

*A Practical Guidebook* **THE  
LIBRARY  
TRUSTEE**

# THE LIBRARY TRUSTEE

## *A Practical Guidebook*

BY VIRGINIA G. YOUNG

Editor for the American Library Trustee Association of  
the American Library Association



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# Acknowledgments

MUCH gratitude is due the contributors who have written chapters for this second edition of *The Library Trustee: A Practical Guidebook*. Their gracious readiness to share their knowledge and experience, and the generous use of their talent for writing are deeply appreciated.

Grateful acknowledgment is also expressed to those library trustees, librarians, Friends of the Library, and educators who have made helpful suggestions for this expanded and revised edition.

Five years ago, the first edition of this book was offered to the library trustees with the hope of "helping library trustees understand and measure up to their public trust. . . ." Apparently "the seed fell upon good ground," judging from the alert and intelligent response received from its readership.

To those readers go the appreciative thanks of the editor, together with the renewed hope that this revised edition may prove useful as a handbook of trusteeship.

# Foreword

MUCH is heard today of the sweeping changes which have taken place in the library world. Too often, absorbed in the spectacular spotlight of change, perception fails to take note of what has remained constant in that world: the fine professionalism of the librarians, and the dedicated spirit and inquiring minds of the library trustees.

It is in response to these unchanged intangibles that a second edition of this book has been prepared. As stated in the foreword to the first edition, the purpose of the book is described in its title. With the addition of updated, expanded and new materials, the second edition is again offered as *A Practical Guidebook* to library trustees to help them in the fullest realization of their dedication to building better library service.

VIRGINIA G. YOUNG  
Editor

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## *Chapter One*

# The Trustee in Today's World

BY DOROTHY S. McALLISTER  
AND RUTH WARNCKE

**T**ODAY OUR society is confronted not only with many new and serious problems, but with great unrest. To fulfill the needs of a rapidly changing world requires the creative use of all of our resources—especially our human and educational resources. Unprecedented opportunities for librarians and trustees are at hand. There are opportunities to see that the library assumes a leadership role in terms of its rich resources for the decision makers of our country. There are opportunities to enlarge the library's educational role for all people, and to expand its services to help the disadvantaged secure the information and knowledge that will enable them to enter the mainstream of American life. Only by fulfilling these opportunities today will the library take its rightful place in the world of tomorrow.

The trustee of today must reconsider the goals and policies of his

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MRS. McALLISTER is 1969-70 President of the American Library Trustee Association and has served as a member of the Michigan State Board for Libraries. MISS WARNCKE is the Deputy Executive Director of the American Library Association.

## *Chapter Two*

# Duties and Responsibilities of Trustees

BY VIRGINIA G. YOUNG

**T**ODAY'S LIBRARY trustee has undertaken responsibility for a changing and complex institution. There is a vast difference between a modern library with its many services and the mausoleum for books which prevailed many years ago. As great a difference has taken place in the implications of trusteeship. Any archaic misconception of the library trustee should be classed with the outdated cryptlike gloom of yesterday's library. These unrealistic images, together with the stock caricature labeled "librarian" (she of the repressive glare and the finger on lip), should be firmly retired from cliché to oblivion.

Responsibility for control of the library, vested in the library board, makes heavy demands upon the time and thought of the library trustee. Services undreamed of a few years ago are now part of every library's program. Modern educational methods, new technical aids, the general and specialized needs of the public, all require versatility and know-how in the board members charged with the responsibility for the library.

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MRS. YOUNG is a member of the board of the American Library in Paris, Past President of the Missouri State Library Commission, and Past President of the American Library Trustee Association.

## *Chapter Three*

# Qualifications and Appointment of Trustees

BY VIRGINIA G. YOUNG

**G**OOD LIBRARY trustees are neither born nor made; they create themselves through inner growth of education and experience in trusteeship, built upon personal background and attributes. Individual backgrounds and characteristics may vary, but good library trustees have certain qualifications in common.

### **Desirable Qualifications for a Trustee**

Surveys of the library literature and lists compiled by trustee organizations agree on the following qualifications for effective trusteeship:

1. Interest in the library, in the community, and in the library's relationship to the community
2. Readiness to devote time and effort to carrying out the duties of trusteeship
3. Recognition of the library's importance as a center of information, of community culture, recreation, and continuing education
4. Close acquaintance with community social and economic conditions, and with groups within the community
5. Ability to work well with others: board members, librarian and staff members, and the public served by the library

## *Chapter Four*

# Organization of the Library Board

BY MINNIE-LOU LYNCH

EVERY BOARD of directors' meeting has three essentials: a quorum of its members, a well-prepared agenda, and an alert and informed chairman presiding. Effective library board meetings need more: every board member should attend, if the community's image is to be faithfully reflected in the board's actions. The well-balanced board being a cross section of the community, it should be taken for granted that each member will be in his place at meetings. Willingness to attend board meetings is a primary responsibility of trusteeship. There are no proxies in fulfilling the public's trust.

Provision for regularly scheduled meetings of the board should be written into the bylaws, and minutes of each meeting should be kept. These written records constitute a history of the library and of the board's actions, invaluable for future reference and consultation.

Individual library boards should settle upon dates, times, and frequency of meetings. The bylaws should cover these points, as well as establishment of a quorum, procedure on special or called meetings of the board, appointment of special committees, and amendments to the bylaws.

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MRS. LYNCH is Chairman of the Allen Parish (La.) Library Board of Control, and Past President of the American Library Trustee Association.

## *Chapter Five*

# The Trustee as Policy Maker

BY VIRGINIA G. YOUNG

**L**IBRARY POLICY has been compared to a road map, and policy, like a map, should be clearly drawn on paper. This written policy should set out the terms of the library's operation: the what, when, where, and how, frequently the who, and sometimes the why.

Policy determines the pulse of a community's library service—availability of library service, terms of staff employment, the objectives of the library's program, and the intellectual freedom which the community has a right to expect. These factors are the structural steel on which a library in its true meaning is raised. Policy is the responsibility of a library board, and except for the employment of a librarian, no other duty of the trustee is more important to the library and its welfare.

### **What Policy Should Cover**

Every library board should determine and record its policies on:

1. General library objectives
2. Hours open; hours of staff duty; holidays
3. Vacation and sick leave for librarian and staff

## *Chapter Six*

# Trustee Relationships with Librarian and Staff

BY VIRGINIA G. YOUNG

**H**UMAN RELATIONSHIPS determine the inner climate of the library, and if those relationships are cordial and understanding, the climate will be as warm and pleasant as a June day. Chief among these relationships, because of its effect on the library's overall administration, is that between the library board and the librarian. Policies drawn by the library board delineate the conditions of the library's operation; the librarian chosen by the board carries out these policies. It is for this reason that the board's duties of policy making and employment of a librarian are always shown as of equal and leading importance in any list of trustee responsibilities.

### **Employment of a Librarian**

Since every library board naturally wishes to employ the best talent available to direct the library, care and thought must be taken in filling the post. The first step should be a realistic appraisal of the situation: what particular qualifications are required in the librarian, and what the library can offer the librarian. Consultation with the state library is helpful here, perhaps assisting the board to adjust its requirements or to provide additional inducements to prospective candidates.

## Chapter Seven

# The Trustee and Planning

BY VIRGINIA G. YOUNG

AND MINNIE-LOU LYNCH

**P**LANNING, in this day of ever increasing demands on the library coupled with a growing competition for the scarce tax dollar, has become a most important responsibility of trustees. One of the duties listed in Chapter Two is "know the program and needs of the library in relation to the community; keep abreast of standards and library trends; plan and carry out the library program." Planning has always been the means of recognizing the present situation, of identifying needs, of determining objectives and assigning priorities, and of deciding the action to be taken to achieve the stated goals.

Planning is essentially preparation for change—the look before the leap. Library trustees must never be willing to simply drift from year to year. Practices from the past can be carried forward by sheer inertia. But today's trusteeship calls for creative thinking and positive action.

Someone has said that "it is often easier to act ourselves into a new way of thinking than it is to think ourselves into a new way of acting." Planning means to think ourselves into a new way of acting.

## *Chapter Eight*

# Trustee Education

BY BARBARA B. HOLDEN

AND PHYLLIS MAGGEROLI

**T**RUSTEE EDUCATION includes every means by which the library trustee learns what his responsibilities are and how he can most effectively fulfill them. Experienced trustees as well as novices will recognize that trustee education must be a continuing process. Individual and group education are both valuable to the trustee, for as the individual becomes more knowledgeable his dedication and involvement in trusteeship will increase and he will find himself helping educate others.

Ideally, the new trustee will be given an introduction to his subject at his first board meeting, or even before, by his librarian and his chairman through the Trustee Orientation Program (Appendix I). If the orientation program is not offered, his own state association and state agency will still offer stimulation to and opportunities for learning. While there are usually librarians and other trustees who will provide the original orientation and who will continue to provide material for further education, trusteeship is finally a matter of self-education.

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MRS. HOLDEN is a member of the New Hampshire State Library Commission. MISS MAGGEROLI is Special Programs Coordinator, American Library Association.

## Chapter Nine

# The Trustee and the Law

BY ALEX LADENSON

AND JUDGE STORY BIRDSEYE

**A** PRIMARY responsibility of a library trustee is to have a thorough understanding of the legal basis of the library board and the institution which he serves, together with knowledge of the responsibilities and limitations imposed upon him by law. He must also keep informed regarding current local, state, and federal legislation affecting the operation of libraries. While it is difficult for the average trustee to be aware of the many legal ramifications, statutory, judicial, and administrative, that are involved in the operation of a public library, it is vital that he be familiar with the basic legal concepts and principles.

### **Legal Bases for Establishment of Libraries**

Library boards derive their governmental power from a variety of legal instruments. These take the form of general state library laws,

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DR. LADENSON is Acting Librarian of the Chicago Public Library.

JUDGE BIRDSEYE is a trustee of the King County (Wash.) Library and Past President of the American Library Trustee Association.

## Chapter Ten

# The Trustee and Finances

BY CHARLES O'HALLORAN

**I**N AN age increasingly dominated by experts—space scientists, medical specialists, economists, planners—the layman faces complexities of immense dimensions in making right decisions and choices. Like Congress, a library board is a body of lay persons representing the citizenship, responsible to the citizenship for the conduct of public business. Especially in the field of finance, the board bears a serious public trust for the use of public money. Accordingly the library trustee—again like a member of Congress—should not hesitate to avail himself of the advice and counsel of experts for guidance and assistance in control of the library's finances.

The advantage of expert advice, however, is to help the trustee in making better-informed decisions, and does not in any way relieve the trustee of his individual responsibility to know and to act. Clearly spelled out in the list of the duties and responsibilities of the library trustee are two which cover the area of library financing. The library trustee must:

- Determine the purposes of the library and secure adequate funds to carry on the library's program;
- Assist in the preparation of the annual budget.

## Chapter Eleven

# The Trustee and Building Problems

BY DOROTHY D. CORRIGAN

AND KEITH DOMS

**S**HOULD THE children's room have a gay mural on the wall? Where should the new library be located? How do we get started? Who does what? How much will it cost?

Problems become questions with definable answers if an overall guiding philosophy is developed before a building program is undertaken. As a first consideration, the purpose, role, and goals of the library must be re-evaluated. In other words, just what is a library? This must be thought through carefully, discussed, and understood. All problems relate to this central question and add up to a single goal—the best library for the community. Only then is it time to consider the size and kind of building that will be needed to house the library collection and its services.

The modern library should be a place of wonder and curiosity and

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## Chapter Twelve

# The Trustee and the Political Process

BY C'CEAL COOMBS

AND GERMAINE KRETTEK

THE TRUSTEE and the political process are inseparable. Government involves every citizen. Governmental bodies control the regulations under which all citizens live—the education of their children, the right to live in the United States and to vote for the people who shall run it, to fight or to live in peace, to have dog leash laws, sewers, streets, and *the right to have libraries and to serve on their boards of trustees*. These governmental bodies at all levels make the laws and court decisions that permit the establishment of libraries and protect the freedom to read. But most significantly of all, they allocate the tax dollars that allow all of these services; indeed, that make it possible for libraries to be built, stocked, staffed, and operated.

Because it is a government of *all*, run by people elected or appointed through the franchise of all, government has come to be regarded as something which can be bent to achieve a desired end. There being

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## Chapter Thirteen

# The Federal Government and the Public Library Trustee

BY RAY M. FRY

**H**AS THE community outgrown its Carnegie library? Could a new children's room be built by remodeling unused storage space? If only the library had enough money, would it not be possible to launch a special demonstration program of service to the disadvantaged, or to develop a communication link with special library collections in the state?

These and other questions concerning the improvement of public libraries can very likely be answered by help from federal grant programs. Since 1956, the federal government has provided funds specifically for public library service. The largest program of benefit to public libraries during this time has been the one enabled by the Library Services and Construction Act. There are many other federal programs, however, which provide funds, but do not mention *libraries* in

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## *Chapter Fourteen*

# The Library Trustee and ALA Standards

BY LOWELL A. MARTIN

**I**N THE LONG RUN it is the informed and committed layman rather than the professional administrator who determines the quality of public service. This applies to long-standing facilities such as schools and roads and to emerging needs such as pollution control and urban renewal. It applies equally to public libraries.

The layman determines the quality of public service in part by the amount of money that he provides. But prior to money is what the public really wants. If the people want better schools and better libraries, the money can be found in the American economy.

In standards, as in other tenets of library administration, the trustee is the connecting link between the institution and its public. One way to conceive appointment as a library trustee is as a commission to answer three questions for the public: how good is our library—how good should it be—what needs to be done? Out of this commission

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DR. MARTIN, a library trustee in Metuchen, N.J., and a member of the lay advisory board for the New Jersey State Library, is a professor at Columbia University, School of Library Service.

## Chapter Fifteen

# Library Systems

BY JOHN A. HUMPHRY

AND RUTH E. POLSON

**L**IBRARY TRUSTEES have had experience with their home town library. Now they are recognizing the need to increase its efficiency and to strengthen and expand its services by helping to create library systems. A library system is defined as "an association of autonomous local libraries or a group of branch libraries working together to improve library service for all residents of a county or multicounty area."<sup>1</sup> While particularly evident in the case of public libraries, the system concept is also being applied to academic, school, and special libraries within a given geographic area. The enormous increase in the demand for information, the proliferation of knowledge and the competition for the tax dollar have helped pave the way through a variety of organizational patterns to these new formations. For example, the Division of Library Development in New York State now administers state aid of 15½ million dollars annually to support its 22

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<sup>1</sup> The New York State Library. Division of Library Development. *A Primer of Public Library Systems in New York State*. Rev. ed. 1967, p. 7.

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## Chapter Sixteen

# The Trustee and Library Automation

BY DANIEL MELCHER

**I**N THE fall of 1965 the librarian of Sydney, Australia, paid a personal visit to most of the United States libraries which had been getting publicity about their automation programs, and found next to nothing that was in any sense operational, let alone economic. His survey report, financed by a Carnegie Traveling Fellowship, was summarized in the *Library Journal* of January 15, 1967.

If he were to repeat his 77-day tour today, it is unlikely that he would find many more "successes" though he would surely find more "interesting experiments" as they are generally called when they don't pan out quite as hoped.

Cynical though it may sound, one of the greatest services a library trustee can render his library, be it large or small, is probably to take a hard-nosed, "show me" attitude when automation is proposed. It is conceivable that the proposed automation is valid for libraries (or at least for this one) and that the would-be automaters could carry it through successfully—but on the record of recent years the chances

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# The Trustee and Public Relations

BY VIRGINIA H. MATHEWS

AND DAN LACY

**P**UBLIC RELATIONS is a management function, an instrument of policy and policy makers. In its most significant and highest form, it may be an instrument of institutional development as well as interpretation.

Many people have the mistaken idea that public relations is just the art of making things "look good" or perhaps even better than they are; others think of it simply as the process of tooting your own horn. It is, in fact, not quite either of these. Although publicity and even a kind of press agency may play a part in carrying out fully a good public relations program, the total program is infinitely more complex. It must start with a concept that includes not only a picture of what the institution is and what it does at present, but a vision of what it could be and what it could do for every individual within range of its pro-

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MR. LACY, a trustee of the Irvington-on-Hudson (N.Y.) Public Library, is Senior Vice President of the McGraw-Hill Book Company.

## Chapter Eighteen

# The Trustee and Censorship

BY ALEX ALLAIN

AND ERVIN GAINES

“. . . free men and  
free inquiry are  
inseparable.”<sup>1</sup>

**A**LMOST DAILY, somewhere in the United States, libraries are confronted by the problem of self-appointed censors. Right wingers object to “liberal” books; liberals object to books which promote “un-enlightened attitudes”; religious people of all denominations object to books which they feel misrepresent their religion or their ethical values; patriots object to books which suggest that the American system could use some improvement; and, worst of all, puritanical people object to books which, in their view, corrupt the morals of the community. Any librarian with a few years’ experience could expand the list *ad infinitum*, recalling with shudders particular instances of well-

<sup>1</sup> Former President Johnson, commenting on Edward R. Murrow’s beliefs.

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MR. GAINES is the Director of the Minneapolis Public Library and Past Chairman of the ALA Intellectual Freedom Committee.

# Trustees and the Friends of the Library

BY CAY MORTENSON

AND SARAH L. WALLACE

. . . to create public interest in the . . . library and its branches, . . . to promote increased knowledge of its service and needs; and to foster public support for the necessary development of said library to the end that it may serve adequately the needs of the steadily increasing population of . . . the city.<sup>1</sup>

. . . to foster closer relations between the . . . library and the citizens . . . ; to promote knowledge of the functions, resources, services and needs of the library; to lead in the development of a program for the extension and improvement of the library services and resources; and to aid in the provision of adequate housing and other facilities for the library.<sup>2</sup>

. . . to maintain an organization of persons interested in books; to assist in bringing to the library . . . funds for special needs beyond the command of the library budget; to encourage gifts of books and manuscripts; and to cooperate with the librarian and the library advisory board in the development of the resources of the library under the direction of the library committee of the Board of Trustees . . .<sup>3</sup>

<sup>1</sup> Charter of the Friends of the Jacksonville (Florida) Public Library, Inc.

<sup>2</sup> Constitution and Bylaws, Concord (California) Library League.

<sup>3</sup> Constitution of the Associated Friends of the Library of Rutgers University.

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MRS. MORTENSON is President of the California Library Trustee Association and has served as Chairman of ALA Friends of Libraries Committee.  
MISS WALLACE is Publications Officer, Library of Congress.

# Trustees Working Together: State, Regional, and National Associations

BY ALICE B. IHRIG

AND EDWARD G. STRABLE

**L**IBRARY TRUSTEESHIP in its essence is a *group* activity since the basic framework within which each trustee performs his function is the library board. From its inception, then, this type of endeavor has required trustees to develop techniques of cooperation, interaction, coordination, representation, and all the other group relationships which prevail when people work together for a common cause.

At the same time, although the focus of trustee activity has typically and traditionally been the individual community and its library needs and aspirations, the point-of-view has been enlarging in the past

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MR. STRABLE is Manager, Information Services, J. Walter Thompson Company, Chicago, and has served as Executive Secretary, American Library Trustee Association.

# The Trustee in Tomorrow's World

BY VIRGINIA G. YOUNG

THE LIBRARY trustee may well find that the world of today provides sufficient challenges to test his effort and ingenuity, without trying to pierce the veil of the future. Rapid changes in technological equipment, in building design and function, in publication and reproduction of materials, in shifts of population, in amounts and methods of financing and grants, all pose a bewildering multiplicity of choices and decisions upon the lay trustee in the professional library world.

These problems, however, can be solved, as library boards are proving every day. Study and application, plus adaptability and willingness to learn provide the trustee with the means of solving each new problem. Professional assistance is in ample supply from government and state agencies, and through the American Library Association. Even if the difficult is not done immediately (and the impossible, of course, takes a little longer) it *can* be done.

It is not, therefore, the increasingly complex technological problems which provide the trustee's greatest challenge in the world of tomorrow. As the years of this century crowd by, man's achievements in the technological field grow more and more dazzling. But it also

# Trustee Orientation Program

The first time an orientation is given, it might be used at a full board meeting. It is recommended, after experimenting with several different methods, that the orientation for new trustees be given in the librarian's office with the chairman of the board or another qualified trustee conducting the meeting. Best results were obtained in small groups which made for more personal and informal meetings.

## I. Welcome of New Members to Board

### A. Greetings

### B. Appointment to board

**CHAIRMAN:** We all realize that an appointment to the library board is a public trust. The library is a perfect example today of democracy and of the American ideal of equal opportunity for all. A librarian recently wrote that "the library is the last stronghold of democracy, and it is the one institution that still serves the individual." A trustee or a library board member—and they are synonymous—has the rare opportunity and obligation of promoting this American ideal of equal opportunity for all; therefore, a love of humanity and its educational welfare is a necessary attribute of library trustees.

The board of trustees is responsible for the total effectiveness of the library service and for keeping the public, as well as the government officials, informed of the library's progress and of its needs.

We work directly with community groups as well as with individuals; we obtain assistance for our various projects, and we must see that the

program of the library is adequately understood by the public. We really serve as a two-way radio because we get all of the successes and the failures of the library's program and its service, and we transmit this to the librarian. Also, we should transmit the library's program, its plan, its problems, to the public.

### C. Why orientation?

CHAIRMAN: Most of us came on this board rather "green." After seeing the struggle that it took to understand the local, district, state, and national set-up, this board decided to try an orientation program to help new trustees learn about their responsibilities more quickly.

So often people ask, "What can I do for the library?" You should realize that each of you has a talent to give to your library. Perhaps the library desperately needs the very thing that you are capable of doing. Maybe your special field is in business management, or in finance, or personnel, or purchasing, or in public relations, or as a public speaker. We all have something to contribute.

## II. Brief History of Local Library

At this point trustees should be given information regarding their library, either orally or in printed material.

### *Suggestions:*

The beginning; the value of property, such as book collection, bookmobile, building and site, etc.;

The financial status, with source of income including local, state and/or federal grants;

A copy of budget;

List of personnel and pay scale;

Latest annual report;

Agendas of a few previous meetings;

Brief review of state library laws.

## III. Responsibilities and Duties

### A. The responsibility assumed by trustee

CHAIRMAN: When we assume the responsibility of a trustee, we say, "I am interested in my library to the extent that I am willing to serve without compensation for the period of my appointment, to attend board meetings regularly, to accept an office or membership on a committee if called upon to do so, and to fill that office creditably and efficiently without expecting special privileges. My good judgment and

common sense, as well as any special ability which I may possess, will be at the service of my library. I shall endeavor to be informed on library trends, on problems of my neighboring libraries as well as my own, and to grow as I help my institution to grow."

B. Read aloud the duties and responsibilities of trustees from local or state handbook. (Also see Chapter Two of Young's *The Library Trustee: A Practical Guidebook*.)

Be sure to clarify that trustees are a policy-determining body for the library and are responsible for obtaining sufficient funds to meet library needs. Summarize the primary responsibilities:

1. Make every one in community aware of the library.
2. Secure adequate financial support.
3. Encourage continued growth and development of library staff. The library is the fourth cornerstone of American civilization and culture—the home, church, school and library. It is a patriotic duty to seek for the community the best library that it can possibly afford.

#### IV. Trustee Organizations

A. Why trustee associations and conferences are important.

CHAIRMAN: To be a good trustee, one must keep informed on all library services, new programs and projects. Membership in national and state trustee associations and attendance at their meetings are an essential means of doing this. (More information is available in Chapter Twenty of Young's *Guidebook*.)

B. *Regional*. Explain your own state map of regions or districts. Discuss when regional meetings are usually held. They bring together trustees and librarians where common problems are discussed, solutions offered and future plans made.

C. *State*. Give purpose of organization. Discuss membership in state association, the dues, the divisions of state association with emphasis on trustee section and its executive board, and finally the meetings, where state and national matters of concern are discussed and future plans determined.

Annual state library association meetings provide a fine opportunity for trustees to obtain a statewide view of library service, in addition to receiving information and stimulation. Many libraries pay trustees' expenses when they attend state or regional meetings.

D. *National.* The American Library Association is the chief spokesman for the modern library movement in North America. It is an organization of libraries, librarians, trustees, and Friends of the Library.

The ALA holds an annual conference each summer in various cities of the United States and Canada, and a midwinter planning conference, with special programs for trustees.

Encourage membership in ALA. Many libraries pay the fee for trustees, as no one may serve on a national committee or hold an office unless he is a member of the ALA.

The American Library Trustee Association (ALTA) is a division of ALA.

List the present officers of ALTA and some of the committees:

Action Development Committee	ALTA State Associations Committee
Governor's Conference Committee	National Library Week Subcommittee
Publications Committee	Legislative Liaison Subcommittee
Membership Subcommittee	

## V. Complete Tour of Library

Introduce trustees to staff when convenient and possible.

## VI. Reading List for Trustees (Appendix No. XI in Young's *Guidebook*.)

## *Appendix II*

# Library Bill of Rights

*Adopted June 18, 1948*

*Amended February 2, 1961, and June 27, 1967,*

*by the ALA Council*

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. The rights of an individual to the use of a library should not be

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By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

denied or abridged because of his age, race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

## *Appendix III*

# Freedom to Read Statement

*Adopted June 25, 1953, by the ALA Council*

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the

press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

*We therefore affirm these propositions:*

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.*

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extralegal ef-*

*forts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

*5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

*6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own

concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

*7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.*

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

*Endorsed by:*

AMERICAN LIBRARY ASSOCIATION

*Council, June 25, 1953*

AMERICAN BOOK PUBLISHERS COUNCIL

*Board of Directors, June 18, 1953*

*Subsequently Endorsed by:*

AMERICAN BOOKSELLERS ASSOCIATION

*Board of Directors*

BOOK MANUFACTURERS' INSTITUTE

*Board of Directors*

NATIONAL EDUCATION ASSOCIATION

*Commission for the*

*Defense of Democracy through Education*

## *Appendix IV*

# Guidelines for a Library Policy

BY ELIZABETH A. KINGSEED

### **General Library Objectives**

General library objectives to be considered should include:

1. Promote enlightened citizenship
2. Enrich personal lives
3. Encourage continuous self-education
4. Seek to identify community needs
5. Assume a leadership role in the community
6. Support Library Bill of Rights and Freedom to Read Statement
7. Assemble, preserve, and administer books and related materials
8. Serve the community as a center of reliable information
9. Provide free service to every resident in community

### **Services of the Library**

The library provides books and materials for information, entertainment, intellectual development, and enrichment of the people of the community. The library should endeavor to:

1. Select, organize, and make available necessary books and materials
2. Provide guidance and assistance to borrowers
3. Initiate programs, exhibits, book lists, etc.
4. Cooperate with other community agencies and organizations
5. Secure information beyond its own resources when requested

6. Lend to other libraries upon request
7. Provide special services to nonresidents, disadvantaged, blind, hospital patients, etc.
8. Maintain a balance in its services to various age groups
9. Cooperate with, but not perform the functions of, school or other institutional libraries
10. Provide service during hours which best meet the needs of the community
11. Provide service outlets located at points of maximum interest
12. Periodically review library service being offered

### **Budget**

The following points should be considered in a policy on budgets:

1. Preparation—who is responsible
2. Scope—items to be included and percentages to be used for different categories
3. Presentation—by whom and when
4. Special budget for new construction or capital improvements is needed

### **Personnel**

The main points of good personnel policy include the following:

1. A description of each job in the library, degree of responsibility, educational and other qualifications required, special abilities or skills required, and the salary scale attached to the job
2. A regular salary scale, giving minimum and maximum salary or wages, amount of increments, period between increments, etc.
3. Provision for provisional appointment with specified length of probation
4. Comfortable working conditions—adequate heat, light, rest rooms, etc.
5. Vacation with pay
6. Sick leave with pay
7. A regular work week with specified number of hours
8. Regular holidays granted other public employees in community
9. Work breaks

10. Social security and fringe benefits available to other public employees—hospitalization, other insurance, pension plans, and workmen's compensation coverage
11. Tenure—protection against unfair discharge or demotion
12. Attendance at library meetings—time off with pay and travel expenses
13. Opportunities for further training with pay, if possible
14. Resignation—amount of notice required and stipulation that resignation should be in writing
15. Provision for hiring substitute librarian when needed
16. Statement on responsibility of librarian for administration of library and responsibility of trustees for making library policy

It is recommended that the policy carry the approval of the local government body to avoid misunderstandings over such matters as salaries and tenure.

### **Book Selection**

1. Support of Library Bill of Rights and Freedom to Read Statement
2. Who is responsible for selection
3. Quality of books to be selected
4. Scope, emphasis, and limits of collection
5. Treatment of gifts
6. Basis for withdrawals and disposal of discards
7. Position on supplying textbooks, primers, and other materials related to school curriculum

The best selection statement should reflect the philosophy and overall objectives of the library.

### **Cooperation with Other Libraries**

A policy on cooperation should include statements on:

1. Recognition of need for cooperation
2. Affiliation with Statewide Library Development Plan
3. Kinds of libraries with which library should cooperate
4. Areas of cooperation

### **Public Relations**

Some of the primary public relations goals of the library should be:

1. To inform the public of library objectives and services through the press, radio, TV, etc.
2. Recognition of part played by staff, trustees, and Friends of the Library in public relations
3. Participation by staff in community activities
4. Responsibility of staff for making talks in the community
5. To encourage use of the library
6. To obtain citizen support for library development

### **Gifts and Special Collections**

Gifts can help promote the program of the library, but libraries have found it helpful to point to an established policy, especially when books and other articles are offered. A policy should include statements on:

1. Conditions under which gifts of books and other materials will be accepted
2. Disposition of non-usable gifts
3. Acceptance of personal property, art objects, portraits, etc.
4. Conditions under which gifts of money, real property and/or stock will be accepted
5. Shelving of special collections
6. Use of special bookplates
7. Acceptance of denominational literature
8. Acceptance of historical materials and writings of local authors
9. Storage of material not designated as an outright gift
10. Encouragement of gifts for memorial purposes

### **Relationships with Schools**

The public library and the public school are companion educational agencies, but their responsibilities differ in scope and function. In writing a policy the library should:

1. Define the separate functions and objectives of the public library and the school library
2. Determine ways of establishing cooperative relations with the school
3. Provide for continuous joint planning between those responsible for school and public library service
4. Provide a written contract if library is to give full service to schools

### **Use of Library by Groups**

Libraries have found it useful to adopt a written policy stating:

1. Who may use the rooms and when
2. Whether a fee will be charged, and if so, how much
3. Whether janitor service will be provided
4. Whether meetings are to be free to the public
5. Whether smoking will be allowed
6. What restrictions are needed for regularly scheduled meetings
7. Whether refreshments may be served
8. Whether library activities have priority
9. Who is in charge of reservations

The check list above suggests items which should be included in every library's policy statement but adapted to suit local conditions and needs. Policy must express a true commitment of service and leadership.

### **Book Selection Policy**

The following is one example of a book selection policy:

The board of this library recognizing the pluralistic nature of this community and the varied backgrounds and needs of all citizens, regardless of race, creed or political persuasion, declares as a matter of book selection policy that:

1. Books and/or library material selection is and shall be vested in the librarian and under his direction such members of the professional staff who are qualified by reason of education and training. Any book and/or library material so selected shall be held to be selected by the board.

2. Selection of books and/or other library material shall be made on the basis of their value of interest, information and enlightenment of all people of the community. No book and/or library material shall be excluded because of the race, nationality or the political or social views of the author.

3. This board believes that censorship is a purely individual matter and declares that while anyone is free to reject for himself books which he does not approve of, he cannot exercise this right of censorship to restrict the freedom to read of others.

4. This board defends the principles of the freedom to read and declares that whenever censorship is involved no book and/or library material shall be removed from the library save under the orders of a court of competent jurisdiction.

5. This board adopts and declares that it will adhere to and support:

- a. The Library Bill on Rights, and
- b. The Freedom to Read Statement adopted by the American Library Association,

both of which are made a part hereof.

## Appendix V

# Budget Check List

### *The Library Budget Buys Service*

#### A. Salaries

	Current Year	Next Year
Professional	_____	_____
Clerical	_____	_____
Janitorial	_____	_____
Total	_____	_____

1. Has the salary schedule been reviewed recently for increased cost of living adjustments?
2. Have provisions been made for added positions on the staff?
3. Have the annual increments been added to this year's salaries in order to get next year's salaries?
4. Has provision been made for pensions and social security?

#### B. Books and Other Library Materials

	Current Year	Next Year
Books	_____	_____
Periodicals	_____	_____
Binding	_____	_____
Pamphlets, etc.	_____	_____
Recordings	_____	_____
Films, Film Strips	_____	_____
Other	_____	_____
Total	_____	_____

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Prepared by: Public and School Library Services Bureau  
Division of the State Library, Archives and History  
New Jersey State Department of Education

1. Does the library written book selection policy include proportions of the book budget to be spent for adult, juvenile, fiction, non-fiction, reference?
2. Does the periodical budget include subscriptions to professional journals and book selection tools?

### C. Supplies

	Current Year	Next Year
Library Supplies	_____	_____
Janitorial Supplies	_____	_____
Other	_____	_____
Total	_____	_____

1. Are printed catalog cards included with library supplies?

### D. Maintenance

	Current Year	Next Year
Heat	_____	_____
Light	_____	_____
Telephone	_____	_____
Insurance	_____	_____
Rent	_____	_____
Other	_____	_____
Total	_____	_____

1. Does the insurance cover the books, the catalog, the furniture, and the equipment as well as the building?

### E. Equipment

Current Year	Next Year
_____	_____

1. What equipment, such as typewriters or mimeograph, should be replaced?
2. Should mechanical charging be considered?
3. What new equipment would help provide better service?

**F. Public Relations**

	Current Year	Next Year
Printed Materials	_____	_____
Posters	_____	_____
Children's Book Week	_____	_____
National Library Week	_____	_____
Supplies	_____	_____
Other	_____	_____
Total	_____	_____

1. Will more funds be needed next year than were used this year?

**G. Travel**

	Current Year	Next Year
Staff Attendance at Professional Meetings	_____	_____
Trustee Attendance at Professional Meetings	_____	_____
Other	_____	_____
Total	_____	_____

**H. Capital Improvements**

Current Year	Next Year
_____	_____

**I. Miscellaneous**

Current Year	Next Year
_____	_____

1. Were there any emergencies this year?

**TOTAL LIBRARY BUDGET**

Current Year	Next Year
_____	_____

*SOURCES OF INCOME*

	Current Year	Next Year
Tax Support	_____	_____
State Library Aid	_____	_____
Gifts or Bequests	_____	_____
Other	_____	_____
Total	_____	_____

1. Were the bequests given for a specific use?
2. Should the state aid be used for a special project, or should it be used to increase the funds available in any of the above categories?

## Appendix VI

# Sample Bylaws

### Article I—Name

This organization shall be called “The Board of Trustees of the \_\_\_\_\_ Library” existing by virtue of the provisions of Chapter \_\_\_\_\_ of the Laws of the State of \_\_\_\_\_, and exercising the powers and authority and assuming the responsibilities delegated to it under the said statute.

### Article II—Officers

- Section 1.* The officers shall be a president, a vice president, a secretary, and a treasurer, elected from among the appointed trustees at the annual meeting of the board.
- Section 2.* A nominating committee shall be appointed by the president three months prior to the annual meeting who will present a slate of officers at the annual meeting. Additional nominations may be made from the floor.
- Section 3.* Officers shall serve a term of one year from the annual meeting at which they are elected and until their successors are duly elected.
- Section 4.* The president shall preside at all meetings of the board, authorize calls for any special meetings, appoint all committees, execute all documents authorized by the board, serve as an ex-officio voting member of all committees, and generally perform all duties associated with that office.

- Section 5.* The vice president, in the event of the absence or disability of the president, or of a vacancy in that office, shall assume and perform the duties and functions of the president.
- Section 6.* The secretary shall keep a true and accurate record of all meetings of the board, shall issue notice of all regular and special meetings, and shall perform such other duties as are generally associated with that office.
- Section 7.* The treasurer shall be the disbursing officer of the board, co-sign all checks, and shall perform such duties as generally devolve upon the office. He shall be bonded in an amount as may be required by a resolution of the board. In the absence or inability of the treasurer, his duties shall be performed by such other members of the board as the board may designate.

### **Article III—Meetings**

- Section 1.* The regular meetings shall be held each month, the date and hour to be set by the board at its annual meeting.
- Section 2.* The annual meeting, which shall be for the purpose of the election of officers and the adoption of an annual report, shall be held at the time of the regular meeting in \_\_\_\_\_ (month) \_\_\_\_\_ of each year.
- Section 3.* The order of business for regular meetings shall include, but not be limited to, the following items which shall be covered in the sequence shown so far as circumstances will permit:
- (a) Roll call of members
  - (b) Disposition of minutes of previous regular meeting and any intervening special meeting
  - (c) Director's financial report of the library
  - (d) Action on bills
  - (e) Progress and service report of director
  - (f) Committee reports
  - (g) Communications
  - (h) Unfinished business
  - (i) New business

(j) Public presentation to, or discussion with, the board

(k) Adjournment

*Section 4.* Special meetings may be called by the secretary at the direction of the president, or at the request of \_\_\_\_\_ members, for the transaction of business as stated in the call for the meeting.

*Section 5.* A quorum for the transaction of business at any meeting shall consist of \_\_\_\_\_ members of the board present in person.

*Section 6.* Conduct of meetings: Proceedings of all meetings shall be governed by *Robert's Rules of Order*.

#### Article IV—Library Director and Staff

The board shall appoint a qualified library director who shall be the executive and administrative officer of the library on behalf of the board and under its review and direction. The director shall recommend to the board the appointment and specify the duties of other employees and shall be held responsible for the proper direction and supervision of the staff, for the care and maintenance of library property, for an adequate and proper selection of books in keeping with the stated policy of the board, for the efficiency of library service to the public and for its financial operation within the limitations of the budgeted appropriation. In the case of part-time or temporary employees, the director shall have interim authority to appoint without prior approval of the board provided that any such appointment shall be reported to the board at its next regular meeting.

#### Article V—Committees

*Section 1.* The president shall appoint committees of one or more members each for such specific purposes as the business of the board may require from time to time. The committee shall be considered to be discharged upon the completion of the purpose for which it was appointed and after the final report is made to the board.

- Section 2.* All committees shall make a progress report to the library board at each of its meetings.
- Section 3.* No committee will have other than advisory powers unless, by suitable action of the board, it is granted specific power to act.

#### **Article VI—General**

- Section 1.* An affirmative vote of the majority of all members of the board present at the time shall be necessary to approve any action before the board. The president may vote upon and may move or second a proposal before the board.
- Section 2.* The bylaws may be amended by the majority vote of all members of the board provided written notice of the proposed amendment shall have been mailed to all members at least ten days prior to the meeting at which such action is proposed to be taken.
- Section 3.* Any rule or resolution of the board, whether contained in these bylaws or otherwise, may be suspended temporarily in connection with business at hand, but such suspension, to be valid, may be taken only at a meeting at which two-thirds (\_\_\_\_) of the members of the board shall be present and two-thirds of those present shall so approve.

## Appendix VII

# Library Service to the Disadvantaged: An Outline of Aids for Trustees

BY DOROTHY S. McALLISTER

A. Questions the library board should consider in reviewing goals and policies:

### *Goals*

1. Do they give, as the overall goal, adequate library service for *all* people in the community, i.e., for such groups as the culturally disadvantaged, the underprivileged, the aging, and the handicapped?
2. Do they make basic adult education a major goal, especially literacy training?
3. Do they emphasize the importance of reaching out to previously unserved people?

### *Policies*

1. Do they seek to fulfill the library needs of the total community, i.e., do they provide for:
  - a. *Materials* suited to the use of the economically and culturally deprived, including members of minority and other special groups, as well as of the traditional library user;
  - b. *Programs* to attract the unmotivated, and to aid the poor and the undereducated, as well as the out-of-work and out-of-school adult;

- c. *Facilities* that are accessible and inviting, such as neighborhood library or reading centers (either special library extension services financed by LSCA funds or library participation in neighborhood centers in cooperation with other agencies, or as part of a community action program, financed by OEO funds); mobile vans or bookmobiles in large metropolitan and rural areas (in some states, they are needed to reach migrant agricultural workers).
  2. In meeting the need for additional personnel to fill new demands, do the policies provide for:
    - a. An opportunity for employment and advancement of the disadvantaged (including minorities) and in-service training?
    - b. The use of volunteer assistance (for example, as story tellers or as library guides)?
    - c. Assignment of workers to the library by the Economic Opportunity Agencies (such as Work-Study and Work-Training Programs, Job Corps, etc.)?
- B. Information the trustee should secure:
1. In his community, the number of illiterates<sup>1</sup>; of Negroes, Spanish-Americans, American Indians, and members of other minority groups; of migrants from rural and other areas; of those below the poverty line<sup>2</sup> (an income of \$3,300 or less for a family of four);
  2. The anti-poverty programs offered or planned by the Community Action Committee and local government agencies;
  3. Ways in which the library can supplement the programs of private and public agencies for the disadvantaged, including unemployed youths and school drop-outs;
  4. Successful projects and programs conducted by other libraries for special groups<sup>3</sup>;
  5. Financial aid available for libraries from the federal government, especially the provisions of the  
     Economic Opportunity Act  
     Library Services and Construction Act

<sup>1</sup> Data available from U.S. Census Bureau or local school administrators.

<sup>2</sup> Data available from local welfare or municipal agencies.

<sup>3</sup> See pamphlet, "Neighborhood Library Centers and Services," National Book Committee, One Park Avenue, New York, N.Y. 10016. See also *ALA Bulletin*, *Library Journal*, and various ALA Division bulletins.

Elementary and Secondary Education Act  
Higher Education Act  
Manpower Training and Development Act

C. Ways trustees can ascertain the library needs of the total community:

1. Talk with people representing different groups in the population: professional, business, labor, educational, minority, the disadvantaged, the rebellious youth, and to people representing all sections of the city, including the poorest.
  - a. Do they use the library? If not, why not?
  - b. What improvements and new services would they suggest?
2. Meet with the leaders or groups representing the disadvantaged to learn:
  - a. What are the barriers to library use by minorities and by the poor?
  - b. What services and programs would they themselves like to have? (Note: The Rochester, New York, Library System conducted a special project to investigate the needs of, and literature for, the disadvantaged and to try a variety of approaches and projects.)
  - c. What materials (books, films, records, art, etc.) would they themselves find useful?

D. Steps to effective library service to the disadvantaged:

1. Library participation in the overall community planning; (In Detroit, library branches were included among the facilities proposed in the application for a Model Cities Grant. However, with a few exceptions, libraries have not been a part of the overall community planning.)
2. Coordination of the library's programs with those of private and government agencies (federal, state, and local) in the community educational and anti-poverty efforts, with a view to supplementing their work;
3. Cooperation of the library with community action and other agencies, thus extending its usefulness to those agencies and making possible a joint sponsorship of special programs and projects (for instance, sponsorship with the schools of a program to teach illiterates or with community action agencies in making available materials in such projects as Head Start).

- E. Methods by which library boards can inform themselves and others regarding services and programs needed by all groups in the community:
1. A discussion sponsored by the library board, open to the public, with representatives of public and private anti-poverty, welfare, educational, and municipal agencies participating;
  2. A workshop for trustees of the area on promoting and encouraging library use by the culturally deprived and underprivileged.
- F. Articles, studies, and reports important to trustees in determining policies and initiating services to the disadvantaged:

### *General*

Report of the ALA Special Committee on "Freedom of Access to Libraries," 1968, a guide for planning action and/or study programs for the widest use of libraries by all segments of society. *ALA Bulletin*, July-August, 1968, pp. 883-86. Single copies 50¢. Write ALA Publishing Dept., 50 E. Huron St., Chicago, Ill. 60611.

"Neighborhood Library Centers and Services," a study by the National Book Committee for the Office of Economic Opportunity, 1967, published by The National Book Committee, Inc., One Park Avenue, New York, New York 10016. Limited quantities free on request at this address. Includes selected studies of library-related programs; analysis of staffing, programming, materials, locations; conclusions as to effective patterns of special services.

### *Federal Legislation*

"Federal Library Legislation, Programs and Services, II," a series of articles by staff members of the U.S. Office of Education, *ALA Bulletin*, October 1967. Single copies of this special section available free from the Office of the Deputy Executive Director, ALA, 50 E. Huron St., Chicago, Ill. 60611. 25 copies, \$3.75; 50 copies, \$7.50; 100 copies, \$15.00

"Libraries and the War on Poverty: Relevant Federal Legislative Programs," *ALA Bulletin*, January 1965. Reprints available from

Adult Services Division, ALA, 50 East Huron Street, Chicago, Illinois 60611.

### *Illiteracy*

"Library Trustees and the Literate Society," by Craig T. Senft (Trustee of the Ridgewood, New Jersey, Library), *ALA Bulletin*, October 1966. Steps in planning illiteracy programs. Single reprints free from ALTA, 50 East Huron Street, Chicago, Illinois 60611.

"Public Library Service for the Functionally Illiterate: A Survey of Practice," edited by Peter Hiatt and Henry Drennan, Public Library Association, ALA. Price, \$1.00. This includes an outline of a one-day workshop.

"Service to Adult Illiterates: Guidelines for Librarians," a brochure prepared by Adult Services Division, ASD Committee on Reading Improvement for Adults, ALA. Participation in the community adult education effort. Single copies free from ASD, 50 E. Huron St., Chicago, Illinois 60611.

### *Library Projects and Programs for the Disadvantaged*

"Neighborhood Library Centers and Services," by the National Book Committee, Inc. Includes description of 10 successful projects by public libraries or library systems, or in cooperation with community agencies. Available free in limited quantities from The National Book Committee, Inc., One Park Avenue, New York, New York 10016.

"Inventory of Library Programs for Disadvantaged Youth," Young Adult Services Division, ALA. Included as one of the "working papers" for the institute "Two Blocks Apart" held at Sarah Lawrence College, July 8-10, 1966. The set of "working papers" available from YASD, 50 E. Huron St., Chicago, Illinois, 60611, at \$2.00.

"Operation Head Start," the Queens Borough, New York Public Library Program for Bookless Homes, 1966. Available from the

Library at 89-11 Merrick Boulevard, Jamaica, Queens, New York, 11432.

"Making the Summer Count: A Librarian's Guide to Activities for Young People," prepared by staff of ALA in cooperation with the President's Council on Youth Opportunity. Available free from ALA Office of the Deputy Executive Director, 50 E. Huron Street, Chicago, Illinois, 60611.

"News Notes: Library Service to the Disadvantaged Child," May 1968. Types of service to disadvantaged children in libraries across the country. Children's Services Division, ALA. Free. 50 E. Huron Street, Chicago, Illinois, 60611.

## *Appendix VIII*

# Statement of Brooklyn Public Library Board of Trustees

The Board of Trustees of the Brooklyn Public Library recognizes the rapid and complex pattern of social, economic, cultural and technological change continuing to take place in Brooklyn. These changes have direct implication for library services. They will continue to shape both the demands made on the library and the nature of the library's response. Specifically affecting the role of the public library, both quantitatively and qualitatively, are the following phenomena:

— The continued in-migration of the culturally and economically disadvantaged, most of whom are not oriented to the effective use of books and the rewards of reading.

— The continued out-migration of the well-educated middle class who are active consumers of information and who comprise the majority of those who buy, borrow and use books and other media of communication.

— The increasing number of advanced students and technical specialists whose needs for immediate access to reliable information are more complex and more expensive to meet than are those of the more traditional users of the public library.

— The increasing need for expanded formal education and for more continuous training and retraining of individuals which will result in almost universal participation in some aspect of the educational process.

– The proliferation of activities which generate huge increases in recorded knowledge and communication will require new techniques for organizing and providing access to information.

– The rapid improvement of school and academic libraries which can meet more appropriately than the public library the curriculum-based needs of students and which will permit more effective inter-library cooperation among libraries of different types.

– Advances in electronic data processing which will allow the storage, handling and retrieval of information in a variety of new forms.

– Advances in communications technology which will permit information transfer faster and more efficiently than do existing techniques. These changes will build upon present advances in paperback publishing, the growth in book club merchandising and the ability of the affluent to acquire materials, in various media, for individual use.

An analysis of these and other relevant trends suggests that the public library must redesign its activities and programs if it is to function effectively in the years ahead. Special note, however, should be given to the fact that these trends do not invalidate the basic objectives of the public library. What they do suggest is a re-ordering of emphasis so that the need of each individual for information on which to make his own decisions is fully recognized. Special priority is required for those efforts by the library to reach out to those who cannot or do not take full advantage of the public library. The major long-range goals of the Brooklyn Public Library may be summarized as follows: to select, acquire, organize and promote the use of a broad range of communications media. These materials are provided:

– To meet the individual's need for information whatever the role he is fulfilling in the community.

– To help the individual attain maximum self-development through life-long intellectual and cultural growth, including the use of the library to advance comprehension, promote communication and improve the skills of reading, viewing and listening.

— To supplement the educational experience of individuals whether they are undertaking formal courses of study or are engaged in informal self-education.

— To provide the means for thoughtful and productive participation by groups and individuals in the affairs of the community, the nation and the world.

— To support educational, governmental, cultural and economic activities within the community.

— To encourage productive diversity and to accommodate the library needs of a changing, dynamic heterogeneous urban community.

— To offer to all a diverse recreational experience for the wholesome use of leisure time.

In the light of the trends and changes mentioned above, the Board of Trustees endorses the following types of activities as being consistent with the goals and policies of the Brooklyn Public Library:

**I. Promote maximum access to library facilities and resources through:**

A. Simplifying and streamlining the processes of borrower registration and circulation control.

B. Increasing the efficiency of acquisition and cataloging so that new materials are available to users as promptly as possible.

C. Improved site selection so that agencies are more highly visible and occupy locations at high volume pedestrian traffic points.

D. Improved construction design to eliminate physical barriers to the handicapped or infirm and to present to all an attractive and inviting exterior.

E. Increasing the hours of service in each agency for maximum convenience to users. Pilot projects for such extended service schedules are endorsed as a means toward securing the required additional funds.

F. Refining and extending the District Library plan so that reading centers can better serve as active distribution points at widespread, highly accessible locations. The District Library itself should continue to serve as the resource for meeting a high proportion of the needs of the highly motivated, more specialized user.

**II. Promote maximum awareness and use of the library by all Brooklyn residents through:**

A. Expanded public information programs, conducted throughout the Borough, to develop a widespread awareness of the services of the library and their value to the individual.

B. Expanding the efforts of the library to reach out to those individuals and groups who can profit by use of the library.

**III. Develop more effective, more flexible, administrative techniques which may better respond to changing conditions by:**

A. Conducting studies of library use and experimenting with physical layouts and interior decoration of branches, more appropriate location and shelving arrangement of all types of materials, and devising new library programs for individuals and groups.

B. Offering greater administrative latitude for initiative and innovation at the District Library level so that activities and procedures can reflect the special characteristics of particular neighborhoods.

C. Revising policies affecting the selection and availability of materials so that changing demands are promptly recognized and reflected in the collection.

D. Achieving closer liaison with publishers and other producers of materials to assist in the development of new library materials and equipment, giving particular attention to those persons who do not read well or who are learning English as a second language.

E. Exploring more effective cooperation among libraries of all types through active participation in joint library ventures at the local, state,

regional and national levels. New emphasis should be given to coordinated working relationships with school and college libraries in Brooklyn and with the New York and Queens Borough Public Libraries.

F. Devising more accurate and more relevant measures of both the quality and quantity of library use so that meaningful cost analysis can be undertaken.

G. Participating with institutions of formal instruction in programs designed to help adults learn to read.

H. Develop more systematic, more efficient in-service training programs for both professional and clerical staff so that users may quickly and easily obtain materials appropriate to their interests and ability.

## *Appendix IX*

# Forming a Friends Group

### **Why Organize?**

A need for Friends may arise in the community which has an inadequate building or book collection, limited services, insufficient or poorly paid staff, or insufficient funds for acquisition and upkeep. Where library size keeps pace with public demand, it may be that all citizens are not utilizing library facilities to the utmost, and a program to promote and extend library use is desirable.

### **Who Takes the Initiative?**

An organized lay group, such as the Association of University Women or a local service club, can inaugurate a Friends through expansion of its existing committee on civic improvement or community affairs. Or the mayor, the librarian, or library trustees may invite public-spirited citizens to form a study group and initiate a Friends movement. An individual may provide the original impetus for any of these methods, or may simply call together, for a pre-organizational meeting, like-minded citizens who require no sponsoring agent. The strongest Friends, however, are those who anticipate close cooperation with other community groups including local government and with the professional library staff.

### What Is the Pre-Organizational Meeting?

“When it is desired to form a permanent society, those interested in it should consult together before calling a meeting to organize the society.”<sup>1</sup> This suggests an aura of smoke-filled rooms or coffee-klatch, but is eminently practical.

Essentially, a small group of people resolve, informally, “That a Friends of the Library of this City be formed to (accomplish certain stated aims).” This will be the statement you present to the public through newspapers and individual announcements that a Friends of the Library is forming.

Having stated, to yourselves, your reasons for forming, determine who should be invited to attend the organizational meeting, and where and when it should be held. Select a secretary pro-tem and a chairman pro-tem.

You may now appoint: (1) a bylaws committee which will prepare bylaws for approval at the organizational meeting<sup>2</sup> and (2) a nominating committee, instructed to draw up a slate of officers for presentation at the organizational meeting. You may also want to determine what other committees should be established. Instruct the secretary pro-tem to send out notices stating time and place of the organizational meeting.

### Organizational Meeting: Who Comes and What Takes Place?

Invite the public at large, through newspaper stories and a poster or handbills in the library, schools, and community center. Write, quoting your resolution to every organized group on the local chamber of commerce list, urging them to send one official representative and as many other members as can come. Include every club, league, guild, post, and parish. The library is the one public institution designed to be used by everyone, all his life long. Your membership must be open to all, and a Friends group which is inadvertently exclusive is weaker because of it.

At your organizational meeting, outline the purposes and the plans

<sup>1</sup> *Robert's Rules of Order Revised*, pp. 284–291, details the steps to be taken in establishing an organization.

<sup>2</sup> See FCL *Sample Bylaws and Taxation & Incorporation*.

of the Friends group. If you have no FCL Extension Committee speaker to do this, your chairman pro-tem should speak, quoting statistics and established facts to show definite community need for a Friends group.

Follow immediately with the next procedural step: "Mr. Chairman?" "The chair recognizes Mrs. X." "I wish to make the following resolution: 'That it is the sense of this meeting that a Friends of the Library be formed to . . . etc.'" Discussion should follow, and the resolution, possibly amended, be put to the vote and passed.

If your bylaws committee was appointed, the meeting then moves on to hear, debate, and adopt the bylaws. That done, procedure as specified in the bylaws must be followed, and the nominating committee may now be called on to place the slate of officers in nomination.

All those present who signed as members and are therefore qualified to vote, may then elect the officers and board. The chairman pro-tem and secretary pro-tem will turn over gavel and pen, respectively, and the meeting can continue with the appointment of committeemen.

Just prior to entertaining the motion to adjourn to another date and place, the president can assert that he will expect proposals of action from each committee at the next meeting, and then Friends will be truly underway.

If you adhere to more formal procedure, you may do nothing more at your pre-organizational meeting than state reasons for forming; appoint a secretary and chairman pro-tem; and plan the organizational meeting.

Then, at your organizational meeting, you will (1) present the resolution that "a Friends . . . be formed to . . .," discuss it and vote on it; (2) nominate and elect or appoint a chairman and committee to draft bylaws; (3) appoint a nominating committee; and (4) move that this meeting be adjourned to a future time and place at which officers will be elected, bylaws adopted, committees appointed, and minutes of the organizational meeting be read. The chair may request that all who are present sign up as charter members of the new Friends of the Library, and then entertain a motion for adjournment. You are launched.

## Appendix X

# The Library's Long Story

BY GEORGE W. GRILL

### **The Trustee's Place in History**

A library trustee is an individual who has been chosen to participate in the administration of one of the oldest and most significant civilizing influences in the history of the human race. There is but little doubt that back of all libraries, both ancient and modern, there have been trustees, governors, committees, or patrons, who administered their affairs, protected their staffs, and fostered their growth. In the case of royal libraries, these trustees were doubtless nobles of the court. In monastic libraries, the abbot probably appointed a committee of monks to serve as supervisors. The great university libraries of the past were probably administered by a faculty library committee which is still the pattern of university library administration. The library trustee of today is part of a glorious on-going procession which started in the dim early history of civilization and will doubtless continue as long as civilization endures.

### **How Libraries Began**

The history of libraries roughly corresponds to the development of writing materials. Obviously a library of cave paintings or stone carvings would be impracticable, but clay tablets, sheets of papyrus, rolls

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MR. GRILL was a trustee of the Lakewood Public Library, Lakewood, Ohio.  
Statistical revision by the U.S. Office of Education, Division of Library Services  
and Educational Facilities.

of parchment, and finally books in bindings represent the epochs through which libraries have passed.

During the reign of Sargon I, King of Babylon, who flourished nearly three thousand years before the Christian era, there was a temple library at Nippur containing a vast number of business and commercial records on clay tablets which would seem to suggest that the business library of our day, now a significant feature of library development, had an earlier efflorescence. Assurbanipal, King of Assyria (669–625 B.C.) and conqueror of much of Egypt, established a library of clay tablets in Nineveh, significant today because it is known to have had a librarian, a catalog, and a set of rules and regulations.

### **From Clay to Papyrus**

The transition from clay tablets to papyrus was made in Egypt probably because the plant out of which papyrus is made is native to the Nile region. The first library in Egypt, so far as we now know, was founded by Rameses II about 1275 B.C. Most of its treasures were written on papyrus scrolls. It was housed in a building of typical Egyptian architecture on the front lintel of which was chiseled, "The Dispensary of the Soul," a fitting description which might well be copied on modern libraries.

The Greeks who contributed so much to our Western civilization were the first to establish libraries devoted to the preservation and diffusion of knowledge and they were the precursors of the modern library movement. Many of the early Greek libraries were privately owned, such as that of Aristotle, which at his death he willed to his pupil, Theophrastus, and which was finally taken from Athens to Rome in 98 B.C.

Although the great Alexandrine libraries were located in Egypt, they were founded by Greeks and followed the Greek philosophy of library management and purpose. Two of them were famous and important around 300 B.C., the Serapeum and the Brucheum having about 900,000 rolls of papyrus on their shelves. The Brucheum was destroyed by the Emperor Aurelian in 272 A.D. when he invaded the Nile delta. About 120 years later the Serapeum was destroyed by order of the Emperor Theodosius because he considered it a heathen collection and inimical to Christianity. Bookburning is a sin of very ancient lineage.

Eumenes, King of Pergamum in Asia Minor, had a library of 200,000 rolls which were kept on adjustable shelves supported by wooden brackets. This library marked the beginning of the transition from papyrus to parchment. When Marc Antony overran this small kingdom in the first century B.C., he confiscated the library and presented it to Cleopatra. Possibly these two very famous lovers loved learning in addition to power and romance.

### The Libraries of Rome and Arabia

Julius Caesar planned a great library for Rome but in this and in other good intentions he was frustrated by the daggers of Brutus *et al.* However, his successor, the great Augustus, carried out his plans, even amplified them in some respects and libraries began to grow and flourish in the Eternal City. By the time of Hadrian, 125 years later, there were twenty-nine libraries of the Greek type in Rome and about the same number in the rest of the Roman Empire. Pliny, like a modern philanthropist, founded the library in his home town of Comum. As early as 50 A.D. the reading habit had attained such a vogue that books, or parchment rolls, were read by the high elegant caste Romans while they lolled in the famous Roman baths, while they partook of their meals, and were used to induce sleep when they retired for the night. The directors of these Roman libraries were called procurators, the rolls were arranged systematically on shelves and each library had a catalog of the books in its collection. One library of 1,756 rolls was preserved reasonably intact down to modern times by the Vesuvian lava and ashes that fell on Herculaneum.

The great Roman Emperor Constantine started a library in his Eastern capital, Constantinople, about 325 A.D. which in about fifty years accumulated a collection of more than a hundred thousand rolls. After the fall of Rome in 476 and the removal of the court to Constantinople, many royal and monastic libraries were started in eastern Europe. Twenty of the great monastic libraries on Mt. Athos in Greece still survive. They are still great, not so much in the size of their book collections as in the value of their very rare antiquities.

When the Turkish armies conquered Constantinople in 1453, the Greek scholars, who were the librarians in the Roman Empire of the East and the conservators of its culture, fled to the comparative safety of Italy and France carrying many valuable manuscripts and rolls of

parchment with them. The thrifty Turks sold many others to book collectors and brokers and these books eventually were purchased for private, public, and monastic libraries in Western Europe and contributed greatly to the advance of the Renaissance which began about this time.

In the wake of the movement which carried the Moslem sword and crescent from Baghdad to Spain came the scholarly Arabs who set up a chain of seventy libraries across southern Europe and north Africa, in addition to reforming mathematical science by introducing the Arabic numeral system to Western civilization. By the tenth century A.D. the great library at Cordova in Spain contained more than six hundred thousand books. It is interesting to note, and an evidence of the catholicity of knowledge, that the works of Aristotle, which influenced all of European science and philosophy for many years, were first translated into the languages of Europe by the Arabs.

### **The Monastic Phase**

After Christianity became well established in Europe the libraries underwent an almost imperceptible change, becoming strong in philosophy and religion and much less concerned with science. Many so called "pagan" manuscripts were destroyed and many more were turned into palimpsests, or manuscripts on which the original pagan writing had been erased and new Christian writing superimposed. Today some of these lost "pagan" works are being recaptured as scholars carefully erase the later writing and with powerful microscopes are able to read the earlier.

The monastic phase of library development began early in the history of Christianity, spread through the Near East and Europe, and in some aspects continues into our own era. All of the significant early Christian libraries were the adjuncts of monasteries. The library of a monastery founded at Caesarea in 309 A.D. eventually grew to more than thirty thousand parchment rolls. The monastic library of St. Macarius in Egypt, founded in 380 A.D., is still in existence, though relatively little used at present. The famous library of Monte Cassino south of Rome lasted and flourished until its destruction by American air power in World War II. It is now being restored, largely with American funds. Other famous monastic libraries were founded at Tours, Cluny, and Clairvaux in France, Fulda in Germany, and St.

Gall in Switzerland. In these may be found the beginnings of some modern library practices. For instance, St. Benedict, among many other rules, set up definite library hours, both for keeping the libraries open and for their compulsory use by the monks. The Augustinian librarians carefully wrote instructions for binding, repairing, cataloging, and shelving their books. The Carthusians were the first to open their great libraries to the public and to lend books to responsible citizens of the community.

As might be expected, the Reformation brought a decline in the importance of monastic libraries, and a corresponding rise in university libraries, many of which came under the proud patronage of nobility and royalty. In France the decline of the monastic library movement was accelerated by the Revolution and these great collections of books were largely distributed among newly founded municipal libraries. A similar development took place in Italy in the years of strife between King and Pope.

### **The Invention of Printing Revolutionizes Libraries**

Probably the greatest impetus the library movement ever received came with the invention of printing from movable type about the middle of the 15th century. As manuscripts and incunabula (books printed from carved wooden blocks, generally prior to 1500 A.D.) were superseded by books printed from movable metallic type, one of the noblest examples of which is the Gutenberg Bible printed at Mayence in Germany about 1456, emperors and kings, noblemen and tycoons began to add to their private libraries. And suddenly books became so cheap that university libraries could afford to add many scholarly, scientific and reference books to their collections. Large and small communities could afford to establish free public libraries and furnish their citizens with books for recreational reading, general culture and vocational information. And probably most important of all, the very possibility of publication stimulated many potential authors to write books which would never have been written in the pre-printing ages.

The rising sun of the Renaissance dissipated the gloom of the Dark Ages and in its dazzling light the founding and fostering of libraries became the principal benevolent projects of some of the outstanding men of the time. The modern era in the development of libraries may

be said to have begun about the middle of the 16th Century when the Renaissance was well under way and books began to pour out from printing presses all over Europe.

### **The Beginning of Public Libraries**

At this time public libraries began to take their place along with private and university libraries. The private libraries were mostly of the bibliophile type and reflected the erudition, taste, and hobbies of their owners. The university libraries were largely devoted to scholarship and science and their resources were generally not available to the public. But in the early 1600's public libraries began to appear and to circulate books of general culture, vocational information and recreation among their readers.

Some of the great libraries of antiquity have evolved into famous modern libraries. The great library of the Vatican was founded by Pope Damasus about 375 A.D. He also fostered the revision of the sacred scriptures that has come to be known as the Vulgate Bible. The Vatican library now has more than 700,000 printed books, 7,000 incunabula and 50,000 manuscripts. In 1928 Pope Pius XI began the reorganization of this great library along modern lines, installing modern library methods and techniques and opening it to much wider use.

One of the most famous of the early public libraries is the one founded by Cardinal Mazarin in Paris, which opened in October, 1643 under the direction of the famous librarian, Gabriel Naudé. This library which is still much used by scholars, contains about 250,000 volumes, about 2,000 incunabula, and includes the famous Mazarin Bible, discovered in the library about 1760 and identified as a genuine Gutenberg Bible, the first of several that have since come to light.

### **Development of National Libraries**

The Bibliothèque Nationale, or National Library, overshadows all other libraries in France and ranks as one of the half dozen greatest libraries in the world. It was founded about 1540 by Francis I, first at Fontainebleau, but later moved to Paris where it enjoyed a very rapid growth under Colbert during the reign of Louis XIV. Napoleon enriched it greatly with booty from the libraries of the countries which

surrendered to his military might. It now has more than 6,000,000 books, 5,000,000 prints and engravings, 500,000 bound periodicals and 155,000 manuscripts.

Italy has several National Libraries dating back to the national states that occupied the peninsula prior to the unification in recent times. The National Library of Florence was founded in 1714 and contains 4,000,000 volumes and pamphlets, 24,000 manuscripts and 3,600 incunabula or books printed prior to 1500 A.D. Other important Italian libraries are the Laurentian at Florence, the Victor Emmanuel in Rome, the Royal of Naples and the National libraries at Palermo and Turin.

The National Library of Spain at Madrid, now open to the public, contains more than two million volumes and is a rich mine, largely unused under the present regime, of early Spanish and Spanish-American history and accounts of the early voyages that made Spain for a while one of the great world powers.

In Germany at about the time of the Reformation municipal libraries were established in Brunswick, Danzig and Hamburg, and the University libraries at Wittenburg, Halle and Marburg, were among the principal beneficiaries of the breaking up of the monasteries. The Prussian State Library at Berlin is a scholar's library, especially strong in science, art and literature. The largest in Germany, it was started about 1660 by Frederick William, the Great Elector of Brandenburg, largely with confiscated material from the monastic libraries. Frederick the Great who was King of Prussia from 1740 to 1786, friend of Voltaire and admirer of Washington, was one of its greatest benefactors. Prior to World War II it contained nearly three million volumes, 400,000 maps, 55,000 manuscripts and 6,000 incunabula. In 1947 it was combined with the library of the University of Berlin, but the war losses were so great that the new combined institution has less than half the resources of its pre-war predecessor. In all the libraries of Germany, it is estimated that war caused the loss of more than twenty-five million volumes.

As might be expected, all the great cities of Germany had established fine public libraries which prior to World War II ranged in size from 300,000 to 1,000,000 volumes and some of them, Dresden for example, were particularly rich in material relating to the industry or other characteristics which made the city famous. Through union catalogs and interlibrary loans the resources of nearly all the great libraries

were available to nearly all German citizens and scholars from all over the world. Some of these libraries are now behind the Iron Curtain and others are recuperating from the vast upheaval of the war.

The National Library of Austria at Vienna was founded in 1440, and prior to World War II contained nearly a million and a half books and many ancient manuscripts written on papyrus. In the old Austro-Hungarian empire there were other fine libraries in Budapest, Cracow, Graz, Lemberg, and Prague with book collections of great value ranging up to two million volumes.

The practical people of Switzerland have fine libraries at Basle, Berne, Zurich, and Geneva with smaller libraries in most of the cantons containing many special technical and scientific collections relating to such industries as watchmaking, hotel keeping and cheese culture.

There are libraries bearing the appellation "Royal" in most of the smaller capital cities of Europe. All of these are now public libraries very widely used, with American library philosophy and ideals beginning to pervade their methods.

Statistics from Russia may properly be labelled as "claims" and probably should be discounted to some extent. The State Public Library of Leningrad, formerly the Russian Imperial Library, claims to have more than six million volumes on its shelves, and the All Union Lenin Memorial Library in Moscow which once was known to have about 3,500,000 volumes, now claims to have 25,000,000 volumes and 2,500,000 manuscripts. There are known to be relatively important libraries in Kiev and other cities and there are claimed to be more than three hundred thousand libraries in all of the Soviet Union. By way of modest comparison, it may be noted that there are 100,320 libraries in the United States, including all public, college and university, special and school libraries.

The earliest libraries in England were in the monasteries. The great university libraries were founded during the monastic period and later profited by the dissolution of some of the church institutions. The Oxford University library was founded in 1327 and during its first century it was so insignificant that the Duke of Gloucester received great praise, a parchment, probably a medal and an honorary degree for donating 130 books from his own library. At about this same time the catalog of the Cambridge University library listed only 122 books. The Oxford library struggled along until about 1600 when Sir Thomas

Bodley became its benefactor and in recognition of his gifts its name was changed to the Bodleian Library. Many of the separate colleges of Oxford and Cambridge have important book collections.

Outranking all other libraries in Great Britain, and one of the truly great libraries of the world, is the British Museum. Founded in 1753, it has accumulated about six million volumes, many by gifts and bequests, and it adds about 60,000 volumes a year to its collection by the operation of the copyright law. It is strong in every department of human knowledge, with manuscripts, books and pamphlets, old and new, on nearly every subject and in nearly every language. One of its many famous borrowers was Karl Marx who wrote most of his monumental *Das Kapital* while sitting at one of the tables in its reading rooms.

### Libraries in the United States

The history of libraries in the United States began with the library of Henrico College at Jamestown, Virginia in 1621. This library had a short life as it was destroyed in 1622 when the Indians burned the college building and killed off most of the inhabitants of the town.

The next library and the first permanent one to be founded in the United States started in 1638 when the Rev. John Harvard bequeathed his modest library of 400 books to the little college which had opened its doors in 1636 in Cambridge, Massachusetts. The grateful trustees hurriedly gave his name to the university which now has nearly six million books in its various libraries. In addition to Harvard, other great university libraries were founded at Yale, Princeton, Pennsylvania, Columbia, Brown and Dartmouth during the following century.

The Library of Congress, founded in 1800, is the world's largest establishment devoted to library functions. Its beginnings were very modest. The small book collection was entirely destroyed by the British army in 1814, but the library was re-established the following year when by act of Congress Thomas Jefferson's library of 6,487 volumes was purchased. A devastating fire destroyed more than two thirds of the collection in 1851 and the library languished until 1866 when the scientific books of the Smithsonian Institution were transferred to it. Since 1870 it has acquired a copy of all books copyrighted in the United States and at the present time, with more than fifteen million

books and a total collection of approximately sixty million, ranks as one of the largest, if not the largest, and certainly one of the most useful libraries in the world.

The public libraries of America had their beginnings in the club or society libraries such as the one Benjamin Franklin founded in Philadelphia in 1731, which is still active. A number of the older cities of the country, Charleston, South Carolina, for example, still have active membership libraries as well as tax supported public libraries, but most of the private libraries have been merged with public libraries and are open to the general public.

### **Our First Public Libraries**

The tax supported public library movement started about 1833 with Peterboro, New Hampshire, and Burlington, New Jersey, about tied for the honor of being the first in the field. Their greatest development occurred in the last half of the 19th century and the first half of the 20th. In many of the older public libraries, and some of the newer, the tax income is augmented by endowment earnings which often are used for special phases of library work.

The United States is without doubt the leader of the world in the number of library volumes in popular use and in advanced library techniques and administrative methods. Library philosophy in America stresses popular education and service to the public rather than erudition, though the existence of a "Reference Department" in hundreds of public libraries apparently indicates a growing interest in research.

A recent compilation lists 6,922 public libraries in the United States, 2,894 academic libraries, 4,030 special libraries, and 82,641 school libraries; the larger library systems of the country have about 3,833 branch libraries housed in separate buildings, a total of 100,320. There are approximately 683 public libraries in Canada.

No history of the library movement on the North American continent would be complete without mention of the greatest benefactor libraries have ever had. Andrew Carnegie began aiding libraries as early as 1881, since which time more than 2,500 have been started, aided or endowed by Carnegie benefactions. In the early years of this century, so ubiquitous were the typical county seat Carnegie libraries and so standardized their architecture, that one northwest Iowa town attained considerable newspaper publicity by announcing to the world

that it did not have a Carnegie library. Up to the present time, the total contributions to libraries by Mr. Carnegie and the various foundations bearing his name are in excess of \$73,000,000. A single gift of \$5,200,000 in 1901 provided for the construction of approximately forty branch library buildings in New York City.

While Mr. Carnegie was making library history with his wealth, Melvil Dewey was making a very great contribution of a very different nature. He was chief librarian and professor of library economy at Columbia University, later director of the New York State Library and founder and director of the New York State Library School. He, together with R. R. Bowker, was one of the founders of the American Library Association and founder and early editor of *The Library Journal*. However, his greatest contribution to library science and the service for which he will be forever gratefully remembered by all librarians and library users was the invention of the Dewey Decimal Classification system, by which nearly all library books in the United States and Canada and many in Europe are cataloged and shelved and made easily accessible to all users.

On the shelves of all the public libraries in the United States there are more than 330,000,000 volumes and the annual expenditures for library purposes exceed \$495,000,000 not counting the cost of new buildings. This is small change, of course, in comparison with our annual expenditures for liquor, tobacco, cosmetics and automobiles.

Of the public library systems in the United States there are eighteen having book collections in excess of a million volumes, the largest being the New York Public Library system with more than nine million books in its main libraries and about eighty branches. The public libraries in such cities as Chicago, Cleveland, Los Angeles, Baltimore, Pittsburgh, Detroit, Cincinnati, Boston, Milwaukee, Newark, Philadelphia, Minneapolis and St. Louis are outstanding, not only because of their size, but also because of the variety and high quality of their services to the people of the communities in which they are located.

These very large library systems differ in degree more than in kind, from the many hundreds of smaller libraries in the United States and Canada. Even the small community library housed in a rented room just off Main Street with a single librarian in charge and with only a few thousand books on the shelves, serves the school children, the young people, the women's clubs, the business interests, the church groups and all the other community agencies in its small way just as

a large library with a thousand or more employees does in its large way.

### **New Chapters in the Library's Long Story**

By Virginia G. Young

The latest chapters in the library's long story tell of present-day developments of the concept of accessibility. It was the broadening of accessibility to books which gave America its public libraries, beginning in the latter half of the 19th century.

During the formative years of a widespread public library movement, the ideal was a centrally located free public library with doors open to all. This ideal built libraries in most of the cities and towns of the nation, and at the time represented the peak of accessibility to books and information.

Changing population trends brought about branch libraries, together with mobile library service through bookmobiles reaching far-flung suburbs and rural areas. County libraries, usually part of a regional library system, reach literally millions of persons formerly deprived of library service of any kind.

The concept of the library as an educational institution and information service center has destroyed the former isolation which hampered expansion of library service. Since the first dramatic breakthrough which followed the Library Services Act in 1956, Congress has voted support to many new federal programs in support of public library services and information services. New library construction, expanded library services, augmented and better-trained staffs—all can be obtained with federal assistance. Interlibrary cooperation between all types of libraries—public, school, college, university, and special—further broadened library services available. Particular attention is paid to programs of library service to physically, culturally, and economically disadvantaged citizens.

The very concept of library services itself has changed. New technical processes emerge almost daily for collection and retrieval of information, in which automation plays a leading role. New departments and materials are found essential to the library which formerly housed only books: records, tapes, films, prints, sculpture, Braille, and large-print books—the list grows constantly.

New federal and state programs of library assistance are designed

to bring adequate library service to every citizen, with the purpose that every citizen may share alike in opportunities to contribute his talents and abilities.

No, the library's long story has not yet come to its end. New chapters have been written as fresh needs and demands are brought to the library, and new and illustrious chapters are yet to come.

## Appendix XI

# *A Reading List for Library Trustees*

Batchelder, Mildred. *Public Library Trustees in the Nineteen Sixties*. ALTA Publication No. 4. Chicago, American Library Trustee Association, 1969.

A review of the literature of trusteeship and, at the same time, an assessment of the role of the trustee in library development.

*The Bowker Annual of Library and Book Trade Information*. New York, R. R. Bowker Company.

A one-volume reference shelf of activities, organizations, and statistics published annually.

Connally, John. "The Governor's Conference on Libraries; Birthplace for Citizen Action." *State Government*. (Summer 1967), 158-64.

The Governor of Texas describes the purposes, patterns, and results of such conferences, drawing first hand from a very successful one in Texas.

Corrigan, Dorothy D. *Workbook for a Successful Workshop*. ALTA Publication No. 1. Chicago, American Library Trustee Association, 1967.

Step-by-step discussion of elementary principles for planning, presenting, and evaluating a workshop prepared especially for trustee groups, but useful to any group.

——— and Hoyt R. Galvin. "Library Building Consulting: Problems and Ethics." *ALA Bulletin* (May 1968), 505-10.

Currier, Lura G., compiler. *Contracts and Agreements for Public Library Service*. Public Library Reporter No. 6. Chicago, American Library Association, 1958.

Collection of contracts and excerpts of contracts in use by library systems.

Frantz, John C. "The Small Public Library—Its Establishment, Organization and Development." No. 2 of the Series: *The Small Public Library*. Chicago, American Library Association, 1962.

Garceau, Oliver. *Public Library in the Political Process*. New York, Columbia University Press, 1949.

The volume in the Public Library Inquiry devoting special attention to the library board in its relation both to the library and to the governing authority. Based on detailed study of boards established under differing conditions. Provocative and outspoken.

Gorham, William, Elizabeth Drew, and Aaron Wildavsky. "PPBS: Its Scope and Limits." *The Public Interest*, No. 8 (Summer 1967), 3-48.

An article explaining planning, programming, and budgeting system.

Holden, Barbara B. *The State Trustee Organization*, ALTA Publication No. 2. Chicago, American Library Trustee Association, 1968.

Practical discussion of methods to organize, revitalize, or strengthen statewide association of library trustees.

Leigh, Robert D. *Public Library in the United States*. New York, Columbia University Press, 1950.

A broad discussion of the many factors influencing public library service in the United States, summarizing the findings of the Public Library Inquiry.

Library Building Institute. *Libraries, Building for the Future*. Ed. by Robert J. Shaw. Chicago, American Library Association, 1967.

Proceedings of the Library Building Institute and ALTA Workshop in 1965 which includes an examination of the trustee's role in planning and building.

Lynch, Mrs. Weldon. *Guidelines for Holding a Governor's Conference on Libraries*. ALTA Publication No. 3. Chicago, American Library Trustee Association, 1968.

How to organize for, plan, and run a conference, including committee structure and responsibilities, and a calendar of deadlines.

Maurois, André. *Public Libraries and Their Mission*. UNESCO, 1961.

A splendid pamphlet on public library purposes.

National Library Week. *Organization Handbook*. New York, National Library Week, 1967.

Phinney, Eleanor. *Library Adult Education in Action*. Chicago, American Library Association, 1956.

A series of case reports on "What is happening in five different libraries with well-developed educational services for adults." Includes excellent helps to studying a community.

Public Library Association. *Interlibrary Cooperation: A Sampling of Interlibrary Cooperation*. Public Library Reporter No. 12. Chicago, American Library Association, 1967.

Directors of five on-going interlibrary projects describe them.

*Reach Out With Books: Proceedings of the Workshop for Library Trustees*. Chicago, American Library Trustee Association, 1966.

Proceedings of a one-day meeting in New York which considers the ways in which books can be used to reach all segments of the community.

Sinclair, Dorothy. *Administration of the Small Public Library*. Chicago, American Library Association, 1965.

Realistic, practical guidelines and principles for making wise policy decision and solving everyday problems.

*The Small Public Library: A series of guides for community librarians and trustees*. Chicago, American Library Association, 1962-63.

These pamphlets, developed under the Small Libraries Project, are all of value to trustees.

Smith, Hannis S. "Cooperative Approach to Library Service." No. 16 of the series: *The Small Public Library*. Chicago, American Library Association, 1962.

Standards for library service adopted by the American Library Association. All are available from the Publishing Department, American Library Association, Chicago.

*Interim Standards for Small Public Libraries: Guidelines Toward Achieving the Goals of Public Library Service*. American Library Association, 1962.

*Minimum Standards for Public Library Systems*, 1966. ALA Public Library Association, 1966.

*Standards for Children's Services in Public Libraries*. ALA Public Library Association, 1964.

*Standards for College Libraries*. ALA Association of College and Research Libraries, 1959. (Reprints from *College and Research Libraries*, 20: 274-80 [July 1959].)

*Standards for Junior College Libraries*. ALA Association of College and Research Libraries, 1960. (Reprinted from *College and Research Libraries*, 21: 200-26 [May 1960].)

*Standards for Library Functions at the State Level*. ALA American Association of State Libraries, 1963.

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

*Standards of Quality for Bookmobile Service.* ALA Public Library Association, 1963.

*Standards for School Media Programs.* ALA American Association of School Librarians and NEA Dept. of Audiovisual Instruction, 1969.

*Young Adult Services in the Public Library.* ALA Public Library Association, 1960.

"Suggested Policies for Public Libraries." No. 2A of the series: *The Small Public Library.* Chicago, American Library Association, 1963.

Wallace, Sarah Leslie, editor. *Friends of the Library: Organization and Activities.* American Library Association, 1962.

Twelve articles concerning citizen support of public, county, state, and college and university libraries.

Warncke, Ruth. "Planning Good Library Meetings." *School Libraries*, 11:15-20 (January 1962).

Wessells, Helen. "The Public Library: A Tool for Modern Living." No. 1 of the series: *The Small Public Library.* Chicago, American Library Association, 1962.

Wheeler, Joseph L. "The Small Library Building." No. 13 of the series: *The Small Public Library.* Chicago, American Library Association, 1962.

——— and Herbert Goldhor. *Practical Administration of Public Libraries.* New York, Harper & Row, 1962.

" . . . a guide to management principles and their practical application in public libraries." Extensive bibliographies.

White, Ruth M., editor. *Public Library Policies—General and Specific.* Public Library Reporter No. 9. Chicago, American Library Association, 1960.

Selected policy statements in actual use by 200 public libraries of various sizes which provide a useful guide for libraries and trustees formulating policy statements.

Winser, Marian Manley. *A Handbook for Library Trustees.* New York. R. R. Bowker Company, 1959.

Young, Virginia G., "The Trustee of a Small Public Library." No. 3 of the series: *The Small Public Library.* Chicago, American Library Association, 1962.

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