Section 50-03-08 of the North Dakota Century Code, relating to public libraries.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. AMENDMENT.) Section 40-38-01 of the North Dakota Century Code is hereby amended and reenacted to read as follows:

40-38-01. PUBLIC LIBRARY AND READING ROOM-ESTABLISHMENT - ELECTION.- The governing body of any ((municipality)) city, school district, township or county upon ((petition of not less than fifty-one percent of the voters of such municipality or county as determined by the total number of votes cast at the last general election shall have power to)) motion of the governing body or upon petition of not less than twenty-five percent of the voters in the last general election of any city, school district, township or county filed not less than sixty days before the next regular election shall submit to the voters at the next regular election the question of whether such governing body shall establish and maintain public library service within its geographic limits by means of a public library and reading room or other public library service, either singly or in cooperation with the State Library Commission, or with one or more ((municipalities)) cities, school districts, townships or counties, or by participation in an approved state plan for rendering public library service under the Library Services and Construction Act. ((Public Law 597, 84th Congress, 2d Session)) 20 U.S.C.A. Chapter 16, Sections 351 through 358 and act (s) amendatory thereof. Upon approval by a majority of the voters voting at such election, such governing body shall establish and maintain the library service so designated in the question submitted. Library service may also be discontinued in cities, school districts, townships or counties by the same procedures.

SECTION 2. AMENDMENT.) Section 40-38-02 of the North Dakota Century Code is hereby amended and reenacted to read as follows:

40-38-02. LIBRARY FUND - LEVY - COLLECTION - KEPT SEPARATE.- For the purpose of establishing and maintaining public library service, the governing body of a ((municipality)) city, school district, township or county authorizing the same shall establish a library fund by annually levying and causing to be collected as other taxes are collected, a ((municipal)) city, school district, township or county tax not ((to exceed four)) less than two and not more than six mills on the net taxable assessed valuation of property in such ((municipality)) city, school district, township or county ((and not to exceed two mills on the net taxable assessed valuation of property in such county)). The treasurer of the ((municipality)) city, school district, township or county shall keep such fund separate and apart from the other money of the county ((or municipality)) city, school district or township, and it shall be used exclusively for the establishment and maintenance of public library service. Whenever a tax for county library service is levied, any ((municipality)) city, school district or township already levying a tax for public library service under the provisions of this section, shall upon written application to the county board of such county be exempted from such county tax levy to the extent that the ((municipality)) city, school district, or township making such application levies taxes for a library fund during the year for which such tax levy is made. ((If such municipality has been totally exempted from participation in any prospective county library program the phrase "not less than fifty-one percent of the voters

of such municipality or county as determined by the total number of votes cast at the last general election" as stated in section 40-38-01 shall mean fifty-one percent of the total number of votes cast at the last general election in such county less the total number of votes cast at the last general election in such municipality))). Upon motion of the governing body or upon petition of not less than twenty-five percent of the voters in the last general election of any city, school district, township or county filed not less than sixty days before the next regular election shall submit to the voters at the next regular election the question of whether such governing body shall increase the mill levy for public library service above the six mill limit by the amount specified. Upon approval by a majority of the voters voting in such election, such governing body shall increase the levy for public library service in the amount approved by the voters.

SECTION 3. AMENDMENT.) Section 40-38-03 of the 1969 Supplement to the North Dakota Century Code is hereby amended and reenacted to read as follows:

40-38-03. BOARD OF DIRECTORS - APPOINTMENT - TERM OF OFFICE - NO COMPENSATION - FILLING VACANCIES - ORGANIZATION.- The ((school board)) governing body of a city, school district, county or township establishing a public library and reading room ((or of the school district within which such city is included, or the board of county commissioners for a county library,)) shall appoint a board of five directors representing both sexes who must be residents of the county, school district, township or city, as the case may be, to govern such library and reading room. One member of the school board shall be a member of the board of directors of a ((municipal)) city, school district or township library, and must be a resident of the ((municipality)) city, school district or township which establishes and maintains such ((municipality)) city, school district or township library; and one member of the board of county commissioners shall be a member of the county board of directors. The terms of office of the members of the first board of directors shall be as follows: one member shall hold office for one year; two members shall hold office for two years; and two members shall hold office for three years. The members, at their first meeting, shall determine the length of their respective terms by lot. Thereafter, the number of directors required to fill expired terms shall be appointed each year, and each such director shall hold office for a term of three years from the first day of July in the year of his appointment and until his successor has been appointed. No member of such board shall serve for more than two consecutive terms, after which an interval of one year must elapse before the same member may be reappointed. All vacancies on the board of directors shall be reported by such board to the ((school board or board of county commissioners, as the case may be,)) governing body of the city, county, school district, or township and shall be filled thereby. Appointments made to fill unexpired terms shall be for the residue of the term only. No compensation shall be paid or allowed to a director. Immediately after the appointment of its members, the board of directors shall meet and organize by electing a president and a secretary from among its number. The governing board of a city, county, school district, or township establishing public library service may in lieu of appointing a library board contract directly with a library board established by another governing body of a city, county, school district or township for the purpose of extending public library service.

SECTION 4. REPEAL.) Section 58-03-08 of the North Dakota Century Code is hereby repealed.

BILL #2

For an Act to provide for the establishment of the North Dakota Advisory Council on Libraries for the State Library Commission which is the Director of Institutions.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. ADVISORY COUNCIL ON LIBRARIES.- The North Dakota Advisory Council on Libraries is hereby established to provide advice and counsel to the Governor, the State Librarian, and the State Library Commission, which State Library Commission is hereby designated to be the Director of Institutions on matters of policy and programs pertaining to the State Library and to statewide library service and development. The Advisory Council on Libraries shall consist of eleven members appointed by the Governor and shall be made on the basis of ability, a sound understanding of the total responsibilities and objectives of a state library and a statewide library program, and an active interest in the attainment of these comprehensive goals, without regard to political or partisan considerations. The term of office of each appointive member shall be three years, beginning July 1 of the year of appointment and until his successor has been appointed and qualified. Any vacancy on the Council shall be filled for the remainder of the unexpired term in the same manner as the original appointment. No person shall be appointed to the Advisory Council for more than two consecutive terms, after which an interval of one year must elapse before the same member may be reappointed. The terms of office of the members of the first Advisory Council shall be as follows: three members shall hold office for one year; four members shall hold office two years and four members shall hold office for three years. The governor shall specify the length of their terms at their appointment. The Advisory Council shall elect a chairman and a vice chairman at the first meeting held after July 1 of each year. The State Librarian shall be executive secretary of the Advisory Council. No member shall receive compensation for his services on said Council other than necessary travel and per diem expenses in attending official or business meetings at the same rate as other state officers. Such reimbursement shall be made from funds appropriated to the State Library upon verified claims approved by the executive secretary.

BILL #3

For an Act to amend and reenact section 54-24-09 of the 1969 Supplement to the North Dakota Century Code, relating to the State Library Commission distribution of certain state publications.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. AMENDMENT.) Section 54-24-09 of the 1969 Supplement to the North Dakota Century Code, is hereby amended and reenacted to read as follows:

54-24-09. DISTRIBUTION OF CERTAIN STATE PUBLICATIONS FOR CERTAIN LIBRARIES REQUIRED.- All state departments, offices, and agencies shall deposit with the State Library Commission ~~((ten))~~ eleven copies of all publications issued by them whether printed, mimeographed or duplicated in any way, which are not issued solely for use within the issuing office. The State Library Commission shall ~~((transmit these))~~ keep one copy on file in its own library, transmit one copy to the Library of Congress, and transmit the remaining copies to depository libraries distributed geographically over the state, which libraries shall be those of the state historical society, North Dakota state university, the university of North Dakota, Minot public library, and Dickinson state college, plus ((five)) four others which the State Library Commission shall determine.

BILL # 4

For an Act to amend and reenact section 40-38-11 of the North Dakota Century Code, relating to the consolidation or merger of library services.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

Section 1. AMENDMENT.) Section 40-38-11 of the North Dakota Century Code is hereby amended and reenacted to read as follows:

((40-38-11. CONSOLIDATION OF LIBRARY SERVICES ALLOWED IF APPROVED BY THE VOTERS AFFECTED.- In accordance with section 54-40-08 an agreement for the merger or consolidation of the public library services of any political subdivision of this state with other existing library services in that political subdivision or any other political subdivision may be executed and thereafter such public library services may be provided in accordance with such agreement.)))

40-38-11. CONSOLIDATION OR MERGER OF LIBRARY SERVICES.- Public library service maintained by any city, school district, township or county may be merged or consolidated with any other existing library service maintained by any other cities, school districts, townships or counties upon motion of the respective governing bodies. Such mergers and consolidations that may be executed by the governing boards shall include provision for a single library board representing the various cities, school districts, townships or counties levying funds for support of library services. The method of representation on the consolidated or merged board shall be determined in the merger or consolidation agreements. Such consolidated library board shall have all power provided in sections 40-38-04 through 40-38-09. The treasurer of the consolidated library board shall receive and retain all tax funds levied for public library service by the governing boards of all cities, school districts, townships and counties represented on the consolidated library board. The treasurer shall pay out moneys belonging to the consolidated library board only upon properly drawn vouchers, pursuant to order of the library board, by library board treasurer's check. The funds received by the consolidated library board treasurer shall not revert to or be considered funds on hand by any governmental unit furnishing same, at the end of any biennium or fiscal year. The consolidated or merged library board treasurer shall be bonded in such amount as may be specified by resolution adopted by the consolidation merged library board.

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LOAN LICKERTALE NEWSLETTER

PUBLICATION OF THE NORTH DAKOTA STATE LIBRARY COMMISSION

RICHARD J. WOLFERT
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THE STATE LIBRARY IN THE 70'S
By Richard J. Wolfert, State Librarian
An Address Given at the North Dakota
Library Association Conference
Medora, North Dakota
September 22, 1970

The State Library is a responsive library, just as your own library is a responsive library. What is the State Library responsive to? The State Library is a pivotal agency. It stands in the center. It looks out in many directions, and it is looked to from many directions. It looks to the United States Office of Education for financial support for public libraries and itself, for library development guidelines and coordination of all types of libraries.

The State Library looks to multistate library organizations for supportive services such as the Denver Bibliographic Center.

The State Library looks within the state government of which it is part to assess its needs and to supply services. The State Library also looks to the legislature for its biennial appropriation.

Local libraries, whether they be academic, school, public, or special look to the State Library for supportive services in the form of supplemental loans of materials, bibliographic location, and research in special areas.

Above all the State Library is responsive to the needs of the local libraries within the state although what the State Library does in the 70's will be determined by a multitude of factors from the federal to the local level. Such factors include federal funding and programs; state programs determined by the State Planning Council, State Library, and the Advisory Council on Libraries; the amount of state funding; local library government financing and organization; and development of Regional Advisory Councils on Libraries. The dominant factors will be the source of revenue for library service and the percentage contributed by each level of government - federal, state, local - and the government structure to determine policies and services.

Local Libraries are Responsive

The State Library is a responsive library just as your own library is a responsive library.

North Dakota State Library
Bismarck, ND 58505



School and academic libraries are responsive to their parent institutions and the institutions likewise, are responsive to the society in which they operate. As the school, college, or university change their programs to fit the needs of the times, the library of which it is part, if not the heart also changes in materials, staff and services. There are situations where the library is the leader in recognizing and promoting needed changes in the instructional program of the school.

Special libraries operated by private or public corporations are responsive to the very special purposes and programs of the corporation of which they are a part. For example, a library of an electric power utility probably would change its acquisition policy to include more material on environmental pollution than it had before the furor now being raised by segments of our society.

Public libraries are searching for ways to respond to the changing times. Public librarians see their clientele rapidly changing and demands for services shifting. Public libraries often stand alone in isolation (by choice) aloof from the environment in which they operate. This is usually done in the name of keeping out of politics, keeping neutral. This procedure is laudable in its objective, but it also tends to keep the public library out-of-step with the society it is set up to serve. Around the public library have grown school libraries, infants in many instances, but a vital and growing instrument for serving the curricular and recreational needs of students. Around the public libraries have grown paperback book stores or racks of paperbacks in many general merchandise stores which also help meet the reading needs of students and adults on an economical basis. Around many public libraries population and tax bases have declined while school districts have become larger serving a larger student body with diversified interests and talents.

Around public libraries have grown a more educated, sophisticated, demanding population and the librarian has to run very fast to keep abreast of their emerging needs.

Public libraries are searching for ways to respond to the changing times. They are seriously looking at the possibilities of regional library service because it may be the mechanism for obtaining sufficient funds to provide a building, books, films, tapes and a knowledgeable staff to provide a service that is needed today. The public librarians are exploring their relations with their new neighbors, school librarians.

What is not being done is a swelling of library board members who are open and responsive to the changing times. Public library boards are not sacred. Public libraries can be operated as departments of local government or as a part of a state library. Local boards of control are not necessary although they may be desirable. Public library boards are really on trial. Prove their worth they must and that proof is not that the local library exists and nobody complains. It may be that the library is dead and everybody in town knows it but the board. Where is the cry from local library boards that they can't raise sufficient revenue to operate a library because of restrictive state laws. Where is their interest to blaze new paths for the improved opportunity for the individual to grow, unfold, develop his talents, to become a vital knowledgeable member of the community and our democratic way of life. Are they leaving this to exclusively to our professional educators? I hope not.

The State Library and State-wide Library Development

As has been said, the State Library has to be responsive and it has to be responsive to many organized fronts. The State Library first of all has to be responsive to the library needs of the state as a whole. And the state as a whole is in a very uneven state of library development. While no library in our state meets current national standards, some are much better than others. The ones that

are better are usually better because of a larger population and tax base, has a librarian who is knowledgeable, confident and active and interested parent body whether it be a school administrator or a library board.

The unevenness of library development in our state includes academic libraries with inadequate collections and staff to support new instructional programs as well as many programs not so new. It includes grossly inadequate school libraries or non-existent school libraries and it includes vast number of North Dakota citizens who have no local library service of any type or any level of adequacy.

Bookmobiles

At this point, I say that those librarians, trustees, and friends of public and county libraries who promote and justify bookmobile service primarily upon monthly stops at rural schools so as to lessen the need to provide school libraries and to conserve the local tax dollar, are doing a disservice to the education of the children they so proudly serve. School libraries are to be promoted. Thousands of paperback books in every school library are needed, the library open every hour of the school day and beyond, and the library use promoted by the teachers. That school administrators are willing to save the school library dollar and spend it on something else is educationally unsound and their support of bookmobile service in lieu of adequate school libraries is indefensible.

It is also time for our State Department of Public Instruction to enforce school library standards to qualify for state and federal school library aid. Disgusted parents who know the inadequacy of libraries in their communities for student needs would do well to place their efforts for more books and other library materials in the school available to students 40 hours or more each week rather than a bookmobile stop once a month for a few hours. It is better to improve the school library situation rather than build a library empire around the school problem.

I am not saying that bookmobiles have no place in our library service patterns. I am saying that the present emphasis upon primary service to schools is educationally unsound and should be phased out as conditions permit.

Many segments of our population will not come to a library. We know that the aged and infirm cannot or will not come to our libraries. We know that persons who have low motivation for reading do not come, but they can be interested books and shown that their life can become more interesting, more beautiful, more meaningful, and creative through reading. Friends, seek out these people by the best means possible. Try bookmobile service, try personal delivery service, try bussing them to your library, try mail order catalogs. Let us not be wedded only to the ways of the past.

The Role of the State Library

This unevenness of the state of library development causes the State Library to maintain a general library collection of around 85,000 volumes. The State Library has a good collection of juvenile books, young peoples books, adult fiction and non-fiction, and some phonorecords. Essentially we are one of the stronger public libraries in our state. We serve all sizes and types of libraries from the largest to the smallest and we serve many citizens directly by mail who have no local library.

In effect the State Library is a great equalizer of library service. No matter where he lives in the state, a reader can usually get what he wants if he is knowledgeable about the ways of libraries. A notable achievement I assure you. But is there a better way to do the job? What about all the library needs unsatisfied and all those library needs unidentified in our ignorance? Can not the State Library release or delegate some of its present responsibilities to other libraries so that it can go on to do a better job in more specific areas?

Public libraries are finding their service pattern changing in that their students are more and more getting their library materials from their school library and thus leaving public libraries to concentrate on other needed services. Cannot the State Library designate some local libraries which are strong in materials and staff and space as branches of the State Library to serve all of the state's citizens closer to home and therefore equalizing the unevenness of local library service? If so, then the State Library can concentrate upon more special needs of the state and not duplicate services already available.

The State Library needs to concentrate on certain specific areas. These areas include:

1. Maintenance of the union catalog of books and serials and expansion into audio-visual materials.
2. Development of the North Dakota Network for Knowledge, a reference-information-interloan teletype network to facilitate the transfer of information and materials around the state.
3. Service to state government. The State Library is the special library to the state government of North Dakota. A much better job needs to be done in fulfilling this important function.
4. Planning - to know where we have been, where we need to go, how to go, and when, are complex matters, best not left entirely to chance. We must have a plan. State and federal government now requires a plan for all government services. Our North Dakota Advisory Council on Libraries will be the prime organizational body for planning on a statewide basis. The various Regional Task Forces in Regional Library Development are the means for planning on a regional level.

The State Library library is a coordinating agency, the state level clearinghouse for all types of libraries, the focal point for interlibrary cooperation. As such, you have a stake in its future.

North Dakota Libraries in the 70's

North Dakota libraries in the 70's will be a web of libraries. Inter-connection and coordination will be built into their structure. They will be responsive to the needs of their primary clientele by the adequate provision of local services and through the web the provision of supplemental services to their primary clientele and through the web supplementary service to other libraries' primary clientele.

Since all types of libraries will be part of the web, the broadest functioning state library agency may be the coordinating body to facilitate the operation of the web and its source of financial support.

Academic Libraries

Academic libraries are our largest fountain of materials and services in our state. They have the largest book collections, periodical subscriptions, document depositories, and knowledgeable and skilled staff. These resources are first for the students and faculty in the school for they are the academic library's primary clientele. The State Library is the means of access on a statewide basis to these academic library resources for all others. Local, regional, and state clearance is needed to insure the use of other library resources before facilitating access to academic libraries. However, in these times of financial limitation and institutional stress we may need to insure the general public's access to academic resources through the State Library by providing special grants-in-aid to those libraries which provide so much service beyond their primary clientele.

Academic libraries may be expected to form their own cooperative networks in the 70's which may include reference and information, cataloging and heavy use of computer technology.

School Libraries

School libraries in the 70's will grow well beyond their present day limitations. Expect a tremendous growth in materials (print and audio-visual), especially in the use of paperbacks. Gone will be the school without a library; gone will be the school library without a librarian. We are rapidly moving ahead to larger school districts, larger schools, larger libraries in the school building, properly staffed by a certified librarian and supporting staff. No longer will the student or teacher have to write away to the State Library for books to complete classroom assignments or to wait for the bookmobile stop once-a-month.

School libraries in our smaller communities will also serve as a center for adult reading and reference and as a point of contact in our web of libraries throughout our state as the school's hours are extended to evenings and weekends.

Public Libraries

Public libraries in the 70's will undergo the most changes. They will move into audio-visual materials quite strongly; serve wider areas than their present locality; there will be fewer of them but larger and stronger; more adequately staffed, and receive supplemental financing from the state or perhaps operate as branches of the State Library. The public library will continue to function as the university for the common man, a point of access to the world of knowledge.

Public libraries will be organized on a regional basis. It is already known that the tax base of a single city or county is inadequate to support the full range of public library service needed today. It is becoming increasingly clear that even multicounty libraries provide too small a tax base. Regional libraries funded by the state may be the most feasible basis for future general library service.

Regional library councils will emerge and will be important in guiding the development of library service throughout the region and coordinating existing resources. All types of libraries will be represented as will be users of the libraries on the regional council.

Financing Library Service

Local taxes for libraries will continue to be important and necessary for local library service. Without local taxes there will only be minimal service from a regional library financed by the State Library. Increased state appropriations for libraries can be expected and regional library councils may be expected to have a voice as to how these funds are used in their region. Federal funds can be expected to be used for projects on a multi-state level, on a statewide basis, and on a regional level within a state. Local library service will remain to be financed by local money.

Purpose of Libraries

Thru all our triumphs and trivialities, our joys and woes, let us remember the purpose of libraries and our responsibilities as librarians.

Man is searching for something in his life that will give him a sense of satisfaction and a feeling of well-being. Man is at a point where life must be meaningful to him, where life must have a purpose that can be understood and that the means to accomplish that purpose must be available to him.

The purpose and meaning must come from each one's own heart. The library, whether it be a school, college, or public library, serves as a place where ideas are presented to individuals to awaken them, to challenge them, to inspire them to search within themselves for their own purpose and meaning. The library is a means for each of us to accomplish our great purpose in life, a means to understand ourselves, our relationship to each other and to God. The library is truly one of man's greatest inventions, one of God's instruments for unfolding His Divine Plan for His creation.

This view of the 70's is the result of projecting ahead some obvious trends. Libraries in the 70's will be influenced by many forces, all man's myriads of thoughts. So let us remember, that as you think, you travel; and as you love, you attract. You are today where your thoughts have brought you; you will be tomorrow where your thoughts take you. You cannot escape the result of your thoughts, but you can endure and learn, you can accept and be glad. You will realize the vision, not the idle wish, of your heart, be it base or beautiful, or a mixture of both, for you will always gravitate toward and attract that which you, secretly, must love. Into your hands will be placed the exact result of your thoughts; you will receive that which you earn; no more, no less. Whatever your present environment may be, you will fall, remain or rise with your thoughts, your vision, your ideal. You will become as small as your controlling desire; as great as your dominant aspiration.

DEPOSITORY October 25, 1970 - vol 2, no 17

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PERIODICALS
FLICKERTALE NEWSLETTER
A PUBLICATION OF THE NORTH DAKOTA STATE LIBRARY COMMISSION

**LOAN
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RICHARD J. WOLFERT
DIRECTOR
STATE LIBRARY COMMISSION
BISMARCK, NORTH DAKOTA
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ADMINISTRATION 224-2492

VOLUME 2, NUMBER 17

OCTOBER 25, 1970

COMPUTERIZED PERIODICALS SYSTEM
AT THE MINOT STATE COLLEGE LIBRARY
BY RICHARD C. THOMPSON
PERIODICALS LIBRARIAN, MINOT STATE COLLEGE LIBRARY

SYSTEM OBJECTIVES

1. To bring order out of chaos in periodicals records and stacks.
2. To provide staff and patrons with complete alphabetical listing of all MSC periodicals.
3. To include in computerized periodicals record as many categories of data concerning titles as possible: title, see references, location, routing, MSC holdings, publication or bibliographical history, subscription status (active or inactive), etc.
4. To eliminate as many periodical records files as possible: Rolodex list for patrons, free subscription file, Kardex (!!!), etc.
5. To update holdings records.
6. To produce a subject listing of MSC periodicals since they are presently alphabetically arranged and not in the card catalog.
7. To produce a print-out of periodical titles to be taped on the ends of the periodical ranges as a stack aid in locating periodicals.
8. To institute computerized claiming of missing periodicals.
9. To produce want lists of missing periodicals.

CONSULTATION, SYSTEMS DESIGN & ANALYSIS PHASE

1. Continuing consultation between MSC Periodicals Dept. and North Dakota State University Computer Center began on November 4, 1969.
2. Systems design and analysis are on-going processes and open-ended.
3. Systems design and analysis is conducted primarily by the MSC library staff with the advice of the N.D.S.U. Computer Center.
4. Personnel involved in this phase:
 - A. Richard C. Thompson, MSC Periodicals Dept.
 - B. Leon E. Whitinger, Head Librarian
 - C. George Clark, MSC Reference Librarian
 - D. Eugene R. Hanson, former Head Librarian
 - E. Clark Dennis, MSC Mathematics Dept.
 - F. Loren Willard, N.D.S.U. Computer Center
 - G. Keith Dahnke, N.D.S.U. Computer Center
 - H. Donald Peterson, N.D.S.U. Computer Center
 - I. Library student assistants

North Dakota State Library
Bismarck, ND 58505

COMPUTER FACILITY



1. North Dakota State University's Computer Center provides CPU time (free), consulting (free), programming (free), supplies (library pays).
2. Minot State College allows Library to use IBM 029 Key Punch and cards.

EQUIPMENT (HARDWARE)

1. IBM 360/50 Computer, North Dakota State University Computer Center.
2. IBM 029 Key Punch, Science Dept., Minot State College.
3. NCR Encoder/Key-To-Tape with data phone connections to Fargo and IBM Selectric Typewriter (projected Winter 1971), Science Dept., Minot State College.

SOFTWARE

1. Programming is done by Loren Willard and Keith Dahnke of N.D.S.U. Computer Center. Several programming languages (COBOL, PL/1, FORTRAN) are used for input, file maintenance, etc.
2. Input is on 80 column IBM cards.
3. Output:
 - A. Master print-outs for staff use.
 - B. Public print-outs with only selected categories of information.
 - C. IBM cards for claiming.
 - D. Claim letters to go to publishers.
 - E. Title lists for periodical ranges.
 - F. KWOC (Key-Word-Out-Of-Context) Subject Index to MSC periodical titles.
 - G. Updated master tapes.
 - H. Various specialized print-outs.

KEY PUNCHING

1. Key punching is done by Mr. Thompson of MSC Periodicals Dept.
2. Clerical help will eventually be trained to take this phase of the system over.

SYSTEM IMPLEMENTATION

1. Actual work began on February 4, 1970 and continues to the present.
2. NORTH DAKOTA-SOUTH DAKOTA UNION LIST OF SERIALS served as data base for MSC library.
 - A. Master computer tape of the UNION LIST obtained by N.D.S.U. Computer Center from the Bismarck State Computer Center in January 1970.
 - B. Master computer tape run off by computer in IBM punched card form with 1 title and unique I.D. number per card. Number of cards: 13,752.
 - C. Cards delivered to Library on February 4, 1970.
 - D. Cards matching periodical titles in MSC collection pulled from 13,752 UNION LIST cards.
 - E. Additional titles or corrected titles were key punched by N.D.S.U. Computer Center.
 - F. MSC cards run against master computer tape of UNION LIST to retrieve complete entry and MSC holdings records (if any) on April 10, 1970. First print-out for MSC Library April 10, 1970.
 - G. Revised MSC holdings records punched by Mr. Thompson from April 11, 1970 up to present date.

ACCOMPLISHMENTS

1. Updated master print-outs of MSC periodicals records are run once (at least) a month. Updates have been run on April 10, May 28, June 18, July 3, July 15, August 1, September ?, 1970. All print-outs are saved at Library. Computer Center holds old master tapes and cards as back-up. Library has master tape from July 15, 1970 computer run as a back-up. Master print-out contains:
1) Periodical titles in alphabetical order, 2) Publication history for majority of entries, 3) Location if on display or in Science Dept. or if in book or reference collection, 4) Call Number if classified, 5) SDI information, 6) detailed holdings records, 7) list of claims for missing issues, 8) Subscription Status, either CURRENTLY RECEIVING, NO LONGER RECEIVING, or ON ORDER.
2. Master tapes and print-outs can be corrected, changed, etc. by Library staff with the IBM 029 Key Punch.
3. STACK LIST. On July 22, 1970, a special print-out on narrower paper than usual was produced with a listing for just titles, location, and call number. This print-out was separated at the proper places and taped to the ends of the periodical ranges to aid in locating periodicals on the shelves. An exact and complete list of what titles are supposed to be on each aisle and range of periodical shelving has been quite useful to patrons and staff alike. This type of print-out will be run two or three times a year.
4. SUBJECT INDEX. A KWOC (Key-Word-Out-Of-Context) Subject Index to MSC Periodical Titles was run on the computer on Aug. 17, 1970. Programming for the KWOC project was done by the N.D.S.U. Computer Center. A list in the form of punched cards of insignificant words to be ignored by the computer in indexing the titles was compiled by the Library. The resulting KWOC Index is not too bulky and is a definite aid in searching for periodicals by subject; a task that was much more difficult prior to the arrival of the KWOC Index.
5. COMPUTER CLAIMING. Beginning in September 1970 the IBM 360/50 computer will assume the periodical claiming function. After a claim on a certain title is submitted to the computer in the form of a punched card, the computer will add this data to the master tape record (and print-out), produce a form claim letter addressed to the publisher containing the title, claim, and the subscription agent's name and address. Additionally, the computer will produce IBM punched cards containing vital elements (cited previously) to be sent along with the claim letters to the publishers, which are to be returned by the publishers with the claimed issues. Upon return of the card to the computer center the claim will be deleted from the master tape and future print-outs. Until a claim is deleted the computer will keep on producing claims letters and cards month after month after month.
6. FILE ELIMINATION. The Rolodex file for the public is gone and the public now uses a public print-out containing only essential items of data concerning periodical titles. The Free Subscription File has been eliminated. Claim file records are being dispensed with, since claims information will be kept track of by the computer. Hopefully, the subscription order card file will be converted to tape in the near future, thus allowing computerized acquisitions of periodicals.

7. WANT LISTS. Want lists to be sent to back issue periodical dealers may be produced by running a print-out of just titles and the claims data for each title (if any). Older missing issues (claims and non-claims) can be added at any time.

EXPENSES

1. MSC Library is billed once a month by N.D.S.U. Computer Center for only supplies and postage. See summary below:

May 15, 1970 Billing - \$51.25

July 9, 1970 Billing - \$23.25

Aug. 10, 1970 Billing - \$13.08

Sept. 14, 1970 Billing - \$22.36

TOTAL \$109.94 Computer Center Charges

2. In Free Services (programming, consulting, etc. and CPU time) provided by the Computer Center, which are listed in the billings but which the Library does not pay, MSC Library would have had to have paid so far \$2,617.63.
3. Hidden expenses have been borne by the Library in the salaried time of the Periodicals Librarian who has instituted and maintains the system. Hundreds of hours on and off the job have been spent on the periodicals system.

FUTURE DEVELOPMENTS

1. Acquisition of an NCR Encoder with data phone and typewriter attachment will speed up the data transmission time by days. Although it would still operate in batch mode and off-line, MSC Library will be practically on-line.
2. Want lists will be produced from titles and claims records.
3. Subscription ordering information should be transferred to tape and incorporated into the claims sub-routine.
4. Refinement of the KWOC indexing routine will occur soon.
5. Valley City State College Library is investigating a system similar to Minot's. A copy of the Aug. 1, 1970 MSC print-out was sent by the Computer Center to Valley City.
6. Elimination of the Kardex would be desirable. Current checking-in could be done on print-outs using computer predictions of journal arrivals (similar to the University of Minnesota Bio-Medical Library Serials System) OR periodicals could be recorded directly on tape on the NCR Encoder, transmitted to Fargo, update the master tape, results transmitted back to Minot and typed out by the NCR typewriter for practically on-line periodical posting and accessioning. Daily print-outs of journals received that day (or weekly print-outs) could also be produced on the NCR configuration.

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MATERIALS

WICKERTALE NEWSLETTER

LOAN COPY PUBLICATION OF THE NORTH DAKOTA STATE LIBRARY COMMISSION

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VOLUME 2, NUMBER 18

NOVEMBER 25, 1970

NORTH DAKOTA ACADEMIC INTERLIBRARY LOAN CODE

This code is a voluntary agreement adopted by the College and University Section of the North Dakota Library Association on May 8, 1970, to govern interlibrary lending among libraries in the state of North Dakota. Although correlated with the ALA National Interlibrary Loan Code, 1968 (adopted on June 27, 1968) this local code is intended to promote a more liberalized interlibrary loan policy among the libraries adopting it. It is based on the premise that access to information is a right, not just a privilege. However, liberal interlibrary lending should be no substitute for the development of adequate collections based on the needs of the service areas represented in libraries and library systems.

This code may be further expanded or modified to meet the particular interests of participating libraries.

The American Library Association has published a procedures manual suggested for use in implementing the national code; libraries requesting materials on loan under the provisions of the local code are urged to follow the recommendations of the manual.

I. DEFINITION

1. Interlibrary loans are transactions in which library materials are made available by one library to another; for the purpose of this code they also include the provision of copies as substitutes for loans of the original materials.

II. PURPOSE

1. Since it is increasingly evident that it is impossible for any one library to be self-sufficient, and in the belief that the furtherance of knowledge is in the general interest, interlibrary borrowing and lending is regarded by the libraries subscribing to this agreement as essential to library service.

III. MUTUAL USE

1. Loans for undergraduate students may be requested from other North Dakota libraries.
2. In-person use of all academic library facilities by all academic personnel is allowed on all North Dakota college and university campuses upon presentation of identification.
3. The patron can return library materials to his home library for return by the Interlibrary Loan Department to the lending library.
4. When a student from another institution violates a rule, the librarian of the lending library will report to the librarian of the borrower's home campus who will then undertake collection of fines at their discretion, and/or return or replacement cost of the library materials (designated by the lending library).

IV. RESPONSIBILITY OF LENDING LIBRARIES

1. Lending libraries have the responsibility of informing borrowing libraries of any failure to observe the provisions of this code, and if necessary may invoke the provisions stated in Sec. XIII.
2. Lending libraries will practice as liberal and unrestrictive a policy as is possible in interlibrary loans, with due consideration to the interests of the primary clientele.

V. RESPONSIBILITY OF BORROWING LIBRARIES

1. It is recognized that interlibrary lending does not relieve any library of the responsibility of developing its own collection. Each library will provide the resources to meet the ordinary study, educational, instructional, informational, and research needs of its users. Requests to borrow from other libraries will be limited to those items which the library might not be expected to own. No library should depend upon another to supply the normal needs of its clientele except under special agreement for such service.
2. Borrowing libraries will make every effort to exhaust their own resources before resorting to interlibrary loans via the Union Catalog initially.
3. Borrowing libraries will screen carefully all applications for loans, rejecting those which do not conform to this code. (See also Art. VIII, Conditions of Loans; Art. X. Form of Request.)

VI. SCOPE

1. Any type of library material needed for the purposes of study, instruction, information, research or personal enjoyment may be requested on loan, or in photocopy from another library. The lending library has the privilege of deciding in each case whether a particular item should or should not be provided, and whether the original or a copy should be sent. These decisions may be determined by the nature of the material or its physical condition and the degree of active demand for the material requested.
2. Under the terms of this agreement it is permissible to request an interlibrary loan:
 - a. Materials collected in specialized subject fields and in special nonrestricted collections;
 - b. Materials collected under special acquisition agreements;

- c. Materials bought under special grant or other programs intended to promote economical use of the total resources of the area;
 - d. Reference materials whenever lending might not hinder the service of the lending library;
 - e. General materials, e.g. pamphlets;
 - f. Government documents from depository libraries.
3. Under the terms of this agreement, borrowing libraries will not ordinarily request:
- a. Books in current and/or recurring demand;
 - b. Bulky or fragile materials;
 - c. Rare materials;
 - d. A large number of titles for one person at any one time (this at the discretion of the borrowing library);
 - e. Duplicates of titles already owned;
 - f. Materials which can be copied cheaply;
 - g. Materials for class, reserve, or other group use.

VII. EXPENSES

1. The borrowing library should be prepared to assume any costs charged by the lending library as agreed upon in this code. If the charges are more than nominal, and not authorized beforehand by the borrowing library, the lending library will inform the requesting library and obtain authorization to proceed with the transaction. Borrowing libraries should attempt to anticipate charges and authorize them on the initial request.
2. In the interests of efficiency the lending academic libraries agree to absorb nominal costs for:
 - a. Postage;
 - b. Photocopying at 10 cents per sheet up to and including one dollar;
 - c. Insurance charges if insured by the lending library;
3. Bi-lateral agreements between libraries with approximately equal exchange may be made to eliminate charges altogether. Requests for excessive amounts of photocopy should be discouraged even when paid for at 10 cents per page.
4. No handling charges are to be assessed.

VIII. CONDITIONS OF LOANS

1. The borrowing library will honor any limitations on use imposed by the lending library.
2. Unless specifically forbidden by the lending library, it is assumed that copying is permitted, provided that it is in accordance with copyright law and ALA policy and further, provided no damage to the original volume will result.
3. The borrowing library is responsible for returning loans promptly and in good condition.
4. The safety of borrowed materials is the responsibility of the borrowing library. The borrowing library will meet all costs of repair or replacement in accordance with the preferences of the lending library.
5. Referral centers are not responsible for overdues on loans supplied directly from one library to another.

IX. PLACEMENT OF REQUESTS

1. Requests should be routed through established channels, e.g. Union Catalog, Bibliographic Center for Research.

2. Requests may be made by mail, or telephone using the standard ALA form or the ALA photoduplication form or a mutually acceptable form. For a telephone transaction, the lending library assumes the responsibility of preparing the standard ALA form for both libraries.
3. No library will lend directly to an individual on an interlibrary loan basis through the mails, except by mutual agreement between the borrowing and the lending libraries. Referral centers are to arrange that requests be sent directly from the lending library to the borrowing library.

X. FORM OF REQUESTS

1. Materials requested must be described as completely and accurately as possible following accepted bibliographic practice and utilizing all bibliographic tools locally available.
2. When the item requested cannot be verified, the statement "cannot verify" should be indicated and sources checked should be listed.
3. If verification is disregarded, or the bibliographic data is incorrect, and unless special agreement otherwise provides, the lending library may return the request unfilled without special effort to identify the reference.
4. The name and status of the individual for whom the material is being requested shall appear on the request form.
5. All requests and shipments shall be conspicuously labeled "Interlibrary Loan."

XI. DURATION OF LOAN

1. Unless otherwise specified by the lending library, the duration of the loan shall be calculated as the time the item is to be in the borrowing library, disregarding the time spent in transit. The period of loan shall be that ordinarily extended by the lending library.
2. Renewal requests are to be made sparingly by phone or mail.
3. The loan period specified by the lending library should be appropriate to the type of material.
4. The borrowing library is responsible for returning interlibrary loans promptly and in good condition.
5. Material on loan is subject to recall at any time and the borrowing library shall comply promptly.

XII. NOTIFICATION AND ACKNOWLEDGEMENT

1. If the material cannot be supplied promptly, the lending library shall state the reason.
2. If there is undue delay in receipt of shipments, the borrowing library shall notify the lending library so that a search may be initiated.

XIII. VIOLATION OF THE CODE

1. Continued disregard of the provisions of this code shall be sufficient reason for suspension of borrowing privileges.

Adopted May 1970

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December 1, 1970
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TOPICAL MATERIALS

FLICKERTALE NEWSLETTER

**LOAN
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Volume 2, Number 19

December 1, 1970

NORTH DAKOTA LIBRARY ASSOCIATION

MEDORA CONFERENCE

Mrs. Richard E. Frank,
editor

The New Breed. What a theme for North Dakota librarians as they gathered at Medora in September! The proceedings of the convention will be in your hands as soon as possible, but proceedings cannot reveal what the occasion meant to those who attended it. For individual librarians it was an opportunity to see the big picture and to go back to their own duties stretched and pulled--a little closer to becoming a part of that new breed of librarian that the decade is calling for.

Part of the time in Medora was devoted to a serious consideration of changes that are imminent in the whole pattern of library service in the state. Part of it was pure fun, as a new breed of cowboy in becoming hats and boots turned out to be librarians after all. And there was sheer enchantment as the members gathered around a camp fire and looked back happily into the past with that excellent storyteller, Ralph Hubbard.

In meeting the next day the group passed a resolution to publicize the need for a historical library in Medora, to be called the Ralph Hubbard Library. The executive board was charged with the duty of exploring the best way to achieve this goal.

With these things in mind Duane Crawford, reference and documents librarian at the Chester Fritz Library, wrote the following letter to the editor of NDLA News:

'We sang old favorites on the road back from Medora to Grand Forks until our throats were dry, and then I was left to my thoughts about what had taken place and my part in the coming together of librarians. I suppose we all came away with a sense of renewal and a feeling of the urgency of things to be done--maybe this year.

The part Ralph Hubbard played was the character of an Indian-cowboy storyteller filled with the romance of the Old West. He inspired the preservationist in us, and so we resolved to establish a library in his name, supposedly of the materials he has gathered through a lifetime and others which reflect the spirit of Medora. Harold Schafer has for years sponsored writer's



workshops, so there is probably a need to go beyond what is now available in present libraries and to set up a collection there. It would be of professional value to the serious writer and historian and of personal value to thousands of people who are interested in the Old West. Tourists can be tempted to read as well as to buy.

I have worked on various bibliographies to encourage the use of regional materials: 'Photographers of the Old West', 'Missouri River in Paint', and one on the literature of the Bad Lands. Currently I am trying to select material for 'Literary Landmarks of North Dakota.'

We not only need to preserve materials, but also to encourage authors and promote our literature once it is published. I am impressed with what hasn't been written about North Dakota."

Editor's note: "Literary Landmarks" is now ready for the National Council of Teachers of English for their forthcoming publication, "Literary Landmarks of the Fifty States."

MOUNTAIN-PLAINS LIBRARY ASSOCIATION

The Mountain-Plains Library Association met in Las Vegas, Nevada, November 1 - 4, 1970. Attending from North Dakota were Dennis Page, Everett Foster, Richard Wolfert, Donald G. Wald, James L. Dertien, Mrs. Ruth McMartin, and Kilbourn L. Janecek, many of whom played an active part in the convention. Mrs. McMartin served as chairman of the Technical Services Section and Janecek of the College and University Section. Janecek is now president-elect of the association; Dertien is chairman of the Public Library Section; Mrs. McMartin is secretary of the Children's and School Section. Page, the official representative from N. D. L. A., will report on the proceedings at a later date.

N. D. L. A. - COLLEGE AND UNIVERSITY SECTION

The College and University Section will meet December 11, 1970, at the Wahpeton State School of Science, according to Kilbourn L. Janecek, chairman.

N. D. L. A. - CONVENTION, 1971

Convention will be in Fargo on Friday and Saturday, October 22 and 23. Headquarters will be the Town House Motel, where fifty rooms have been reserved for Friday night, the 15th. Please refer to the NDLA when requesting reservations. The convention will overlap NDEA in order to take advantage of the numerous exhibits which are available and to make it easy for more school librarians to attend. School librarians should also note NDLA's new dues structure which makes them eligible to belong for \$5.00 annually, provided they belong to NDEA. Watch for further announcements from Ruth McMartin, who is in charge of arrangements for convention.

GOOD NEWS FROM THE NORTHWEST

The Divide County Library has been named in the will of the late Frank Kirchofer of Crosby, to receive land and stocks in the amount of \$50,000.

NORTH DAKOTA COUNCIL ON EDUCATION

As an example of the new breed of librarians, breaking away from their bastions of books, here is a summary of James L. Dertien's excellent report on the annual meeting of the North Dakota Council on Education in Bismarck, November 9, 1970.

"Leading off the morning session was Levi Larson, Director of Education, North Dakota Commission on Alcoholism, on the topic, 'Why do adults and youth use and abuse drugs?' The talk centered on the processes of insecurity, lack of self-acceptance, and peer pressure, with accurate evaluations of the problems involved.

Following this talk Glenn R. Dolan, Director of Guidance and Counseling and Coordinator for Drug Education in our state, discussed the widespread activity in North Dakota to survey drug use and abuse, and the steps that have been taken to educate the public.

In the afternoon Otto Bernhoft, Principal, South High, Fargo, proceeded to stir up quite a hotbed of discussion with his talk on pupil, teacher, and principal relations in a contemporary high school. South High with its open campus for juniors and seniors is liberal in its planning, allowing for a great deal of freedom with respect for the student and his rights.

Harold Michelson, Director of Secondary Education, then described modular scheduling and flexible scheduling. His talk led naturally to the next speaker, Dr. Warren D. Strandberg, Coordinator for Program Development at UND. Dr. Strandberg provided information on the New School of Behavioral Studies, outlining the program and reporting on results to date. This program, despite the primitive simplicity of its concept and objectives, has received national attention.

At the business meeting I encouraged the president, Donald Kirsh, to try to publish the proceedings of these annual meetings so that we could report more accurately to our representative member organizations."

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FLICKERTALE NEWSLETTER

**LOAN
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A Publication of the North Dakota State Library Commission

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Volume 2, Number 20

December 7, 1970

LIBRARY LEGISLATION

This issue of Flickertale Newsletter is devoted to the publication of the final draft of library legislation for the 1971 session of the North Dakota legislature.

This legislation has been drawn by the State Librarian in consultation with the Attorney General's Office and has been approved by the State Library Commission, the Superintendent of Public Instruction, the North Dakota Advisory Council on Libraries appointed by Governor Guy, and by the legislative committee of the North Dakota Library Association.

This issue of Flickertale Newsletter is being sent to public libraries, public library trustees and members of the North Dakota Library Association and to other interested persons.

Now is the time to inform your elected representatives of your views on these bills. Passage will not be secured unless you act!

Richard J. Wolfert, Director
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Bismarck, North Dakota 58501

Jonathan C. Eaton, Chairman
NDLA Legislative Committee
Box 2697
Minot, North Dakota 58701

Dennis N. Page, Chairman
NDACL Legislative Committee
Grand Forks Public Library
Grand Forks, North Dakota 58201

Walter R. Fiedler
State Library Commissioner
State Capitol Building
Bismarck, North Dakota 58501



LIBRARY BILL NO. 1

For an Act to amend and reenact sections 40-38-01 and 40-38-02 of the North Dakota Century Code, and section 40-38-03 of the 1969 Supplement to the North Dakota Century Code and to repeal section 50-03-08 of the North Dakota Century Code, relating to public libraries.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. AMENDMENT.) Section 40-38-01 of the North Dakota Century Code is hereby amended and reenacted to read as follows:

40-38-01. PUBLIC LIBRARY AND READING ROOM-ESTABLISHMENT - ELECTION.- The governing body of any (((municipality))) city, school district, township or county upon (((petition of not less than fifty-one percent of the voters of such municipality or county as determined by the total number of votes cast at the last general election shall have power to))) motion of the governing body or upon petition of not less than twenty-five percent of the voters in the last general election of any city, school district, township or county filed not less than sixty days before the next regular election shall submit to the voters at the next regular election the question of whether such governing body shall establish and maintain public library service within its geographic limits by means of a public library and reading room or other public library service, either singly or in cooperation with the State Library Commission, or with one or more (((municipalities))) cities, school districts, townships or counties, or by participation in an approved state plan for rendering public library service under the Library Services and Construction Act. (((Public Law 597, 84th Congress, 2d Session))) 20 U.S.C.A. Chapter 16, Sections 351 through 358 and act (s) amendatory thereof. Upon approval by a majority of the voters voting at such election, such governing body shall establish and maintain the library service so designated in the question submitted. Library service may also be discontinued in cities, school districts, townships or counties by the same procedures.

LIBRARY BILL NO. 1, continued

SECTION 2. AMENDMENT.) Section 40-38-02 of the North Dakota Century Code is hereby amended and reenacted to read as follows:

40-38-02. LIBRARY FUND - LEVY - COLLECTION - KEPT SEPARATE.- For the purpose of establishing and maintaining public library service, the governing body of a (((municipality))) city, school district, township or county authorizing the same shall establish a library fund by annually levying and causing to be collected as other taxes are collected, a (((municipal))) city, school district, township or county tax not to exceed (((four))) six mills on the net taxable assessed valuation of property in such (((municipality))) city or school district, and not to exceed two mills on the net taxable assessed valuation of property in such county or township. The treasurer of the (((municipality))) city, school district, township or county shall keep such fund separate and apart from the other money of the county (((or municipality))) city, school district or township, and it shall be used exclusively for the establishment and maintenance of public library service.

Whenever a tax for county library service is levied, any (((municipality))) city, school district or township already levying a tax for public library service under the provisions of this section, shall upon written application to the county board of such county be exempted from such county tax levy to the extent that the (((municipality))) city, school district or township making such application levies taxes for a library fund during the year for which such tax levy is made. If such (((municipality))) city, school district or township has been totally exempted from participation in any prospective county library program the (((phrase "not less than fifty-one percent of the voters of such municipality or county as determined by the total number of votes cast at the last general election" as stated in section 40-38-01 shall mean fifty-one percent of the total number of votes cast at the last general election in such county less the total number of votes cast at the last general election in such municipality,))) voters

LIBRARY BILL NO. 1, continued

of any city, school district or township so exempted from the county library tax shall not be entitled to vote on the establishment or discontinuance of the county library service.

Upon motion of the governing body or upon petition of not less than twenty-five percent of the voters in the last general election of any city, school district, township or county filed not less than sixty days before the next regular election, the governing body shall submit to the voters at the next regular election the question of whether such governing body shall increase the mill levy for public library service above the six mill limit by the amount specified. Upon approval by a majority of the voters voting in such election, such governing body shall increase the levy for public library service in the amount approved by the voters.

SECTION 3. AMENDMENT.) Section 40-38-03 of the 1969 Supplement to the North Dakota Century Code is hereby amended and reenacted to read as follows:

40-38-03. BOARD OF DIRECTORS - APPOINTMENT - TERM OF OFFICE - NO COMPENSATION - FILLING VACANCIES - ORGANIZATION.- The school board of a school district or of a city, establishing a public library and reading room or of the school district within which such city is included, or the board of county commissioners for a county library, or the board of township supervisors shall appoint a board of five directors representing both sexes who must be residents of the county, school district, township or city, as the case may be, to govern such library and reading room. (((One member of the school board shall be a member of the board of directors of a municipal library, and must be a resident of the municipality which establishes and maintains such municipal library; and one member of the board of county commissioners shall be a member of the county board of directors.)))
The terms of office of the members of the first board of directors shall be as

LIBRARY BILL NO. 1, continued

follows: one member shall hold office for one year; two members shall hold office for two years; and two members shall hold office for three years. The members, at their first meeting, shall determine the length of their respective terms by lot. Thereafter, the number of directors required to fill expired terms shall be appointed each year, and each such director shall hold office for a term of three years from the first day of July in the year of his appointment and until his successor has been appointed. No member of such board shall serve for more than two consecutive terms, after which an interval of one year must elapse before the same member may be reappointed. All vacancies on the board of directors shall be reported by such board to the school board or board of county commissioners, as the case may be, and shall be filled thereby. Appointments made to fill unexpired terms shall be for the residue of the term only. No compensation shall be paid or allowed to a director. Immediately after the appointment of its members, the board of directors shall meet and organize by electing a president (((and a secretary from among its number.)))

The governing board of a city, school district, county, or township establishing public library service may in lieu of appointing a library board contract directly with a library board established by another governing body of a city, school district, county, or township for the purpose of extending public library service.

SECTION 4. REPEAL.) Section 58-03-08 of the North Dakota Century Code is hereby repealed.

LIBRARY BILL NO. 2

For an Act to provide for the establishment of the North Dakota Advisory Council on Libraries for the State Library Commission.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. ADVISORY COUNCIL ON LIBRARIES.- The North Dakota Advisory Council on Libraries is hereby established to provide advice and counsel to the Governor, the State Librarian, and the State Library Commission on matters of policy and programs pertaining to the State Library and to statewide library service and development. The Advisory Council on Libraries shall consist of eleven members appointed by the Governor and shall be made on the basis of ability, a sound understanding of the total responsibilities and objectives of a state library and a statewide library program, and an active interest in the attainment of these comprehensive goals, without regard to political or partisan considerations. The term of office of each appointive member shall be three years, beginning July 1 of the year of appointment and until his successor has been appointed and qualified. Any vacancy on the Council shall be filled for the remainder of the unexpired term in the same manner as the original appointment. No person shall be appointed to the Advisory Council for more than two consecutive terms, after which an interval of one year must elapse before the same member may be reappointed. The terms of office of the members of the first Advisory Council shall be as follows: three members shall hold office for one year; four members shall hold office two years and four members shall hold office for three years. The Governor shall specify the length of their terms at their appointment. The Advisory Council shall elect a chairman and a vice chairman at the first meeting held after July 1 of each year. The State Librarian shall be executive secretary of the Advisory Council. No member shall receive compensation for his services on said Council other than necessary travel and per diem expenses in attending official or business meetings

LIBRARY BILL NO. 2, continued

at the same rate as other state officers. Such reimbursement shall be made from funds appropriated to the State Library upon verified claims approved by the executive secretary.

LIBRARY BILL NO. 3

For an Act to amend and reenact section 54-24-09 of the 1969 Supplement to the North Dakota Century Code, relating to the State Library Commission distribution of certain state publications.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. AMENDMENT.) Section 54-24-09 of the 1969 Supplement to the North Dakota Century Code, is hereby amended and reenacted to read as follows:

54-24-09. DISTRIBUTION OF CERTAIN STATE PUBLICATIONS FOR CERTAIN LIBRARIES REQUIRED.- All state departments, offices, and agencies shall deposit with the State Library Commission (((ten))) eleven copies of all publications issued by them whether printed, mimeographed or duplicated in any way, which are not issued solely for use within the issuing office. The State Library Commission shall (((transmit these))) keep one copy on file in its own library, transmit one copy to the Library of Congress, and transmit the remaining copies to depository libraries distributed geographically over the state. (((which libraries shall be those of the state historical society, North Dakota state university, the university of North Dakota, Minot public library, and Dickinson state college, plus five others which the State Library Commission shall determine.)))))

LIBRARY BILL NO. 4

For an Act to amend and reenact section 40-38-11 of the North Dakota Century Code, relating to the consolidation or merger of library services.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF NORTH DAKOTA:

SECTION 1. AMENDMENT.) Section 40-38-11 of the North Dakota Century Code is hereby amended and reenacted to read as follows:

((40-38-11. CONSOLIDATION OF LIBRARY SERVICES ALLOWED IF APPROVED BY THE VOTERS AFFECTED.- In accordance with section 54-40-08 an agreement for the merger or consolidation of the public library services of any political subdivision of this state with other existing library services in that political subdivision or any other political subdivision may be executed and thereafter such public library services may be provided in accordance with such agreement.)))

40-38-11. CONSOLIDATION OR MERGER OF LIBRARY SERVICES.- Public library service maintained by any city, school district, township or county may be merged or consolidated with any other existing library service maintained by any other cities, school districts, townships or counties upon motion of the respective governing bodies. Such mergers and consolidations that may be executed by the governing boards shall include provision for a single library board representing the various cities, school districts, townships or counties levying funds for support of library services. The method of representation on the consolidated or merged board shall be determined in the merger or consolidation agreements. Such consolidated or merged library board shall have all power provided in sections 40-38-04 through 40-38-09. The treasurer of the consolidated or merged library board shall receive and retain all tax funds levied for public library service by the governing boards of all cities, school districts, townships and counties represented on the consolidated or merged library board. The treasurer shall pay out moneys belonging to the consolidated or merged library board only upon properly drawn vouchers, pursuant to order of the library board, by library board

LIBRARY BILL NO. 4, continued

treasurer's check. The funds received by the consolidated or merged library board treasurer shall not revert to or be considered funds on hand by any governmental unit furnishing same, at the end of any biennium or fiscal year. The consolidated or merged library board treasurer shall be bonded in such amount as may be specified by resolution adopted by the consolidation or merged library board.

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FLICKERTALE NEWSLETTER

A PUBLICATION OF THE NORTH DAKOTA STATE LIBRARY COMMISSION

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STATE LIBRARY COMPLETES MOVE

The State Library is now located in its new building on Highway 83, north of Bismarck. All correspondence should be addressed to North Dakota State Library, Bismarck, North Dakota 58501.

FREE CITY LIBRARY SERVICE TO RURAL AREAS INVALID

Attorney General Helgi Johanneson has ruled that public libraries financed solely from city taxes cannot extend free library service to their surrounding trade area without just compensation from the areas so served.

Johanneson said "that providing of such services to non-residents at residents' tax expense would be a 'robbing of Peter to pay Paul' and of very doubtful legality."

State Librarian, Richard J. Wolfert, asked for an opinion citing the traditional library service patterns of free city library service to rural areas. Wolfert also asked if state or federal funds available through the State Library Commission could be used in lieu of local tax support to continue the present library services. Johanneson said that it could.

WEST FARGO ESTABLISHES LIBRARY SERVICE

Through the diligent efforts of interested citizens and civic groups, the West Fargo community of 5,161 population has established public library service by appointing a library board and levying four mills for a library fund.

Location and details of service are now being determined by the board. The West Fargo Library expects to contract for administration and some services from the Fargo Public Library.

MINOT AIR FORCE BASE LIBRARY WINS AWARD

Minot Air Force Base Library has won first place in the John Cotton Dana publicity award in the Armed Forces Division. The award was presented to Mrs. Geraldine Brosman, librarian, at the A.L.A. convention in Detroit last June. Mrs. Brosman and the library also won a \$350 award from the Air Force Library Publicity Section.

NATIONAL LIBRARY WEEK 1971

April 18-24, 1971, is National Library Week. Ora Marie Stewart, director of the Northeastern Dakota Bookmobile Library in Grafton, has been named executive director for North Dakota. Beverly Pearson, Grafton High School librarian, was named assistant director and Lt. Governor Richard Larsen is serving as state chairman.

Billboard space has been purchased for library publicity. "Libraries need you" will appear on selected billboards around the state starting soon.

LAW AND ORDER IN THE LOCAL LIBRARY

Library board of directors of city and county libraries are empowered "to control, exclusively, the expenditures of all moneys collected for or contributed to the library fund." (NDCC 40-38-04 (3))

However, all moneys collected for or contributed to the library fund are to be turned over to the treasurer of the city or county governing the library. "The treasurer of the municipality or county shall keep such fund separate and apart from the other money of the county or municipality, and it shall be used exclusively for the establishment and maintenance of public library service." (NDCC 40-38-02)

The city or county treasurer which keeps the library fund can only release money from the library fund upon properly drawn vouchers of the library board of directors. Usually the president of the library board and the librarian sign each voucher before presenting them to the city or county treasurer for check writing. Before each board meeting, the librarian prepares each voucher attached to the invoice (s) and prepares a list of bills so that each board member has a clear view of the financial business to be transacted at the meeting. The list of bills should also accompany the vouchers to the city or county treasurer.

Each board of directors should review their procedures to be sure that they are consistent with state law and sound business practices which would include an annual audit by a state auditor or a certified public accountant.

Public libraries located in cities which now have Home Rule Charters (Fargo and Grand Forks) may find that the above procedures may be changed by local ordinances.

STATE LIBRARY ACQUIRES A NEW FILM

The State Library has available for loan the new 28 minute 16mm color and sound film At the Center.

At the Center presents the role of the school library media specialist as a changing, exciting and dynamic force in our nation's total educational system. Filmed on location at a college campus and in seven school districts across the country, the film contributes to the awareness and understanding of the variety of abilities, talents and specialized interests applicable to the vital role of the school library media specialist. It depicts a full range of activities in elementary and secondary schools and projects the diverse career opportunities within the school library profession.

At the Center was sponsored by the School Library Manpower Project, funded by the Knapp Foundation of North Carolina, Inc. Administered by the American Association of School Librarians, a division of the American Library Association, the Project seeks to encourage and promote an active interest in the career of school librarianship.

At the Center will be useful to personnel of educational institutions and agencies and to community education groups as they seek a fuller understanding of the future role of school librarianship and its contribution to education.

NORTHWEST FEDERATION CITED BY U. S. OFFICE OF EDUCATION

The Northwest Federation administered by the Minot Public Library, Everett Foster, librarian, has been cited as an outstanding example of interlibrary cooperation by Ray M. Fry, director of the Division of Library Programs, U. S. Office of Education, Washington, D. C.

Writing in the October 1970 issue of American Libraries, Mr. Fry noted "that it would be difficult to find a better example of a network transcending the traditional distinctions among types of libraries and totally integrating services available, Title III of the Library Services and Construction Act, specifically designed to assist librarians in the sharing of their resources and services, continues to be used for networking arrangements. A case in point is the development of the Northwest Library Federation, headquartered in the Minot Public Library in North Dakota. Members in this eleven-county area of the state-- a large geographical land mass with a low density population--include school, county, public, academic libraries and the library of an Air Force Base. It is difficult to say that a better example of totally integrated services could be found. With the aid of federal funds, the Minot Public Library furnishes special services to the member libraries of this voluntary federation."

Established under LSCA Title III in June of 1968, the Northwest Library Federation has completed its two-year experimental phase and continues into the third year with partial support for the operation coming from twenty-eight member libraries in the eleven-county area. In addition to extending services throughout the area during the experimental phase, needed cost data and information on the frequency and type of participation was gathered. Compiled and evaluated, this data supports the "federation idea" as the most economical and practical method of extending library services into the rural areas of the state and provides information for extending library services throughout North Dakota.

During the two-year period, the Minot Public Library, serving as Resource Center for the Federation, loaned 2,044 books to member libraries on request and 2,600 volumes through Rotating Collections. The State Library Union Catalog and the Bibliographic Center in Denver were used to locate material not available in the Minot region. A teletype connection is now in operation between Minot and Bismarck to provide faster service for the area. In addition to books, the Center issued 502 Federation Borrower's Cards to provide direct service to patrons of member libraries. The Center also provided copies of 4,721 reference articles, loaned 192 16mm films and 222 audio-tapes, and cataloged and processed 28,812 books for member libraries.

Utilizing other federal funds and materials already acquired with such funds, the Minot Public Library is further attempting to bridge the gap in the areas where no library service exists in the seven-county area of Region II. An eight-page Mail Order Catalog has been mailed into every home outside of Minot and Minot Air Force Base.

PAPERBACK BOOKS IN YOUR LIBRARY?

Many public and school libraries provide browsing collections of paperback books for adults, young people and children. Paperbacks are a good investment for libraries, and many library patrons prefer them over hardbounds. Here are some sources for paperback ordering:

Scholastic Book Services
904 Sylan Avenue
Englewood Cliffs, New Jersey 07632

Hertzberg-New Method, Inc.
Vandalia Road
Jacksonville, Illinois 62650

Saks News Agency
2210 East Broadway
Bismarck, North Dakota 58501

FEDERAL FUNDS AVAILABLE FOR PUBLIC LIBRARY CONSTRUCTION

The U. S. Office of Education has allocated to the State Library Commission federal funds on a local matching basis for the construction of public libraries. Major remodeling and purchase of existing buildings are also eligible possibilities.

All projects must meet North Dakota Public Library standards and the local library must have local matching funds available.

Inquire at the State Library Commission now if you wish to apply.