

# MAINE STATE LEGISLATURE

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**MAINE  
LIBRARIES**

**A STUDY MADE BY ARCO INC. FOR THE  
GOVERNOR'S TASK FORCE TO STUDY LIBRARY SERVICES IN MAINE**

**JUNE 1970**



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## INTRODUCTION

In October 1969 the Governor's Task Force to Study Library Services in Maine retained ARCO Inc. to conduct a study of all types of libraries in Maine. It was agreed that the principal aim of the study would be fact finding and not the establishment of conclusions or recommendations. Using National Standards as a basis, we have over a period of more than eight months gathered and summarized a large body of data on all aspects of Maine libraries.

This report is a summary of the most outstanding features of the material that was gathered and represents a basic compilation of both the objective and subjective material that was sought in the series of questionnaires. However, in the original replies and in the master notebooks of answers there is sufficient material for a number of additional reviews of some of the more detailed aspects of library operation. The Task Force has already voted to preserve the materials of the survey and make them available to qualified researchers.

It is obvious that the replies totaling more than 16,000 pages of questionnaires and the thoughtful answers to more than half a million questions took up a great deal of time on the part of busy librarians in libraries of all types throughout the State. The very high percentage of returns clearly indicates the high degree of interest in the improvement of libraries as an institution central to the life of the community now and in the future. We would like to thank the librarians who filled out the questionnaire for their time and patience and many helpful comments and letters.

## SUMMARY OF PROCEDURES AND REPLIES

National Standards for each type of library, public, school, college and special were reviewed and numerous library surveys were inspected, with the ARCO staff spending several days at Simmons College for this purpose.

Sample questions in various groupings were prepared and reviewed at a day-long session of the Task Force which suggested changes and deletions.

Using the National Standards as a base, four different questionnaires were prepared for public, school, college and special libraries.

Meetings were arranged with a group of librarians representing each of the four types of libraries. The applicable questionnaire was reviewed with each group and numerous changes, additions and deletions were made to make the questionnaires as practical and as comprehensive as possible.

Form One for school superintendents was prepared, aimed at getting a basic list of all Maine schools having libraries and all librarians assigned to these libraries. The questionnaire was filled in with school names, grade spans, and enrollment of each school - leaving only the question of whether or not the school had a library and the name of the librarian to be completed. Returns were excellent with 98.4% of Maine schools being covered.

The questionnaires for public, school, college and special libraries were set in type, printed and distributed to a total of 1,363 Maine libraries of all types. A 65-page book on Standards for School Media Programs 1969 was summarized and attached to the school questionnaires. Standards were also printed and attached to special and public library questionnaires. In addition, cover letters were enclosed and self-addressed return labels attached.

Form Two for school superintendents was prepared, printed and mailed to all superintendents of public schools in Maine. It was aimed at finding out the breakdown of spending on textbooks, supplementary publications, audiovisual materials and audiovisual equipment shared by all schools. While replies covered only half of Maine school students, it was felt that this was sufficient to provide average spending levels. The replies were also used for a sampling of representative school districts.

## SUMMARY OF SURVEY REPLIES

### SURVEY COVERAGE

Library Grouping	No. in Group	No. of Replies	Population or Students	Population of Students of Replies	Percent of Libraries Replying	Percent of Population Covered
<b>PUBLIC</b>						
Group One	19	18	371,004	360,315	94.7%	97.1%
Group Two	22*	17	133,034	106,759	77.2%	80.2%
Group Three	211	145	300,612	254,487	68.7%	84.6%
Total	253	180	804,650	721,561	71.1%	89.6%
 <b>SCHOOL (public and private)</b>						
Elementary - JHS	860	573	NA **	NA	66.6%	NA
Sr. High	143	114	NA	NA	79.7%	NA
Total	1,003	687	260,460	193,802	68.4%	74.4%
 <b>COLLEGE</b>	 21	 18	 25,213	 22,633	 85.7%	 89.7%
 <b>VOCATIONAL SCHOOLS</b>	 4	 4	 1,544	 1,544	 100.0%	 100.0%
 <b>SPECIAL</b>	 87	 19	 NA	 NA	 21.8%	 NA

\*One summer library omitted. \*\*Not available due to variation in definition.

### DISTRICTS\*

Form 1	(Total Schools) 918	(Schools Covered) 904	(Percent Schools Covered) 98.4%
Form 2	(Total Students) 239,774	(Total Students Covered) 127,684	(Percent Students Covered) 53.2%

\*Covers only public schools. Form one aimed at determining total number of schools having a library. Form two aimed at determining average expenditures per pupil.



## SUMMARY OF QUESTIONNAIRE MAILINGS

Group	Pages in Questionnaire	Number of Questions	Pages Standards	Total Questionnaires Mailed
PUBLIC	40	251	16	253
SCHOOL	22	149	12	1,007*
COLLEGE	12	48	0	21
SPECIAL	16	77	11	87
Totals	90	525	39	1,368

\*Includes four vocational schools

An original target date of February 6, 1970 was set to close off the questionnaire replies. At a meeting of the Task Force February 17, 1970, ARCO reported on total returns to date and the Task Force voted to extend the deadline long enough to allow follow-up letters to be sent to public libraries and schools that had not replied. A new deadline of March 6, 1970 was established and follow-up letters were sent to public libraries by the Maine State Librarian, Miss Ruth Hazelton and to the schools by ARCO. In addition, ARCO supplied the Task Force with a list of public libraries that had not replied.

Each questionnaire was checked off on a master list as it was returned and compilation of the 908 questionnaires was begun in mid-March. Some idea of the magnitude of the task of compilation can be gathered from the fact that there were 16,602 pages of questionnaires returned containing 109,043 numbered questions. The latter number is actually less than a fifth of the questions that had to be specifically answered and compiled, since the questionnaire contained numerous unnumbered sub-questions and a substantial number of charts and listing of books, salaries, hours, etc. that were numbered as one question. It is estimated that there were more than 500,000 specific replies to be accounted for and tabulated.

Prior to beginning the task of compilation, it was determined that all answers to all questions should be available to the Task Force although they might not all be included in the final report. For this purpose more than 25,000 white forms were printed for the use of compilation teams. Similar blue sheets were printed allowing totals from the working teams to be checked and re-compiled onto a master sheet. All sheets were numbered with the proper designation for the section of the survey, the page and number of the questionnaire and the name of the person compiling.

The blue master sheets giving the total response to each question were punched and filed in three-ring notebooks for future reference. In addition to compiling the answers, the number of blanks of no answers was compiled for each question. These master books were used in writing the final report which is a summary of the most pertinent material but by no means exhausts the fund of data available.

## SUMMARY OF COMPILATION

Group	Total Libraries Replying	Pages of Questions Answered	Total Questions Answered
PUBLIC	180	7,200	45,180
SCHOOLS			
No Library	316	632	5,688
Library	371	8,162	55,279
COLLEGE	18	216	864
VOC. SCHOOLS	4	88	596
SPECIAL	19	304	1,463
Totals	908	16,602	109,043

Fifteen workers and three supervisors were used over the period of more than two months to accomplish the compilation of the replies. All materials, including the original questionnaires, have been grouped, numbered and filed for future reference or use by the Task Force or any subsequent agency or authorized researcher.

### LIBRARY INTERVIEWS

In addition to the basic survey outlined, the ARCO research team paid personal visits to 21 public libraries, seven school libraries, seven college libraries and ten special libraries.

These visits were made during the course of the entire survey but fell largely in the January through April period of 1970.

Use was made of a form approved by the Task Force to standardize the interviews and an attempt was made to make a deeper and more personal approach to library problems than was made through the medium of the questionnaire. The results of the interviews were used in the preparation of the final report and the detailed reports on the various libraries are available to the Task Force and are filed with the remainder of the material pertaining to the survey.

### Libraries Interviewed

#### Public

Auburn	Bowdoinham	Farmington	Lisbon
Bangor	Bucksport	Houlton	Lisbon Falls
Blue Hill	Castine	Lewiston	Machias

Public (Cont.)

New Sharon  
Norway  
Orono  
Paris  
Patten  
Portland  
Skowhegan  
West Paris  
Windham

School

Bangor High  
Falmouth Jr. Sr. High  
Oxford Hills High  
Lewiston High  
  
Fairmont, Bangor  
Dingley, Lewiston  
Auburn, Elementary

College

Bates  
Bliss  
Farmington  
Husson  
Washington  
Westbrook Jr.  
U. of M. Law School  
Maine Maritime Academy

Special

Bangor State Hospital  
Bangor Theological  
CMVTI  
Cleaves Law, Portland  
Maine Medical Center  
Androscoggin Historical  
Marine Research, Bath  
Union Mutual, Portland  
Stevens School, Hallowell

**PUBLIC OPINION SURVEY**

A public opinion survey was conducted in six Maine communities - Lewiston, Livermore Falls, Saco, Bath, Lincoln and Skowhegan. The communities were chosen as representing small, medium and large Maine communities - classifications similar to the ones in which the survey replies were grouped and similar to the groupings of the National Standards for Small Public Libraries.

The purpose of this aspect of the survey was:

- a. To determine the proportion of the total population that are library users and non-users.
- b. To determine the frequency of use of those who do use library facilities.
- c. To determine the principal reasons for library use on the part of the general public.
- d. To determine if most users are satisfied with the service they receive and if they are able to obtain the materials they request.
- e. To determine the proportion of non-users that have ever used the library.
- f. To determine how long ago non-users stopped using the library.

To accomplish the above purpose, a simple survey form was prepared and more than 20,000 were printed and bound into books. Teams of telephone workers were hired in each community (largely persons such as retired school teachers) and random telephone calls were made throughout the communities. Workers were required to enter the name and telephone number of each person

contacted to allow spot checking of the telephone work.

A total of 5,116 persons were contacted directly (more were called but some refused to respond to the questions) and responded to the series of questions. Information, both direct and indirect (about immediate families only) was supplied on a total of 17,520 persons. The conclusions of the public opinion survey were compared and cross checked with replies from librarians on the number of library card holders.

These 12,000 pages of questionnaires with replies to some 180,000 questions on age, occupations, number of persons in family, age of family members, occupations of family members, and library use or non-use were compiled and used as the basis of a final report.

The original questionnaire books have been filed with other survey materials for future use of the Task Force or authorized library researchers.



## PUBLIC LIBRARIES - PROCEDURE AND LIMITATIONS

Maine has 253 public libraries 223 of which reported to the Maine State Library in 1969 on various statistics concerning their operation during 1968. The **Directory and Statistics, Public Libraries of Maine 1969** groups the libraries according to population of the communities they serve. It was decided for the purpose of compiling the statistics in this survey to follow a similar grouping, although with not as many subdivisions.

The public libraries in this report are grouped in Group One - Libraries serving communities of 10,000 or more; Group Two - Libraries serving communities with populations of 5,000 to 10,000; and Group Three - Libraries serving communities with populations under 5,000.

A forty-page questionnaire was prepared asking some 251 detailed questions concerning all aspects of public library service. As in the case of the other types of libraries, the questions were designed to yield information that would allow the Task Force to determine to what extent various aspects of library service and operation exceed, equal or fall short of the minimum national standards for public libraries as adopted by the American Library Association. Copies of Interim Standards for Public Libraries, 1962 were reproduced and included with the questionnaire for use by those libraries not having the standards immediately at hand.

The questionnaire was mailed to all public libraries in Maine. An additional letter was sent at a later date urging those libraries who had not replied to do so.

The summary of replies from the libraries makes it clear that more than 70% of all libraries in the state replied to the questionnaire with the percentages of returns being higher in the larger population centers.

Virtually all of the libraries that did not reply are ones serving very small Maine communities. There were a total of 73 libraries of all sizes that did not reply. Out of this number 65 were libraries serving communities of under 2,500 population. This indicates that 87.8% of the libraries that did not reply serve communities of this size.

Perhaps more significant than the percentage of returns from total libraries is the size of the populations they serve, since the above figures equate a small library open largely during the summer with the Portland Public Library. Libraries that replied to the questionnaire serve almost 90% of the persons in Maine who have any type of public library service. As the table indicates there is a group of about 164,000 persons or 17% of the State that has no public library service. Many of these non-library communities are served only by bookmobiles operated by the Maine State Library.

It should be noted that some communities are served by two libraries. In cases where one library replied and the other did not, the population of the community was included with that of the group that replied rather than attempting to divide it.

This section of the survey is divided into three parts corresponding with the three groupings of libraries according to populations served. It should be kept in mind that many libraries, particularly the larger ones, also serve many persons in smaller outlying communities that have either a very small library or none at all.

**SUMMARY OF REPLIES FROM PUBLIC LIBRARIES**

<b>Total Libraries</b>			
<b>Population Class of Library</b>	<b>Total in Population Group</b>	<b>Total Replies</b>	<b>Percent</b>
1. Over 10,000	19	18	94.7%
2. 5,000 to 10,000	22*	17	77.2%
3. Under 5,000	211	145	68.7%
Totals	253	180	71.1%

\*One summer library was omitted from this total since the community also has a public library open throughout the year.

<b>Total Population</b>			
<b>Population Class of Library</b>	<b>Library Service Populations (Community Total 1960 Census)</b>	<b>Library Service Populations (Total Population in Communities of Libraries Who Replied to Survey)</b>	<b>Percent</b>
1. Over 10,000	371,004	360,315	97.1%
2. 5,000 to 10,000	133,034	106,759	80.2%
3. Under 5,000	300,612	254,487	84.6%
Totals	804,650	721,561	89.6%

<b>Public Population Without Library Service</b>		
	<b>Population 1960</b>	<b>Percent</b>
With Public Libraries	804,650	83%
Without Public Libraries	164,615	17%
Total	969,265	100%

## PUBLIC LIBRARIES – GROUP ONE

### RESIDENT USE

All 18 of the public libraries serving Maine communities of 10,000 persons or more stated that their libraries are open to use by any resident - seasonal as well as year around residents. However, the libraries were divided on the question of submitting proof of being a resident. Eleven require such proof and seven do not. Only one of the libraries charges a five cent fee at the time the initial library card is obtained. Fourteen of these large libraries have a junior or children's library card. At some the junior card is based on ages five to 13 and at others it is based on the kindergarten through a variety of grades (ranging from six through 9). There was considerable variation in the age at which the libraries grant adult card with full privileges with some basing it on age level and some on grade level ranging from five years and kindergarten to high school.

At over half of the libraries the card is wallet sized and bears the name and number of the patron and the name of the library. The remainder of the libraries issue a larger size card. All do issue library cards.

Ten of the libraries require that the user show his card each time a book is borrowed and eight do not require this.

One third of the libraries issue cards that are good indefinitely while the other 12 libraries issue cards that must be periodically renewed. Of the 12 libraries that require cards to be renewed, five do so every three years and seven do so every five years.

Seven of the libraries issue cards for a different length of time to seasonal residents; 10 do not differentiate and one did not answer. Six of these libraries issue seasonal cards for only one year.

All of the six libraries that issue cards for an indefinite period indicated that they have "pruned" their lists of users by requiring everyone to get a new card. Four replied that this has been done within a year; one in four years and one library has not pruned its list for seven years.

The 15 libraries that maintain separate statistics on the number of adult (as separate from children's) cards said they have 81,294 holders of adult cards. These communities have about 215,000 persons resident who are over 15 years of age. While the regulations on holding "adult" cards vary this would indicate that about 37% of those who are eligible for an adult card do hold one. These same 15 libraries stated they have a total of 40,900 library cards held by "children". Their approximate population under 15 years is 108,000 which would indicate that some 37% of this population group also hold library cards.

Different age levels and different regulations make close estimate difficult. However, all the libraries in this group (18) reported total library card holders as 140,885. The total population of the group is (as of 1960) 371,004. This indicates that about 38% of the total population hold library cards. If the children under age five are not counted the percentage of the total population holding library cards increases to about 42%.

The proportion of adult to children's cards varies widely between the libraries. The above figures make it evident that about one third of the library users are children. However, two libraries reported more children's cards than adult cards.



The estimates by librarians as to the percentage of users falling into different age groups varied widely. The average librarian estimated that about 22% of the users were under 10 years old but the estimates ranged from 7% to as high as 40%. The average estimate for the 11 through 20 year or teenage group was 28% and estimates varied from as little as 10% to as high as 65%.

The librarians estimated that some 13% of their users were over 65 years and about 37% in the years between 20 and 65. Again estimates varied widely.

The librarians were almost unanimous in indicating that they feel that requirements on obtaining a library card are not in any way restrictive on residents who might use the library.

But the librarians did indicate they are far from satisfied with the proportions of age levels using the libraries. Two thirds of them stated that the present proportion is not satisfactory. By a margin of more than two to one the dissatisfied librarians indicated the strongest effort to increase use should fall in the 11 through 65 year age brackets.

## **NON-RESIDENT USE**

Fifteen of the 18 libraries do issue a non-resident borrower's card. All of the libraries except one stated that the card may be obtained by any Maine resident. One library restricts it only to certain towns within a "reasonable" distance. Sixteen of the 18 libraries charge a fee to non-resident users ranging from fifty cents to five dollars. Fourteen of the libraries charge less than \$3 a year. The total number of non-resident cards, almost all of them adult, reported was 5,861. This is about 4% of all the card holders reported by this group. Only two of the librarians thought the non-resident should be charged a fee equal to the average tax support given the library by a resident, the others felt there should be no fee or a token fee.

Half of the librarians said a non-resident employed in the community would not receive library privileges but all except one said such library privileges are given to students attending school in the community.

Thirteen of the librarians felt it was of considerable or the utmost importance to the quality of library service in surrounding communities that non-residents be allowed to use their libraries. Assuming that finances and fees were not a problem, 14 of the 18 librarians said they would favor a Maine statewide borrower's card giving everyone equal privileges to all Maine libraries.

## **LIBRARY ACCESSIBILITY**

Only six of the librarians said they do not feel the resources of their libraries are sufficient to provide for most of the library needs of the members of the immediate community served. These six indicated very extensive or considerable improvement was needed.

Few librarians indicated getting requests for fiction or reference materials that they could not fill but six said they frequently had non-fiction requests they could not meet. Half of the librarians said they do not receive requests they cannot fill because the library resources are adequate. Only two said they feel the residents are aware of the library's limitations and do not ask for materials.

Every librarian replied that the library is "easy to get to" in the community and only two thought the average person in the community could not easily direct a stranger on how to get to the library. Only one of the 18 librarians said the library is not located on one of the four most traveled streets in the community. Only five librarians said they ever hear complaints about the location of the library being too far to walk or travel or being out of the way. Seventeen of the 18 said their libraries are located either in the center of town or within a quarter mile of it. Only one is located a mile from the center of the city.

Fourteen librarians rated the location of the library in the city in relation to ease of access as excellent and four others said it was good. Only one librarian thought relocation would considerably increase public use.

While the locations in general appeared to be rated very highly, only three of the libraries have access from street level, 15 of the libraries have steps at the main entrance. Of the 15 libraries with stairs only three indicated that any provision has been made for entry by persons in wheel chairs, on crutches, the elderly, etc. with ramps, elevators, etc. Two indicated elevators and ramps and one only a ramp. The number of steps up from the street ranged from four to 18 with half the libraries being five to eight steps off street level.

All except two of the libraries are housed in separate buildings devoted entirely to library use.

## **PARKING**

Ten of the libraries have a parking lot next to the library. Seven of the eight libraries without parking lots said the only parking available nearby is on-street parking. Only four of the libraries reported parking lots holding more than 10 cars. A majority of the libraries rated parking as generous or sufficient and only four thought improved parking would considerably increase public use. However, 16 of the libraries put parking as of the utmost or considerable importance in maintaining public use.

## **BRANCH LIBRARIES**

Only three of the libraries operate branches - one of them two branches. They felt the location of the branches was good or excellent and that they were of considerable importance in maintaining good library service to the community. Eleven of the librarians said their governing board has never considered opening a branch.

## **LIBRARY TRUSTEES**

Seventeen of the 18 libraries are governed by boards of trustees and one by an advisory board named by the city manger. All but two libraries have fewer than 15 trustees and a third have six or less. Only one library reported that the trustees are elected by the voters. In about half the cities they are named by city officials. Half of the boards of trustees serve five year terms or longer. Only four libraries replied that they do feel the board of trustees does not represent a cross section of the community. A third of the trustees were reported to be over 60 years of age and only 10% under 40 years.

Only two libraries stated that there is a formally established procedure for evaluating the

“performance and stewardship” of individual trustees periodically that would lead to the replacement of trustees who are ineffective.

In every case the library director is named by the board of trustees. Only two librarians indicated they do not work cooperatively with the trustees on the planning and development of library policy. Five librarians replied that, after policy has been established, they still do not have full authority in selection and hiring of personnel. However, all except one or two librarians have full authority in personnel management, development of library programs, administration and in selection of materials.

## FINANCES

Total amount of money received from all sources and spent on all aspects of library service has risen sharply in this group of largest libraries over the last ten years. With the exception of Saco and Rumford which did not answer this question, spending in this group totaled \$638,360 in 1960 and \$1,171,409 in 1969 or an increase of 83.5%. In addition a new library was added in South Portland in 1967 which by 1969 increased spending for this group to \$1,276,909.

The financing totals show that monies available from all sources and spent on library services in this group have risen from \$1.95 per capita in 1960 to \$3.57 per capita in 1969, an increase of 83%.

Only three of the libraries operate on a fiscal year that is different from the municipality they serve.

The Sources of Library Funds table indicates that by far the largest source of funds for the libraries of this group is the municipal appropriation, however, this still accounts for less than 60% of spending. If the single gifts item is discounted since it applies largely to two libraries, the only other substantial source of income is annually received from trusts and bequests and this is close to a quarter of the total. It is evident that fines and fees, income from the State and from funds raised to help the library play little if any part in the library financing picture. All except two of the libraries indicated this apportionment of funds is normal.

## BUDGET PREPARATION

Only two libraries reported that the librarian does not work with the trustees in preparation of the budget. Only four libraries said they have no organized method to explain the budget to municipal officials. Seventeen libraries said they keep statistics and use them to back up budget requests. Only three of the libraries stated that they have received cuts in the amounts of money they requested from the municipality and most of these were not large budget cuts. Only two libraries replied that the amount of money they have requested from the municipality over the last five years has been substantially larger than was appropriated.

In evaluating whether or not the amount of municipal appropriation they receive is adequate to provide good library service to the community the librarians replied generous 3; sufficient 9; barely adequate 2; inadequate 3; completely lacking 1. On the same question but relating the municipal appropriation to excellent library service, the librarians replied generous 3; sufficient 4; barely adequate 4; inadequate 3; completely lacking 2.

**SOURCES OF LIBRARY FUNDS - GROUP ONE\***

**Libraries - Communities Over 10,000 Population - 1969**

<b>Source of Funds Current Year</b>	<b>Amount Reported</b>	<b>Percent</b>
Municipal Appropriation	\$886,600	58.4%
Fines and Fees	32,450	2.1%
Municipal Appropriation (From Other Towns Served)	500	.03%
State	26,200	1.7%
Annual From Trust Funds, Bequests	362,775	23.9%
Single Gifts, Bequests During Year	171,315**	11.2%
Funds Raised Privately to Help Library	1,250	.08%
Other	35,814	2.3%

\*Table is based on replies from 16 of the 18 libraries in this group. Two did not answer this question.

\*\* This includes \$163,500 given to just two libraries.

Only four librarians thought their budgets should be increased 30% or more regardless of whether the money came from municipal or state sources.

**BEQUESTS AND DONATIONS**

Only two libraries have organized programs for obtaining bequests and donations. The libraries reported a total of \$789,903 in bequests and donations over the last 10 years with the totals ranging from zero to \$350,000. In looking for new sources of funding the libraries listed municipal, state, federal and bequests in that order. Eleven librarians felt it was of the utmost or considerable importance to increase the library appropriation and none felt that services could be substantially improved without a budget increase. Half felt they are already making a considerable effort to convince the municipality of the need for a higher level of financial support for the library services. Half the librarians felt the municipalities have done well during the last ten years in keeping pace with rising costs.

The summary of major expenses by type indicates that while costs have been rising in the three major areas in which libraries spend money, they have not risen as fast in salaries as they have in the area of collections and operating expenses. Not all libraries answered this question so that these figures are not exactly comparable with totals for increased spending given previously.

### MAJOR EXPENSES - GROUP ONE

Type of Expense	1960	1969	Increase	Percent Increase
Salaries	\$388,006	\$632,371	\$235,365	60.6%
Collections	159,381	276,042	116,661	73.1%
Operating	275,003	471,789	196,786	71.5%

### INTERLIBRARY COOPERATION

Virtually every library reported making use of the teletype network and using a variety of measures to inform users of the availability of the service. However, most indicated this had been done by local publicity and word of mouth and none indicated printing cards or putting up a permanent sign to inform patrons of the teletype service. Twelve of the librarians reported that their users are aware of this service to a considerable extent.

Fourteen of the libraries estimated they originate less than 15 requests a month for inter-library loans directed to the State Library and 12 replied that the teletype system frequently or very frequently is successful in locating the book they have requested. Most of the librarians rated the importance of the network high in helping to provide good library service.

### REQUESTS FOR INTERLIBRARY LOANS - GROUP ONE

#### 1968 By Group One Libraries

Request Made To	Total Requests	Total Filled	Percent
Other Public Library	535	501	93.6%
College Library	339	148	43.6%
Out of State Library	54	29	53.7%
State Library	1,084	983	90.6%

The table indicates that the largest percentage of requests are made to the Maine State Library and that success in filling them is over 90%. Most libraries indicated only two or three days time for their requests to be filled.

Only four librarians replied that they met frequently with school representatives to discuss student use of the public library and nine indicated that they did this seldom or never. When asked how often the public library was informed of school assignments far enough in advance to allow efficient planning, the librarians replied: frequently 2; occasionally 3; seldom 11; never 2. Fourteen of the librarians rated cooperation between the school system and the public library in planning efficient use of library resources as "some" or "very little".

However, 13 of the librarians rated total interlibrary cooperation in their area between all types of libraries as good or excellent.

Eight librarians replied that there is an active association of librarians meeting regularly in the area and working on interlibrary cooperation and five said they are a member of such a group.

Services offered to other libraries reported were: telephone reference 18; interlibrary loan 18; cooperative selection of materials 5; material storage 1; cooperative use of equipment 4.

## **STATEMENT OF OBJECTIVES**

Only half the libraries said they have a written statement of clear and specific objectives the library hopes to achieve in serving the community. Four said they are in the process of drafting a statement of objectives. Sixteen of the librarians rated the written statement of objectives as of more than considerable importance to the future growth and successful performance of the library. Only three libraries replied that their statement of objectives was approved by their money granting authority as well as by the governing board of the library.

## **COMMUNITY INVOLVEMENT**

Only three libraries indicated that the library had ever initiated a study or analysis of the community it serves toward the end of establishing more effective library service. Only five of the libraries stated that they participate in work being done by municipal government to plan the future of the community.

Half the librarians said they feel that they and the trustees are aware to a considerable extent of the specific needs of people and organizations within their communities and they rated such knowledge of great importance in enabling the library to serve the community effectively.

Only six librarians felt they were active to a considerable extent in community affairs. Eleven libraries said there are groups that work closely with the library in planning their activities while six answered no. The replies indicated that only five libraries frequently contact community groups to see if an organization program can be tied in with a library program by means of a reading list, display, film, etc. Fourteen of the libraries replied that they sponsor less than 10 programs a year that are related to the special interests of some organization in the community.

## **HOURS**

All of the 18 libraries are open some during normal working hours and all except one are open five days a week. The average library in this group is open five days a week for an average of 30.2 hours per week. All of the libraries are open in the evening to some extent with the exception of one that does not maintain evening hours in the summer. Most are open every evening and they average 15.8 evening hours per week. All libraries also reported some Saturday hours and they are open an average of six hours on Saturdays.

## LIBRARY HOURS - GROUP ONE

	Total Hours Reported	Number of Libraries	Average Hours Weekly
Daytime (Before 5 p.m.)	544	100%	30.2
Evening (After 5 p.m.)	286	100%	15.8
Saturday (Before 5 p.m.)	107	100%	5.9
Saturday (After 5 p.m.)	5	28%	1.0
Sunday	0	0	0
Total Winter Hours	949	100%	52.7
Total Summer Hours	817	100%	45.4

Note: National Standard for Libraries in this group is 45 to 60 hours open per week.

Only four of the 18 libraries reported that there was no difference between their summer and winter hours. For most of the libraries that do maintain different summer hours they are shortened by being open less in the evening. While there is some variation in the summer, the table shows that about 43% of the hours these libraries are open are evening and Saturday hours when it is possible for persons holding an 8 to 5 job five days a week to make use of the library.

Half of the libraries close their children's room during the evening hours. During the last five years only eight of the libraries have made any increase in the hours which they are open to the public. Two libraries noted a decrease in hours. Seven libraries reported increasing their winter hours an average of 7.4 hours per week. Five libraries reported increasing their summer hours an average of 7.6 hours per week.

Almost all of the librarians feel the present hours are generous or sufficient and could see no need for any substantial change in hours. The librarians recognized the importance of this schedule with 15 stating that hours total and distribution are of the utmost or considerable importance in obtaining maximum community use of the library. Only one thought hours are of little importance.

Only one of the libraries that have not increased hours in the last five years indicated that the question has been proposed and put under discussion by the trustees in this period.

Most libraries loan all items except rare or fragile ones and reference books. However, two do not loan periodicals.

Only seven libraries reported having any type of copier in the building and six of the seven make it available to the public at a set fee per copy. All of the copiers produce dry copies.

## **LOAN RESTRICTIONS**

Only two of the libraries put any restrictions on books that may be borrowed at one time by adults. One limits it to four and the other to six. A third of the libraries limit children's borrowing. The limits are two books one library; three books, one; four books, three; five books, one; and eight books, one.

Books are normally checked out for two weeks at most libraries but three libraries normally loan them for a month and one for three weeks. Ten of the libraries renew books for two weeks, one for three weeks and six renew books for a month. Only three of the libraries will not renew books over the telephone and stated this is so because of library policy. Fines vary slightly but all 18 libraries charge them with 13 charging two cents a day for overdue books and five as high as three cents a day.

Only one librarian said the library loan restrictions are not liberal and flexible allowing persons of varied habits and responsibilities to use the library easily and conveniently.

## **REFERENCE REQUESTS**

Only eight of the libraries reported that they have ever kept track over a brief period of the number of reference requests received. Seven of the libraries estimated receiving more than 100 reference requests for information a month. Eight libraries have someone specifically assigned to handle reference questions. Fifteen of the libraries said they seldom or never have a reference request that they cannot answer. Thirteen of the libraries rated their reference collections as generous or sufficient and only two as inadequate and the same number thought the training of their reference staff persons were good or excellent. All except one library said they will seek help from another library to answer a reference question.

Fourteen of the libraries indicated a definite program of guidance in the use of library materials but most stated it was largely through the medium of work with individuals. Seven libraries make use of displays and four use lists or printed material.

## **SPECIAL SERVICES**

Only three of the libraries said they maintain a file of up to date information about community organizations including personnel, purposes and activities being planned. However, more than two thirds of the libraries indicated they assist community groups in a variety of ways including advice on library resources, provision of material lists, and inviting groups to the library to use its facilities and resources.

The total number of libraries reporting selected special activities were: discussion groups, five; special subject programs, four; film showings, 13; film forums, none; lectures, three; fine arts programs, five; play reading groups, none; story telling groups for children, 16; other programs, nine.

Not more than six libraries indicated special library services for any of the following groups: intellectual, creative, disadvantaged, handicapped, homebound, institutionalized, senior citizens and new residents.

Seven librarians replied that their program of services to meet the special needs of individuals or



groups has been formally reviewed in the last year. Two indicated it has been done within two years. The remainder replied longer and six did not answer. Only four libraries reported ever calling in consultants to evaluate the library's services and only two said it had been done within three years.

### CIRCULATION - GROUP ONE

Type of Book	Total Libraries Reporting	Libraries Decreasing	1960	1969	Change 1960 - 69	Percent
Adult Fiction	12	6	427,252	423,584	3,668	0.8%
Adult Non-Fiction	12	3	349,385	409,985	60,600	17.3%
Total Adult	17	8	983,420	1,036,738	53,318	5.4%
Total Juvenile	17	8	815,133	936,690	121,557	14.9%
<b>TOTAL ALL BOOKS</b>	17	8	1,814,964	1,984,527	169,563	9.3%

  

		Group Population	1960	1969
Circulation Per Capita (1960 Pop.)	17	350,310	5.18 books	5.67 books

The accompanying table indicates that there has not been a substantial increase in circulation in this group of libraries over the last ten years. There are several problems in an analysis of circulation figures so that the most accurate are the total circulation of all books. Each library does not keep records on fiction as separate from non-fiction and some retain figures on young adults as well as juveniles. In addition, some libraries have discontinued circulation of book boxes to schools during the ten year period. One new library (South Portland) opened during the period but since its circulation increase is reflected in a corresponding circulation decrease in Portland, the totals for South Portland were included.

It is worth noting that the only reason that total circulation figures for this group show an increase at all is attributable to a large increase in circulation in the Bangor Public Library. Total circulation in Bangor rose almost 200,000 books in the ten year period or an increase in the decade of 32.3%

As the table indicates abstracting Bangor from the group of 17 libraries that did report circulation figures indicates that total book circulation in Group One libraries serving populations of 10,000 or more has declined slightly in the last ten years with the decline centered in half of the libraries reporting.

## CIRCULATION SUMMARY - GROUP ONE

(Bangor Public Library Not Included)

	Total Libraries	Libraries Decreasing	1960	1969	Change 1960 - 69	Percent
TOTAL ALL BOOKS	16	8	1,397,913	1,368,145	-29,768	-2.1%

The tables also illustrate that there has been a substantial decrease in the demand for adult fiction and a relatively large increase in the circulation of adult non-fiction. There has also been a substantial increase in circulation of juvenile books. It seems evident, however, that the book is having a difficult time in competing with other forms of entertainment and that increasing pressure is being put on public libraries to become information sources rather than sources of entertainment. Total book circulation remains at slightly over five books per person per year in the communities served by Maine's largest libraries.

Again, if Bangor is abstracted from this group of libraries, circulation per capita drops from 4.49 books per person per year to 4.39 books. It is evident that the average person in these communities does not frequently make use of the public library or draw out a substantial number of books either for entertainment or information during the course of a year.

Eliminating Rumford which did not reply to circulation totals and Bangor where they were exceptionally high, 1,368,145 books were circulated to 118,646 card holders in the 16 other libraries or an average annual circulation of 11.5 books per card holder in 1969.

### MATERIALS - SELECTION

Only eight of the libraries replied that they have a written policy which covers the selection and maintenance of their entire collection. Half of these written policies were adopted within the last year and only one is more than four years old.

Only one librarian felt that the materials selected over the last 20 years do not reflect a reasonably high standard of quality in content and form. However, 13 of the librarians indicated that to some extent they had to purchase material that they do not consider to be of high quality in order to meet the demand for this type of material.

Only two librarians listed controversial topics on which the library has material on only one point of view and these were drugs and the population explosion. More than ten indicated their libraries have information on both sides of controversial questions such as abortion, Vietnam, civil rights, drugs, racial problems, birth control, the draft, pollution, fluoridation and many other questions. Half the librarians indicated they had received some complaints from people who wanted certain types of material removed from the collection but all indicated that these complaints were very infrequent.

### MATERIALS - REMOVAL

All of the libraries except one leave the final decisions on removal of materials from the col-

lection up to the librarian and 13 of the libraries have definite policies on removal.

All of the libraries in Group One said they have withdrawn materials from the collection within the last year and half the libraries estimated average annual book withdrawals at more than 300 books. The 13 libraries that keep figures on withdrawals and that replied to the question noted removing 27,761 books from their collections in 1969. The range was from 115 books to as high as 9,076 books removed with an average of 2,135 books removed during 1969. However, a review of the figures for the last four years indicates that in most of the libraries the discard total is under 750 books a year.

A majority of the librarians felt that, to some extent their collections were either shabby or out of date but only one or two indicated this was true to any considerable degree.

Only three libraries noted that they consult with some other library or the State Library before discarding materials.

All but two libraries said their collection has been checked within the last five years against the Standard Catalog for Public Libraries, Fiction Catalog and Children's Catalog.

## LIBRARY COLLECTION

A variety of problems make it difficult to draw exact figures from book collections. Some either do not have or did not report totals going back ten years and many do not maintain the same divisions within collections.

However, the table makes it clear that there has been a more than 20% average increase in the size of total collections in Group One libraries. Because of the disproportionate size of the Bangor collection it was again listed separately before being combined with the others in the group. The totals indicate that while most of the large cities have collections averaging between two and three books per capita Bangor's collection averages more than 11 books. New population totals will be available within a year for the 1970 census but estimates by the Census Bureau indicate that the population increase for most Maine communities will be less than 5%.

### COLLECTION - TOTAL BOOKS - GROUP ONE

	Libraries Reporting	1960	1969	Change 1960 - 69	% Change
Group One	12	531,729	652,282	120,553	22.6%
Bangor	1	343,204	429,457	86,253	25.1%
Totals	13	874,933	1,081,739	206,806	23.6%

### COLLECTIONS PER CAPITA - GROUP ONE

		1960 Population	1960 Books Per Capita	1969 Books Per Capita
Group One	12	221,292	2.40	2.94
Bangor	1	38,912	8.82	11.03
Other Libraries*	5	100,111	.....*	2.01

\*Five libraries were unable to supply book totals for 1960 but they reported a total of 201,498 books in 1969. If this is added to the total books reported by this group in 1969 it increases total collections size for all 18 libraries from 1,081,739 to 1,283,237 books in 1969.

There is undoubtedly a correlation between the size of the Bangor collection, the resulting variety available and the fact that, while the circulation of the Group One libraries other than Bangor tended to decline slightly, the circulation in Bangor increased more than 30% in ten years. It would appear that a large variety of books and a larger number per capita are two prerequisites of any substantial circulation increase. While the National Standards for small libraries indicate that a small library serving 5,000 to 50,000 population should have at least two books per capita, this appears to be very minimal to meet community interests.

### PERIODICALS - INCREASE 1960 - 69 - GROUP ONE

	Libraries Reporting	1960 Total	Average Per Library	1969 Total	Average Per Library
Group One	9	866	96	1,182	131
Bangor	1	1,663	....	3,349	.....

### PERIODICALS TOTAL 1969\* - GROUP ONE

		Total Periodicals 1969	Average Per Library
Group One	17	2,007	118
Bangor	1	3,349	.....

\*This table includes all libraries in group one. The table on increase does not include eight libraries that were unable to include figures covering the ten year span.

The National Standards for small libraries indicate that a library serving 10,000 to 50,000 persons should receive some 75 to 150 periodicals so that the average library in this class falls well within that standard in 1969. However, seven of the libraries did report subscribing to less than 75 periodicals. Again Bangor was abstracted from the group because of the extremely large

number of periodicals to which the library subscribes. The replies indicate that Bangor subscribes to more periodicals than all the other libraries in this group combined. It also gives an indication of the great amount of information available today in periodicals and the increasing emphasis that the information explosion has put on this type of publication. Despite the obvious convenience, importance and growing use of all forms of microfilming, only four libraries reported having one or more back years of any periodical on microfilm.

### PERIODICALS ON MICROFILM - GROUP ONE

Libraries With One or More Years of Periodicals on Microfilm	Number of Periodicals Available on Microfilm
Bangor	114
Lewiston	25
Brunswick	1
South Portland	3
Biddeford	1

Note: Portland didn't report any periodicals on microfilm but did report 1,982 microfilms.

Only two libraries reported having motion picture films in their own collections and none reported any audio tapes. Only one reported having four filmstrips and none reported having any slides.

The Library audiovisual collection centers largely around phonograph records with 12 libraries reporting having 6,879 records. Bangor reported having 1,748 records to bring the total to 8,627 records for 13 libraries or an average of 663 per library. The National Standards indicate collections of 200 to 500 records for libraries in the 10,000 to 25,000 population group and 500 to 1000 for libraries in the 25,000 to 50,000 population group.

It is evident that, with the exception of records, the libraries have virtually no audiovisual materials available for loan. The National Standards for Small Libraries were published in 1962 and work on them was begun in 1960. If the revision of them in the next few years produces as drastic changes as were produced in the standards for school libraries, it will mean a far greater emphasis on audiovisual materials as part of the modern library collection. For instance, within two years tape cartridges for playback on television will be available and will produce a growing demand for this type of information and entertainment. Rapid changes have also taken place in recent years in all types of slides and films, many of them accompanied by sound. If the library views itself as a center for information and recreation, it will be forced to give more consideration to other than printed media.

There has been a substantial increase in acquisitions of books whether it is considered on a per library or per capita basis. The average number of books purchased per library has risen 68% in

ten years, from 1,887 in 1960 to 2,775 in 1969. The libraries have increased book purchases from eight books per hundred persons in 1960 to 15 books per hundred persons in 1969. In Bangor book purchases have risen from 27 books per hundred persons to 49 books per hundred in the same period.

**TOTAL BOOK ACQUISITIONS - GROUP ONE - 1960 - 1969**

	<b>Total Libraries</b>	<b>1960 Total</b>	<b>Average Per Library</b>	<b>Average Per Capita 1960</b>
Group One	13	24,534	1,887	.08
Bangor	1	10,648	.....	.27

  

	<b>Total Libraries</b>	<b>1969 Total</b>	<b>Average Per Library</b>	<b>Average Per Capita 1969</b>
Group One	17	47,178	2,775	.15
Bangor	1	19,240	.....	.49

The National Standards indicate acquisitions should total about one sixth of a book per capita or .16. Judged by this standard, the acquisitions of Group One libraries are close to the minimum necessary.

Only three libraries reported purchases of records in 1960. Twelve reported purchases of records in 1969. These libraries acquired 2,848 records or an average of 237 per library. The National Standards suggest libraries in this population range acquire between 70 and 300 records annually to maintain their collections.

Virtually no other audiovisual materials were reported purchased in 1969 with two exceptions. The Portland Library reported 449 films but previous replies indicate that this refers to microfilms rather than 8mm or 16mm movie films. The Lewiston Library reported purchasing 3,553 slides.

**MATERIALS - PROCESSING**

All libraries keep records of acquisitions. Sixteen of the 18 follow the Dewey Decimal System of classification. The librarians indicated the following average number of catalog cards entered for each non-fiction book: 3 cards, five libraries; 4 cards, three libraries; 5 cards, seven libraries; 6 cards, one library; 7 cards, one library; 10 cards, one library. Only seven libraries reported doing all of their own processing of materials. Six libraries purchase from 10% to 30% of their catalog cards; two libraries purchased from 30% to 60% of their cards; and three libraries purchase more than 60%.

## PERSONNEL

As has been noted in other sections of the survey, it is difficult to define "professional" library personnel. For the purposes of this survey the following definition was used, "Full time is more than 35 hours a week worked regularly. Professional personnel have a degree from a library school. Sub-professional personnel have broad general education strengthened by library school courses, in-service training and experience."

### LIBRARY PERSONNEL - NATIONAL STANDARD\*

Population	Professional Librarians	College Graduate	Library Assistant	Clerical and Other	Total
10,000 - 25,000	1 to 2	1	2 to 3	2 to 4	6 to 10
25,000 - 50,000	2 to 6	1 to 2	3 to 6	4 to 7	10 to 21

\*Not including maintenance or janitorial personnel.

### LIBRARY PERSONNEL - GROUP ONE

	Libraries Reporting	Full Time Personnel	Applied Totals From National Standards	Part Time Personnel Reported
<b>10,000 to 25,000</b>				
Professional (1-2)	15	7	15 - 30	0
Sub-professional (3-4)	15	34	45 - 60	24
Clerical (2-4)	15	13	30 - 60	31
<b>25,000 to 50,000</b>				
Professional (2-6)	3	15	6 - 18	2
Sub-Professional (4-8)	3	23	12 - 24	0
Clerical (4-7)	3	26	12 - 21	17

The table makes it clear that the libraries in the largest cities in Group One are much better supplied with personnel than the average library of the group. The largest cities Portland, Bangor, and Lewiston employ 15 professional librarians with National Standards indicating 6 to 18 as needed. For the Purposes of the survey Portland has been grouped in the under 50,000 population class although it's population is actually larger. This group of largest libraries is also at the top of the standard in both sub-professional and clerical staff as well.

The libraries in the 10,000 to 25,000 population class are less well staffed. They report only

seven professional librarians compared with a need for 15 to 30. They also employ less than the minimum number of sub-professionals recommended and far less than the number of clerical help that is recommended full time. However, there are two reservations in this. These libraries employ a large number of part time persons as sub-professionals and clerical staff. If the hours of these persons average 17 to 20 hours per week they would be the equivalent of sufficient personnel to bring these libraries close to the minimum standards.

Only one library reported using unpaid adult volunteers and only two are used part time. Four libraries make very limited use of unpaid student volunteers part time.

### EDUCATION AND EXPERIENCE - LIBRARIANS - GROUP ONE

Degree	Number Reporting	Highest Degree Reported	
		Years Experience Full Time	Number Reporting
High School	8	1	0
BA	2	2	1
MA	3	3	1
BLS	2	4	3
MLS	3	5	0
TOTAL	18	6	0
		7	0
		8	1
		9	0
		10	2
		More	10

The reports indicate that about half the librarians in this group hold high school diplomas although they usually have either some years of college beyond high school or more than 10 years of full time library experience. Four librarians hold bachelor's or master's degrees and most have had courses in library science. Only five hold degrees in library science and only three of these are master's degrees.



### TOTAL MANHOURS PER WEEK - GROUP ONE

Library	Total Estimated	Average	National Standard
Portland	1,189	1,189	400 - 880
Bangor	1,200	1,200	400 - 880
Lewiston	532	532	400 - 880
All Others (14 replies)	2,707	193	240 - 400

Note: The National Standard does not specifically give total staff manhours. The figures used were obtained by multiplying suggested personnel times 40 hours.

In reviewing the figures on manhours it should be remembered that these are only approximate guidelines. But they do indicate that the three libraries serving the largest cities are much more fully staffed than the average of the remainder of the group. Total manhours for the remaining 14 libraries that reported do not even meet the low side of the national standard for small libraries.

### PROFESSIONAL IMPROVEMENT

All 18 libraries reported supporting professional improvement by encouraging attendance at workshops and special courses.

### FINANCIAL SUPPORT FOR PROFESSIONAL IMPROVEMENT - GROUP ONE

#### Total Libraries Reporting Types of Support

	Paid Time Off	Paid Mileage	Paid Expenses	Full Course Fees Paid	Portion Fees Paid
Professional Meetings	14	10	14	3	1
Workshops	12	9	12	3	0
Library Science Courses	6	2	6	7	2
Subject Matter Courses	1	0	2	3	0
Other	2	0	1	0	0

Most libraries give paid time off for professional meetings and workshops but few do for other forms of professional improvement. However, paid expenses are common and seven libraries pay full course fees for courses in library science. Two libraries replied that this support applied only to the librarian, three that it applies to all professional staff and 13 that it applied to all professional and sub-professional staff. It is evident that there is no standard policy for financial encouragement of professional inservice training in the Group One libraries.

Thirteen of the libraries make financial provisions for professional training and improvement a part of their annual budget, the other five do not.

### PROFESSIONAL INSERVICE TRAINING - GROUP ONE

#### Totals Reported for Three Year Period

	Librarian	All Staff Members
Professional Meetings	103	304
Workshops	51	95
Library Science Courses	12	58
Subject Matter Courses	17	36
Other	3	14

It is difficult to average inservice training and produce a meaningful figure, however, the totals apply to 18 librarians and 57 sub-professionals on library staffs over a three year period. This indicates the average librarian attends close to two professional meetings a year and one workshop a year. About every three years a course in a subject or library science is taken. While the reports are probably not complete since the librarians do not keep records on what every staff member has done over a three year period, it is not a large amount of inservice training to be reported for the size of the group involved and considering the need for training that probably exists.

Only two libraries stated they presently have vacant staff positions. Half the libraries give two weeks vacation. Two give three weeks vacation and six give employees a month. Six stated that added vacation time is given to recognize length of service. Thirteen libraries give a definite amount of sick leave and nine allow it to be accumulated with policies varying greatly from 24 days to 120 days. The most common policy for accumulation of sick leave is one day a month. Only six libraries reported they have a written personnel policy which explains to employees pay scales, sick leave, vacation time, provision for improvement, etc. Half of these policies were adopted in the last year.

### STAFF SALARIES

The average annual salary of the librarians in this group is \$7,765 and the average work week is 37½ hours. The salaries range from \$3,000 for a 25 - 30 hour week to \$15,500 for a 39 - hour

work week. Not counting this lowest salary, only four librarians are paid between \$3,000 and \$6,000 a year. Salaries paid to other staff members are difficult to summarize since titles, duties and hours do not correspond. However, they are in proportion to the average head librarian's salary with few staff members earning more than \$6,000 a year and most earning between \$4,000 and \$6,000.

Seven librarians replied that the number of their professional staff members is sufficient but only one thought it generous. Two thought the size of their professional staff barely adequate and five rated it inadequate. However only four librarians noted making requests for more professional staff members within the last year.

Eleven librarians thought their clerical staff generous or sufficient and only four reported making requests for more clerical staff in the last year. Ten librarians rated the amount of inservice training for staff members in the last three years generous or sufficient. Only six librarians rated the salary of the librarian as fair or poor; ten rated it good or excellent. Only three or four libraries expressed dissatisfaction with salary levels for other staff members.

## **FRINGE BENEFITS**

Ten libraries have some form of retirement plan, eight do not. All plans are partially supported by either the library or the municipality. Only five libraries have written job descriptions for staff positions. Seven have set pay scales or steps for employees and ten have probationary periods for new employees. Only three libraries make written evaluations of employee performance. Four libraries do not cover their employees with accident insurance. Only three reported some form of civil service system to protect employees against discharge or demotion without cause. The librarians feel a need for 18 additions to their professional staff, 12 additions to the sub-professional staff and 11 additions to the clerical staff.

## **PHYSICAL FACILITIES**

Only two of the 18 libraries are planning a new building and two are planning additions or major renovations. Only two of the libraries are in wooden buildings, the remainder are brick, stone, concrete or a combination. Only the South Portland library was built in the last ten years. Biddeford reported the oldest library built in 1863. Six of the libraries were built before 1900; eight between 1900 and 1920; two between 1920 and 1940; and only two since 1940. This indicates that all but four of the libraries are in buildings more than 50 years old and a third are in buildings built before the turn of the century. However, eleven of the libraries have additions that were built in the last 20 years. Fourteen libraries reported major interior renovations, most of them within the last ten years. Few librarians rated their building as a major drawback but seven indicated the building as a whole is detrimental to library service to a considerable extent.

One librarian wants a new building on a new location; three want new buildings on the same location; three want new wings and two would be satisfied with a major renovation.

## **FLOOR SPACE**

Only three libraries reported having more than 10 rooms in use and six libraries have less than five rooms.

## TOTAL FLOOR SPACE - GROUP ONE

	Total Floor Space	Average Per Library	Floor Space Per Capita	National Standard
Bangor	40,000	.....	.97	15,000 or .60 per capita - whichever is greater
Lewiston	7,740	.....	.19	
Portland	19,311	.....	.27	
Others (13)	100,436	7,725	.48	7,000 or .70 Per capita - whichever is greater

The table shows that in terms of floor space the 13 libraries in this group that serve communities under 25,000 population exceed the national minimum standard in terms of average floor space but they fall considerably short of it when the population of the cities is taken into account. Of the three major cities, Lewiston's floor space is the poorest although Portland's per capita floor space would be lower if a somewhat larger population figure was used than the 1960 census total. The totals show that virtually all libraries in the group are in need of substantially more space. The average library in this group can comfortably seat 75 persons at one time with capacity ranging from 31 to 231.

The librarians generally felt their biggest needs are for more space in reference rooms, technical processing, public meeting areas, young adults rooms, stacks, shelves and storage.

## NEW CONSTRUCTION AND FACILITIES

One librarian stated that a new building has been considered and rejected within the last ten years and three said the same has happened to major renovations or additions. Twelve of the libraries have had their lighting systems renovated in the last ten years.

Libraries reporting the following facilities were: Sink 18; hot water 17; bulletin board 18; drapes 10; informal furniture 10; lighted sign outside with name of library 6; reproductions of art work regularly displayed 11; telephone 18; staff toilet 16; public toilet 10; after hours return box 14; rugs or carpet 9; display case 11; exterior light on stairs 18; kitchen facilities 11.

Virtually all of the libraries use oil heat but one uses electric.

The libraries have very little audiovisual equipment. Eleven have 16 mm movie projectors and screens. Only one has an 8 mm projector and one has a slide projector; four have filmstrip projectors and two have slide viewers; 13 have record players and seven have duplicating machines. There are no overhead projectors, sound filmstrip projectors, opaque projectors, filmstrip viewers, tape recorders reported. Fourteen of the libraries do have one or more rooms where light control is sufficient to allow slides or movies to be shown. Only three libraries said that any audiovisual equipment has been requested but turned down in the last five years. Only one library has a sprinkler system.



## **PUBLIC LIBRARIES -- GROUP TWO**

As noted previously Group Two covers libraries serving populations between 5,000 and 10,000 persons. There are 22 Maine libraries (not counting one summer library) in this group, 17 of which replied to the questionnaire. Seventy-seven percent of the libraries replied and the replies cover 80% of the library population of this group.

### **RESIDENT USE**

All 17 of the libraries serving these Maine communities between 5,000 and 10,000 persons stated that their libraries are open to use by any seasonal residents as well as year around residents. However, the libraries were divided on the question of submitting proof of being a resident. Four require such proof and thirteen do not. None of the libraries charges a fee at the time the initial library card is obtained. Ten of these libraries have a junior or children's card. At some the junior card is based on age and at others it is based on grade levels ranging from kindergarten through 12th grade. There was considerable variation in the age at which the libraries grant adult card with full privileges, ranging from five years through high school age.

At four of the libraries the card is wallet sized and bears the name and number of the patron and the name of the library. Two of the libraries issue a larger size wallet card. Ten do not issue library cards.

Six of the libraries require that the user show his card each time a book is borrowed.

Only three of the libraries issue cards that must be renewed and they are all good for three years.

Six of the libraries issue cards for a different length of time to seasonal residents; eight do not differentiate; three did not answer.

Five of these libraries issue seasonal cards for only one year.

Six of the libraries indicated that they have "pruned" their lists of users. One replied that this has been done within a year; two in five years; and three have not done this for eight years or more.

Only eight libraries maintain separate statistics on adult and junior lenders. They indicated that they have a total of 14,461 adult users and 10,227 children among the eight libraries. This indicates that 41.4% of the users among these libraries are children.

A total of ten libraries were able to provide statistics on the total number of users (some libraries, while they do not issue cards maintain a file of the names of users). These totaled 32,679 among the ten communities having a total population of 72,354. This indicates that about 45.1% of the population of these communities might be classified as holding library cards or being library users. This percentage would be somewhat higher if children under five years were eliminated from the total population. It is also a higher percentage of users than was indicated among the larger cities of Group One.

The proportion of children to adults among card holders varies but three of the eight libraries that maintain separate statistics report having more children card holders than adults.

The estimates by the librarians as to the percentage of users falling into different age groups varied widely. The average librarian estimated that about 27% of the users were under 10 years old. The average estimate for the 11 through 20 year or teenage group was 29% (estimates varied from as little as 10% to as high as 50%).

The librarians estimated that some 11% of their users were over 65 years of age and about 33% in the years between 20 and 65.

The estimates indicate that the librarians feel that well over half of their users are children or teenagers.

The librarians were unanimous in indicating that they feel that requirements on obtaining a library card are not in any way restrictive on residents.

But the librarians did indicate that they are far from satisfied with the proportions of age levels using the libraries. The librarians indicated that the strongest effort to increase use should fall in the 11 through 65 year age brackets.

## **NON-RESIDENT USE**

Twelve of the 17 libraries do issue a non-resident borrower's card. Nine of the libraries stated that the card may be obtained by any Maine resident. Four restrict it only to certain towns. Fourteen of the 17 libraries in this group charge a fee to non-resident users ranging from one to three dollars. The total number of non-resident cards, almost all of them adult, reported was only 649. This is about 1.9% of all card holders reported by this group of libraries. Only six of the librarians thought the non-resident should be charged a fee equal to the average tax support given the library by a resident, the others felt there should be no fee or a token fee.

Fourteen of the librarians said a non-resident employed in the community would receive library privileges and fourteen said such privileges were also given to students attending school in the community.

Only four of the librarians felt it was of considerable or the utmost importance to the quality of library service in surrounding communities that non-residents be allowed to use their libraries. Assuming that finances and fees were not a problem, ten of the 17 librarians said they would favor a Maine statewide borrower's card giving everyone equal privileges to all Maine libraries.

## **LIBRARY ACCESSIBILITY**

Eleven of the librarians said they do not feel the resources of their libraries are sufficient to provide for most of the library needs of the members of the immediate community served. But only three indicated considerable improvement was needed.

Few librarians indicated getting requests for fiction or reference materials they could not fill but five said they frequently had requests for non-fiction materials that they could not fill. Only one of the librarians said she does not receive requests she cannot fill because the library resources are adequate. Eight librarians said they feel they do not receive requests they cannot fill because residents are aware of the library's limitations and do not ask for materials they know are not available.

Every librarian replied that their library is "easy to get to" in the community and only one thought the average person in the community could not easily direct a stranger on how to get to the library. Only three of the 17 librarians said the library is not located on one of the four most traveled streets in the community. Only six librarians said they ever hear complaints about the location of the library being too far to walk or travel to or being out of the way. Fifteen of the 17 said their libraries are located either in the center of town or within a quarter of a mile.

Fourteen librarians rated the location of the library in the community in relation to ease of access as excellent and three others said it was good. Only one librarian thought relocation would considerably increase public use.

While the location in general appeared to be rated very highly, only three of the libraries have access from street level without steps. Fourteen have steps with only one indicating that any provision has been made for entry by persons in wheel chairs, crutches, the elderly, etc. with ramps or elevators or other devices. The number of steps up from the street ranged from one to 19 with half the libraries being five to eight steps off street level.

Fourteen of the 17 libraries indicated they are housed in separate buildings devoted entirely to library use.

## **PARKING**

Eight of the libraries have a parking lot next to the library. Five of the nine libraries without parking lots said the only parking available nearby is on-street parking. Only two of the libraries reported parking lots holding less than 10 cars. Eleven of the libraries rated parking as generous or sufficient and only one thought improved parking would considerably increase public use. However, 10 of the libraries put parking as of the utmost or considerable importance in maintaining public use.

Only one of the libraries operates a branch. Thirteen of the libraries said their governing board has never considered opening a branch.

## **LIBRARY TRUSTEES**

Fifteen of the 17 libraries are governed by boards of trustees and one by city council and one by city manager. All the libraries have fewer than 15 trustees and eight have six or less. Only four libraries reported that the trustees are elected by the voters. Seven of the boards of trustees serve three-year terms or less. Only three librarians replied that they do not feel the trustees represent a cross section of the community.

No librarian stated that there is a formal procedure for evaluating the "performance and



stewardship” of individual trustees periodically that would lead to the replacement of trustees who are ineffective.

Half of the librarians rated their boards high in interpreting the needs of the community but only a third felt they had provided governmental leadership and established and maintained sound library policy.

In every case except one the library director is named by the board of trustees. Only one librarian indicated she does not work cooperatively with the trustees on the planning and development of library policy. Seven librarians replied that, after policy has been established, they still do not have full authority in selection and hiring of personnel. However, all except one or two librarians have full authority in personnel management, development of library programs, administration and in selection of materials.

## FINANCES

The total amount of money received from all sources and spent on all aspects of library service has more than doubled in this group of libraries in the last decade. Thirteen libraries reported spending \$104,814 ten years ago contrasted with expenses last year of \$214,856 for the same libraries. A decade ago the average library budget was \$8,062 while today it is \$16,527.

In the same period per capita spending also doubled from \$1.19 per capita in 1960-61 to \$2.44 in 1969.

### SOURCES OF LIBRARY FUNDS -- GROUP TWO

Libraries in Communities 5,000 to 10,000 Population - 1969

Source of Funds	Amount Reported	Percent
Municipal Appropriation	\$189,615	84.3%
Fines and Fees	\$ 3,201	1.4%
Municipal Appropriation (Outside Towns Served)	\$ 50	-----
State	\$ 2,839	1.2%
Annual from Trust Funds, Bequests	\$ 22,810	10.1%
Single Gifts, Bequests During Year	\$ 1,918	0.8%
Funds Raised Privately to Help Library	\$ 660	0.2%
Other	\$ 3,766	1.6%

Only two of the libraries operated on a different fiscal year than the municipality they serve.

The table indicates that by far the largest source of funds is the municipal appropriation from the town being served which accounts for almost 85% of the total funds. As in the case of the other groups of libraries, the only other significant source is income from trusts and bequests.

It is evident that fines and fees, income from the State and from funds raised to help the library play little if any part in the library financing picture. Only two of the libraries reported that their financial breakdown was other than normal.

## BUDGET PREPARATION

Only one librarian reported that the librarian does not work with the trustees in preparation of the budget. Only three libraries said they have no organized method to explain the budget to municipal officials. Sixteen libraries said they keep statistics and use them to back up budget requests. Only six of the libraries stated that they have received cuts in the amounts of money they requested from the municipality and most of these were not large budget cuts. None of the libraries replied that the amount of money they have requested from the municipality over the last five years has been substantially larger than was appropriated.

In evaluating whether or not the amount of municipal appropriation they receive is adequate to provide good library service to the community, the librarians replied: generous 2; sufficient 9; barely adequate 5; inadequate 1. On the same question but relating the municipal appropriation to excellent library service, the librarians replied: generous 1; sufficient 5; barely adequate 6; inadequate 4; completely lacking 1.

Only five librarians thought their budgets should be increased 30% or more regardless of whether the money came from municipal or state sources.

## BEQUESTS AND DONATIONS

Only one library has an organized program for obtaining bequests and donations. The libraries (8 total reporting) indicated a total of \$124,075 in bequests and donations over the last 10 years or an average of \$15,509 per library in 10 years. In looking for new sources of funding, the librarians listed municipal, state, federal and bequests in that order. Ten librarians felt it was of the utmost or considerable importance to increase the library appropriation and only one felt that services could be substantially improved without a budget increase. Only four librarians felt they are already making a considerable effort to convince the municipality of the need for a higher level of financial support for library services.

Nine of the librarians felt the municipalities have done well during the last ten years in keeping pace with rising costs.

## FUNDS SPENT

### MAJOR EXPENSES -- GROUP ONE\*

Type of Expense	Spent 1960	Spent 1969	Increase	Percent Increase
Salaries	\$43,420	\$ 98,800	\$55,380	127.5%
Collections	15,573	35,660	20,087	128.9%
Operating	61,664	135,563	73,899	119.8%

\*Based on replies by 10 libraries in this group.

The summary of major expenses by type indicates that costs have more than doubled in ten years in this group of libraries and it also indicates a higher percentage of cost increase by far than was shown in either the largest or smallest libraries. Among the 10 libraries that were able to provide figures going back ten years, they are now spending an average of \$9,880 on salaries, \$3,566 collections and \$13,556 on all other operating expenses - indicating that on the average operating expenses are receiving the largest share of the total budget.

## INTERLIBRARY COOPERATION

Eight of the libraries reporting making use of the teletype network and using a variety of measures to inform users of the availability of the service. However, most indicated this had been done by local publicity and word of mouth and none indicated distributing printed material to inform patrons. Ten libraries reported that their users are aware of this service to a considerable extent.

Thirteen of the libraries estimated they originate less than 20 requests a month for inter-library loans directed to the State Library and seven replied that the teletype system frequently or very frequently is successful in locating the book they have requested. Eight of the librarians rated the importance of the network high in helping to provide good library service.

Lack of comparable statistics by a substantial number of libraries prevents providing comparisons between the number of requests made for interlibrary loans and the number filled. However, eight libraries reported filling the following book loan requests during 1968: other public library, 280 books; college library, nine books; out-of-state library, four books; Maine State Library, 949 books. This indicates that more than 75% of the requests for interlibrary loans were filled by the Maine State Library.

Only four librarians replied that they met frequently with school representatives to discuss student use of the public library and eight indicated that they did this seldom or never. When asked how often the public library was informed of school assignments far enough in advance to allow efficient planning, the librarians replied: frequently 2; occasionally 2; seldom 7; never 5. Ten of the librarians rated cooperation between the school system and the public library in planning efficient use of library resources as "some" or "very little."

However, eight of the librarians rated total interlibrary cooperation in their area between all types of libraries as good or excellent.

Only one librarian replied that there is an active association of librarians meeting regularly in the area and working on interlibrary cooperation.

Services reported offered to other libraries were: telephone reference 9; interlibrary loan 12; cooperative selection of materials 1; cooperative use of equipment 1; cooperative ordering 1.

## STATEMENT OF OBJECTIVES

Only three of the 17 libraries said they have a written statement of clear and specific objectives the library hopes to achieve in serving the community. Three said they are in the process of drafting such a statement. Seven of the librarians rated the written statement of objectives as of more than considerable importance to the future growth and successful performance of the library. Two of the three librarians that have a statement of objectives said it was approved by their money granting authority as well as by the governing board of the library.

## COMMUNITY INVOLVEMENT

Only two libraries indicated that the library had ever initiated a study or analysis of the community it serves toward the end of establishing more effective library service. Only two of the libraries stated that they participate in work being done by municipal government to plan the future of the community.

Eight of the librarians said they feel that they and the trustees are aware to a considerable extent of the specific needs of people and organizations within their communities and 14 librarians rated such knowledge of great importance in enabling the library to serve the community effectively.

Nine librarians felt they were active to a considerable extent in community affairs. Eight libraries said there are groups that work closely with the library in planning their activities while another eight answered "no". The replies show that only two libraries frequently contact community groups to see if an organization program can be tied in with a library program by means of a reading list, display, film, etc. Thirteen of the libraries replied that they sponsor less than 10 programs a year that are related to the special interests of some organization in the community.

The average library in Group Two is open 33 hours a week, although a few libraries (six) that have different summer and winter hours are open an average of 40 hours in the winter and only 28 in the summer. The range of hours varies widely from less than ten to as high as 58 hours a week. The National Standard for this group suggests a minimum of 30 to 45 hours weekly. Most of the libraries are open some evening hours and some Saturday hours. More than a third of the time the average library in this group is open when it would be convenient for someone having an 8:00 a.m. to 5:00 p.m. job five days a week to make use of the library services.

During the last five years nine of the libraries have made an increase in the hours which they are open to the public. No library has noted a decrease in hours during the period. Four libraries reported increasing their winter hours an average of 11.8 hours per week. Three libraries reported

## LIBRARY HOURS - GROUP TWO

	Total Hours Reported	Number of Libraries	Average Hours Weekly
Day (Before 5 p.m.)	325	17	19.1
Evening (After 5 p.m.)	119.5	16	7.5
Saturday (Before 5 p.m.)	62.5	15	4.2
Saturday (After 5 p.m.)	3	3	1.0
Total Year Around	574.5	17	33.8
Total Summer Hours	171	6	28.5
Total Winter Hours	240	6	40.0

increasing their summer hours an average of 8.7 hours per week.

Fourteen of the librarians feel the present hours are generous or sufficient and could see no need for any substantial change in hours. The librarians recognized the importance of this schedule with 15 stating that total hours and distribution of hours are of the utmost or considerable importance in obtaining maximum community use of the library.

Two of the libraries that have not increased hours in the last five years indicated that the question has been proposed and put under discussion by trustees in this period.

Fifteen libraries loan all items except rare or fragile ones and reference books.

Only three libraries reported having a copier in the building and all three make it available to the public at a set fee per copy.

## LOAN RESTRICTIONS

Six of the libraries put restrictions on books that may be borrowed at one time by adults. Three limit it to less than six and three to a maximum of ten. Ten libraries limit children's borrowing. The limits are: two books, 2 libraries; three books, 1; four books, 3; five books, 1; six books, 2; ten books, 1.

Books are normally checked out for two weeks at 15 libraries but one library loans for three weeks. Sixteen of the libraries renew books for two weeks and one renews for three weeks. Only one of the libraries will not renew books by telephone and stated this is so because there is no telephone. Fines vary slightly but all 17 libraries charge them with 16 charging two cents a day for overdue books and one charging three cents a day.

All librarians said loan restrictions are liberal and flexible, allowing persons of varied habits and responsibilities to use the library easily and conveniently.

## REFERENCE REQUESTS

Only five of the librarians said they have ever kept track of the number of reference requests received over a brief period, such as a month. Ten of the libraries estimated receiving more than 50 reference requests monthly.

Five libraries have someone specifically assigned to handle reference questions. Fourteen of the libraries said they seldom or never have a reference request that they cannot answer. Eleven of the libraries rated their reference collections as generous or sufficient and only one as inadequate. Ten thought the training of their reference staff persons were good or excellent. All except two librarians said they will seek help from another library to answer a reference question.

Ten of the libraries indicated a definite program of guidance in the use of library materials but most stated it was largely through the medium of work with individuals. Seven libraries make use of displays and five use lists or printed materials.

## SPECIAL SERVICES

Only two of the libraries said they maintain a file of up to date information about community organizations including personnel, purposes and activities being planned. However, many of the libraries indicated they assist community groups in a variety of ways including advice on library resources, provision of material lists and inviting groups to use the library.

The total number (some checked more than one) of libraries reporting selected special activities were: discussion groups 6; subject programs 5; film showings 9; film forums 0; lectures 6; fine arts programs 6; play reading groups 0; story telling groups for children 14.

Libraries indicated special library services for the following groups: intellectual, 2 libraries; disadvantaged 1; creative 1; handicapped 11; homebound 6; institutionalized 3; senior citizens 8; and new residents 2. Five librarians replied that their programs of services to meet the special needs of individuals or groups has been formally reviewed in the last two years. Only two librarians reported ever calling in consultants to evaluate the library's services and they said this had been done within two years.

The total circulations table indicates that circulation among this group of libraries has risen more than 18% in the decade. This is more than twice the circulation increase noted by the large Group One libraries (including Bangor Group One circulation increased 9%) and was far more than the 1.7% increase in average circulation increase noted by the Group Three libraries. The increase brought the per capita circulation of this group to a slightly higher figure than the per capita circulation of Group One. In contrast to the largest libraries where almost half noted declining circulations, only one library in this group had a declining circulation over the ten years, although many of the group failed to show substantial increases.

Due to wide variations in the availability of figures going back ten years and the variations in records on juvenile and adult, fiction and non-fiction, figures were not compiled for these sub-groupings. Average circulation of this group of libraries is more than three times that of Group

## TOTAL CIRCULATION - GROUP TWO

Libraries Reporting	Libraries Decreasing Circulation	Total 1960	Total 1969	Change 1960 - 69	Percent Change 1960 - 69
15	1	490,649	580,932	90,283	18.4%

  

Circulation Per Capita (1960 pop.)	Group Population	1960 Per Capita	1969 Per Capita
15 Libraries	100,883	4.86	5.75

Three. In 1960 the average circulation was 32,709 and by 1969 it had increased to 38,728 books - or an increase of 18.4%.

### MATERIALS - SELECTION

Only three of the libraries replied that they have a written policy which covers the selection and maintenance of their entire collection. Two were adopted three years ago and one was adopted six years ago.

All librarians felt that the materials selected over the last 20 years reflect a reasonably high standard of quality in content and form. However, 14 of the libraries indicated that to some extent they had to purchase material that they do not consider to be of high quality in order to meet the demand for this type of material.

Most librarians indicated that their libraries have information on both sides of controversial questions such as abortion, Vietnam, civil rights, drugs and birth control. Only three librarians indicated they had received some complaints from people who wanted certain types of material removed from the collection. They stated that such complaints were very infrequent.

### MATERIALS - REMOVAL

All of the libraries leave the final decision on removal of materials from the collection up to the librarian and 11 of the libraries have definite policies on removal.

All of the libraries in Group Two said they have withdrawn materials from the collection, 13 of them within the last year. Only six libraries estimated average annual book withdrawals at less than 200 books. The eight libraries that had figures available and that replied noted removing 4,071 books from their collection in 1969 - an average of 508 books. A review of the figures for the last four years indicates that, in most of the libraries, the discard total is under 300 books a year.

A majority of the librarians felt that, to some extent, their collections were either shabby or out of date, but only three or four indicated this was true to any considerable degree.

Only three libraries noted that they regularly consult with some other library or the State Library before discarding materials but several others indicated that this is done if they see any potential value in the material being discarded.

Libraries replying that their collections have been checked within the last five years against standard catalogs were: Standard Catalog for Public Libraries 11; Fiction Catalog 12; Children's Catalog 11.

## LIBRARY COLLECTIONS

A variety of problems make it difficult to draw exact figures from book collections. Some libraries either do not have or did not report totals going back ten years and many do not maintain the same divisions within their collections. The collection table makes it clear that there has not been a substantial change in the size of the collections of these libraries in the last ten years. Among the 12 libraries that reported comparative figures, collection size increased only 5% in the decade.

The National Standards recommend a minimum of two books per capita and, while the libraries of the group exceed this figure, it should be kept in mind that this is a bare minimum.

### COLLECTION - TOTAL BOOKS - GROUP TWO

Libraries Reporting	Total 1960	Total 1969	Change 1960 - 69	Percent Change 1960 - 69
12	251,969	265,271	13,302	5.2%

### COLLECTIONS PER CAPITA - GROUP TWO

Libraries Reporting	Population of Reporting Group	1960 Books Per Capita	1969 Books Per Capita
12	85,120	2.96	3.12
<b>Other Libraries</b>			
4	21,639	.....*	2.01

\*One library did not report on its collection at all. Four libraries did not give totals for 1960 but reported a total of 43,487 books in their collections in 1969 - for this reason they are listed separately.

Only five libraries in the group were able to give totals of periodicals regularly subscribed to in 1960 and in 1969. These libraries reported a total of 196 periodicals in 1960 and a total of 299 periodicals in 1969 or an increase of 52%. Sixteen libraries reported a total of 683 periodicals regularly subscribed to in 1969 or an average of 42.7 periodicals per library. The National Stan-



standard indicates a need for 50 to 75 titles in libraries of this class. The number of periodicals reported ranges from as few as 10 to as many as 79.

With the exception of phonograph records and 100 slides no audiovisual materials were reported. Nine libraries reported a total of 1,878 records in 1969 or an average of 208 per library. The National Standards indicates that 150 to 200 records is a desirable collection. No records were reported for 1960 by this group. Apparently there is little or no use of microfilm in this group of libraries - either in the form of cards or film.

In ten years, using figures from the ten libraries that could report, average book purchases per library went up from 688 annually to 958 in 1969 - an increase of 39% with a corresponding increase per capita.

#### TOTAL BOOK ACQUISITIONS - GROUP TWO - 1960 - 69

Total Libraries	1960 Total	Average Per Library	Average Per Capita
10	6,889	688	.09
Total Libraries	1969 Total	Average Per Library	Average Per Capita
10	9,588	958	.14

The 39% increase in the average number of books purchased per library is nowhere near as large as the 68% increase in the average number of books purchased by Group One libraries over the decade.

No purchases of phonograph records were reported in 1960 and seven libraries reported acquiring 822 records in 1969 or an average of about 117 per library.

#### MATERIALS - PROCESSING

Sixteen of the 17 libraries said they follow the Dewey Decimal System of classification. The librarians indicated the following number of catalog cards entered for each non-fiction book: three cards, 8 libraries; four cards, 7 libraries. Eleven libraries reported doing all of their own processing of materials. Six libraries purchase from 10% to 30% of their catalog cards and two libraries purchase more than 80% of their cards.

#### PERSONNEL

As in the other groups, full time personnel were defined as persons working regularly 35 hours a week or more. Professional personnel were defined as persons having a degree from a library school and sub-professional personnel as having a broad education strengthened by library school courses, in-service training and experience.

**LIBRARY PERSONNEL - NATIONAL STANDARD\***

<b>Population</b>	<b>Professional Librarians</b>	<b>Assistant Librarian</b>	<b>Clerical and Other</b>	<b>Total</b>
5,000 - 10,000	1	1 - 2	1 - 2	3 - 5

\*Not including janitorial personnel

**LIBRARY PERSONNEL - GROUP TWO**

	<b>Libraries</b>	<b>Full Time Personnel</b>	<b>Applied Totals From Standards</b>	<b>Part Time Reported</b>
Professional (1)	17	5	17	1
Sub-Professional (1-2)	17	19	17 - 34	20
Clerical (1-2)	17	3	17 - 34	8

**EDUCATION AND EXPERIENCE - LIBRARIANS - GROUP TWO**

**Highest Degree Reported**

<b>Degree</b>	<b>Number Reporting</b>	<b>Years Full Time Experience</b>	<b>Number Reporting</b>
High School	14*	1	0
BA	1	2	0
MLS	1	3	0
Total	16	4	1

\*One questionnaire was blank. Eight of these replies included two or three years of college.

5	0
6	2
7	3*
8	0
9	1
Over 10	8

\*Includes two with seven years part time experience.

While the National Standards indicate a need for 17 full time professional librarians, the replies indicate that only five are employed by this group of libraries with an additional professional being employed part time. The sub-professional positions are more nearly up to standard with 19 full time sub-professionals and an additional 20 working part time. However, most of the clerical duties of the libraries must fall on the professional and sub-professional librarians and assistant librarians since there is very little clerical assistance employed.

Only four libraries reported using a total of 10 part time unpaid adult volunteers while two libraries used two students part time.

The chart on library personnel lists the personnel as it was listed by the librarians; however, the responses to the question on degrees indicates that there is only one professional librarian in this group if the definition is used that a professional librarian should hold a degree in library science.

With the exception of the one no answer, the replies indicate only one bachelor's degree and one master's degree in this group of librarians, however, half the group has more than 10 years full time experience.

The average work week of a librarian in this group is 30.9 hours with the hours reported ranging from as little as six per week to as high as 40 hours. Thirteen libraries reported having sub-professional personnel in addition to having a librarian and manhours here ranged from 10 to 85 total. Clerical help in seven libraries averaged 26.6 hours and volunteers in six libraries averaged only 9.3 hours per week. Total manhours reported by 16 libraries was 1,184 or an average of 74 manhours per week per library. The National Standard calls for about 120 to 200 manhours per week (multiplying suggested three to five total full time personnel times a 40 hour week.)

## PROFESSIONAL IMPROVEMENT

All libraries except one reported supporting professional improvement by encouraging attendance at workshops and special courses and professional meetings.

Only about half the libraries report giving time off, mileage and expenses to attend professional meetings with one or two more giving this type of support for workshops. Very few support courses in library science, educational subjects or other forms of professional improvement in any financial manner.

Three libraries replied that this support applied only to the librarian, two that it applies to all professional and sub-professional staff. It is evident that there is no standard policy for financial encouragement of professional inservice training in Group Two libraries. Only two of the libraries make financial provisions for professional training and improvement a part of their annual budget.

It is difficult to average inservice training and produce a meaningful figure, however, the totals apply to 27 full time and 29 part time members of library staffs in the 17 libraries in Group Two. Furthermore, they are the totals reported over a three year period. Considering the fact that only two college degrees (one BA and one MLS) were reported among the group, this is not a large amount of professional training to be reported.

## FINANCIAL SUPPORT FOR PROFESSIONAL IMPROVEMENT - GROUP TWO

### Total Libraries Reporting Types of Support

	Paid Time Off	Paid Mileage	Paid Expenses	Full Course Fees Paid	Portion Course Fees Paid
Professional Meetings	9	9	9	2	0
Workshops	10	9	11	2	0
Library Science Courses	3	1	2	2	0
Subject Matter Courses	2	0	1	1	0
Other	1	1	2	0	0

Note: Based on replies from the 17 libraries in this group.

## PROFESSIONAL INSERVICE TRAINING - GROUP TWO

### Totals Reported for a Three Year Period

	Librarian	All Staff Members
Professional Meetings	34	35
Workshops	25	49
Library Science Courses	9	5
Subject Matter Courses	3	3
Other	1	1

Only one of the libraries reported a staff vacancy. Eleven of the libraries give three week vacations. Six libraries give added vacation time to recognize length of service. Ten libraries give definite amounts of sick leave and three allow it to be accumulated. Only six libraries reported they have a written personnel policy which explains such items as pay scales, sick leave, vacation time, professional improvement, etc. Three of these policies were adopted in the last two years.

### STAFF SALARIES

The average annual salary of the librarians in this group is \$4,027. The salaries range from

\$720 to \$7,200 a year. It should be remembered, however, that some positions are part time and that the average library in this group is open only 33 hours a week. Only seven of the 14 librarians are paid more than \$5,000 a year. Salaries paid to other staff members are difficult to summarize since titles, duties and hours do not correspond. However, they are in proportion to the average head librarian's salary with few staff members earning more than \$3,000 a year.

Ten librarians replied that the number of their professional staff members is sufficient but only four thought it to be generous. Four thought the size of their professional staff barely adequate and one rated it inadequate. Only two librarians noted making requests for more professional staff members within the last year.

Seven librarians thought their clerical staff generous or sufficient and only three reported making requests for more clerical staff in the last year. Seven librarians rated the amount of inservice training for staff members in the last three years as sufficient. Only two librarians rated the salary of the librarian as fair or poor. Seven rated their salaries good or excellent.

## **FRINGE BENEFITS**

Nine libraries have some form of retirement plan. Seven do not. Only one library has a written job description for staff positions. Four libraries have set pay scales or steps for employees and six have probationary periods for new employees. Only one library makes written evaluations of employee performance. Five libraries do not cover their employees with accident insurance. Only one reported some form of civil service system to protect employees against discharge or demotion without cause. The librarians feel a need for three additions to their professional staffs, two additions to the sub-professional staff and four additions to clerical staff.

## **PHYSICAL FACILITIES**

None of the 17 libraries are planning a new building and only one is planning an addition or major renovation. Only five of the libraries are in wooden buildings, the remainder are brick, stone, concrete or a combination. Two of the libraries were built before 1900; six between 1900 and 1920; two between 1920 and 1940; one between 1940 and 1960; and four since 1960. This indicates that about half of the libraries are housed in buildings more than 50 years old. However, four of the libraries have additions that were built in the last 20 years. Twelve of the libraries reported major interior renovations, ten of them within the last ten years. No librarians rated their buildings as a major drawback to the library program but three indicated the building as a whole is detrimental to library service to some extent.

No librarian indicated a desire for a new building on a new location; one favors a new building on the same location; two want new wings; and six would be satisfied with renovations (two major renovations and four minor).

## **FLOOR SPACE**

The 16 librarians that answered the question reported a total of 75 rooms in their libraries in regular use. This is an average of 4.7 rooms per library with the replies ranging from two one-room libraries to one with 10 rooms and several with seven or eight. Thirteen librarians replied on total square feet in use in their libraries and the average for the libraries replying was 4,041 square

feet. The national standards indicate a need for 3,500 square feet or 0.7 square feet per capita, whichever is greater. Seven of the libraries reported having less than 3,500 square feet, three of these having less than 2,500 square feet.

Only one librarian rated the total amount of library space as generous but seven thought it to be sufficient. Four rated their space barely adequate and another four thought it inadequate or completely lacking in meeting library needs.

## NEW CONSTRUCTION AND FACILITIES

One librarian stated that a new building has been considered and rejected within the last ten years and none said the same has happened to major renovations or additions. Ten of the librarians said the lighting system has been renovated in the last ten years.

Librarians reporting the following facilities were: Sink 14; hot water 12; bulletin board 14; drapes 7; informal furniture 11; lighted sign outside with name of library 1; reproduction of art work regularly displayed 8; telephone 14; staff toilet 14; public toilet 13; after hours return box 15; rugs or carpet 7; display case 7; exterior light on stairs 11; kitchen facilities 9. All reported using oil heat. Only two libraries are without a typewriter.

The libraries have almost no audiovisual equipment. Two have 16mm movie projectors and three have screens. Three have record players, one has a tape recorder and three have duplicating machines. None reported having 8mm projectors, slide projectors, filmstrip projectors, slide viewers, overhead projectors, sound filmstrip projectors, or other types of audiovisual equipment.

Only seven of the libraries have one or more rooms where light control is sufficient to allow slides or movies to be shown. Only three libraries said that any audiovisual equipment has been requested but turned down in the last five years. Only three libraries have sprinkler systems.



## **PUBLIC LIBRARIES - GROUP THREE**

One hundred and forty-five questionnaires were returned in this group of 211 libraries that serve communities with populations of under 5,000. This covers slightly more than 68% of the libraries in Group Three. Libraries in this group serve a total population (in their immediate communities only) of 300,612. Libraries replying to the questionnaire serve 254,487 persons, which means that the survey covers some 84% of the total population served by this group. As noted previously, the bulk of the libraries that did not answer the survey questionnaire were in this group. Libraries not replying totaled 73, out of which one was in Group One and 5 were in Group Two. This indicates that 67 of the libraries that did not reply or 91.7% of the libraries not replying to the survey are in Group Three - small libraries serving populations of under 5,000 persons. A further indication of the size of the libraries not replying is given by the fact that more than 87% of the libraries not replying are located in communities of less than 2,500 population.

## **RESIDENT USE**

All of the libraries in this group indicated that the library is open to any resident of the town in which it is located and all stated that the libraries are open to seasonal as well as year around residents. Only 20% of the libraries require proof of residence and only 5% charge any fee at the time a library card is first issued to a resident. All fees are \$1 or less.

In contrast to the replies from the larger libraries, the use of a junior or children's card is not common among the smaller libraries. Only 17% of the libraries stated they use such a card. In the few libraries that issue such cards the ages vary widely to receive the card from sub-primary to as high as high school before an adult card is issued. In relation to issuing all types of library cards, the libraries reported: wallet size card with library name, patrons name and number, 21%; larger card, 19% and no card issued, 56%

Eighteen percent of the libraries require that a card be shown at the time a book is borrowed.

A total of 61 libraries issue cards that are good indefinitely. Some 19 libraries reported issuing cards for various periods of up to five years and three for a longer period.

In general it is evident that less than half of these libraries issue library cards and 15% issue cards that must be renewed. Few libraries differentiate between seasonal and permanent residents but most of those that do require the seasonal residents to renew their cards annually.

In contrast to the larger libraries which either issue cards for definite periods or have pruned their lists by requiring everyone to get a new card, only 12% of the Group Three libraries reported that they have ever pruned their lists. This would tend to inflate statistics on the number of persons who hold library cards and figures related to card holders should be viewed accordingly. Of the 18 libraries that reported pruning their list of card holders, 10 had done so in the last two years.



## ESTIMATED LIBRARY CARD HOLDERS AND USERS - GROUP THREE

Total Population Group Three Towns	Adult Cards	Childrens Cards	Highest User Estimate	1969 Total	Percent
254,487	42,143	22,338	15,806	80,287	31.5%

Exact statistics are very difficult to compile in this group. The table is based on the number of libraries listing their card holders plus the other libraries estimating (high and low estimates) the number of library users (when they do not issue a card). The highest estimate was used since it is an estimate of "users" while the card holder totals will obviously include persons who are card holders but not users, particularly when cards are issued for indefinite periods. While it is not as exact as the total used for card holders alone in the Group One and Two libraries, the replies indicate that close to a third of the population of these areas hold cards or make at least some use of the public library.

The totals show that within the group of card holders, children represent slightly more than half. This is a larger percentage of childrens' cards than is evident in the larger libraries.

Estimates of the age level of the library users in this group vary extremely widely but the librarians indicate that more than half of library use is from children or teenagers with another 20% from persons over 65 years. Only 37% of the librarians said they are satisfied with the present proportions of youth, adult and elderly that are using the libraries. The majority of those replying stated that the greatest effort to attract users should be in the 21 through 65 age category.

The librarians were almost unanimous in stating that residence requirements, fees and regulations do not cut down on the number of residents who use the library. Only two out of 145 indicated their regulations are too restrictive.

Virtually all of the libraries that issue cards also issue non-resident cards. Of the 68 libraries issuing such cards 35 reported putting some restrictions on issuing of these cards. Some base approval of nonresident cards on county residence, some on an approved list of towns and some on distance from the principal library community. Thirty-nine of the libraries reported charging a nominal \$1 non-resident fee. Eleven charged \$2 and two more charged \$3 and \$5. The total number of non-resident card holders reported was 4,021. Comparing this with total card holders indicates non-residence use of this group of libraries of about 10% or more than twice as high as the percentage of non-resident card holders in Group One. Forty-five percent of the librarians felt a fee should be charged for non-residence use. Of those replying two thirds felt it should represent the average tax support given the library by residents.

Seventy-five percent of the librarians said that employment in a town would be sufficient to assure the individual library privileges and that privileges were also extended to non-resident students attending school in town. Only 30% of the librarians thought use of the library by other communities within 50 miles was of great importance to the quality of library service in the area.

Fifty-five percent of the librarians favor a statewide borrower's card giving equal privileges to all Maine libraries, assuming that finances and fees were not a problem. Thirty-two percent opposed such a card and the remainder did not reply.

## LIBRARY ACCESSIBILITY

Sixty-four percent of the librarians said they feel their library resources are sufficient to provide for most of the library needs of the immediate community served but 32% said the resources were not sufficient and the remainder did not reply.

In replying to the frequency of requests that the library is unable to fulfill the percentage of librarians who stated that they frequently or very frequently cannot meet requests for the following materials was: fiction 12%; Non-fiction 24%; reference materials 28%; other materials (maps, records, pictures, etc.) 10%. This would indicate that collections are weakest in terms of community demand in the reference and non-fiction areas. It may also indicate, as do circulation figures, a growing demand for information rather than recreation from libraries. The lack of unfilled requests for audiovisual material may indicate that the community does not expect the library to supply this type of material. Thirty-six percent of the librarians replied that the reason they do not receive more requests they cannot meet is because the residents know the limitations of the library and do not ask for materials they know are not available.

Ninety-four percent of the librarians stated that they believe their library is easy to get to within the community. Only 5 libraries responded "no" to this question and only 4 did not answer.

Ninety-seven percent of the libraries are located on one of the four most traveled streets in the community. Only 9 librarians reported frequently hearing complaints that the library is too far out, hard to reach, too far to walk to, etc. Ninety-three percent of the libraries are within a quarter mile of the center of the main business district.

Sixty-eight percent of the libraries are not on street level and can be reached only by climbing some steps. Of the 99 libraries with steps only 10 reported having made any special provision for persons in wheelchairs, the infirm or handicapped. The average number of steps from street level was six with only three libraries reporting more than 12 steps up and two of these libraries are on the second floor of buildings devoted to other purposes.

Only 30 libraries stated they do not have their own building devoted exclusively to library purposes and of these 18 are in buildings where the principal other use is municipal government.

## PARKING FACILITIES

Forty percent of the libraries have parking lots next to the library, the majority of which hold less than ten cars. Seventy-one percent of the librarians rated parking in the vicinity of the library as generous or adequate and felt that increased parking would not have an appreciable impact on use of the library.

Only six libraries reported having branch libraries, and only six reported that the trustees have ever considered opening any sort of branch or distribution point for books and materials other than the main library.

## LIBRARY TRUSTEES

Ninety percent of the 145 libraries in this group are governed by boards of trustees. Only nine libraries indicated any other form of control and five did not reply. Most of the libraries that do not have trustees are governed by municipal officials.

Only six libraries have more than 15 trustees on their boards. Seventy-seven of the 131 libraries that have trustees have boards of five members or less. One third of the boards of trustees are elected by the voters of the community, two thirds are not. The most common methods of choosing the board are appointment by municipal officials or members of the library association. Most of the trustees serve either one year or three year terms. Only 12 librarians felt their board of trustees does not represent a good cross section of the community. The average board of trustees has 4 members who are women. Thirty-seven percent of the trustees are over 60 years of age and only 12% are under 40 years.

Only six libraries reported having any formally established procedure for evaluating the performance of trustees that would eventually lead to the replacement of trustees that are ineffective. In over 90% of the libraries governed by trustees, the librarian is named by the trustees. In a few communities (15) it is done by the city manager, library association or some other agency. Only 11 librarians reported that they do not work with the trustees in establishing library policy.

Most Library Boards give full authority in library program development, library administration and selection of materials to the librarian (99) but far fewer are willing to relinquish all power in the hiring of library personnel (56).

## FINANCES

Between 80 and 90 of the libraries replied to the question on total spending from all sources. They indicated that they spent (87 libraries) a total of \$162,730 in 1960 and they reported (81 libraries) spending a total of \$365,416 in 1969.

### TOTAL LIBRARY SPENDING -- GROUP THREE

Total 1960	Average Per Library	Total 1969	Average Per Library
\$162,730	\$1,870	\$365,416	\$4,511

While there has been an increase of 124% in spending among the libraries reporting it is evident that the current level of average spending per library in this group is far from being sufficient to support more than limited partial service for the communities involved. It is evident that per capita expenditure is not a reasonable yardstick in a very small community. In a community of 1,000 for instance even a per capita expenditure of \$4 (which exceeds that of group One Libraries) would only produce \$4,000 a year to support library service. While the burden of tax effort to support a library may be high, the revenue produced is still insufficient due to the small population base involved.

Seventy-two percent of the libraries operate on the same fiscal year as the municipalities they serve.

## SOURCES OF LIBRARY FUNDS -- GROUP THREE\*

Libraries -- Communities Under 5,000 Population -- 1969

Source of Funds	Amount Reported	Percent of Total
Municipal Appropriation	\$306,918	49.8%
Fines and Fees	\$ 18,566	3.0%
Municipal Appropriation (Outside Towns Served)	\$ 4,096	0.6%
State	\$ 15,916	2.5%
Annual from Trust Funds, Bequests	\$217,909	35.4%
Single Gifts, Bequests During Year	\$ 23,121	3.7%
Funds Raised Privately to Help the Library	\$ 28,584	4.6%

\*Table is based on replies from 129 libraries in this group. Due to variation in number and location of libraries replying, it is not directly comparable to table on total spending.

While the largest libraries in the state receive close to 60% of their funds from municipal appropriations, the proportion here is slightly less than half. Income from trust funds and bequests plays a much larger part in this group of libraries, accounting for over a third of their total income while the largest libraries receive only 23% from this source. Again it is evident that fines and fees, municipal appropriations from outside towns, income from the State, and funds raised privately to help the library do not play a substantial part in financing library activities.

It should be noted that the replies to this question further confirm that the spending level of this group of libraries averages between \$4,000 and \$5,000 a year. While only 87 libraries were able to provide figures going back 10 years, 129 libraries replied to this question about current spending. Total spending indicated in the accompanying table is \$615,111 for the 129 libraries or an average of \$4,768 per library. This is close to the average of \$4,511 reported by those libraries that were able to give figures going back ten years.

### BUDGET PREPARATION

Thirty-nine percent of the librarians said they do not work on the library budget along with the trustees. In many cases where this is not done the budget is drawn up by the town manager or by the trustees alone.

Only 39% of the librarians replied that the library uses any organized method to explain the budget to the municipal officials. Sixty-three percent of the libraries indicated that they do keep statistics and use them to support budget requests. Only 11% of the libraries reported that over the last five years the library has asked for any significant amount more than it has received from the municipality. However, only 36% of the librarians rated their budgets as generous or sufficient to enable the library to give good service to the community and only 20% thought the budget was sufficient to allow the library to provide excellent service. Again the librarians (with two exceptions) indicated that they would not favor any budget increases over 50% and only 31% indicated that they would suggest budget increases between 10% and 50% for the library. Only 10% of the libraries noted that they have an organized program to obtain bequests and donations to the library and the ones that have such a program rated it highly successful.

Fifty-five libraries estimated bequests and donations to the libraries over the last five years at \$398,604 or an average of \$7,247 per library.

When it comes to looking for new sources of money the librarians are agreed that the municipality should remain their major source of funds. Asked where the library should turn if it needs more financial support over the next ten years, the librarians replied: municipal 55%; State 24%; federal 17%; and private sources and bequests 29%. These were the number replying to each of the four possibilities, adding up to more than 100% since some checked more than one source.

The librarians were agreed that some additional funding is needed. Thirty-two percent stated that increased financial support is of the utmost importance and another 22% rated it as of considerable importance. Only 8% of the librarians felt library service could be improved without an increase in the library budget. Only 26% of the librarians felt any extensive effort had been made to convince the municipality of the need for a higher level of financial support for the library.

## FUNDS SPENT

### MAJOR EXPENSES\* -- GROUP THREE

Type of Expense	Average Spent 1960	Average Spent 1969	Increase	Percent Increase
Salaries	\$1,490	\$1,957	\$467	31.3%
Collections	768	1,398	630	82.0%
Operating	2,042	2,207	165	8.0%

\*Varying numbers of libraries replied to these questions so that an average per library reporting is used to indicate levels of spending and their increase over the period.

Due to variations in the specific libraries replying, the table on major expenses is not directly comparable to other averages but it does indicate that average current spending from libraries reporting is little over \$5,000 a year. There have been substantial percentage increases but

they are deceiving since the total amounts involved are so small. The largest percentage increase has been in the spending on collections but the average per library is still less than \$1,500 a year. Operating expenses for items like janitorial service, utilities and rent have increased very little. While spending on salaries has gone up, the total makes it clear that the average library in this group cannot begin to afford a full-time librarian to say nothing of additional staff.

## INTERLIBRARY COOPERATION

Only 35% of the libraries in this group indicated that they send requests for books that they do not have to the State Library with the stipulation that they teletype network be used to locate the material.

In informing the public of the availability of the teletype network service in locating books, the librarians replied that they have used: permanent sign 10; poster 19; bulletin board notice 9; printed card or other material 17; local publicity 21; oral information by person on library desk 56; other 5. Forty-one percent of the librarians feel that their users are aware of the teletype service to a **considerable extent**.

A total of 62 librarians in this group stated that they do keep records of inter-library loan requests made to the Maine State Library. Only 35 librarians rated the teletype service as of some or considerable importance in providing good library service to their communities.

The table indicates that 79% of the requests for interlibrary loans that are reported by this group of libraries are made directly to the Maine State Library. The statistics were compiled from replies from 49 libraries that filled out answers to this question. The replies to this series of questions plus the figures provided would indicate that only about one third of the 145 libraries in this group that responded to the questionnaire make any use of the teletype network or make any appreciable use of interlibrary loans regardless of to whom they are made.

### REQUESTS FOR INTERLIBRARY LOANS 1968 -- GROUP THREE

Request Made To	Total Requests	Total Filled	Percent
Other Public Library	540	504	93.3%
College Library	131	101	77.0%
Out of State Library	12	5	41.6%
State Library	2,541	1,807	71.1%

Of the 3,224 requests made annually the libraries were successful in filling 75% of them.

Only 13% of the librarians stated that representatives of the local schools, either teachers or librarians, meet frequently with them to discuss school assignments and student use of the public library. Twenty-two percent said such meetings are held occasionally and 42% said they are held seldom or never. As in the other library groups this lack of communication apparently also results in poor use of the public library resources in relation to school assignments. Only 8% of

the librarians said they are frequently informed of school assignments far enough in advance to plan efficient use of the public library resources. Ten percent said they are informed occasionally and 61% said they are informed seldom or never. The "never" response was by far the largest with a total of 58 librarians stating that the schools never informed them in advance of school assignments. About 25 libraries did not respond to this series of questions.

In evaluating total cooperation between the school and public libraries in planning the efficient use of library resources only 20% of the public librarians in this group said such cooperation exists to a considerable extent. Forty-eight percent replied that it exists very little or not at all.

One third of the librarians did not respond to a general question asking them to rate total interlibrary cooperation in their area, possibly feeling that there were not sufficient nearby libraries to allow any considerable degree of interlibrary cooperation. However, 41 librarians replied that interlibrary cooperation exists to a considerable extent in their area. Only 12% of the libraries (18 total libraries) stated that there is an association of librarians in their area meeting regularly and working actively on the problems of interlibrary cooperation and 16 of the librarians said they are a member of the association.

Total libraries indicating various types of cooperative interlibrary activities were: telephone reference 18; interlibrary loans 48; cooperative selection of materials 7; cooperative ordering of materials 1; physical processing 1; cataloging 1; material storage 2; cooperative use of equipment 5.

## STATEMENT OF OBJECTIVES

Only 17% of the libraries said they have a clear and specific written statement of objectives the library hopes to achieve in rendering service to the community. Ten percent indicated they are in the process of drafting such a statement and another 12% replied that such a statement has been considered by the trustees but no action has been taken.

Of the 24 libraries reporting a statement of objectives, half have adopted it within the last five years. Sixteen libraries stated that their statement of objectives is available in printed form but only four indicated that it is distributed to the public.

Twenty-eight percent of the librarians indicated that they consider a statement of library objectives to be of the utmost or considerable importance and another 15% said it was of some importance. Only about half the librarians replied that they consider such a statement of any degree of importance at all to the future growth and successful performance of the library.

The national standards for small libraries state, as the first item listed under service, "The program of each public library should focus upon clear and specific objectives. Even the smallest community library should adopt a written statement of clear and specific objectives which should be reviewed periodically and, if necessary, revised in the light of new developments"

A total of 10 of the 24 libraries that have written statements replied that they were considered and approved by the money granting authority in the town as well as by the governing board of the library.

## COMMUNITY INVOLVEMENT

Only 4% of the libraries (six total) replied that they have ever initiated a study of the community they serve toward the end of establishing more effective and efficient library service. Only 3% of the libraries (total 5) indicated that they participate in the work being done by municipal government to plan the future of the community. Forty-four percent of the librarians feel that they and their trustees are aware to a considerable extent of the specific needs of people and organizations within the community without initiating a formal study of them. The importance of this type of knowledge was recognized by most of the group with 60% rating such accurate knowledge as of the utmost or considerable importance in enabling the library to serve the community effectively.

Thirty-eight percent of the librarians stated that they participate in the life of the community and its organizations to a considerable extent and another 30% said they participate to some extent.

Twenty-eight percent of the librarians said there are community groups or agencies that work closely with the library in planning their activities and carrying out their programs. However, only 8% of the libraries (10 total) stated that they frequently contact community groups to determine if the library can correlate one of its programs with a program of the community group (such as reading list, special display, film showing, etc.). Other replies to this question were occasionally 24%; seldom 17%; never 25%; with 26% not replying.

Sixty-eight percent of the libraries stated that they sponsor between one and ten programs a year that tie in with the special interests of a community organization. Only two libraries indicated that they sponsor more than this and none indicated sponsoring more than 20 cooperative programs a year. The librarians appeared agreed on the importance of this type of activity with 47% saying it is of the utmost or considerable importance and another 21% stating it is of some importance. Almost identical percentages recognized the importance of the library and staff participating actively in community groups and organizations.

## LIBRARY HOURS

### WINTER LIBRARY HOURS -- GROUP THREE

	Total Hours Reported	No. of Libraries	Average Hours Weekly
Daytime (Before 5 p.m.)	408	45	9.1
Evening (After 5 p.m.)	137	33	4.1
Saturday (Before 5 p.m.)	122	33	3.7
Saturday (After 5 p.m.)	10	8	1.3
Sunday (Before 5 p.m.)	0	0	0
Total Winter Hours	674	48	14.0



Since most of these are very small libraries open part time and since there is usually a difference between summer and winter hours, the librarians were asked to break down hours and report on them according to whether or not they were winter, summer or year-around hours and according to what days of the week and hours of the day the libraries were open. Due to the varying number of libraries replying to each type of question the columns will not add to exact totals. Each type of hour (i.e. Saturday evening-winter) should be considered separately. The chart will show the number of libraries replying that they are open at this time and the average hours of being open that was reported by this group.

### SUMMER HOURS -- GROUP THREE

	Total Hours	No. of Libraries	Average Weekly
Daytime (Before 5 p.m.)	385	42	9.2
Evening (After 5 p.m.)	127	34	3.7
Saturday (Before 5 p.m.)	100	38	2.6
Saturday (After 5 p.m.)	18	13	1.4
Sunday (Before 5 p.m.)	0	0	0
Total Summer Hours	610	46	13.3

### YEAR AROUND HOURS -- GROUP THREE

	Total	No. of Libraries	Average Weekly
Daytime (Before 5 p.m.)	737	78	9.4
Evening (After 5 p.m.)	210	61	3.4
Saturday (Before 5 p.m.)	195	56	3.5
Saturday (After 5 p.m.)	30	21	1.4
Sunday (Before 5 p.m.)	3	3	1.0
Total Hours	1,529	82	18.6

The tables indicate that year around, these libraries are open less than 20 hours a week with average summer hours being slightly lower than average winter hours. Only three libraries reported being open Sunday but 56 noted being open during the daytime on Saturday year around and 21 reported being open year around on Saturday evening. The ratio between daytime and evening hours year around was about three to one. Based again on year around hours, it could be concluded that these libraries are open about half of their total hours at

times when someone holding an 8 a.m. to 5 p.m. job five days a week would be able to make use of library facilities. The National Standards indicate that libraries serving populations under 2,500 should be open at least 15 hours a week and libraries in the 2,500 to 5,000 population group should be open between 15 and 30 hours per week.

All except two of the libraries have all sections and service open whenever they are open to the public.

Library hours have been on the increase with an even 50% of the libraries (Total 72) reporting an increase in total hours open to the public during the last five years. Only 9% of the libraries reported that their hours have decreased during the last five years. Thirty-two of the librarians stated that the increase in hours during the last five years has been either very extensive or considerable and another 28 felt it was moderate. Fifteen replied that hours had been increased very little.

Fifty-seven percent of the librarians rated their present hours as generous or sufficient in permitting maximum community use of the library while another 26% felt they are barely adequate. Only 8% felt the hours to be inadequate.

Only 9% of the librarians thought hours were in need of considerable revision or expansion and 26% indicated that hours needed "some" revision. The importance of hours was generally recognized with 63% of the librarians listing it as of the utmost or considerable importance to maximum community use. Only nine librarians said hours are of little or no importance.

Twenty-two percent of the librarians said that an increase in hours has been proposed and discussed by the trustees within the last two years. All except four libraries said they loan all library materials other than reference books and rare and fragile materials.

Only four libraries out of 145 have a copier in the building. One is available to the public without charge and the other three are available to the public at a charge per copy for materials. Three of the machines are dry copiers.

## LOAN RESTRICTIONS

Twenty-six percent of the libraries in this group place a restriction on the number of books adults may borrow at one time. Thirty-four of the 37 libraries that restrict adult borrowing have limits of six books or less. They replied as follows on limits on adult books: one book 0; two books 12; three books 5; four books 8; five books 6; six books 3.

Restrictions on the number of books children may borrow are much more common with 50% of the libraries reporting such restrictions. They replied as follows: one book 1; two books 18; three books 15; four books 18; five books 10; six books 7; ten books 1.

The most common borrowing period by far is two weeks. Ten libraries reported making one week loans and another seven reported loans for three or four weeks but 91% of the libraries reported making two week loans. (152 answers were received indicating that some seven libraries make loans for varying periods, probably depending on the type of material being loaned or the age of the borrower.) Seventy-nine percent of the libraries also have two weeks as their common renewal period.

Fifty-three percent (77 total) of the libraries allow users to make book renewals on the telephone. Of the 59 libraries that do not permit telephone renewals only seven replied it was against library policy with the others indicating that it is due to the fact that the library has no telephone.

Only 10% of the libraries do not impose fines for overdue materials. None charge more than five cents a day per item overdue. The libraries reported their fines per day per item as: one cent 20; two cents 84; three cents 6; four cents 0; five cents 11.

Virtually every librarian said the library's loan restrictions could be described as liberal and flexible so that persons of varied habits and responsibilities can use all library materials conveniently. Only four replied "no" to this question and only three did not answer.

## REFERENCE REQUESTS

Only 12% of the librarians said the library has ever kept track of the number of requests for information or reference questions asked over a brief period such as a month. Ninety-eight librarians made estimates of the number of reference questions asked in an average month with 46 estimating that there were fewer than 10 questions a month and 22 estimating that there were between ten and thirty questions a month. The balance were scattered between 50 and 100 questions per month.

Only 12% of the libraries have someone on the staff who is specifically assigned to handle requests for information and only 9% of the librarians said they frequently or very frequently receive requests for information they are unable to answer. Fifty-five percent of the librarians rated the library's reference collection as generous or sufficient in enabling the library to answer reference questions and another 25% rated the reference collection as barely adequate. Only 9% of the librarians rated the collection inadequate with the remainder not replying.

Forty-one percent of the librarians rated the ability of the staff to use reference materials as good or excellent and 79% said if they are unable to answer a question they will make an effort to seek help from another library.

Thirty-two percent of the libraries (total 46) replied that they do have a definite program of guidance in the use of library material. They replied as follows (many checking more than one service): lists of special materials or books 19; displays 24; work with individuals 33; instruction in library use 22; other 16.

## SPECIAL SERVICES

No library indicated that it maintains a file of up-to-date information about community organizations including personnel, purposes and activities being planned. This lack of any organized way of keeping track of what community organizations are doing is equally common among the larger libraries. The need for this type of information is indicated by the national standards which state: "The library should maintain or have access to complete and up-to-date information about organizations in its community, including officials, purposes and activities. Services which may be given to groups are: assistance in program planning; providing books, lists, displays, films and other library materials related to group programs; providing speakers and dis-

cussion leaders from the board of trustees or the library staff; and inviting groups to visit the library and to become informed about its services.”

The percentage of the libraries who indicated providing the various types of community organization services listed was: assistance in program planning 6%; advice on library resources 14%; provision of materials, lists, displays, films and other materials related to the programs of the group 13%; assistance in locating speakers and discussion leaders 2%; inviting groups to visit the library and learn about its resources 29%; use of multi-purpose meeting rooms in the library 4%.

Story telling for children remains the most popular activity provided by the libraries in this group for various age levels in the community. Thirty-seven percent of the libraries (54 total) reported sponsoring story telling sessions. Film showings were the next most popular but only 22% of the libraries (32 total) reported sponsoring them. Less than 15% of the libraries reported sponsoring various other types of activities such as discussion groups, special subject programs, film forums, lectures, fine arts programs, play reading groups. Only 6% of the libraries reported sponsoring any programs aimed specifically at the elderly and only 24% reported sponsoring any programs aimed specifically at adults. This is in sharp contrast to 70% of the replies indicating sponsorship of various types of childrens' programs – largely story telling and films.

Questioned on whether or not they provide special services (ease of access, new services, special materials, special staff, additional funds) for any of the following groups the librarians that replied affirmatively were: intellectual 8%; creative 10% disadvantaged 3%; handicapped 14%; homebound 13%; institutionalized 6%; senior citizens 17%; new residents 10%.

Only 14% of the libraries replied that their program of services to meet the special needs of individuals and groups had been formally reviewed within the last four years. Twenty-five percent said at one time or another they had called on outside consultants to evaluate library services of this type. But only 9% of the libraries indicated that this had been done within the last two years.

Compilation of detailed circulation figures for the smaller libraries is more difficult since many did not provide figures going back 10 years and some provided current figures but no comparison for previous years. Classification of books under the fiction, non-fiction and adult, juvenile break down varies with many libraries not maintaining this type of statistics. One hundred and four libraries out of the 145 in this group that responded to the questionnaire provided current total circulation figures and 82 libraries provided comparable figures from 1960. Rather than eliminate the libraries which could not provide the totals from ten years ago, a circulation average for all types of books for 1960 and for 1969 was calculated.

The totals indicate that average circulation in this group of libraries has risen only 1.6% in the last ten years. This is close to the circulation increase shown by the largest group of libraries (2.1%) over the same period (when the Bangor circulation figures are left out of the Group One libraries).

## CIRCULATION -- GROUP THREE LIBRARIES\*

Total Circulation 1960 - 1969

Total Circulation 1960	Total Circulation 1969	Avg. Circulation 1960	Avg. Circulation 1969	Percent Increase
825,960	1,065,569	10,072	10,245	1.6%

\*Table is based on 82 libraries reporting 1960 circulation and 104 libraries reporting 1969 circulation.

Again the total figures appear to indicate that, while the circulation of some libraries may have risen substantially during the decade, the circulation of library books in general has increased hardly at all as the libraries face growing competition from other forms of entertainment and other sources of information.

## MATERIALS -- SELECTION

Only 11% of the libraries (16 total) reported that they have a written statement of policy that specifically covers the selection and maintenance of the collection. Half of these policies were drafted within the last year. Seventy-five percent of the librarians said they frequently or very frequently have to purchase material that is not of particularly high quality in order to meet the demand for this type of material. Only 14% of the librarians said the library has ever had complaints from persons or groups who wanted material removed from the library but these complaints are very infrequent.

## REMOVAL OF MATERIALS

In contrast to the very few libraries that have a definite policy on selection and maintenance, 54% of the librarians reported having a definite policy on removal of materials from the collection when they are no longer useful. Sixty-six percent of the librarians said they have final judgment on what shall be removed from the collection. Eighty-seven percent of the librarians reported having removed at least some materials during the last ten years. Only 2% (3 libraries) responded no and the remainder were blank.

Sixty-four percent of the libraries reported making withdrawals from their collections within a year; 12% stated that withdrawals had been made longer than a year ago and the remainder did not reply. Twenty-one percent of the libraries said they check with the Maine State Library before materials that are withdrawn are destroyed. In 1969 a total of 52 libraries reported withdrawing a total of 20,767 books or an average of 399 per library.

The percentage of librarians that reported checking their collections against the following catalogs within the last five years was: standard catalog for public libraries 39%; fiction catalog 40%; childrens' catalog 43%.

## LIBRARY COLLECTION

A number of problems make it difficult to draw exact figures from book collection totals as some libraries did not report subtotals under juvenile and adult, etc., while others were unable to supply figures going back ten years. For the purposes of this section of the survey only the figures for total books of all types, periodicals to which the library regularly subscribes; and an indication of the size of the microfilm and audiovisual collection, if any, were used. It was felt that this information would remain most consistent through the entire series of replies.

The accompanying table indicates that the average total book collection in this group of libraries has increased about 13% in ten years. This is a little more than half the increase that was noticed by the largest group of libraries. The rate of increase does not appear to be sufficient to build the collections of this group of libraries to meet the minimum standards which indicate that communities up to 5,000 persons need a minimum of 10,000 volumes or three books per capita, whichever is greater. Libraries from 5,000 to 50,000 should have at least two books per capita. Even applying the lowest possible minimum (10,000 books) to all these libraries would indicate that these libraries should have 950,000 books to meet the standards for the lowest population grouping. Since many of them fall in the 5,000 to 10,000 population class the total book collection should obviously be substantially higher than was reported in 1969. This is further indicated by the fact that 87% of the libraries that did not respond to the survey are located in communities of under 2,500. The additional tables on distribution of the replies on basic collection size make it clear that close to 60% of the libraries replying do not meet the minimum standard of 10,000 books. In 1969 there were 67 libraries replying that had less than 10,000 books. Less than 10% of the libraries had collections of more than 20,000 books. The basic collection of the average library in this group is insufficient to meet informational needs or recreational interests of a present day community.

### COLLECTION SUMMARY -- TOTAL BOOKS -- GROUP THREE

(51 Libraries) Total Books 1960	(95 Libraries) Total Books 1969	Average Per Library 1960	Average Per Library 1969	Percent Increase 1960-1969
451,186	954,465	8,846	10,047	13.5%

### REGULAR PERIODICAL SUBSCRIPTIONS -- GROUP THREE

(35 Libraries) Total Periodicals 1960	(98 Libraries) Total Periodicals 1969	Average Per Library 1960	Average Per Library 1969
651	1,914	18.6	19.5

The report has stressed the emphasis that should be placed on periodicals in an age of rapidly changing information and a tremendous expansion of information needs. In ten years the average number of periodicals to which this group of libraries subscribes has increased hardly at all.

### DISTRIBUTION OF TOTAL BOOK COLLECTION -- GROUP THREE

Number of Books	Libraries Reporting 1960	Percent of Total 1960	Libraries Reporting 1969	Percent of Total 1969
1 - 5,000	11	21.5%	15	15.7%
5,000 to 10,000	21	41.1%	42	44.2%
10,001 to 15,000	14	27.4%	19	20.0%
15,001 to 20,000	4	7.8%	13	13.6%
Over 20,000	1	1.9%	6	6.3%
Total	51		95	

### DISTRIBUTION OF PERIODICALS -- GROUP THREE

Number of Periodicals Regular Subscriptions	Libraries Reporting 1960	Libraries Reporting 1969
1 to 5	8	23
6 to 10	2	16
11 to 15	5	10
16 to 20	8	8
21 to 25	5	10
26 to 50	6	27
Over 50	1	4
Total	35	98

The national standards state that libraries serving populations up to 5,000 should be receiving at least 25 periodicals and from 5,000 to 10,000 population the total should be at least 50 periodicals. Most of the libraries reporting fall in the second group with a minimum of 50 periodicals suggested; however, less than 5% meet the suggested standard. Audiovisual materials other than phonograph records are virtually non-existent. Only four libraries indicated they held records in 1960 (total of 426) while 45 libraries reported a total of 7,754 records in 1969 or an average of 172 per library. The National Standards indicated a record collection of 100 to 150 records is desirable for libraries in the under 10,000 population group.

### TOTAL BOOK ACQUISITIONS -- GROUP THREE LIBRARIES 1960-1969\*

Total Books Acquired 1960	Total Books Acquired 1969	Avg. Per Library 1960	Avg. Per Library 1969	Percent Increase
17,818	35,409	524	536	2.2%

\*Covers reports from 34 libraries on 1960 book acquisitions and 66 libraries on 1969 book acquisitions.

The acquisition figures as supplied by the librarians indicated, that the average annual purchase of books in this class of libraries has remained close to 500 books over the last ten years. Like the circulation figure it has increased only about 2% in the decade.

### RECORD ACQUISITIONS -- GROUP THREE LIBRARIES 1960-1969\*

Total Records Acquired 1960	Total Records Acquired 1969	Avg. Per Library 1960	Avg. Per Library 1969	Percent Increase
572	3,311	95	122	28.4%

\*Based on replies from six libraries on 1960 acquisitions and 27 libraries on 1969.

Virtually no other audiovisual materials were purchased other than records. Either in 1960 or 1969 less than 10 libraries reported purchasing such materials as slides, motion picture films and film strips. However, the increase in the average number of records purchased per library shows a growing interest in this area. While the number of libraries purchasing records (27) is small, the level of purchase is sufficient to build up a collection to the minimum of 100 to 150 records that the national standard recommends for small libraries in the under 5,000 population group.

### MATERIALS -- PROCESSING

Seventy-three percent of the libraries said they keep well organized records of all acquisitions. Sixty-seven percent of the libraries (97 total) said they follow a standard system of classification and organization of materials and 88 of these libraries stated it was the Dewey Decimal System. Seventy-five percent of the libraries answered a question on the number of drawers of catalog cards they have and it averaged 20 drawers of 3x5 cards per library. Sixty-eight percent of the libraries stated that they enter from two to four cards in the file for each non-fiction book. Only 14 librarians replied that they did not process all catalog cards within their own library. Only 15% of the librarians in this group replied that their cataloging and classification system is in need of considerable or extensive improvement.



## PERSONNEL

For the purposes of the survey, as has been noted, full-time work is defined as more than 35 hours a week and professional personnel as a person having a degree from a library school. Sub-professional personnel have a broad general education strengthened by library school courses, in-service training and experience. National standards for libraries serving towns under 5,000 population indicate that one-full time college graduate in charge of the library is sufficient with the help of one or two clerical assistants.

The definition of professional and subprofessional apparently caused difficulty in responding to this question with some libraries disregarding the degree requirement of personnel listed as professional. However, applying the national standard would indicate that the 62 libraries that replied to this question would need 62 persons with college degrees working full time to meet the standard. A total of 22 bachelors' degrees were reported and three masters degrees among the 62 replies. This would indicate that not more than 40% of the libraries responding to this question are directed by librarians with a college degree (and it should be noted that the group responding was in turn only 45% of the total number of libraries that returned questionnaires in Group Three). It could be estimated conservatively that not more than 15% of the libraries in this group are administered by full-time librarians who hold a college degree.

### LIBRARY PERSONNEL -- GROUP THREE\*

Classification	Total Full Time	Total Part Time
Professional	18	23
Subprofessional	36	92
Clerical	2	32
Unpaid Staff		
Adult	15	82
Teenage	0	41

\*Based on returns from 62 libraries in Group Three that responded to this question. Personnel are listed as they were listed by the librarians.

The table indicates that in the smaller libraries part-time assistance is very common at all levels, considerably outnumbering full-time employees. While the larger libraries make almost no use of unpaid staff, they are used to a large extent in the smallest libraries - particularly adult volunteers. The replies indicate that there are 15 full-time, unpaid adults working as library volunteers.

While the average librarian in this group does not have a college degree, they do have extensive experience. Twenty percent of the librarians stated they have from one to ten years full-time

library experience and 67% of the librarians replied that they have more than 10 years full-time library experience.

**TOTAL MANHOURS PER WEEK\***

Average Number of Hours Per Week

Librarian	All Others Working in Library	Average Per Library
15.3	10.5	25.9

**LIBRARIAN'S HOURS PER WEEK\***

Hours Worked Weekly	Total Librarians Reporting	Percent of Total
1 to 14	63	58.3
15 to 24	25	23.1
25 to 34	13	12.0
35 or more	7	6.3

\*Tables are based on replies from 108 librarians in Group Three.

Perhaps the most revealing figures in terms of the operation of this group of libraries is indicated by the fact that, out of 108 librarians replying to a question on total manhours worked per week, the replies showed the total to average just over 25 hours per week for the librarian and entire staff both paid and unpaid. The national standards (multiplying minimum personnel times 40 hours per week) would indicate that the average total manhours should range between 60 and 120 hours a week without counting unpaid personnel.

The hours per week worked by the librarians who reported further indicate that (in conflict with the 18 full-time professional personnel reported previously) that there are only seven librarians in the group who work 35 or more hours per week. Almost 60% of the librarians who replied stated that they work in the libraries less than 15 hours weekly.

**PROFESSIONAL IMPROVEMENT**

Only 58% of the librarians reported that their libraries encourage attendance at professional meetings, workshops special courses and other means of professional improvement. Of these 84 libraries only 61 give the staff the same degree of encouragement as the librarian.

## FINANCIAL SUPPORT FOR PROFESSIONAL IMPROVEMENT -- GROUP THREE\*

### Total Libraries Reporting Types of Support

	Paid Time Off	Paid Mileage	Paid Expenses	Full Course Fees Paid	Portion Fees Paid
Professional Meetings	18	15	22	2	0
Workshops	19	15	24	3	0
Library Science Courses	6	3	5	7	1
Subject Matter Courses	1	2	2	2	0
Other	0	0	0	1	1

\*Table indicates the number of librarians who checked each box (some more than one). Librarians who indicated some form of financial support totaled 42.

The table indicates that the most common form of financial support for professional improvement is paid expenses to attend workshops which was checked by 17% of the librarians. It appears that less than a third of the libraries in this group give any form of financial support to professional improvement and not more than 15% support librarians who wish to take courses in library science with any donation toward the course expenses.

Only 6% of the librarians stated that financial provisions for professional improvement are part of the library's annual operating budget.

## PROFESSIONAL INSERVICE TRAINING -- GROUP THREE\*

### Totals Reported for Three Year Period

	Librarian	All Other Staff
Professional Meetings	39	53
Workshops	49	42
Library Science Courses	21	7
Subject Matter Courses	2	2

\*Based on replies to this question from 92 librarians.

As already indicated, a large number of personnel in this group are part time, both librarians and staff. It is difficult to reach any firm conclusion other than the fact that this represents a relatively low level of inservice training and professional improvement over a three-year period from a group of more than 90 persons in charge of libraries and more than 150 staff members. The lack of availability of suitable courses within a reasonable distance may play as large a factor as any other in limiting professional training.

Only 3% of the libraries stated that they presently have staff vacancies. Twenty-one percent of the libraries replied that they receive a two-week vacation but 47% said they receive no vacation. However, it should be remembered that the majority of these positions are filled for less than 35 hours weekly. Only four librarians replied that additional vacation time is given to recognize length of service. Only 14% of the librarians said that a definite amount of sick leave is granted employees and of the 21 libraries that grant definite sick leave, only six allow it to be accumulated. Only five libraries indicated having a written employee policy and three of these have been adopted in the last two years.

## STAFF SALARIES

The average librarian in this group receives only \$1,594 from library work (based on 87 librarians who reported their salaries) and the average librarian (based on 98 reports) works only 16.2 hours per week. Total income reported divided by total annual hours reported would indicate that the average librarian in this group is being paid about \$1.68 per hour or three cents more than the minimum wage in most occupations.

Forty-two percent of the librarians stated that the total number of professional persons working in the library is generous or sufficient in enabling the library to meet its objectives in serving the community. Only 4% of the librarians felt it to be inadequate. Only 6% of the librarians (nine total) said that any request had been made in the last five years for any additional professional staff members.

While a majority of the librarians did not reply to this question, only 11% indicated any degree of insufficiency in clerical staff and of these 16 libraries only one reported making any requests for additional clerical staff in the last five years. However, 17% of the librarians reported that clerical duties have to be assigned to the librarian extensively or considerably due to a shortage of clerical help. Most of these did not feel that this was any hinderance to good library service. Asked to rate their own salary level, 78 librarians replied with the following ratings: generous 3; sufficient 25; barely adequate 26; inadequate 19; completely lacking 1; not applicable 4; no reply 67.

Only 10% of the librarians replied that their library has a pension plan. Less than 10% indicated they have written job descriptions, pay scales or probationary periods for new employees. While 61% of the librarians did not reply to this question only 5% rated financial support by the library to professional training as generous or sufficient. Only 26% of the librarians said employees are covered by accident insurance. Only 3% of the librarians indicated any form of civil service protection for library positions.

Only 18 of the librarians stated that, since the library staff is not sufficient, more employees are needed. The number of libraries asking for various types of personnel were: professional 3; sub-professional 8; clerical 7.

## PHYSICAL FACILITIES

Only one library out of 145 replying is planning a new building and only nine are planning major renovations. Forty-seven percent of the libraries are housed in wooden buildings and 35% in brick or stone buildings. The remainder are in wood-brick combinations, concrete block or other construction types.

### AGE OF LIBRARY BUILDINGS -- GROUP THREE

	Total Reporting	Percent of Total
1800 to 1850	5	5.6%
1850 to 1900	14	15.7%
1901 to 1920	28	31.4%
1921 to 1940	25	28.0%
1941 to 1960	13	14.6%
1961 to 1970	4	4.4%
Total Reporting	89	

The 89 librarians replying to this question on age of their buildings indicated that about 20% were built before the turn of the century, some of them dating back to pre-Civil War times. More than half of the libraries are housed in buildings over 50 years old. However, 23% of the libraries have an addition of one or more rooms that was added after the original library was built. Of these 33 additions, 16 were built in the last ten years and three were built from 1950 to 1960. Sixty-one percent of the libraries said a major renovation has been made at some time since the library was built. Of the 99 libraries reporting major renovations 73 were completed in the last ten years.

In rating the general age, condition and appearance of the library building the librarians replied: excellent 24%; good 35%; fair 19%; poor 8%; no reply 12%. However, 20% of the librarians said that the age, condition and appearance of the building is detrimental to the library program to at least some extent (12% thought it considerably or very detrimental).

The librarians indicated preferring the following: new building 16%; minor renovations 24%; major renovations 8%; new addition 16%. The 24 libraries that responded to this question have a total of 330 rooms devoted to library service or an average of 2.7 rooms per library. This would indicate that the majority of the buildings are two or three room libraries.

## FLOOR SPACE -- NEW CONSTRUCTION -- FACILITIES

The average library in this group (66 replies) has about 1,714 square feet of floor space and can seat about 20 persons comfortably at one time in the entire library. Eleven percent of the

librarians rated floor space generous and 35% rated it sufficient with only 49% of the libraries reporting some lack of space (17% rated this lack serious).

Only six librarians reported that construction of a new library had been considered and rejected in the last ten years. Fourteen reported that construction of a new addition has been considered and rejected in the last ten years with ten of the rejections coming in the last three years. Forty-eight percent of the librarians noted that the lighting system has had a major renovation in the last ten years.

The percentage of libraries reporting the following facilities were: sink 58%; hot water 29%; bulletin board 61%; drapes 40%; informal furniture 48%; lighted sign outside with name of library 22%; reproductions or original art works regularly on display 37%; telephone 32%; flush toilet for staff 54%; flush toilet for public 40%; afterhours book return box 32%; rugs 35%; display case 29%; exterior light at entrance 85%; kitchen facilities 17%. Seventy-one percent of the librarians rated their libraries good or excellent in terms of being bright and attractive in appearance.

Eighty-three percent of the libraries have oil heat and 2% are heated by gas. However, five libraries reported still having a coal furnace. Only 16% of the librarians indicated any difficulty in heating the building sufficiently.

Thirty-six percent of the librarians said the library has no typewriter.

The amount of audiovisual equipment reported was extremely small with the 145 libraries indicating only: 16mm projectors 5; filmstrip projectors 2; overhead projectors 2; opaque projectors 2; slide viewers 2; record players 6; tape recorders 3; projection screens 5; and duplicating machines 3. Only 36% of the librarians said one or more rooms have sufficient light control to allow movies or slides to be shown.

One hundred librarians replied to the question on requests for audiovisual equipment. Only two said such equipment has been requested but has been turned down in the last five years.

Only one library reported having a sprinkler system.



## SCHOOL LIBRARIES - PROCEDURE AND LIMITATIONS

The job of surveying the school libraries was the most difficult of the four library groups (school, public, college and special).

There are the largest number of libraries in this group and the grouping is more complex. For the most part public, college and special libraries consider themselves to be individual units whereas schools at the elementary and secondary level are parts of a school system and may share larger items of equipment and to some extent facilities such as libraries. There is also no clear dividing line as to what constitutes an elementary school and what constitutes a secondary school. The groupings of grade levels vary widely throughout the state. In addition there are a substantial number of private schools in Maine, most of them parochial schools.

In addition to the above problems of size and grouping, we felt that an effort should be made not only to obtain facts concerning school libraries but also that we should gain some idea of the number of schools and the number of students that are without school library service. This raised the immediate question of at what point is a school considered to "have a library". Obviously a handful of books to supplement textbooks does not constitute a "library", as we generally use the term. On the other hand a room called a "library" and completely lacking in materials and books is completely unsatisfactory in filling the needs of teachers and students. In order to obtain a high percentage of consistent replies, the definition had to be relatively clear cut, simple and easily applicable to each school by busy superintendents and their staffs.

Fully realizing the limitations of any definition, we decided to make the dividing line between library and no library whether or not the school had one or more separate rooms **entirely** devoted to library purposes. This, of course, does not reflect in any way the value of materials used or services provided. It does serve to indicate, however, that any school which does not maintain such a library room at all very probably has no library at all or has an extremely low level of library service provided only from a hallway, closet, etc.

In the attempt to make the survey as comprehensive as possible and to solve some of the above problems of grouping, grade level and services by school system, the following procedure was followed.

1. A form was designed and filled out for every public school in Maine. These were grouped by school districts. The name of each school was filled in along with the average enrollment and grade levels of the school (as supplied through the cooperation of the Maine Department of Education), and the town in which the school is located. Superintendents were asked to fill in only two columns: one indicated whether or not that individual school had a separate room **entirely** devoted to library service; two stated the name of the teacher or librarian in charge of the school library.

The superintendents gave excellent cooperation in responding to this questionnaire. Virtually every school district replied and the replies covered 120 secondary schools (as defined above having 12th grades) and 785 elementary schools (all other schools) for a total report from the superintendents on 904 schools out of a possible 918. This gave a return of 98.4% on this portion of the survey which was particularly important in determining schools and enrollment of schools without a library.



2. The names of the librarians or teachers supplied were used to set up a basic mailing list. A 25 - page questionnaire containing over 150 questions was sent to every librarian or teacher in charge of a library. In those cases where no librarian or teacher had been indicated, the questionnaire was sent directly to each specific school. This meant that the librarian, teacher in charge of the library or principal of every one of the 918 public schools in Maine had an opportunity to respond to the questionnaire directly.

In addition questionnaires were sent to every one of the 85 elementary and secondary private schools in Maine.

An additional problem arose in attempting to design a questionnaire that would cover large and small libraries at both the elementary and secondary level. Since the survey already covered all Maine libraries, it did not permit further divisions within the school library group. In the attempt to solve this problem, we indicated to each school in the directions accompanying the questionnaire that they could fill out a simple eight-question form and, if all answers on this form were "no", it would indicate they did not have a library. They were then asked to supply some basic information on books and materials and told they could skip filling out the entire questionnaire.

This enabled us to obtain some basic information from schools that would obviously be discouraged in filling out a lengthy questionnaire almost none of which would apply to their situation. Those schools answering "yes" to any one of the eight initial questions were instructed to complete the entire questionnaire.

Returns from this mailing of the full questionnaire to 1003 schools in Maine are indicated on the accompanying table.

It should be noted that for the purposes of this overall tabulation of returns the number of schools and students was supplied through the courtesy of the Maine Department of Education. To make the statistics of returns consistent the name of every school that replied (whether with the basic reply or the full questionnaire) was checked off on a list supplied by the Department. This check off list was used to compile the return statistics so that, in this case, the definition of elementary school and secondary school is the same as that used by the Department of Education. It will be noted, however, that these figures are not comparable with elementary and high school totals used later in this report since high schools are defined here as only those schools including the twelfth grade.

The returns indicate that direct replies were received from more than two thirds of the public and private elementary and Junior High Schools. More than 88% of the public high schools and over half of the private high schools replied.

**SUMMARY OF SURVEY RETURNS FROM MAINE SCHOOLS**

**RETURNS BY TYPE OF SCHOOL COVERED**

<b>PUBLIC</b>	<b>Returns from Public Schools</b>		<b>Percentage</b>
Elementary and JHS	810	539	66.5%
Senior High Schools	108	96	88.8%
<b>Totals</b>	<b>918</b>	<b>635</b>	<b>69.1%</b>
<b>PRIVATE</b>	<b>Returns from Private Schools</b>		<b>Percentage</b>
Elementary and JHS	50	34	68.0%
Senior HS	35	18	51.4%
<b>Totals</b>	<b>85</b>	<b>52</b>	<b>61.1%</b>

**RETURNS FROM ALL MAINE SCHOOLS - PUBLIC AND PRIVATE**

Elementary and JHS	860	573	66.6%
Senior High Schools	143	114	79.7%
<b>Totals</b>	<b>1,003</b>	<b>687</b>	<b>68.4%</b>

**STUDENTS COVERED IN RETURNS**

	<b>Students in Schools Replying</b>		
Public	239,774	177,385	73.9%
Private	20,686	16,417	79.3%
<b>Totals</b>	<b>260,460</b>	<b>193,802</b>	<b>74.4%</b>

When the schools are grouped together regardless of whether they are public or private (as the results were tabulated also) exactly two thirds of the elementary and Junior High Schools and almost 80% of the senior high schools are covered by the replies to the questionnaire. There is an indication that the larger schools answered more frequently than the small ones in the fact that the replies covered 73% of the public school students, 79% of the private school students and almost 75% of all Maine students.

3. To give a broader approach in dealing with the problem of spending in entire school districts and equipment supplied on a cooperative basis in an entire school system, a second form was sent to public school superintendents in every school district in Maine. They were asked to provide broad budget information on the amounts spent on textbooks, supplementary books and publications, audiovisual materials and audiovisual equipment. The purpose of this was to provide some information on levels of expenditure per pupil that would not be readily available to the school librarians as well as to assess the amount of audiovisual equipment available to an entire school system.

Since Waterville High School was set up originally as a demonstration project on a special federal grant, the figures for this school were not included in the total statistics coming from the 114 separate high schools. However, they are included in the total figures for the state as reported by superintendents.

The following school report is in three sections. One is summary of the information supplied directly from the superintendents on schools with and without libraries and their spending levels by school district for various types of educational materials.

The second part deals with elementary schools, both those that filled out the basic form only (schools having, in effect, no library) and the schools that completed the full questionnaire. In some tables it will be noticed that there is a slight difference in the total number of schools mentioned. This is due to the fact that South Portland filled out only one total questionnaire for all 13 elementary schools and Falmouth filled out a basic form for each of five elementary schools but only one complete questionnaire for the group of schools.

The third part deals with high schools and includes only schools having a twelfth grade. One hundred and fourteen high schools responded to the survey.

It will be noticed that no attempt was made to separate public and private schools. This was not done for three reasons; the scope of the survey did not allow this amount of detail at this time; the number of private schools replying was relatively small and would not have a large impact on the total statistics; and lastly, it was felt that these students are as much a part of the total school system and as much in need of a high quality of library service so that the total school and student population could be considered as one unit. It should be noted that figures from the superintendents, however, do apply only to public schools.

## **TOTAL LIBRARIES**

On the initial contact with superintendents replies were received covering 120 high schools and 785 elementary schools. Using the above definition of "library" 108 of the high schools or 90% indicated that they do have one or more rooms devoted entirely to library purposes. Twelve high schools or 10% indicated that they do not have a library under this definition.

In the elementary schools 298 or 38% reported that they have a library. However, 487 schools or 62% of all the elementary schools reporting stated that they do not have even one room devoted entirely to library purposes. It should also be noted that there are a substantial number of elementary schools reporting no libraries where the grade span runs from the lower grades through the eighth grade. These schools which include seventh and eighth grades, usually with some lower grades, and which report no libraries total 143 or 29% of the total of 487 elementary schools reporting that they have no libraries.

### SCHOOLS WITH SEPARATE ROOM DEVOTED TO LIBRARY

	YES	NO	TOTAL REPORTING
High Schools	108 (90%)	12 (10%)	120
Elementary*	298 (38%)	487 (62%) **	785

\*Elementary schools include through grades eight.

\*\*This total includes 143 schools with some seventh and eighth grade students.

These public schools, both elementary and high school without libraries have average enrollments of 79,812 students. While the extent of library or media service in other schools may be severely lacking this indicates that there are approximately 80,000 Maine students at all grade levels without any school library service at all in their buildings other than what may be supplied by a few books in the classroom, stage, basement, hall or other location. This means that 33.3% of the students in public school are without libraries. We feel that this is a very conservative figure since some of the superintendents indicated that, while a room was devoted to library purposes, the library was very inadequate.

While the majority of the 499 elementary and secondary schools without libraries are schools with small enrollments, there are 149 schools without libraries that have an enrollment of 200 students or more. There are 56 non-library schools with an enrollment of 300 or more.

### DISTRICT EXPENDITURES

Seventy school districts replied to the questions on their average level of spending for texts, supplementary books and publications, audiovisual materials and audiovisual equipment. These districts reported a total average daily attendance of 127,684 students at both the elementary and secondary levels. The accompanying chart gives the totals spent in the various categories.

The totals represent spending in the most recent year for which totals were available. In most cases this is the 1969-70 school year, however, in a few cases figures from the previous year were included if they represented an about average expenditure for the system for a year.

In a few cases superintendents indicated an unusually high expenditure for the year (such as Presque Isle where a federal grant was included and Portland, where expenditures on audiovisual equipment were estimated to be some \$45,000 above normal). However, in each case actual

expenditures were used as a basis for the total rather than attempt to adjust the individual school totals by the amount that they might be above or below an average annual expenditure for that school system. Five schools reported they do not keep separate records of audiovisual materials as distinct from supplementary books and publications. For the purposes of this table estimates were made for these five schools, however, this lack of an available breakdown in these schools has no effect on the total for all media materials since this combines both audiovisual and printed materials.

Standards for School Media Programs adopted by the American Library Association and the National Education Association in 1969 states that schools should spend not less than \$40 annually per student for books (other than textbooks and workbooks) other printed materials and audiovisual materials. They indicate that, while some schools may spend more, this is a minimum amount regardless of where the school is located if it wishes to "have sufficient resources for teaching and learning". This figure does not include textbooks, subscription or closed circuit TV, supplies, equipment and processing of materials. It recommends that funds for the initial collections of materials in new media centers be taken out of capital outlay. The standards further suggest that ordinarily half of the media center annual appropriation be spent on printed materials and the other half on audiovisual materials.

**MAINE MEDIA EXPENDITURES\***

	<b>Current Annual</b>	<b>Per Pupil</b>	<b>National Standard</b>
Textbooks	\$1,219,064	\$9.55	.....
Supplementary Books/Publications	432,070	3.38	.....
Audiovisual Materials	168,085	1.32	.....
Media Total	600,155	4.70	40.00 per pupil
Audiovisual Equipment	212,825	1.67	.....

\*These figures are based on returns from 70 Maine school districts with a total of 127,684 students in average daily attendance.

The replies from the Maine school districts indicate that expenditures for textbooks exceed expenditures for media materials by a margin of about two to one.

Within the area of media materials (which includes both library books and audiovisual materials) the scale is still weighted heavily toward printed material by a ratio of almost three to one. If the \$4.70 spent in Maine per pupil on media materials was to be divided according to the national

standards it would be split \$2.35 on supplementary printed materials and \$2.35 on audiovisual materials.

Perhaps the most revealing figure is the \$4.70 average per pupil spent on all types of media material. Since the survey does not include all school districts, the figure may not be exact for the entire State. However, it does indicate that the several hundred schools included in the 70 school districts surveyed are spending only a small fraction of the amount recommended in the national standards for media materials. The amount being spent is about 12% of what the national standard recommends as a minimum necessary to provide sufficient educational resources.

Not only does the average amount spent on media materials fall far below the recommended national standard but there is a wide variation between schools within Maine. To illustrate this a random selection of 10 of the 70 school districts replying to the survey was made. In each case the school district indicated that the amount spent in the current year was about average for this type of expenditure annually for the school district. Also the per pupil expenditures for this sampling were averaged and they fall reasonably close to the averages for the entire 70 school districts included in the general spending estimates. For instance the average per pupil expenditure for media materials for the sampling of ten districts is \$4.64 while the average for the larger group of 70 districts is \$4.70.

The average amount that this selected group spends on textbooks per pupil is \$10.92 but it will be noted that this ranges from \$6.59 in Machias to \$22.84 in Island Falls.

The average amount that this group spends on supplementary books and publications other than textbooks per pupil is \$3.07 but this ranges from \$1.15 in Carmel to \$5.55 in Millinocket.

The average amount this group of ten districts spends on audiovisual materials per pupil is \$1.56 but this ranges from .35 cents in Island Falls to \$4.17 cents in Westbrook.

The average amount this group spends on all media materials per pupil is \$4.64 but this ranges from \$1.53 in Carmel to \$8.73 in Millinocket.

It is evident that the school district spending the most on media materials in this selected group is spending close to six times as much per pupil as the lowest spending district. When measured against the national standards the highest spending district is still buying only about 20% of what is recommended. The lowest spending district is buying only about 4% of what is recommended in media materials.

As in the case in the larger group of school districts, the spending in the selected group within the total for media materials is still balanced very heavily in favor of books and other printed materials. With the exception of Westbrook, where more was spent on audiovisual materials than supplementary printed materials, the ratio of spending on media materials runs from two or three to one to more than six to one in favor of printed materials. Again this is not in keeping with the national standards for media centers which recommend that media material spending be divided equally between printed and audiovisual materials.

ANNUAL  
 PER PUPIL EXPENDITURES  
 TEN SELECTED SCHOOL DISTRICTS

District	Textbooks	Other Books	AV Materials	Total Media Materials
Carmel (SAD 23)	\$ 7.69	\$1.15	\$ .38	\$1.53
S. Portland	7.15	3.05	.78	3.83
Westbrook	9.78	2.52	4.17	6.69
Kittery	11.41	4.13	1.63	5.76
Is. Falls (SAD 114)	22.84	2.00	.35	2.35
Belfast (SAD 34)	12.77	4.29	1.43	5.72
Machias (Union 102)	6.59	3.47	.49	3.96
Millinocket	9.58	5.55	3.18	8.73
Hallowell (SAD 16)	16.47	3.38	2.78	6.16
Dixmont (SAD 38)	5.00	1.25	.42	1.67
AVERAGES	\$10.92	\$3.07	\$1.56	\$4.64

## SCHOOLS WITHOUT LIBRARIES

In response to the Task Force questionnaire (mailed to every Maine school) 300 schools replied and classified themselves as having no library. One school indicated it has a library and volunteer but could see no point in filling out any portion of the questionnaire. Another indicated the library burned on the first day of school in 1969.

Most of the 298 non-library schools answered a few basic questions about their library situation. Only three indicated that there is anyone regularly available in the school building that has either a degree or extensive experience in library or audiovisual work. Nineteen of the schools replied that they do have a separate budget for library services. Seven are planning new school buildings that will include libraries and two are planning additions that will include libraries.

Despite the fact that these schools do not have one or more rooms devoted to either library or audiovisual services, it is evident that they are not completely without media resources. In reports filled out on basic materials by these "non-library schools" they reported having a total of 217,225 books not counting text books. This is an average of 728 books (other than texts) per school. As the accompanying table shows, 76 of these schools have library collections of more than 1,000 books and 20 of the schools have library collections of more than 2,000 books without having a separate room devoted entirely to library use.

### SCHOOLS REPORTING NO SEPARATE LIBRARY ROOM

Number of Schools	Number of Books other than Textbooks	
73	None Reported	
83	1 to 500	
66	500 to 1000	
32	1000 to 1500	
24	1500 to 2000	
20	Over 2000	
Totals		Average Per School
298 Schools	217,225 books	728



It is evident also that these schools despite the lack of library facilities have some resources in the area of media collections. They reported the following totals of media materials:

	Total	Average Per School
Magazines Regularly Subscribed To	465	1.6
Magazine Indices	54	.....
Total Newspapers Regularly Received	114	.....
Out of State Newspapers	144	.....
Filmstrips	18,285	61.4
8mm Films	260	.....
16mm Films	34	.....
Recordings - Tape and Disk	6,246	20.9
Slides - All Sizes	1,558	5.2
Art Prints - All Sizes	882	2.9
Pictures - Sets Study Prints	1,119	3.7
Large Wall Maps	1,715	5.7
Globes	1,165	3.9
Smaller Paper Maps	673	2.2
Microforms	483	1.6
Transparencies	5,732	19.2
Encyclopedias - Sets	1,126	3.7
Dictionaries	23,899	80.1
Other Reference Books	4,835	16.2

The same pattern of distribution that prevails in relation to books is generally true in the area of other types of printed and audiovisual materials. A large amount of the total media materials are concentrated in a relatively few schools with many of the non-library schools having little in the way of materials. The averages per school are supplied only to indicate that, within this group of schools, while 5,732 transparencies may seem like a lot it is less than 20 per school while the national standards recommend a basic collection of 2,000 transparencies in every school of 250 students or more. Magazines average out to less than two per school with no schools receiving more than 10 and most schools receiving none at all whereas national standards recommend access to at least 40 titles for children in grades K through six. It is evident that the audiovisual materials collection in this group of schools is strongest in the area of filmstrips yet even these average out to 61 per school whereas a total of 1,500 prints per school or a total of 500 to 1000 titles is recommended.

In analyzing the reports from these schools it should be kept in mind that many non-library schools did not report. It can be assumed that generally the schools not reporting have even less in the way of media resources than those who did return the first two pages of the questionnaire. Including these schools in the above averages would probably result in even lower averages per school for the various materials.

It is clear that, while these non-library schools are as a group not totally without resources in terms of books, other printed materials and audiovisual materials, they fall far short of meeting even a fraction of the national standards in the area of media materials of all kinds. One teacher commented on the bottom of her form that she was "discouraged" by the questionnaire (which included a summary of national standards) because the school was "so far behind".

## ELEMENTARY SCHOOLS WITH LIBRARIES

### MEDIA PROGRAM IN THE SCHOOL

Two hundred and fifty seven full questionnaires were completed by elementary schools with libraries. Thirty-four of the schools or 13% reported that they have one or more rooms devoted to audiovisual use. Forty-seven or 18% reported that they consider themselves as having media centers combining both library and audiovisual services. This percentage of course would be much lower if considered against the total amount of schools.

On the question of a separate budget for library services the elementary schools are almost evenly divided with 52% having such a separate budget.

Twenty-eight of the 257 schools are planning a new school building that will include a library and 14 are planning a new addition that will include a library. This means approximately 16% of the elementary schools replying are anticipating new library facilities.

Sixty-seven percent of the replies estimated the amount of time spent by students in self-directed learning at one fifth or less. However, 78% of the replies indicated that more time should be spent in self-directed learning. The National Standards state that in some schools more than two fifths of the student's time is spent in self-directed learning with the move away from text and teacher domination making the school media center a primary instructional center that supports, complements and expands the work of the classroom.

Forty percent of the replies state that students in their schools only occasionally get the chance to create and produce materials connected with the curriculum such as charts, graphs, posters, photographs, models and transparencies, while they are in school and using school equipment. Another 25% stated that such opportunity is provided the students seldom or never.

However, 30% of the replies indicated that the teachers feel that such experience is of the "utmost importance" in the learning process and another 47% indicated that they consider such learning experience to be of "considerable importance".

Only 13% of the schools have anyone in the building regularly available who has a degree in library work. Thirty-seven percent of the schools have a person regularly available who has extensive experience in library work and 28% have a person available with either a degree or extensive experience in audiovisual work.

About half of the teachers indicated that there is a person in the building who is responsible for informing teachers about new materials, techniques and educational trends and that there is an organized effort in the building and in the school system to make such materials and techniques easily available to teachers. Most of the teachers rated the quality of this service as good or fair. However, 36% of the teachers rated this type of service as of the utmost importance to successful teaching and another 47% rated it as of considerable importance. While such service is in effect in only about half the schools replying, well over 80% of the teachers recognized its importance.

Note: Throughout this section "teachers" refers to respondents to the questionnaire or librarians, (most of the respondents are more involved in teaching duties than duties as school librarians.)

## INSERVICE TRAINING

Fifteen per cent of the teachers replied that their schools "never" offer inservice training sessions on the effective use of either library materials or audiovisual materials. Another 25% indicated that such sessions are seldom offered and 34% stated that they are offered occasionally. Forty percent of the teachers stated it was more than a year since such a training session had been held in their school system and 24% of the replies indicated it was more than two years since such a session had been held.

The sessions that are being held are about equally divided between those that require attendance and those that encourage it. About half of the inservice training sessions are taught by persons inside the school system. A majority of the teachers rated such sessions as either good or fair in helping teachers make more effective use of library and audiovisual materials. However, 71% of the teachers said they feel such inservice training is of either the utmost importance or considerable importance to successful teaching.

Eighty-nine percent of the teachers said the students receive some instruction in the use of library and library materials but 43% of them stated that such instruction is provided only occasionally. In contrast only 44% of the schools indicated giving students any instruction in use of audiovisual equipment and materials and only 14% indicated that such audiovisual instruction was given frequently. Twenty-three percent gave such audiovisual instruction occasionally and the remainder less often.

Virtually every reply (with the exception of only ten) stated that their school principals actively seek to upgrade the libraries and audiovisual materials and equipment and that the principals recognize the need for improved library and audiovisual programs.

Only 32% of the teachers feel there is an extensive or considerable partnership between librarians, teachers and audiovisual personnel in planning instruction in library or audiovisual media and a lower 28% feel that such a high level of partnership exists in evaluating library and audiovisual resources. However, 42% feel there is a high level of cooperation in motivating students to use all media resources.

Twenty-five percent of the teachers stated that consultants are never used in their schools to improve learning or instruction in the use of media. Another 50% indicated that such consultants are used seldom or occasionally. Forty percent of the teachers rated these services as either good or fair in assisting teachers.

Inservice training sessions to improve teaching methods through use of printed and audiovisual resources are held infrequently. Only 5% of the teachers rated these sessions as excellent in assisting teachers; 31% as good; 20% as fair.

Thirty-two percent of the teachers stated that special materials to meet the needs of students and teachers are produced very little or not at all. Another 27% indicated that some special materials were produced to a considerable extent. Forty-two percent of the teachers felt that such materials were good or excellent in helping teachers and also providing students with learning experiences.

Only 9% of the teachers replied that commercially produced media materials other than textbooks were extensively available in their schools. However 30% of the teachers felt they had a considerable supply of such materials and 35% felt some materials were available to them. A majority of the teachers felt these commercial materials were good to excellent in helping teachers.

Some 67% of the teachers stated that more space was needed in their schools for the storage and use of audiovisual materials and equipment and that it needed to be more efficiently arranged.

Thirty-eight percent of the teachers rated the amount of audiovisual equipment in their buildings as generous or sufficient and a majority felt the quality of the equipment was either good or excellent.

More than 70% of the teachers stated that classroom teachers and school administrators are giving good or excellent support for improved library and audiovisual programs with about 30% of them feeling that the support from these two groups was excellent. However, only 37% felt that citizens in their areas gave good or excellent support to program improvements and only 6% felt that citizen backing was excellent. Forty-seven percent of the teachers felt the school board gives good or excellent support to these program improvements but only 9% rated such school board support as excellent. This indicates that, in the opinion of the teachers, the farther removed from the operation of the school the group is the less support is given to improvements in library and audiovisual programs.

## STAFF AND SERVICES

Particularly with the advent of the media center it is difficult to define professional as separate from non-professional personnel. For the purposes of the survey it was indicated that "professional personnel have a broad professional preparation and usually have a degree. If responsible for instructional decisions, they meet requirements for teaching certification."

Under paid personnel employed in the school library, the 257 schools replying to the questionnaire stated that they employ a total of 55 full time, paid professional librarians and 39 part time, paid professional librarians. Full time employment is more than 35 hours per week worked regularly. The schools also indicated they employ 44 full time non-professional employees in the libraries and 141 part time non-professionals.

It is evident that, as a group, the number of part time non-professionals employed in the elementary school libraries is larger than the other three groups combined. Of the 257 schools 163 reported employing no paid professional personnel at all, either full or part time in their libraries.

In the area of unpaid personnel the libraries have only five adults and 42 students working more than 35 hours a week on a regular basis. However, they report 414 unpaid adults working part time in libraries and 1,312 unpaid students working part time in the libraries.

Here again it is evident that in the elementary school libraries the largest block of manpower in number of persons involved is supplied by part time, unpaid students and the next largest by part time unpaid adults.

## LIBRARY STAFF - ELEMENTARY SCHOOLS

PAID	Full Time*	Part Time
Professional	55	39
Non-Professional	44	141
<b>UNPAID</b>		
Adult	5	414
Student	42	1,312

\*35 hours or more per week worked regularly

Note: The National Standards recommend a minimum of one full time professional and two full-time non-professionals for every 250 students or major fraction thereof.

Very few persons work in the elementary schools in the area of graphics and audiovisual work on any basis either paid or unpaid. The schools reported only 13 professionals so employed full time and 22 employed part time. Again the number of part time non-professionals so employed is by far the largest of the paid groups.

The same proportions that are evident among unpaid persons in library work are evident in audiovisual work except that the numbers are far lower. Part time, unpaid students are by far the largest group working in this area however the schools list only 72 such students compared with 1,312 students involved in volunteer library work.

## AUDIOVISUAL - GRAPHICS STAFF - ELEMENTARY SCHOOLS

PAID	Full Time*	Part Time
Professional	13	22
Non-Professional	14	35
<b>UNPAID</b>		
Adult	2	35
Student	1	72

\*35 hours or more per week worked regularly.

Only 13% of the schools replying said they do not have a person who is assigned responsibility for the school library or media center. In stating the qualifications of the persons so assigned, 56 some college preparation less than four years, 68 reported bachelor's degrees, 79 some graduate study, 22 noted master's degrees and 21 degrees in library science. The schools reported 111 of these persons in charge

of the libraries or media centers had teachers certificates and 57 held school librarians certificates. Thirty-three held some other certification or degree but only 10 were reported as specialists in audiovisual work.

In listing the experience of the person in charge of the library the schools indicated that 76 of the persons in charge of libraries had one or more years of full time library experience, however, 40 of these persons had less than three years experience. The schools stated that 133 of the librarians had part time library experience but 81 of them had less than three years part time library experience.

#### EDUCATIONAL BACKGROUND - ELEMENTARY SCHOOL LIBRARIANS\*

BA	34%
MA	11%
LS	11%
Teachers Certificate	55%
School Library Certificate	28%
Other Certificate or Degree	16%
Audiovisual Specialist	5%
Other Specialty	15%

\*Based on 202 elementary schools replying that they have a person who is assigned responsibility for the school library or media center. It should be noted that there is some overlapping where one individual holds more than one degree.

One hundred and forty schools replied to the question about the number of hours the librarian works in the library in a typical week. While the number of hours varies from only a few to full time, it averages only 22 hours a week. Half of the schools said the librarian has duties outside the library. Very few libraries use professional personnel other than the librarian and other non-professional personnel average only three or four hours a week of library work.

However, some 150 schools that use unpaid library helpers and who replied to these questions indicate that the adults average more than eight hours a week of library work and students more than 12 hours per week.

## EXPERIENCE OF ELEMENTARY SCHOOL LIBRARIANS\*

Years	Number of Persons	
	Full Time Library Work	Part Time Library Work
1	22	38
2	10	25
3	8	18
4	11	22
5	4	8
6	4	10
7	5	2
8	3	1
9	4	1
10	1	5
More	4	3
<b>Total Persons</b>	<b>76</b>	<b>133</b>

\* (Based on 202 elementary schools replying that they have a person who is assigned responsibility for the school library or media center. Note that a single librarian may have checked both full and part time experience.)

### Professional Improvement

More than 80% of the schools indicated that the school administration encourages attendance at professional meetings, workshops, special courses and other means of professional improvement. However, relatively few of the 257 schools replied that this encouragement is supported financially with paid time off, mileage, expenses or payment of course fees.

## FINANCIAL SUPPORT FOR PROFESSIONAL IMPROVEMENT

### Elementary Schools - Number of Schools

	Paid Time Off	Paid Mileage	Paid Expenses	Full Course Fees Paid	Partial Course Fees Paid
Professional Meetings	135	104	27	17	16
Workshops	76	47	13	7	11
Library Courses	52	35	3	6	11
AV Courses	10	10	13	11	10

It is also evident that there is no uniform program of financial support for professional improvement that applies to all elementary schools. Only 36% of the schools stated that financial provisions for training and improvement are part of the school's annual operating budget.

In the last three years the 257 schools said their librarians had attended 274 professional meetings and that library staff members had attended 123 meetings. The librarians had attended 97 workshops and staff members attended 22 workshops. The librarians had taken in three years 167 courses in library science and staff members had taken 36. The librarians had taken 19 audiovisual courses and staff members 17 in the three years. Librarians reported taking 14 other courses and staff members three other courses.

Only 11% of the schools replied that they presently have a vacancy on their library staffs. However, of the 28 schools reporting library staff vacancies 19 replied that the position has gone unfilled for more than a year. Nine of the positions require certification and only four require a degree in library science.

Only 42% of the teachers indicated that the librarian has the same status in the school and receives the same treatment and benefits as are accorded to other faculty members with comparable qualifications and responsibilities. About half did not answer this question and the remaining 8% replied no.

The large number of part time and volunteer persons employed in the libraries serve to distort the figures on average salaries paid to librarians and library staff. For instance the average librarian's work week was reported as 22 hours. The 127 schools that answered this question reported an average salary for the person in charge of the library as \$3,380 but it can be generalized that, when the individual holds a teachers certificate and is employed full time, that salaries are comparable with those paid other teachers. Very few schools completed information on salaries paid to persons other than the individual in charge of the library.

Only 21% of the teachers replied that there was close coordination between library and audiovisual programs. Only 31 of the schools reported that their building has a faculty council and only 15 reported that they have councils of which the librarian is a member.

Only 20% of the teachers felt the number of hours worked by professional persons in the library was generous or sufficient and only 22% considered the hours worked by non-professional library staff to be either generous or sufficient.

Only 5% of the teachers rated their library as excellent at meeting the needs of students and teachers for printed materials. The fulfillment of the need for printed materials was rated good by 24% and fair by 30%.

Only 4% of the schools rated their library or media center as excellent at meeting student and teacher needs for audiovisual materials and equipment. Some 18% rated it good and 25% rated it fair.

Half of the teachers replied that they considered the qualifications of the person in charge of the library to be excellent or good in enabling him to carry out the duties of the position. However, only 21% of the teachers felt that the school had a qualified person in charge of the audiovisual program.



## MATERIALS

Seventy-seven percent of the teachers reported that the school has no written policy on the selection of materials (including but not limited to books). Only 29 schools reported having a written selection policy and more than half of these noted it was adopted within the last two years.

All of the schools indicated their written policy was formally considered and adopted by the administration but only half the schools had included the faculty, library staff or school board in consideration and adoption of the policy.

More than 60% of the schools indicated they use recommended lists in selecting materials. About half stated they use reviews and standard biographies.

Thirty-one percent of the teachers feel their collections of printed materials reflect current trends in education and communication (such as use of paperbacks, increased social concerns, etc.) very little or not at all. About 35% of the teachers feel the collection reflects such trends to some extent and 19% reported collections that considerably or completely reflect current trends.

### RATING OF ELEMENTARY COLLECTIONS\*

#### Percentage of Teachers Rating Their Collections Generous or Sufficient

	Printed Materials	Audiovisual Materials
Breadth of Curriculum Subjects	37%	20%
Depth of Curriculum Subjects	27%	17%
Breadth of Additional Subjects Covered to Meet Independent Student Needs	26%	12%
Depth of Additional Subjects to Meet Independent Student Needs	21%	10%
Provision for Diverse Levels of Learning Ability	28%	12%
Types of Material	29%	15%
Forms of Expression Represented	21%	13%
Duplicate Copies	18%	13%

\*Based on returns from 257 elementary schools. These are the percentages of persons who returned the questionnaire who rated their collections either generous or sufficient in these various areas.

As in the case of printed materials 31% of the teachers felt their collections of audiovisual materials reflect current trends in education and communication (transparencies, movies, increased social concerns, etc.) very little or not at all. Twenty-eight percent felt their collections reflected current trends to some extent and 19% felt they did reflect such trends considerably or entirely.

### RATING OF ELEMENTARY MEDIA COLLECTIONS\*

#### Percentage of Replies

	Printed Materials	Audiovisual Materials
Excellent	2%	2%
Good	21%	16%
Fair	39%	32%
Poor	23%	30%
Not at all	2%	3%
No reply	13%	17%

\*Based on replies from 257 elementary schools asking for ratings of the total collections in meeting student and teacher needs for successful education.

The above table on sufficiency of collection indicates that less than a third of the teachers consider their collections of printed materials to be fully sufficient in all aspects of breadth, depth, types and forms. The percentage considering their audiovisual collections sufficient in all aspects is less than a fifth, indicating that the teachers generally view their audiovisual collections at the elementary level as being much weaker. The drop in sufficiency is particularly notable outside the curriculum area.

Almost no teachers replying considered their total printed or audiovisual collections to be excellent and a fifth or less considered them to be good. Over half the teachers viewed their collections of both printed and audiovisual materials as fair or poor.

### PROCEDURES

Only 26% of the schools replied that they call on outside specialists to evaluate materials. Eighty-three percent of the schools enlist the cooperation of the teachers and give their suggestions priority in selection and evaluation of materials. Only 23% of the schools plan and create materials within the library by teachers, students or technicians. Three fourths of the schools stated that final selection of media materials is the responsibility of the school principal and librarian. Only 15% of the schools indicated that evaluation of materials was not a continuous process.

The schools generally indicated that they seldom discard materials and that this decision in more

than half the schools is up to the principal. However, 58% of the schools did report that they had discarded some books within the last six months. A majority of the schools reported no established policy for discarding periodicals. Only 26% of the teachers felt that the number of periodicals in the building was generous or sufficient.

Sixty-one percent of the teachers felt that it was of the utmost importance to have an excellent collection of books and periodicals in the building and easily available to the students. Another 30% felt that such a collection was of considerable importance. Fifty-six percent of the teachers felt that it was of the utmost importance to have an excellent collection of audiovisual materials in the building and easily available and another 33% felt it was of considerable importance.

## ACCESSIBILITY

Forty percent of the libraries reported that they are open before and after school hours as well as during school. However, only five of the libraries are open evenings and four are open Saturdays. One library reported that it is open during vacation periods and three libraries noted that they are open some hours during the summer. In rating their present schedule of hours the teachers felt the hours were: excellent 9%; good 36%; fair 26%; poor 13%; no reply 16%. Forty-six percent of the teachers saw more than some importance to an increase in library hours during school days. Only 27% say any importance in increasing library hours on non-school days but 34% felt there was some importance in an increase in library hours during the summer.

Only 27 of the 257 schools reported that their library or media center has an outside entrance of its own and half the schools reported that reasonable maintenance and security is a sufficiently large problem so that the library cannot be open except during school days.

Half of the teachers rated the location of the library within the building as good or excellent. Only 34% felt the location of the entrance and exits and the arrangement of equipment within the library was good or excellent in permitting most efficient use.

While 60% of the reports indicated generous or sufficient lighting only 25% of the schools reported generous or sufficient space. Twenty-three percent felt the library space was barely adequate and 32% felt it was inadequate. Over half the libraries indicated space needs in student work and reading areas, shelving and storage areas, workrooms and listening rooms.

Percentages of libraries reporting the following facilities were: sink 19%; toilet 9%; telephone 13%; card catalog 70%; reference section 65%; darkroom 11%; informal furniture 13%; drapes 23%; rugs or carpeting 12%; plants 19%; original art works 12%; art reproductions 17%.

## LOAN REGULATIONS

Only 9% of the libraries feel that their loan regulations prevent materials from being used outside the library to a considerable extent.

Thirty-one percent of the schools report duplicate copies of reference works available for borrowing. Forty-two percent loan all types of print and non-print materials. Forty-six percent also loan portable items of equipment such as projectors and recorders. Seventy percent consider their loan regulations to be "generous and elastic with easy renewals". Thirty-four percent reported fining students for each day materials are overdue. Twenty-three percent said they do limit the

amount of material that can be withdrawn at any one time.

Eighty-two percent of the libraries said individuals can visit the library during school hours and 22% indicated that visits are limited to entire classes during school hours.

Sixty-five percent of the schools send materials and equipment to classrooms for loan periods and virtually all of the schools that do not do this indicated the reason was lack of sufficient materials. A majority of the libraries indicated they do not arrange for supplementary resources such as newspapers and magazines but tend to leave this up to individual teachers to arrange partly due to a lack of available funds.

Sixty-five percent of the schools reported that the school does not use paperback books as required textbooks.

Sixty-nine percent (177) of the schools replied that their books are arranged according to an approved system of classification. Seventy-six percent of these schools reported using the Dewey Decimal System. Sixty-five percent of the schools do their own cataloging and processing. Of the schools reporting it done elsewhere, 30 stated it was done at a central location in the school system and 46 by an outside agency.

## BASIC COLLECTIONS

The 257 libraries reporting were asked to supply basic information on their collections. The items listed were taken directly from the National Standards for Media Centers. It is difficult to some extent to exactly apply the National Standards at the elementary level since they vary somewhat according to grade level. For instance in the area of magazines they recommend 40 to 50 titles at grades K-6; 50 to 75 titles for grades K-8; 100 to 125 titles for Junior High. The standards are recommended for schools of 250 students or more. A number of the Maine schools have small enrollments and they vary in their combinations of grades. While many run K-6 there are also a substantial number that run K-8. However, regardless of the size of the school it is evident that when a school does not even approach the National Standard it is far from keeping pace with the amount or quality of media materials supplied to other schools in the nation or even to the best of the schools within the state.

As the footnote to the Basic Book Collection table points out, there are a few schools that it was not possible to place individually on the table since the questionnaire reply grouped their resources. However, the schools are entered in total schools and their books are entered in total books so that this does not affect the average per school.

The National Standards recommend at least 6,000 to 10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater for both elementary schools and high schools over 250 enrollment. There was only one school that reported meeting this standard (the Robert P.T. Coffin School in Brunswick) and there were only 25 schools that reported more than 5,000 volumes. If the South Portland schools are dropped from the total schools reporting, the table shows that less than 10% of the schools exceed the 5,000 book mark. The average number of books per elementary school in this group is 2,158.

For the purposes of this survey all schools not containing a twelfth grade were considered to be elementary schools. There are approximately 237 such elementary public schools that have

enrollments of 250 students or more. The National Standards applied only to these schools would produce a non-textbook count of approximately 2,370,000 library books needed to meet the standards. Total library books reported by all types of elementary schools both public and private with all levels of enrollment was only 813,027.

### ELEMENTARY SCHOOL - BASIC BOOK COLLECTION\*

Number of Schools	Number of Books Other than Textbooks	
28 (+13)	None or No Answer	
30	1 to 500	
37	500 to 1000	
55	1000 to 2000	
49	2000 to 3000	
21	3000 to 4000	
18	4000 to 5000	
8	5000 to 6000	
8	6000 to 7000	
4	7000 to 8000	
0	8000 to 9000	
4	9000 to 10000	
1	Over 10,000	
276 Schools	595,802 Books	<b>Average Per School</b> 2,158

\*The total schools used here differ from the total used elsewhere in the report because South Portland with 13 schools grouped replies on one form. Falmouth filled out a basic materials form for each school but grouped the remainder of the questionnaire as one form.

## MEDIA RESOURCES OTHER THAN BASIC BOOK COLLECTION

### Elementary Schools Reporting Libraries

Type of Media	Total Number in 257 Schools	Average Per School	National Standard for Individual Schools 250 Students or more
Magazines	7,121	28	40 - 50 K-6 50 - 75 K-8 100 - 125 Jr. High
Magazine Indices	342	1.3	Necessary Indices in Each School
Newspapers	404	1.6	3-6 Elementary 6-10 Jr. High One local, one State, one National in all schools
Out of State Newspapers	46	0.2	
Filmstrips	49,883	194	1,500 or 3 per pupil, whichever is greater
8mm Films	504	1.9	Single Concept - 500 titles Regular Length - Abundant
16mm Films	268	1	Access to 3,000 Titles - Purchase for titles used more than six times a year
Recordings - Tape and Disk	10,232	39.8	3,000 or 6 per student-which- ever is greater
Slides - all sizes	2,257	8.8	2,000 all size total
Art Prints	3,885	15	1,000
Pictures - Study Sets	3,090	12	15 per teaching station 25 in media center
Globes	1,967	7.6	1 per teaching station 2 in media center
Large Wall Maps	3,152	12.2	1 per region-1 per subject area
Smaller Paper Maps	3,867	15	.....

Type of Media	Total Number in 257 Schools	Average Per School	National Standard for Individual Schools 250 Students or More
Microforms	507	2	Purchase as available on curriculum topics Indexed Periodicals and Newspaper as needed for reference
Transparencies	11,314	44	2,000 plus subject matter masters
Encyclopedias - Sets	2,429	9.4	.....
Dictionaries	23,113	89.9	.....
Other Reference Books	14,823	57.6	.....

The media collections in the elementary school libraries are evidently much stronger in the area of printed materials such as magazines and newspapers where they average much closer to 50% of the National Standards than in the area of audiovisual materials where the lack of such materials as filmstrips, films, recordings, slides, art prints, microforms and transparencies is evident. Distribution for each of the above items can be assumed to follow much the same pattern with the largest amounts of media materials located in the collections of a relatively few schools and the largest number of schools having very small or broken collections. Again it should be noted that, while the standards apply to schools of 250 students or more, the need for media materials is shared equally by all students regardless of the size of the school they are attending.

## PROFESSIONAL COLLECTIONS

Sixty-one percent of the 257 elementary schools replied that they do have a collection of professional materials in the school to help teachers keep abreast of trends, techniques, developments and experiments in the field of education. Slightly less than half of the schools that have such a collection stated that it was open to loans by parents.

The schools reported the total books in their professional collections as 12,158 or an average of 47 books per school. The National Standards indicate that a professional collection should run from 200 to 1000 titles and that it should be open to loans by parents. They also indicate that a variety of related material such as government documents, teachers manuals, pamphlets, state education materials, catalogs and paperbacks in related fields should be available.

The elementary schools reported a total of 843 magazines regularly subscribed to as part of their professional collections. This is an average of just over three per school. The National Standards indicate that subscriptions to 40 to 50 titles is desirable. Only nine schools reported having the Education Index which is recommended in the National Standards.

Only 16% of the schools stated that they have a "wide variety" of pamphlets, documents and catalogs available. Only 12% of the schools stated that the professional collection contains a

variety of paperbacks in fields closely related to teaching.

Only 3% of the teachers rated their professional collections as generous. Seven percent considered their collections sufficient and 15% rated them barely adequate. Forty-two percent of the teachers rated the collections inadequate and 14% rated them completely lacking. There were about 19% who did not answer.

However, the teachers were almost unanimous in viewing a good professional collection readily available in the school building as important to successful teaching. Twenty-seven percent of the teachers rated such a collection as of the utmost importance and 42% rated it as of considerable importance. Another 15% considered it to be of some importance. Thirty-eight teachers did not reply but only five teachers considered such a collection to be of little or no importance. The teachers were in similar agreement on the extent to which a good professional collection would encourage teachers toward professional self improvement.

## EXPENDITURES

Fifty-eight percent of the teachers replied that there is a definite amount budgeted for educational materials in their separate buildings. The annual amount averaged \$5,990 per school for the 137 schools that stated specific annual amounts. The teachers were asked to estimate approximately how the money for educational materials was spent in their buildings. The average apportionment for the schools was:

### AVERAGE ELEMENTARY MATERIALS EXPENDITURES\*

Textbooks/Workbooks	52.4%
Other Books	14.8%
Audiovisual Materials	12.8%
Other Materials	20.0%

\*Based on estimates made by 140 elementary teachers in charge of libraries who replied to this question.

Since the percentages are estimates they cannot be considered to be exactly correct, however, the estimates were made by teachers directly familiar with the budgets for their own schools. They indicate the same pattern indicated by the figures given earlier, that about half of the money being spent on educational materials is being spent on textbooks and workbooks and less than 15% of this type of expenditure is going to library books and less than 15% is going into audiovisual materials.

When asked if the librarian and the principal discuss the amount of money to be spent on educational materials and how it shall be divided 105 schools replied that this is done but another 91 indicated that it is not done and 61 did not reply.

Only 28% of the schools replied that the total amount requested for educational materials frequently exceeds the amount finally budgeted. Only 25% replied that the amount requested



for library books and audiovisual materials frequently exceeds the amount finally budgeted.

A question on the proportion of spending of the total amount of money allocated to library books (not including textbooks) and audiovisual materials revealed that the opinions of the 190 persons who replied and who are in charge of the school libraries differed sharply with the National Standards on the proportion that should be allocated to audiovisual materials. The National Standards recommends that about half the funds be allocated for audiovisual materials and about half for printed materials. Only 18% of the teachers felt that half or more should go to audiovisual materials and 50% of the teachers felt that audiovisual materials should receive a fourth or less of the total.

Again in estimating the amount of spending on educational materials other than textbooks, the teachers differed sharply with the National Standards. The standards recommend a **minimum** of \$40 annually per student for media materials (not including textbooks) and that it be divided equally between printed and audiovisual materials. Seventy-two percent of the teachers replying stated that it was sufficient to spend \$10 or less annually per student on supplementary printed materials and 80% replied that it was sufficient to spend \$10 or less per student on audiovisual materials.

## EQUIPMENT

### ELEMENTARY SCHOOL EQUIPMENT

Item	Number of Schools Reporting
Shelving	196
Tables	148
Chairs	150
Bookcases	136
Catalog Card Files	152
Charging Desk	125
Reference Book Stand	77
Office Furniture	59
Exhibit Cases	37
Book Carts	35

## MEDIA EQUIPMENT - ELEMENTARY SCHOOLS

Type	In Building Permanently  Total Number of Items Reported	National Standard Per School  Number Recommended in Building
16mm Sound Projector	343	1 per 4 TS - 2 per MC
8mm Projector	62	1 per 3 TS - 15 per MC
2 x 2 Slide Projector	230	1 per 5 TS - 2 per MC
Filmstrip Projector	624	1 per 3 TS - 1 per MC
Sound Filmstrip Projector	146	1 per 10 TS - 1 per MC
Overhead Projector	669	1 per TS - 1 per MC
Opaque Projector	210	1 per 25 TS
Filmstrip Viewer	229	1 per TS plus 1 per 2 TS in ele. S.
2 x 2 Slide Viewer	96	1 per 5 TS - 1 per MC
TV Receiver	585	1 per TS - 1 per MC
Microprojector	134	1 per 20 TS
Record Player	1,385	1 per TS - 3 per MC
Audio Tape Recorder	471	1 per 2 TS - 2 per MC
Listening Station	205	1 per 3 TS (6-10 earphones)
Projection Carts	492	1 per piece portable equipment
Projection Screens	1,365	Min. 70 X 70 one per classroom
Radio Receivers	112	1 per MC
Duplicating Machine	452	1 per 30 TS - 1 per MC
Micro-reader	7	1 per 10 TS
Micro Reader-Printer	7	1 per MC
Portable Video Tape Recorder Sys.	15	1 per 15 TS - min. 2 per bldg.
Dry Mount Press	37	1 per building
Transparency Equipment	215	1 per building
16mm Camera	17	1 per building
8mm Camera	5	1 per building
35mm Still Camera	23	1 per building
Darkroom Equipment	10	1 per building
Film Splicing Equipment	22	1 per building

Notes: TS stands for teaching station which the National Standards define as any part of the school (usually but not always a classroom) where formal instruction takes place. Media centers are not included. MC stands for Media Center.

The Media Equipment table indicates clearly that the elementary schools, while they have purchased a certain amount of audiovisual equipment have not begun to grasp the impact of the media center as central to teaching and learning in each building or the full impact of the constant use of audiovisual equipment and materials as fully integrated part of teaching techniques. For instance the National Standards recommend one overhead projector per classroom but the reports indicate an average of less than three per school. The standards recommend a television receiver per classroom whereas the reports indicate an average of about two per school.

At the elementary level the standards recommend a record player per classroom while the replies indicate an average of less than five per school. It should also be remembered that, following a normal distribution pattern as in the case of books, a large amount of the equipment will be concentrated in a relatively few schools. In addition the National Standards makes the following point:

“The items in the list that follows represent the additional equipment needed to meet the multimedia approach which good teaching and effective learning require from the school media program. The basic specifications (used in the table) indicate quantities needed for a functioning program, more traditional in nature. The advanced recommendations (not listed) present quantities that will be needed in those schools with such instructional approaches as individualization of instruction and independent study. It is recognized that in certain types of innovative programs even the advanced level will need to be exceeded.”

The quotation, to which the words in parenthesis were added, indicates that the levels of equipment listed are considered to be minimal for a functioning program.

Forty-six percent of the schools stated that their libraries have no means of light control that allows slides or movies to be shown. However, most of the schools reported that classrooms can be darkened.

Thirty-five percent of the teachers stated that they think the amount of audiovisual equipment in their buildings is generous or sufficient. Seventy-three percent stated they feel it is of either the utmost importance or of considerable importance to add additional pieces of audiovisual equipment permanently in their buildings.

Twenty-six percent of the replies indicated that the principal of the school has frequently or very frequently requested a piece of audiovisual equipment that has not been purchased but only 13% indicated that the librarian has frequently requested equipment that was not purchased.

## INTERLIBRARY COOPERATION

One hundred and forty-two of the libraries indicated they made requests for interlibrary loans during the entire previous school year. More than 85% of the requests made were filled whether made to public, college, special or the State Library. The total requests filled during the year by the type of libraries filling them were: public 1,081; university or college 638; special libraries 122; out of state 20; State Library 110. Still the figures show that these elementary school libraries do not originate a large number of requests for interlibrary loans. The total number of filled requests was 1,971 or an average of about 14 per school per year.

Only 10% of the teachers in charge of elementary school libraries indicated that they frequently or very frequently discuss school assignments and student use of the public library with the school librarian. Twenty-five percent said they do so occasionally, 23% said they do so seldom and 10% said they never do. However, about 32% of the schools did not reply to this question.

Only 21% of the schools stated that there was very little or no cooperation between school and the public library in planning effective use of public library resources. A third of the schools rated interlibrary cooperation in their areas as good or excellent. Only 17% said it was poor or didn't exist at all and 19% rated it as good. The approximately 30% of the school libraries that did not reply to questions on inter-library cooperation are probably located in areas without public libraries that are active to a significant extent.

Only 33 schools stated that there is an association of librarians in their area which meets regularly and works on problems of interlibrary cooperation. Of these schools only 18 indicated that the school librarian is a member of such an association.



## HIGH SCHOOL LIBRARIES

When the Task Force questionnaires were sent directly to all public and private high school librarians 114 replies were received and the tabulations in this section are based on that number of returns. Due to the fact that it was established on a special federal grant as a demonstration project the figures for Waterville High School are not included.

Seventy-four percent of the high schools stated that they regularly have someone in the building who has either a degree or extensive experience in library work. However, only 32% replied that they regularly have in the building someone who has either a degree or extensive experience in audiovisual work.

Seventy-six percent of the schools indicated that their school does have a separate budget for library services.

Eighteen of the high schools stated that they are planning new buildings that will include a library and 10 said they are planning additions that will include a library.

Only 22 of the schools stated that they have an audiovisual room and only 15 replied that they have a media center. While exact definitions are difficult it would indicate that while some libraries may combine library and audiovisual services only some 13% of the high schools felt that they are set up with media centers.

Thirty-eight percent of the high school librarians estimate that students spend only about 10% of their school hours in self directed learning. Sixty-nine percent estimate that the students spend one fifth or less of their time in this way. The National Standards state that in some schools two fifths of the student's time is spent in self directed learning in the trend away from teaching dominated by the textbook and the teacher.

The high school librarians were very strong in their feeling that a higher percentage of the student's time should be spent in self directed learning. Eighty-eight percent of them voiced this opinion and only 8% replied in the negative with 4% not answering.

The National Standards emphasize that the services and facilities of the media program give the student opportunities to create and produce materials. In some instances these activities have afforded the student his first experience of success and accomplishment. Only one librarian indicated that the students in her school "very frequently" have the opportunity to create and produce materials such as charts, graphs, photographs, models, posters and transparencies that are directly connected with the curriculum while they are in school using school materials and equipment. Fourteen percent of the librarians said the students have such opportunity "frequently" and 32% said they have the opportunity "occasionally". The lack of this type of opportunity in the high schools is indicated by the fact that 40% of the librarians said students seldom have this opportunity and 9% stated that students "never" have it.

However, the high school librarians were very strong in their rating of the importance of this type of student experience with 32% rating it as of the utmost importance and another 45% rating it as of considerable importance. While three fourths of the librarians rate this type of creative media experience high, almost half stated that the students seldom or never have this opportunity.

Only 33% of the librarians replied that there is regularly available in the high school a person with a degree in library science. However, 85% said there is regularly available in the building someone with "extensive experience" in library work. Only 37% of the schools reported having regularly available in the building someone with either a degree or extensive experience in audiovisual work.

Slightly less than half of the librarians said there is no one in their building that is responsible for informing teachers about new materials, techniques and educational trends. Forty-two percent stated that there is no organized effort in the **building** to make new materials and techniques quickly and easily available to teachers. Fifty percent stated that there is no organized effort in the **school system** to make new materials and techniques quickly and easily available to teachers. Slightly more than half the librarians replied that no one in the school system is assigned this responsibility.

In rating this type of teacher service in their building only one librarian rated it as excellent while 27% rated it as good. Twenty-four percent stated it was fair and 37% indicated the service was either poor or non-existent. The evaluation of this type of work for the school system was similar except that only 19% rated it as good or excellent.

However, the librarians recognized the importance of this type of work with teachers by indicating that 26% considered it to be of the utmost importance to successful teaching and 54% felt it to be of considerable importance.

## INSERVICE TRAINING

Only one librarian said that inservice training sessions for teachers on the effective use of library and/or audiovisual materials are held very frequently. Another 7% replied that such sessions are held frequently and 25% said they are held occasionally. Twenty-nine percent of the librarians said such sessions are seldom held and 30% said they are never held. Nine persons did not reply to the question. One third of the librarians stated that such a session had been held in the last six months and 40% replied that it had been a year or more since a session was held.

Of the schools holding such inservice training sessions only about 28% require teacher attendance and only about 30% of the most recent training sessions were taught by a consultant brought in from outside the school system. Half of the librarians rated their sessions as good or excellent while close to another half thought they were fair. Few rated them as poor.

Seventy percent of the high school librarians rated such inservice training sessions as of either considerable importance or of the utmost importance to successful teaching.

Instruction of the students in the use of the library and library materials was reported to be almost universal with only three librarians reporting no such instruction. Forty-three percent of the librarians said such instruction is given frequently or very frequently and 44% said it is given occasionally.

In contrast to library instruction for students only 46% of the schools said they do give students instruction in the use of audiovisual equipment and materials and only 11% of the librarians said such instruction is given frequently or very frequently. Twenty-four percent indicated it is given occasionally and 32% replied that it is given seldom or never.

Only nine of the replies stated that the principal does not actively seek to upgrade the library and 11 said the principal does not actively seek to upgrade the audiovisual equipment, materials, and program. Only six librarians replied that the principal does not believe there is a need for an improved library and seven stated that he does not believe there is a need for a better audiovisual program.

Questioned on whether a close partnership exists in their schools between teachers, librarians and audiovisual personnel, half the librarians felt that it does in motivating students to use library and audiovisual resources but only about a third did when it comes to planning instruction and evaluating resources.

## **PROGRAM RATING**

Forty-seven percent of the high school librarians felt that commercially produced media materials both printed and audiovisual were available either very extensively or considerably in their schools. Thirty-three percent said such materials were available to some extent and only 14% indicated very little or not at all. More than half of the librarians said the quality of the materials was good or excellent. Only 9% rated them as poor.

When it came to the availability of space however only 4% rated it as generous and 23% as sufficient. Twenty-eight percent said space was barely adequate and 40% rated the availability of space for working areas, loan, use and storage of printed and audiovisual materials as inadequate. Only 27% of the librarians rated the efficiency of arrangement of space and equipment as good or excellent.

In rating the quantity of audiovisual equipment in the school, 45% of the librarians thought it was generous or sufficient; 22% thought it barely adequate and 25% rated it inadequate or completely lacking. The quality of the audiovisual equipment was rated good to excellent by 57% of those replying.

The feelings of the high school librarians on support for improved library and audiovisual programs (space, staff, equipment, materials etc.) ran in much the same pattern as that of the elementary school librarians. Seventy percent of the librarians thought school administrators gave good or excellent support to improved programs; 66% thought good or excellent support was given by classroom teachers. But only 42% said they thought school boards gave program improvements good or excellent support and only 25% felt the public gave program improvements good or excellent support.

## **STAFF AND SERVICES**

The 102 libraries that answered this question indicated that they employ a total of 91 paid professional librarians full time and 27 paid professional librarians part time. For the purposes of this question a "professional" was defined as "professional personnel have a broad professional preparation and usually have a degree. If responsible for instructional decisions, they meet requirements for teaching certification". This definition was taken from the National Standards for media centers.



## LIBRARY STAFF - HIGH SCHOOLS

PAID	Full Time*	Part Time
Professional	91	27
non-Professional	27	56
<b>UNPAID</b>		
Adult	4	29
Student	1	1,333

\*35 hours or more per week worked regularly

As in the case of the elementary schools it is evident that the unpaid students form the largest block of manpower but the professional librarian is very much more in evidence than in the elementary schools. The 257 elementary schools stated they employ only 55 professional librarians full time while the 114 high schools stated that they employ 91 professionals full time.

As in the case of the elementary schools far fewer persons work professionally full time in the area of audiovisual or graphics work. The 114 high schools reported employing only 14 professionals in audiovisual or graphics work full time. The largest group again are unpaid part time students.

## AUDIOVISUAL GRAPHICS STAFF - HIGH SCHOOLS

PAID	Full Time*	Part Time
Professional	14	28
Non-Professional	0	11
<b>UNPAID</b>		
Adult	1	20
Student	0	359

\*35 hours or more per week worked regularly.

All except two schools which answered "no" and three that did not answer, stated that they do have a person who is assigned responsibility for the school library (or media center). Of the 109 library or media center heads involved there was one with three years of college, 13 with four years of college, 77 with bachelor's degrees.

In advanced studies the group showed 51 with some graduate work and 20 with master's degrees. Only 15 degrees in library science were reported. The group reported a total of 88 teacher's certificates and 81 school librarian's certificates. Only three persons were reported as specializing in audiovisual work.

#### EDUCATIONAL BACKGROUND - HIGH SCHOOL LIBRARIANS\*

Bachelor's Degree	70%
Master's Degree	18%
LS Degree	14%
Teacher's Certificate	81%
School Librarians Certificate	74%
Audiovisual Specialist	3%
Four Years College Only	12%
Some Graduate Work	47%

\*Based on replies from 109 high schools

Sixty percent of the high school librarians indicated they have held full time library positions five years or less, however, some 14% stated they have had more than 10 years of full time library experience. Another 14% listed their full time experience between six and ten years with the remainder indicating only part time experience.

The head librarians reported an average work week of 35 hours in the library. Seventy-two librarians stated that they have no duties outside the library while 32 replied that they are assigned work in addition to the library. Only 19 librarians estimated their hours spent outside the library but they averaged 11 hours of outside work per week.

Seventeen libraries reported on hours worked by other professional personnel and the average was 15 hours per week. Forty-nine libraries reported on hours worked by non-professional personnel and the average was 20 hours per week.

Only 12 libraries reported hours by unpaid adult volunteers and they averaged only 3.5 hours per week. Eighty-two libraries reported on hours worked by unpaid students and these libraries averaged 43 hours per week of student work.

## EXPERIENCE OF HIGH SCHOOL LIBRARIANS\*

### Number of Persons Reporting

Years	Full Time Library Work	Part Time Library Work
1	5	10
2	15	11
3	14	7
4	10	13
5	15	11
6	6	5
7	2	3
8	0	2
9	4	2
10	3	1
Over 10	15	11

\*Based on replies relating to 109 librarians

### AVERAGE HOURS OF LIBRARY STAFF WORK

Type of Work	Number of Libraries Reporting	Average Hours Per Library Per Week
Librarian	105	35
Outside School Work by Librarian	19	11
Other Professional	17	15
Non-Professional	49	20
Unpaid Adult	12	3.5
Unpaid Student	82	43

**PROFESSIONAL IMPROVEMENT**

Ninety-one percent of the librarians said the school administration does encourage attendance at professional meetings, workshops, special courses and other means of professional improvement. However, only 57% stated that other staff members are given the same encouragement as is given the librarian or media center head.

**FINANCIAL SUPPORT FOR PROFESSIONAL IMPROVEMENT**

**High Schools - Number of Schools Reporting**

	<b>Paid Time Off</b>	<b>Paid Mileage</b>	<b>Paid Expenses</b>	<b>Full Course Fees Paid</b>	<b>Partial Course Fees Paid</b>
Professional Meetings	73	50	48	13	8
Workshops	56	37	35	13	1
Library Science Courses	7	3	5	19	44
AV Courses	5	2	3	12	25

Seventy schools replied that financial support indicated on the accompanying table applies to the school librarian but only 38 stated that it applies to all professional staff members. Fifty-eight percent of the schools librarians said that financial provisions for professional training and improvement are not part of the annual operating budget.

**PROFESSIONAL IMPROVEMENT - HIGH SCHOOL LIBRARIANS**

	<b>Total Reported Three Years</b>	<b>Average Per Year</b>	<b>Average Per Year Per Librarian</b>
Professional Meetings	369	123	1.1
Workshops	99	33	0.3
Library Science Courses	235	78	0.7
Audiovisual Courses	15	5	0.04
Other Courses	13	.....	.....

Little if any professional improvement was reported for staff members other than the head librarians. All libraries reporting indicated only 28 professional meetings attended by all staff members over the three year period; 30 workshops; 10 courses in library science; 4 audiovisual courses and one other course. However, a portion of this may have been due to uncertainty on the part of the person filling out the form as to the amount of professional improvement by staff members over the three year period.

The reported totals for head librarians show that the average high school librarian attends a little more than one professional meeting a year and only attends a workshop every second or third year. The number of courses in library science reported is moderately high, running somewhat less than an average of a course per year. However, when it is considered that these totals were reported by 114 librarians over a three year period this is not a particularly high level of professional activity in the area of self improvement. It is also worth noting that the number of audiovisual courses taken are at an extremely low level despite the fact that all aspects of the survey indicate that large gains remain to be made in this area before any substantial number of schools would consider themselves as having media centers rather than libraries.

Only five high schools reported present vacancies on their library staffs and only two stated that the positions have been vacant for more than a year. Three of the vacancies are for librarians and one for an AV coordinator.

Only five of the librarians stated that they do not feel that the librarian is accorded the same status in the school and receives the same treatment and benefits from the system as are accorded other members of the faculty with comparable experience and qualifications.

Eighty-seven librarians replied to the question on annual salaries and their replies show an average annual salary of \$7,749 for high school librarians. Only 84 replied to hours per week and their replies show an average work week of 38.5 hours. Only six or seven libraries reported on salaries and hours for paid assistants, library aides, secretaries, etc. and these were largely in the \$2,000 to \$3,000 range for part time work.

Only 33 librarians stated that there is a faculty council in their building and 23 said they are a member of the council in their school.

## EVALUATION

Sixty-four percent of the librarians replied that they consider the hours worked by professional persons in the library to be either generous or sufficient to meet student and teacher needs. But only 33% felt the hours worked by the non-professional staff were generous or sufficient to carry out all the non-professional clerical, secretarial and housekeeping tasks leaving the professional staff free for professional work.

Only 8% of the librarians felt their library was excellent in meeting the needs of students and teachers for printed materials. Forty-five percent rated the library good; 33% fair and 11% poor with 3% not replying.

The replies make it evident that the librarians feel they are not doing as good a job in meeting needs of students and teachers for audiovisual materials and equipment as they are for printed materials. Only 2% rated this service excellent; 20% good; 37% fair; and 29% poor or not at all, with 12% not replying.

The librarians said they feel (56%) that unmet student and teacher needs are due largely to lack of space, equipment and materials rather than a lack of sufficient staff time.

While it may not have been fair to ask the librarians to rate their own qualifications, 28% said they considered the qualifications of the person in charge of the library to be excellent; 50% good; 12% fair; 3% poor, with 7% not replying.

However, the weaknesses of the program in the audiovisual area again was evident as the librarians rated the qualifications or experience of the person in charge of the audiovisual program with only 5% stating them excellent; 18% good; 31% fair; 5% poor and 41% not replying or stating the question did not apply to their situation.

A strong majority of 56% of the replies said that continued and regular professional self improvement was of the utmost importance and an additional 31% ranked it as of considerable importance. Only 13% ranked it lower or did not reply.

However, the librarians indicated that they feel in need of more professional inservice training as only 13% said they feel the head librarian has received a generous amount of training in the last three years with 25% rating the amount of training sufficient; 20% barely adequate; 23% inadequate or completely lacking; and 19% not replying.

The librarians were even stronger in voicing the feeling that the school administration does not give sufficient time or financial support to professional improvement with 4% ranking such support as generous; 21% sufficient; 16% barely adequate; 22% inadequate; 9% completely lacking; and 28% not replying.

However the need for such administration support ranked high with 49% of the librarians saying it was of either the utmost or considerable importance in increasing the amount of participation in professional training.

Staff vacancies do not appear to play a large part in hindering the quality of library service as only 11% stated they had done so to an extensive or considerable extent over the last three years while some 41% said vacancies hurt little or not at all.

The majority of librarians appear to be fairly well satisfied with existing salary scales as 11% ranked salaries excellent; 45% good; 15% fair and only 5% poor; with 23% not replying.

A majority of 58% did not reply to the question asking for a ranking of staff salaries with 40% indicating it does not apply to their situation. Of the 47 libraries that did reply only three ranked their staff salaries as excellent and nine as good. This feeling was revealed again as 45% of the librarians said it is of the utmost importance or considerable importance to increase staff salaries.

Twenty-four percent of the librarians felt there was some difference in their treatment, privileges, benefits and those accorded other professionals in the building but only 9% rated the difference as considerable or extensive. Fifty-two percent indicated no difference at all and 24% did not reply.

However, the librarians were virtually unanimous in stating how important they feel it is that they be accorded the same treatment, privileges and fringe benefits as other professionals with the same training, experience and responsibilities. Sixty-nine percent said this was of the utmost importance; 14% of considerable importance. Only 3% ranked it any lower with 14% not replying.

## MATERIALS

Sixty-six percent of the librarians replied that their library does not have a written statement of selection policy for materials (including but not limited to books). Of the 36 libraries indicating a written policy 12 said it had been adopted within the last year. Only four indicated a long standing policy more than five years old. Thirty libraries stated their policy was formally endorsed by the school administration and 24 said it was endorsed by the library staff. Only 12 said the policy had been formally considered and endorsed by the faculty and 17 by the school board. The totals indicate that relatively few schools (36 out of 114) have written policies; that a third of these are very recent; and that consideration and endorsement comes largely from the administration and library staff.

The tables make it clear that, in the view of the librarians, less than 10% consider their printed collections to be generous. The best coverage is in curriculum areas but even here only 66% rated the collections generous or adequate in breadth and only 51% rated them so in depth. It is worth noting that in no category did more than 7% of the librarians evaluate their printed collections as generous.

The tables also make clear that the librarians consider their audiovisual materials collections to be quite weak. Almost none of the librarians rated their audiovisual collections generous in any category and 20% or less rated them sufficient in breadth or depth of curriculum subjects covered.

Half of the librarians viewed their collection of printed materials as reflecting current trends in education and communications such as use of paperbacks, increased social concern, etc. to an extensive or considerable extent. Only 11% felt this was true little or not at all.

In rating their total collection of printed materials in meeting student and teacher needs for successful education the librarians said: 4% excellent; 49% good; 35% fair; and 11% poor; with only 1% not replying.

In considering whether or not their audiovisual collections reflected current trends in education and communications (such as transparencies, movies, increased social concerns, etc.) only 21% felt this was true extensively or completely. Thirty-five percent felt the audiovisual collection reflected current trends very little or not at all.

Asked to rate their total collection of audiovisual materials in meeting student and teacher needs for successful education the librarians replied: excellent 0%; good 11%; fair 31%; poor 38%; not at all 6%; with 14% not replying.

## PROCEDURES

Only 20% of the librarians indicated that their schools call on qualified material specialists to assist in selecting or evaluating their collections. Ninety-seven percent said they enlist the cooperation of teachers and that their suggestions receive priority in selecting and evaluating the collection. Only 25% said that materials are planned and created within the library or media center by teachers, media specialists, students or technicians. Ninety percent replied that final responsibility for materials selection rests with the librarians and principal. They indicated that evaluating materials is a continuous process.

Thirty-two percent of the librarians said they discard materials frequently or very frequently. Only 13% do this seldom or never with the majority weeding collections occasionally. In 82% of the schools the final authority to make discards rests with the school librarian. Seventy-six

## RATING OF HIGH SCHOOL COLLECTIONS - PRINTED MATERIALS

### Percentage of Librarians Rating Their Collections of Printed Materials

	Generous Collection	Sufficient Collection
Breadth of Curriculum Subjects Covered	7%	59%
Depth of Curriculum Subjects Covered	4%	47%
Breadth of Additional Subjects Covered	3%	36%
Depth of Additional Subjects Covered	1%	30%
Provision for Diverse Levels of Learning	6%	35%
Types of Material Included	7%	42%
Forms of expression Represented	4%	39%
Provision for Duplicate Copies	2%	27%

## RATING OF HIGH SCHOOL COLLECTIONS - AUDIOVISUAL MATERIALS

### Percentage of Librarians Rating Their Collections of Audiovisual Materials

	Generous Collection	Sufficient Collection
Breadth of Curriculum Subjects Covered	0%	20%
Depth of Curriculum Subjects Covered	0%	15%
Breadth of Additional Subjects Covered	0%	5%
Depth of Additional Subjects Covered	0%	4%
Provision for Diverse Levels of Learning	0%	12%
Types of Material Included	1%	17%
Expression Represented	0%	16%
Provision for Duplicate Copies	1%	10%



percent of the librarians reported doing some collection weeding and discarding some books within the last six months. Only eight libraries stated that it was two years or more since they had discarded any books.

Seventy-eight percent of the libraries said they do have an established policy for the length of time for which magazines are retained and in almost every case it varied according to the magazine being considered. Sixty-two percent of the libraries replied that they retain magazines at least a year and 85% reported retention of some magazines for five years or more.

The information explosion has put increasing emphasis on magazines and other periodical publications. In rating the sufficiency of the number of periodicals in the building the librarians replied: generous 11%; sufficient 51%; barely adequate 24%; inadequate 11%; completely lacking 1%; no reply 3%.

Eighty-three percent of the librarians replied that they consider the selection of titles to be good or excellent.

A sharp difference in the attitude of the librarians toward printed versus audiovisual materials was revealed by questions asking them to rate the two types of materials as to importance. Eighty-nine percent of the librarians stated that they consider it to be of the utmost importance to have an excellent collection of printed materials in the school building in addition to text books and another 10% said it was of considerable importance. Only 49% considered an excellent audiovisual materials collection in the building to be of the utmost importance but another 45% did rate it as of considerable importance.

## ACCESSIBILITY

Only seven libraries indicated that they were not open during all school hours and these libraries averaged being open six hours a day. Thirteen libraries reported being open in the evening and they averaged four evenings per week and 8.5 hours of evening time per week. Seven libraries stated they are open Saturday mornings and they average nearly two hours per Saturday. Thirteen libraries said they are open Saturday afternoon for an average of about 1.5 hours. One library was reported open during vacation periods and four reported they are open during the summer an average of 28 hours a week.

The replies make it clear that most high school libraries are open only on school days and that their hours are only slightly longer than the school day. Less than 11% of the libraries reported hours on evenings, Saturdays, holidays or summer vacations.

As a group the librarians see little if any need for a change in library hours. They rated the present hours as excellent 20%; good 60%; fair 18%; poor 1%; with 1% not replying. Less than 14% of the librarians felt longer hours would increase library use to a considerable or extensive extent. Less than 12% felt that longer hours were of either utmost or considerable importance.

Seventy-two percent of the librarians said the library does not have a separate outside entrance and 45% said this creates a sufficient problem in maintenance and security so that the library can only be open on school days.

Fifty-three percent of the librarians stated that they feel the staff increases made necessary by a program of longer hours would receive support from the school administration but only 28% felt that the school board and public would support such a program change.

Seventy-two percent of the librarians felt the library was either good or excellent as far as its location within the building is concerned and 68% felt the same about the location of entrance and exit doors while 58% rated the arrangement of desks, tables, shelves, etc. as good or excellent. However, in rating the sufficiency of space allocated to the library they replied: generous 11%; sufficient 24%; barely adequate 23%; inadequate 37%; completely lacking 3%; with 2% not replying.

The percentage of librarians indicating one or more specific space deficiencies were: student work and reading 45%; shelving and storage 60%; administrative offices 36%; workrooms and work areas 58%; listening rooms 61%; faculty area 54%.

The replies make it evident that the high school librarians consider space to be one of the biggest problems with only 35% rating it generous or sufficient. Shelving, storage, work rooms and listening rooms were the areas of greatest need.

Lighting appeared to present little problem with 87% of the replies rating it as generous or sufficient.

### LIBRARY FACILITIES - HIGH SCHOOL

Sink	49%	Card Catalog	96%	Informal Furniture	26%
Toilet	11%	Reference Section	89%	Drapes	37%
Telephone	18%	Darkroom	4%	Carpet	29%
Plants	31%	Art Originals	29%	Art Reproductions	46%

While it is difficult to draw a broad picture that applies to all libraries the table makes it clear that the average high school library is largely oriented toward an atmosphere similar to that of the traditional classroom insofar as physical facilities are concerned. The National Standards indicate the media center should be functional in design and inviting in appearance with good lighting, acoustical treatment, telephone, temperature and humidity control and with carpeting recommended.

### LOAN REGULATIONS

Eight percent of the librarians said loan regulations prevented materials being used outside the library to a considerable extent.

The National Standards recommend that duplicate reference works should be available for loan; all types of print/non-print materials should be loaned as well as portable equipment; regulations should be generous and elastic; and generally unlimited quantities may be borrowed.

Twenty libraries said that visits during the school hours were limited to entire classes. Seventy-three percent stated that materials and equipment are sent to classrooms for loan periods. Three fourths of the libraries that do not do this stated it was due to lack of materials and one fourth indicated it was school policy. Half of the libraries reported that they make arrangements for supplementary resources such as newspapers and magazines for teachers. In most cases where this is not done it is left up to the individual teacher although 13 libraries said such materials were seldom requested and 18 replied that no funds of this nature were available.

The increasing use of paperbacks as textbooks is evident in the replies of the school librarians that 84% of the schools use them as some portion of their required textbooks.

Ninety-six percent of the schools stated that their collections are arranged according to an approved scheme of classification with 87% reporting that they use the Dewey Decimal System. Ninety percent of the schools report that they do their own cataloging and processing. Only five schools reported that it was done at a central location in their school system.

#### LOAN REGULATIONS - HIGH SCHOOL\*

	Yes	No
Duplicates of reference works are loaned	54%	39%
All types of print/non-print materials are loaned	54%	42%
Portable equipment (projectors, recorders) are loaned	54%	40%
Regulations are generous and elastic - easy renewals	92%	5%
Students are fined for each day materials are overdue	82%	16%
Unlimited quantity may be borrowed at any one time	76%	22%

\*Percentages are based on 114 replies from high schools. The remainder of the percentage adding to 100% are in no replies to this question.

## BASIC BOOK COLLECTION

### HIGH SCHOOLS

Number of Schools	Number of Books Other than Textbooks
4	None or no Answer
5	1 to 500
2	501 to 1000
6	1001 to 2000
5	2001 to 3000
19	3001 to 4000
13	4001 to 5000
18	5001 to 6000
13	6001 to 7000
13	7001 to 8000
4	8001 to 9000
5	9001 to 10000
7	Over 10000
Schools 114	Average Per School 5,128
	Books 584,660

While the new standards for schools use the word media center rather than library and while they emphasize the importance of a well balanced media program in terms of both audiovisual, graphic and printed materials, the figures on books as well as the numerous other indications make it evident that for most, if not all, librarians the book is still by far the most important single item in the media program.

For schools of 250 students or more the National Standards recommend at least 6,000 to 10,000 titles representing a total of 10,000 volumes or 20 volumes per student, whichever is greater. The replies on basic book collections indicate that there are only seven high schools or 6% of the high schools that meet the basic minimum standard of having collections of over 10,000 volumes. About half the high school libraries have less than half the size of basic collection recommended. Estimating each library as though it were at the top of its thousand

on the scale instead of at the bottom of it, there would be at least 468,500 volumes required to bring these library basic collections up to the National Standard.

Estimating very conservatively, this would require a total expenditure of more than \$2,500,000. The current average prices (including library discounts) for books are \$5.75 general non-fiction and \$9 for reference books.

### MEDIA RESOURCES OTHER THAN BASIC BOOK COLLECTION\*

#### HIGH SCHOOLS

Type of Media	Total Number in 114 Schools	Average Per School	National Standard for Individual Schools of 250 Students or more
Magazines	5,611	49	125 to 175 titles
Magazine indices	229	2	Necessary Indices in each school
Newspapers (Total of all)	485	4.3	6 to 10 titles - one local, state, national in all collections
Out of State Newspapers	411	3.6	
Filmstrips	26,927	236	1,500 or 3 per pupil - whichever is greater
8mm films	464	4.1	Single Concept - 500 titles Regular Length - abundant
16mm films	221	1.9	Access to 3,000 titles - Purchase of those used more than six times a year
Recordings - Tape Disk	16,346	143	3000 records, disks, or tapes or six per student, whichever is greater
Slides - all sizes	16,426	144	2000 including all sizes
Art Prints - all sizes	7,870	69	1000 with duplicates as needed
Pictures - Study Sets	2,602	22	15 per teaching station - 25 in media center
Globes	326	2.8	one per five teaching stations 2 in media center
Large Wall Maps	2,344	20	1 per region - 1 per subject area
Small Maps - Paper	6,879	60	.....

Microforms	822	7.2	Purchase as available on curriculum Topics - Indexed periodicals and newspapers as needed for reference
Transparencies	16,488	144	2000 plus a selection of subject matter masters
Encyclopedias (sets)	1,150	10	.....
Dictionaries	5,286	46	.....
Other Reference Books	41,875	367	.....

\*Based on returns from 114 high schools. Librarians were asked to list what was in the building and not items available from a central location serving an entire system.

The material on basic media collections indicates, as in the case of the elementary schools, that the collections are much stronger in the area of printed materials than in graphics and audiovisual materials. This, plus the information supplied on the nature of the library facilities, indicate that few if any of the schools are operating a media center in the sense that it is recommended in the National Standards. The average amounts of audiovisual and graphics materials are so small that, despite the fact that many schools exceed the averages per school, it can be safely assumed that very few if any of the high schools come close to meeting the national standards for media collections in such areas as films, filmstrips, slides, art prints, microforms and transparencies.

## PROFESSIONAL COLLECTION

Seventy-two percent of the librarians said they do maintain a professional collection of books and materials to help teachers keep abreast of trends, techniques and developments in education. The professional collections of the 82 libraries that have them average 195 books each with an average of nine professional magazines being subscribed to regularly. Only one library stated that it has the Education Index.

Forty-seven percent of the librarians said they feel there is a good variety of pamphlets, documents, manuals and catalogs available. Only 25% replied that there is a good variety of paperbacks available in fields closely related to teaching.

In rating their professional collections only 1% said it was generous. It was rated sufficient by 14%; barely adequate 23%; inadequate 36%; completely lacking 13%; with 13% not replying. Ninety-two percent of the librarians said that a good professional collection readily available in the building was either of the utmost importance or considerable importance and 58% said an excellent collection would have considerable impact on encouraging teachers toward professional self-improvement.

## EXPENDITURES

Seventy-four percent of the librarians said there is a definite amount budgeted annually for educational materials in their building. The amount averaged \$13,965 per school.

The librarians were asked to estimate approximately how the money for educational materials was spent in their buildings. The average apportionment for the schools was:

#### AVERAGE HIGH SCHOOL MATERIALS EXPENDITURES\*

Textbooks/Workbooks	39.5%
Other Books	22.5%
Audiovisual Materials	12.2%
Other Materials	25.8%

\*Based on estimates made by the 64 librarians who replied to this question.

Since the percentages are estimates they cannot be considered exactly correct, however, they were made by librarians directly familiar with the apportionment of educational materials in their own schools. They indicate that the amount spent on textbooks is higher than on other books and audiovisual materials combined and is estimated at about 40% of total spending on educational materials. They also indicate a substantially higher level of spending on library books in general than on audiovisual materials.

Forty percent of the librarians stated that the principal and librarian do not discuss the total amount needed for materials and how it shall be divided. Only 31% of the librarians said the amount requested for instructional materials frequently exceeds the amount budgeted.

When it came to dividing available money between library books and audiovisual materials few librarians agreed with the National Standards that the money should be divided evenly. A third felt that the audiovisual materials should receive 25% or less than the total and 68% of the librarians felt that audiovisual materials should receive less than half of the total.

As in the case of the elementary librarians, the high school librarians differed with the National Standards in saying how much they felt should be spent annually on educational materials other than textbooks. The Standard recommend a **minimum** of \$40 annually per student for media materials and that it be divided equally between printed and audiovisual materials.

Forty-seven percent of the high school librarians thought spending per student annually on printed materials should be \$10 or less and 57% thought spending on audiovisual materials per student annually should be \$10 or less.

## HIGH SCHOOL LIBRARY EQUIPMENT

Equipment Item	Number of Schools Reporting
Shelving	112
Tables	111
Chairs	112
Bookcases	88
Catalog Card Files	111
Charging Desk	93
Reference Books Stand	83
Office Furniture	76
Exhibit Cases	23
Book Carts	84

As in the case of the elementary schools the amount of audiovisual equipment reported makes it clear that the average high school has not begun to consider the concept of a media center as central to teaching and learning in each building or the full impact of the constant use of audiovisual equipment and materials as a fully integrated part of teaching techniques. It should be noted that the National Standards indicate the importance of the equipment being readily at hand in the building. The standards listed are considered basic quantities needed in a functioning program of a more traditional nature. Advanced recommendations for larger numbers are included in the standards (not listed above) for schools that want to stress more individualization and independent study.

Only half of the libraries reported that they have a means of light control that would permit slides or movies to be shown. However, most indicated that such light control exists in at least some of the classrooms in the building.

Only 3% of the librarians rated the amount of audiovisual equipment in their buildings as generous but 35% felt it was sufficient. Twenty-nine percent rated it barely adequate and 25% felt it was inadequate. Seventy-five percent said it was of the utmost importance or considerable importance to add permanent audiovisual equipment in their buildings. However, only 16% indicated that either the principal or librarian had frequently requested pieces of audiovisual equipment that were not purchased.



## MEDIA EQUIPMENT - HIGH SCHOOLS

Type	In Building Permanently	Total Number Items Reported	Average Per School	National Standard Per School
				Number Recommended In Building
16mm Sound Proj.		309	2.7	1 per 4 TS - plus 2 per MC
8mm Projector		41	0.4	1 per 3 TS plus 15 per MC
2x2 Slide Projector		169	1.5	1 per 5 TS - plus 2 per MC
Filmstrip Projector		333	2.9	1 per 3 TS - Plus 1 per MC
Sound Filmstrip Proj.		47	0.4	1 per 10 TS - plus 1 per MC
Overhead Projector		521	4.6	1 per TS - plus 2 per MC
Filmstrip Viewer		89	0.8	1 per TS - Plus 1 per 3 TS in MC
Opaque Projector		130	1.1	1 per 25 TS
2 x 2 Slide Viewer		24	0.2	1 per 5 TS - Plus 1 per MC
TV Receiver		144	1.3	1 per TS - Plus 1 per MC
Microprojector		48	0.4	1 per 20 TS
Record Player		394	3.5	1 per 15 TS - 3 per MC
Audio Tape Recorder		363	3.2	1 per 10 TS - Plus 2 per MC
Listening Station		368	3.2	1 per 3 TS - Portable 6 - 10 headsets
Projection Screens		699	6.1	1 per classroom
Projection Carts		283	2.5	1 per piece of portable equipment
Radio Receivers		75	0.7	1 per MC - Central Distribution
Duplicating Machine		273	2.4	1 per 30 TS - plus 1 per MC
Micro-reader		28	0.2	1 per 10 TS in MC
Micro-reader printer		10	.08	1 per MC
Portable Video Tape Record.		22	0.2	1 per 15 TS - min. one per bldg.
Dry Mount Press		18	0.2	1 per bldg.
Transparency Equipment		66	0.6	1 per bldg.
16mm Camera		19	0.2	1 per bldg.
8mm Camera		17	0.1	1 per bldg.
35mm Still Camera		26	0.2	1 per bldg.
Darkroom Equipment		24	0.2	1 per bldg.
Film Splicing Equipment		54	0.5	1 per bldg.

TS stands for teaching station which the National Standards define as any part of the school (usually but not always a classroom) where formal instruction takes place. Media Centers are not included. MC stands for media center. Tables is based on returns from 114 high schools.

## INTERLIBRARY COOPERATION

The librarians indicated that better than 80% of their requests for interlibrary loans were filled whether they were made to public, college, special or the State Library. The total requests filled during the year by the type of libraries filling them were: public 835; University or College 466; special 37; out of state libraries 4; State Library 1,905. The totals show that the high school libraries do not originate a large number of requests for interlibrary loans. The total number of requests originated in a year was 3,989 or an average of 43 total requests annually for the 92 libraries who reported making them. Filled requests totalled 3,247 or an average of 35 annually per originating library.

In indicating how often they (or other school representatives) meet with public librarians to discuss school assignments and student use of the public library, school librarians rated the frequency of such meetings: very frequently 3%; frequently 15%; occasionally 25%; seldom 26%; never 12%; no reply 19%.

In rating to what extent close cooperation exists between the school and the local public library in planning the effective use of public library resources, the high school librarians replied: very extensively 7%; considerably 18%; some 28%; very little 19%; not at all 10%; no reply 18%.

However, 43% of the school librarians rated interlibrary cooperation in their area as good or excellent. Eighteen percent rated it fair and 23% poor or nonexistent with 17% not replying.

Only 27 librarians replied that there is an association of librarians in their area meeting regularly to work on problems of interlibrary cooperation and 25 of them indicated they are members of this type of group.



## VOCATIONAL SCHOOLS

Information relating to Maine vocational schools was compiled from questionnaires completed by four schools: Southern Maine Vocational Technical Institute (enrollment 678) at South Portland; Central Maine Vocational Technical Institute (enrollment 265) at Auburn; Eastern Maine Vocational Technical Institute (enrollment 316) at Bangor; and Northern Maine Vocational Technical Institute (enrollment 285) at Presque Isle.

All of the schools indicated that they have one or more rooms devoted exclusively to library purposes. However, only CMVTI indicated that it has a room devoted exclusively to audio-visual use and this is in a portion of the building separate from the school library. Two of the schools indicated that they combine the functions of library and audiovisual use. These were CMVTI and EMVTI.

All of the schools except CMVTI said they have one or more persons regularly available for staff work who have either "extensive experience" or a degree in library work. However, CMVTI was the only school indicating that it has a staff person regularly available with extensive experience or a degree in audiovisual work.

EMTVI is the only one of the four schools that indicated that it does not have a separate budget for library expenses. EMVTI is also the only one of the four schools that indicated it is planning a new building that will include a library.

There are no separate standards as such for vocational school libraries. It was the feeling of the survey team that the nature of the studies made the application of the secondary school questionnaire desirable and this was done. The decision to use this questionnaire rather than the college library questionnaire was also based partly on the fact that the questionnaires were based on the National Standards for the various types of libraries. The standards for secondary schools were revised and updated in 1969 whereas the standards for college libraries have not been revised since 1959.

### I. MEDIA PROGRAM IN THE SCHOOL

The library standards indicate that in many schools two fifths or more of the student's time is devoted to self directed learning. SMVTI and NMVTI estimate that about one tenth of the student's time is devoted to self-directed learning. There is apparently a substantial difference in the amount of self-directed learning in the other schools since CMVTI indicates one fifth of the student's time is self-directed in the first year and more than half self-directed for second year students. EMVTI leans most strongly in this direction with approximately half of the student's time during school hours being spent on self-directed learning. It is obvious that a larger portion of self-directed learning time will put a heavier burden on the amount, quality, and variety of learning materials and devices.

All of the schools except CMVTI indicate that they feel that a larger portion of the student's time should be spent on self-directed learning.

Only one school (NMVTI) has on its staff a person with a degree in library science. However, all the schools, except CMVTI, state that they have someone regularly available who has "extensive experience" in library work.

CMVTI is the only school that indicates it has regularly available a staff member with either a degree or extensive experience in audiovisual work. Only CMVTI and EMVTI indicate that they have anyone regularly available in the building with the responsibility of informing teachers about new materials, techniques, educational trends and subject area developments. The same two schools are the only ones indicating that there is any "organized effort" to make new materials and techniques quickly and easily available to teachers. In rating this type of effort only CMVTI and EMVTI feel they are providing excellent service to the teachers. SMVTI feels its effort to make new materials and techniques quickly and easily available is poor and NMVTI feels that no effort at all is being made in this area.

All of the schools except NMVTI feel that this type of effort in the area of materials and techniques is of the "utmost importance" to successful teaching while the latter school feels it is of "considerable importance".

### **Inservice Training**

One of the four schools indicated that it occasionally offered teachers inservice training sessions on the use of library and audiovisual materials. This was EMVTI. CMVTI and NMVTI indicated that such inservice training was seldom offered and SMVTI indicated it was never offered. All of the schools stated it was a year or more since such a teacher training session had been held in the school. When such infrequent sessions are held all schools indicated that they are open to all teachers, that attendance is encouraged rather than required and that the sessions are taught by someone in the school rather than by a specialist or outside expert. Most of the schools indicated that they felt the training sessions, when held, were relatively successful in helping teachers to make more effective use of library and audiovisual materials and three of the four schools felt that such training sessions were of considerable importance in achieving successful teaching.

All schools give the students some instruction in the use of the library and library materials with three schools indicating that such instruction is given occasionally and one (CMVTI) that it is given seldom.

Only two schools (CMVTI and EMVTI) give students instruction in the use of audiovisual materials and this is given occasionally or seldom.

All schools indicate that the principal is actively seeking to upgrade the library; to improve the selection of audiovisual materials and equipment; and that he feels there is need for better library and audiovisual programs in the school.

Only one of the schools (EMVTI) felt it had achieved an extensive partnership between librarians, audiovisual personnel and teachers in planning media use, evaluating resources and motivating students toward their use. The other schools felt that such a partnership exists only to a very limited extent.

### **Program Rating**

CMVTI replied that it occasionally used consultants to improve instruction and the use of media while the other schools indicated that consultants were never called upon. Two of the schools indicated they seldom use any form of inservice teacher training but rated such sessions good at assisting the teachers to improve teaching methods through the use of printed and audiovisual

resources. The other two schools (EMVTI and NMVTI) indicated that such inservice training sessions are never held.

CMVTI stated that it works extensively to create new materials to suit the special needs of teachers and students at the school. SMVTI makes some effort in this area and NMVTI makes very little effort. EMVTI replied that this does not apply to the situation in the school. The schools that make special materials rate them as either good or excellent in providing teachers with materials they need in the classroom and providing students with learning experiences.

CMVTI feels it has an extensive amount of commercially produced audiovisual and printed materials, other than textbooks, available while the other schools feel that only some of these materials are available. All of the schools except EMVTI (ratings on equipment and supplies are marked not applicable) felt that such materials provided either good or excellent assistance to the teachers.

Only CMVTI feels it has generous space efficiently arranged and located for use and storage of printed and audiovisual materials and equipment. SMVTI rates its space and arrangement as inadequate while NMVTI rates space and arrangement as sufficient. (EMVTI replied not applicable).

In rating equipment such as projectors, viewers, etc. CMVTI feels it has a generous amount of excellent equipment and that its audiovisual program is not hampered at all by lacks in this area. SMVTI feels its equipment is inadequate of only fair quality and that this hampers its audiovisual program to some extent. EMVTI did not answer these questions. NMVTI feels it has sufficient equipment of good quality and that equipment does not hinder its audiovisual program at all.

Rating of support for improved library and audiovisual program among administrators and teachers ranges from fair to excellent with one school indicating that, while the school administration favored such upgrading, there was a lack of support for improved media programs among the teaching staff.

## II. STAFF AND SERVICES

There is a certain amount of difficulty in defining exactly what constitutes a "professional" in the area of media center staffing. This difficulty is fully recognized in "Standards for School Media Programs" in its discussion of professional preparation and certification. For the purposes of the questionnaire and using a broad definition, a professional was indicated to be a person with "a broad professional preparation and usually having a degree".

NMVTI was the only school indicating that it employs a full time professional in the library. EMVTI employs a part time professional. CMVTI employs a part time non-professional who is "in the library at all times but who has other duties." SMVTI employs one full time and one part time non-professional persons in the library.

In the area of unpaid assistance SMVTI uses six students and NMVTI uses four students. The other schools did not indicate the use of any students in the library.

CMVTI was the only school replying that it has anyone at all working (professional or non-professional, full or part time, paid or unpaid) in the area of audiovisual or graphics. However, CMVTI offers an extensive course in graphic arts and the three paid full time professional persons it employs in this area are probably graphic arts instructors rather than media specialists responsible

for a media center and program throughout the school.

Every school indicated that it does have a single person who is assigned responsibility for the school library. At SMVTI the librarian has three years of college and more than 10 years of full time library experience. At CMVTI the librarian is a high school graduate and has one year of part time library work. At EMVTI the librarian (no specific hours of work in the library are indicated) has a bachelor's and a master's degree. No experience in library work is indicated. At NMVTI the librarian has a bachelor's degree, a master's degree in library science and five years of full time experience in library work.

At SMVTI the librarian works in the library 40 hours a week and paid non-professional personnel work another 70 hours. The librarian has no duties outside the library. No hours are worked by unpaid assistants.

At CMVTI the librarian works in the library 40 hours and is in the library at all times but has about 30 hours a week of non-library work to perform. No hours are worked by unpaid assistants.

At EMVTI no estimate of librarian's hours was provided but it was indicated that 6 hours a week are devoted to duties other than the library. No hours are worked by unpaid assistants.

At NMVTI the librarian works 40 hours and "occasionally" is called upon to work three hours a week outside the library. Thirty-two hours a week of student assistance are used.

## **Professional Improvement**

All schools replied that attendance at professional meetings, workshops and special courses is encouraged.

SMVTI indicated paid time off, mileage and expenses for professional meetings and workshops. CMVTI indicated paid time off, mileage, expenses and full course fees for professional meetings and workshops. The same benefits, except for course fees are paid for courses in library science and audiovisual methods.

EMVTI did not indicate any financial support for professional improvement.

NMVTI indicated paid time off, mileage, expenses and full course fees for professional meetings. Except for the course fees, the same benefits would be paid for workshops.

SMVTI stated that the benefits paid toward professional improvement apply to the librarian. CMVTI and NMVTI stated that the benefits they indicated apply to all professional staff.

SMVTI stated that financial provisions for professional training and improvement are not part of the annual operating budget. Both CMVTI and NMVTI replied that financial provisions for training and improvement are part of the annual budget and that some arrangements are made for professional improvement sessions both inside and outside the school. EMVTI did not reply to this question.

SMVTI replied that the librarian has taken two courses in library science and attended two professional meetings in the last three years. NMVTI said the library has attended one professional meeting and taken seven courses in library science. At CMVTI the library staff member has taken one library science course in the three year period.

At the time of completing the questionnaire only SMVTI stated that it has a vacancy on the library staff. The vacancy, which has existed for a year, is for a full time librarian technician (clerical status).

SMVTI indicates that the librarian does not receive the same benefits and is not accorded the same status as other faculty members. The reason stated is that the "salary is not comparable and the faculty status is uncertain". EMVTI did not respond to this question probably because it has indicated that it does not have a person working any specific number of hours per week in the library who might be considered a "librarian" despite the fact that it is indicated that there is a person "in charge" of the library who has a master's degree. Both CMVTI and NMVTI responded that the librarian is accorded the same status and treatment and benefits as other faculty members with comparable qualifications and responsibilities.

NMVTI stated that the school has a faculty council and the librarian serves on it. CMVTI has a faculty council but the non-professional person who is in charge of the library is not a member. EMVTI did not reply. SMVTI replied that there is a faculty council but the librarian does not serve on it.

### Staff Evaluation

At SMVTI it is felt that the number of professional hours worked are barely adequate to meet the needs of the teachers and students and that the non-professional hours worked on clerical and technical tasks are inadequate. The library is rated as poor in meeting the needs of the teachers and students for printed materials, audiovisual materials and equipment. A considerable amount of the lack is due to lack of space, materials and equipment rather than staff time. The qualifications and experience of the person in charge of the library are rated as good. The qualifications of other staff members in meeting needs in the area of printed materials is rated as poor and it is non-existent in the area of audiovisual materials. Continued and regular professional self improvement is considered to be of the utmost importance but support for such improvement by the administration is not extensive. Professional inservice training received by the librarian over the last three years is rated as inadequate as is the training of other staff members and the financial support for such training as accorded by the administration. Such financial support would be of the utmost importance in increasing staff participation in continued professional training. Over the last three years staff vacancies have very considerably hindered the quality of service offered to students and teachers by the library.

The salary of the librarian is rated as fair and the salaries of the non-professional staff as good. The salary levels paid to library staff members are felt to have a very extensive effect on the



quality of staff the school is able to hire. An increase in salaries for the library staff is believed to be of the utmost importance. It is also considered to be of the utmost importance that the professional staff of the library receive the same treatment and privileges and benefits as other professionals with the same training, experience and responsibilities.

CMVTI indicates no professional hours worked in the library. The number of non-professional hours worked (ten) are considered to be generous. It is felt that the library is excellent at meeting the needs of the teachers and students for printed materials, audiovisual materials and equipment. No unmet needs are rated as due to lack of space, materials and equipment. The qualifications and experience of the person in charge of the library in enabling him to carry out the duties of the position is rated as good. The qualifications of the person in charge of audiovisual programming is rated as excellent. Qualifications of staff members in the area of printed materials and audiovisual materials is rated excellent. Continued professional improvement is considered to be of the utmost importance and the administration encourages it extensively. The amount of inservice training received by the librarian in the last three years is felt to be barely adequate. Time and financial support for such training is sufficient but increased financial support for such training would be of considerable importance in increasing staff participation. Staff vacancies are not felt to have had any impact on hindering service to teachers and students. Evaluation of salary scales for librarians and staff both professional and non-professional are rated as not applicable.

The same rating of not applicable is given to questions on the impact of salaries, treatment and benefits on the quality of the library staff and top personnel.

Eastern Maine Vocational Technical Institute at Bangor indicated that the entire section on staff evaluation does not apply to the school or the library.

NMVTI feels the number of hours worked by professional library staff is sufficient as is the number of hours worked by non-professional staff members on clerical and technical duties. The library is rated as good in meeting the student and teacher needs for printed materials but it is rated as not meeting these needs at all in the area of audiovisual materials and equipment. Unmet student and teacher needs are due considerably to a lack of space, equipment and materials rather than staff. The qualifications and experience of the librarian are rated as excellent. There are no other members of the staff in the area of library or audiovisual to rate. The school administration gives encouragement to professional improvement. Such improvement is considered to be of considerable importance. The sufficiency of inservice training and the importance of increased financial support for it rates as not applicable. The salary scale of the librarian is rated as good but it is rated as only fair when compared with other teachers of similar training, experience and responsibility. Salary levels are felt to have considerable impact on the quality of staff. A salary increase for library staff is not considered to be of pressing importance. Treatment, privileges and benefits are rated as the same as for other professionals and this is considered to be of the utmost importance.

### **III. MATERIALS**

#### **Selection**

Only one of the schools (CMVTI) has a written policy for the selection of materials. The policy was considered by the administration and library staff and was adopted less than a year ago. The

faculty was not included in consideration and endorsement of the policy.

CMVTI bases its book selections largely on recommended lists. The other schools use reviews, bibliographies and releases as well with NMVTI making use of faculty and administration recommendations.

CMVTI and EMVTI both feel their printed materials generously cover needs of the students in curriculum and non-curriculum areas, both in breadth and depth. There is generous provision for diverse levels of learning ability and types of materials and various forms of expression.

SMVTI generally rates its collection as inadequate in breadth and depth of both curriculum and non-curriculum subjects, in provision for diverse levels of student ability and type of material included. Provision for duplicate copies is rated barely adequate.

NMVTI rates its collection as sufficient in curriculum and non-curriculum subjects and provision for diverse learning abilities. The collection is barely adequate in types of material included but is sufficient in duplicate copies.

CMVTI and EMVTI feel their collection of printed materials reflects to a considerable extent current trends in education and communication (i.e. paperbacks, social concerns, etc.) NMVTI states its collection reflects these trends to some extent while SMVTI sees very little in the collection that represents these trends.

The following are the self ratings given the total collection of printed materials other than textbooks in meeting student and teacher needs for successful education: SMVTI poor; CMVTI excellent; EMVTI good; NMVTI good.

Generally the rating given to the collection of audiovisual materials in terms of breadth and depth of curriculum subjects and non-curriculum subjects is very much lower than for printed materials. SMVTI rates its audiovisual materials as completely lacking or inadequate although the collection is stronger in curriculum areas than in non-curriculum areas. EMVTI rates its audiovisual collection as barely adequate in curriculum areas and does not rate it at all otherwise. NMVTI states its audiovisual collection is completely lacking in curriculum and non-curriculum areas.

SMVTI and NMVTI replied that their audiovisual collection does not at all reflect current trends either in technique or subject matter. CMVTI and EMVTI replied that this question does not apply to their schools.

The following are the ratings given the total collection of audiovisual materials in meeting student and teacher needs for successful education: SMVTI poor, CMVTI excellent; EMVTI does not apply to school; NMVTI none at all.

## Procedures

SMVTI indicated persons outside the school are called on in the selection and evaluation of materials. Cooperation of teachers is enlisted and their suggestions are given priority. Materials are not created within the library by teachers or students. Final selection of materials is vested in the administration and the librarian with evaluation being a continuous process.

CMVTI replied that outside specialists are called on for evaluation and selection of materials. Teachers cooperate and their suggestions are given priority. Materials are planned and created in the media center by teachers and specialists but not by students. Evaluation of materials is continuous but final authority for selection is not vested in the administration.

EMVTI did not respond to these questions.

NMVTI replied that outside specialists are called in for evaluation. Teachers cooperate and their suggestions are given priority. Materials are not planned and created within the library. Final selection is shared by the administration and librarian. Evaluation is a continuous process.

In the process of evaluation SMVTI stated that materials are seldom discarded and NMVTI replied that they are occasionally discarded. CMVTI and EMVTI did not indicate the frequency of discards. At all schools except CMVTI which did not answer, the librarian is responsible for discards. All schools (except CMVTI) indicated some book discards within the last six months. None of the schools has any established policy for the length of time for which magazines are retained. SMVTI stated it retains all periodicals for at least three years and many for longer than five years. CMVTI stated its shortest and longest time of retention for periodicals is one year. EMVTI stated it retains all periodicals one year and most for two. A few such as National Geographic are retained more than five years.

All schools (with the exception of EMVTI which did not answer) stated they feel it is of the utmost importance to have an excellent collection of periodicals to supplement texts. SMVTI felt the number of periodicals available is barely adequate but that the selection of titles is good. CMVTI feels its selection of periodicals is excellent and the number available is generous. The same estimate is given by EMVTI. NMVTI stated that its collection of periodicals is barely adequate but that the selection of available titles within these limits is good.

SMVTI and CMVTI indicated that it is also of the utmost importance to have an excellent collection of audiovisual materials available. EMVTI did not respond and NMVTI indicated it feels the audiovisual collection to be of considerable importance. SMVTI and NMVTI felt the creation of such an audiovisual collection would considerably improve student education.

### Accessibility

SMVTI library is open school days 8:30 a.m. to 5:00 p.m. and 6:00 p.m. to 9:00 p.m. It is open evenings six days a week for a total of 18 evening hours. It is also open three hours Saturday afternoon. It is not open during vacations or holidays. The present schedule of hours is rated as fair.

CMVTI is open during all school hours and after school. It is open three evenings per week for a total of 9 evening hours. The library is not open Saturday but it is open 40 hours a week during vacations and holidays. The present schedule is rated as excellent.

EMVTI did not fully complete the question but indicated that the library is open before and after school hours. There is no indication that it is open evenings, Saturdays or during vacation periods. No rating is given as to how good the present schedule is considered to be.

NMVTI library is open during school hours and two evenings a week for a total of four evening hours. There is no indication it is open before or after school, on Saturdays or during vacation periods or holidays. The present schedule of hours is rated as good.

SMVTI stated that longer library hours would probably result in some increased use during school days but very little increased use would result from increased hours in other periods. NMVTI stated that very little increased use could be expected from increased hours during school days. CMVTI saw no increase in use resulting from increased hours and assigned no importance at all to any change in the hours. EMVTI replied that this question does not apply to the school.

SMVTI and NMVTI have outside entrances to their libraries. The other schools do not. However, none of the schools indicated that maintenance and security is a large enough problem to force the libraries to be open only when school is open.

SMVTI feels the library location within the building is good but the location of the library doors is poor in relation to the traffic pattern it establishes. Physical arrangement of facilities within the library is good but the amount of floor space is barely adequate. Greatest space needs are in the area of student work and reading, shelving and storage, administrative offices and work-rooms. Lighting is sufficient. The library is described as having sink, telephone, card catalog, reference section, informal furniture, drapes, rugs, plants.

CMVTI feels that the location of the library within the building is excellent as are the location of the entrance and exits and physical arrangement of equipment. Floor space is generous as is lighting. The library is described as having telephone, card catalog, reference section, informal furniture and drapes.

EMVTI rates the location of the library in the building as excellent as are the location of the entrance and exits and the physical arrangement of the equipment. Floor space is rated sufficient. Some floor space needs are noted in the areas of shelving and storage and administrative offices. No indication is given on sufficiency of lighting and the question on basic facilities such as sink, telephone, etc. is not completed.

NMVTI indicates the location of the library is good and the location of entrance and exits is excellent. Physical arrangement of equipment is good and floor space is sufficient with some needs being noted in administrative offices, listening rooms and faculty area. Lighting is sufficient. The library is described as having sink, telephone, card catalog, reference section, informal furniture, drapes, rugs, plants.

## **Loan Regulations**

EMVTI did not complete the section on loan regulations. The other schools replied that loan regulations have very little impact on prohibiting the use of materials outside the library. Only NMVTI has duplicate copies of reference works available for borrowing. All schools loan all types of print and non-print materials. SMVTI does not loan portable items of audiovisual equipment. CMVTI does loan them. NMVTI left this question blank. All of the three schools answering this section characterized their loan regulations as generous and elastic with easy renewals.

The three schools replying said they do not fine students for each day that materials are overdue. All schools (including EMVTI which answered this one question) stated that the quantity of materials that can be withdrawn at one time is unlimited. Individuals can visit the library during school hours and the visits are not limited to entire classes. CMVTI and NMVTI send materials and equipment as well as basic information tools such as globes and dictionaries to classrooms for loan periods. SMVTI does not do this and indicates that the reason is lack of sufficient materials. SMVTI and CMVTI make arrangements for supplementary materials such as newspapers, magazines and audiovisual materials when they are needed in the classroom. At NMVTI this is not done by the library but is handled by individual teachers and departments.

At SMVTI paperbacks are used as textbooks to a considerable extent. CMVTI uses them not at all and NMVTI uses them very little.

SMVTI and NMVTI use the Dewey Decimal System of classification and CMVTI uses the Library of Congress classification system. EMVTI did not reply. SMVTI and NMVTI do their own cataloging and processing. CMVTI has it done outside. EMVTI did not reply.

#### IV. BASIC COLLECTIONS

SMVTI lists 4,900 total books (excluding texts) and 211 magazines - 151 paid subscriptions and 60 gift subscriptions. Other resources include two magazine indices, five newspapers (two out of state), one globe, 15 small maps, nine encyclopedias, six English dictionaries and 499 other reference books. In the audio visual area there are 133 recordings (all gifts) and five microforms. No films, filmstrips, slides, study prints, pictures, large wall maps or transparencies are listed.

CMVTI lists a total of 3,841 books. Some 2,014 of these are in the library and the remainder are available at various locations throughout the school, many of them in departments where they are related directly to the subject matter being taught. A total of 66 magazines are available. Other resources include one newspaper, two sets of encyclopedias, 35 dictionaries and 436 other reference books. In the area of audiovisual materials the school has 91 filmstrips, sixteen 16mm films, 48 recordings, 625 slides, 1,675 transparencies. The school has also supplied a breakdown of the subjects of the audiovisual collection. It indicates that some materials are related largely to one or two courses. Seventy-five of the 91 filmstrips are in automotive; 15 of the sixteen 16mm films are in industrial electricity; 30 of the 48 recordings are in practical nursing; 560 of the 625 slides are in nursing and architectural drafting. The large number of transparencies are distributed throughout the school programs with the exception of mechanical drafting. Items missing completely are out of state newspapers, 8mm films, art prints, study prints, globes, large and small maps, and microforms.

EMVTI lists its basic collection as 10,500 books, 79 magazines, one newspaper, five sets of encyclopedias, six dictionaries and 400 other reference books. Audiovisual materials include 75 16mm films, one globe and two sets of large wall maps. Items missing completely are out of state newspapers, filmstrips, 8mm films, recordings, slides, art and study prints, microforms and transparencies.

NMVTI lists 4,142 books (excluding texts), 85 magazines, one magazine index, five newspapers, 11 sets of encyclopedias, 25 dictionaries and 233 other reference books. Audiovisual materials include one set of transparencies. Items missing entirely include filmstrips, 8mm films, 16mm films, recordings, slides, art and study prints, globes, large and small wall maps, microforms.

(NOTE: From this point on all references are to SMVTI, CMVTI and NMVTI since the remaining questions on collection, expenditures, equipment and interlibrary cooperation were not completed by Eastern Maine Vocational Technical Institute).

The three schools replying stated that they do have a collection of professional materials specifically for teachers to assist them in their profession. SMVTI said its professional collection includes 40 books and nine magazines. It does not include the Education Index and there is not a good variety of pamphlets, documents, manuals and catalogs. Neither is there sufficient variety of paperbacks from fields related to teaching. SMVTI rates its professional collection as inadequate. At the same time it is indicated that a good professional collection is of the utmost importance and would help extensively to encourage teachers in the direction of self improvement.

CMVTI keeps its professional collection with the individual instructors. It totals about 353 books and 12 magazines. The collection is not rated as to its variety or sufficiency or its importance in encouraging professional improvement.

NMVTI does not indicate any specific number of books or magazines in its professional collection. It does not have the Education Index and does not have a good variety of pamphlets, documents, manuals and catalogs. Neither is there sufficient variety of paperbacks from fields related to teaching. The school rates the professional collection as barely adequate. It feels a good professional collection is of considerable importance and that it would have some influence on teachers in encouraging them toward self improvement.

## Expenditures

None of the schools indicated there is any readily available breakdown on spending for various types of educational materials. SMVTI stated there is a definite amount budgeted annually for educational materials and that it is \$1,000 in the current school year. NMVTI stated the same and that the amount in the current budget is \$5,550. SMVTI stated that the amount requested for instructional materials of all kinds very frequently exceeds the amount finally budgeted. CMVTI indicates that the amount requested never exceeds the amount budgeted.

## V. EQUIPMENT

All schools indicated they have standard items of library equipment including tables, chairs, bookcases, card files, charging desk, reference stands, office furniture and carts.

SMVTI stated that it has in the building a duplicating machine and micro-reader as well as transparency equipment, 16mm camera and darkroom equipment. With a few other exceptions of unavailable items such as a dry mount press, radio, TV receiver, slide viewer and microprojector, standard audiovisual items are listed as being available on a loan basis. The latter include movie and filmstrip projectors, overhead and opaque projectors, filmstrip viewer, record and tape players, projection carts and screens, micro-reader printer, portable video tape system, 8mm movie camera and 35mm still camera and film splicing equipment.

NMVTI does not indicate that any audiovisual equipment at all is available either at the school or on a loan basis.

CMVTI lists the following audiovisual equipment as permanently available in the school: two 16mm sound projectors, two 2x2 slide projectors, two filmstrip projectors, one sound filmstrip projector, 12 overhead projectors, one opaque projector, three TV receivers, one record player, two audio tape recorders, one projection cart, 15 projection screens, four duplicating machines, one micro-reader, one micro-reader printer, one portable video tape recorder system, one dry mount press, transparency equipment, 35mm still camera and completely equipped darkroom facilities. Items not listed include 8mm projector, filmstrip viewer, 2x2 slide viewer, microprojector, listening station, radio receiver, 16mm camera, 8mm camera and film splicing equipment.

SMVTI states that there is not adequate light control in the library to allow slides or movies to be shown but that this is possible in all classrooms. The amount of audiovisual equipment is rated as sufficient and the importance of adding additional pieces of equipment is not indicated as having a high priority. Frequently, however, additional pieces of audiovisual equipment have been requested but not purchased.

CMVTI has light control in the library to allow slides or movies to be shown as well as in all classrooms. Audiovisual equipment is rated as adequate and the importance of adding additional pieces is considered to be of the utmost importance. The school indicates that requests for audiovisual equipment by the principal or library staff have never been turned down.

NMVTI replies that the library has light control for slides or movies but does not indicate that classrooms have such control. It appears to feel that sufficient audiovisual equipment is available to the school and that it is of little importance that the equipment be directly available and be placed in the school buildings. It indicates that no audiovisual equipment has been requested that has not been purchased.

## VI. INTERLIBRARY COOPERATION

SMVTI reported initiating three interlibrary requests during 1968. The librarian reports never discussing student use of the public library with the public librarian and that there is very little done between the school and the public library on planning the use of resources. Interlibrary cooperation in the area is considered to be good. It is indicated that there is no association of librarians in the area meeting regularly and working actively on interlibrary cooperation.

CMVTI replied that meetings between the school librarian and public librarian as well as any rating of interlibrary cooperation in the area is not applicable to the school situation. There is an active association of librarians meeting and working on problems of interlibrary cooperation and the school librarian is a member.

NMVTI indicates that meetings between the school and public librarian does not apply to the school situation and states the same on rating cooperation on use of public library resources. Interlibrary cooperation in the area is rated as good but there is no association in the area working on problems of interlibrary cooperation.

## COLLEGE LIBRARIES

The replies to the Task Force questionnaire to college libraries cover more than 85% of both the institutions and the college students. The question of standards for college libraries is perhaps more complicated since these libraries serve the particular needs of their institutions and since some are funded privately and some by a combination of public funds and donations.

In addition the Standards for College Libraries was prepared by the Committee on Standards (ACRL) which was authorized to begin work by the ALA in 1957 and published the standards in 1959. Thus the standards are more than ten years old.

The Standards note that: "These standards are designed to provide a guide for the evaluation of libraries in American colleges and universities which emphasize four-year undergraduate instruction and may or may not have graduate programs leading to a Master's degree. They are not applicable, however, to junior college libraries nor to academic institutions stressing advanced research."

In addition the Standards note: "The standards laid down in this document must always be interpreted in the light of the aims and needs of the institution of which the library is a part."

In general the Standards offer some broad guidelines in such areas as library functions, structure and government, budget, staff, collections, building, service, and interlibrary cooperation. It would require an individual appraisal of each college in most areas to determine the extent to which it was fulfilling these broad objectives.

However, there are some specific suggestions made including the following:

1. The library budget should be a minimum of five percent of the total educational and general budget. The percentage must be higher if the holdings are seriously deficient.
2. Experience shows that a good college library usually spends twice as much (or more) for salaries as it does for books.
3. The professional librarian is defined as one holding a graduate library degree. Three professional librarians constitute the **minimum** required for effective service.
4. At least one professional librarian should be on duty at all times the library is open for full service.
5. The size of the staff should take into consideration formulas being used by institutions in other states (at the time the Standards were adopted State University, New York was using for its teachers college libraries the formula of five professional and three clerical positions for the first 750 full time regular session students in attendance; each multiple of 500 additional requiring one more professional and one more clerical position.)
6. The collection should meet full curricular needs and be easily accessible. No library can be expected to give effective support to the instructional program if it contains fewer than 50,000 carefully chosen volumes. A suggested guideline is: up to 600 students 50,000 volumes; for every additional 200 students 10,000 volumes. These are **minimal** figures - stronger institutions will demand considerably larger and richer collections.
7. Audiovisual materials, including films, filmstrips, recordings and tapes are an integral part of



modern instruction and every college library must concern itself with them.

8. Seating capacity should be based on anticipated growth over a 20-year period. Accommodations for at least one third of the student body are essential.

9. Shelf space should allow for at least a doubling of the collection. Staff work areas should comprise at least 125 square feet per person.

The complete Standards for College Libraries is available in the magazine "College and Research Libraries", July 1959.

## PURPOSE AND LIMITATIONS

As mentioned in the general introduction, the purpose of this survey as part of Phase One of the work of the Governor's Task Force to Study Library Services in Maine is one of gathering factual data relating to all types of Maine libraries. Both the National Standards and the type of information usually supplied by the colleges to the U.S. Office of Education were used as a guide in drafting the college questionnaire.

In reviewing the statistics several things should be kept in mind. A certain minimum size is necessary to achieve any significant quality. For instance, the Standards point to a minimum of 50,000 volumes being needed regardless of the size of the college. Growth should not slow down until the collection reaches some 300,000 volumes. The figures per student can be deceptive in the sense that a small enrollment can give very high per student figures despite the fact that the collection, square feet, etc. are below minimum standards. A very large enrollment can have the reverse effect. The per student figures are included only for the basis of general comparisons and the minimum standards should be kept in mind since a significant number of Maine colleges are either barely equal to the minimum or below it.

The statistics will allow some comparisons to be made in the future in at least three areas:

- a. With national standards where they exist and where they are up to date and meaningful.
- b. With other colleges of similar size and problems in Maine and elsewhere.
- c. With other colleges of widely different size, financing, aims, etc. in Maine and elsewhere.

For instance, the statistics make it possible to conclude that the student attending Bowdoin College has access to the largest college collection in Maine. Also with a book ratio of 425 books per student, he obviously has available a superior library resource. While the volumes per student ratio is higher at Bangor Theological than at Bowdoin, the size of the collection (58,384 volumes) and the small student body should be kept in mind.

The statistics for the colleges listed were obtained from questionnaires circulated by the Task Force with the exception of Portland Law School and Maine Maritime Academy where figures were obtained from other published sources and direct interviews. Questionnaire replies as tabulated refer to 18 institutions, not including these two.

**SUMMARY OF STUDENT ENROLLMENT**

	<b>Undergraduate Students Enrolled FTE (1)</b>	<b>Graduate Students Enrolled FTE</b>	<b>Total Student Enrollment FTE</b>
Orono	7239	659	7898
Portland	2200	95	2295
Portland Law	—	150	150
Aroostook	554	—	554
Augusta	786	—	786
Farmington	1139	61	1200
Fort Kent	307	—	307
Gorham	1771	—	1771
Washington	500	—	500
Bates	1100	—	1100
Bowdoin	964	10	974
Colby	1568	—	1568
B. Theological	115	—	115
Thomas	385	—	385
St. Joseph	252	—	252
St. Francis	740	—	740
Ricker	637	—	637
Husson	1200	—	1200
Unity	351	—	351
Maritime	520	—	520

1. Full Time Equivalent

The colleges were grouped with the University of Maine as one group, Bates, Bowdoin and Colby as a second group; and all other colleges as a third group. No attempt was made to provide totals for the groupings due to the wide variations in size, purpose and financing involved.

The enrollment figures indicate that eight institutions have enrollments of more than 1,000 with Bowdoin being very close to this figure. Some of the difficulties of supporting adequate library service with a small student body are illustrated by the spending per student which shows that while the smaller colleges are making a large effort per student it is still insufficient to build collections.

## STRUCTURE AND GOVERNMENT OF LIBRARY SERVICE

Only two colleges restrict borrowing privileges to students and members of the faculty. Many extend privileges to local residents as well as to the faculty and students of other institutions. It should be pointed out that the larger college libraries are members of the State teletype network and that requests from any Maine resident may be forwarded to them.

Only four libraries reported that the board which controls the library has a special committee on the library and its services. Only two of these four indicated that the duties and authority of the committee and the relationship of the librarian and the committee are in writing.

Eleven of the 18 librarians replied that they are directly responsible to the President of the College. Both the committee on the library and the direct line of responsibility to the College President are recommended in the National Standards.

Only three of the librarians replied that they do not rank with the other chief administrative officers of the college. Ten indicated that they are not a member of the college group which works on the curriculum.

In terms of "faculty status" the librarians indicated that: this applies to chief librarian only 6; all professional staff including librarian 5; selected staff members and librarian 5; no staff members 1.

Only two librarians said they are not closely involved in the activities of all groups and committees whose activities vitally affect the future of library service for the college.

Seventeen librarians said their institutions have a faculty library committee. Fifteen of these act in a strictly advisory capacity and 16 have the librarian as a member of the faculty committee. Eleven libraries have student committees on the library.

Fifteen librarians said they are directly responsible for planning the library budget and three replied they are not responsible. All except one librarian indicated they are responsible for administering the library budget. (in this one case it is done by college business manager) All 18 colleges maintain statistics and report regularly to the U.S. Office of Education.

Excluding pre-examination time or other special times, the 18 libraries reported being open a total of 1,459 hours a week for full service in the fall of 1969. This is an average of 81 hours a week of full service. The replies ranged from a low of 60.5 hours a week to a high of 105 hours a week.

**EXPENDITURES 1968 - 69**

	Total Salaries and Wages, Inc. Hourly Assts.	Books, Materials Binding and Rebinding	Other Operating Expenses (Excluding Capital Outlay)	TOTAL EXPENDITURES
Orono	\$417,850	\$187,142	\$53,642	\$658,634
Portland	119,350	89,000 (2)	10,825	219,175
Portland Law	NA	52,500	NA	NA
Aroostook	36,886	28,698	3,952	69,536
Augusta	13,600	32,300	2,300	48,200
Farmington	37,969	41,131	1,425	80,525
Fort Kent	21,360	13,034	2,800	37,194
Gorham	51,153	61,926	7,156	120,235
Washington	29,868	33,835	-----	63,703
Bates	78,571	62,176	7,033	147,780
Bowdoin	165,700	98,387	14,206	278,293
Colby	90,117	75,913	25,710	191,740
B. Theological	14,086	11,450	150	25,686
Thomas	12,255	10,433	4,480	27,168
St. Joseph	4,203(1)	8,148	1,021	13,372
St. Francis	31,554	31,103	-----	62,657
Ricker	29,800	25,600	1,300	56,700
Husson	73,000	32,500	3,000	108,500
Unity	9,335	5,900	600	15,835
Maritime	NA	NA	NA	NA

1. An added \$1,200 in salary equivalent of contributed staff services was indicated.

2. An additional \$12,000 in federal funds was spent on materials.

**LIBRARY EXPENDITURES PER STUDENT  
AND  
PERCENT OF TOTAL COLLEGE EXPENDITURES**

	Salaries and Wages Spent Per Student	Books - Materials Spent Per Student	Total Library Spending Per Student	Total Library Spending as Percent of College Expenditure
Orono	\$ 52.91	\$ 23.69	\$ 83.39	3.2
Portland	52.00	38.78	95.50	8.4
Portland Law	NA	350.00	NA	NA
Aroostook	66.58	51.80	125.52	10.5
Augusta	17.30	41.09	61.32	11.4
Farmington	31.64	34.28	67.10	4.1
Fort Kent	69.58	42.46	121.15	9.6
Gorham	28.88	34.97	67.89	6.0
Washington	59.74	67.67	127.41	9.2
Bates	71.43	56.52	134.35	5.5
Bowdoin	171.89	102.06	288.69	5.4
Colby	57.47	48.41	122.28	4.8
B. Theological	122.49	99.57	223.36	9.5
Thomas	31.83	27.10	70.57	7.9
St. Joseph	16.68	32.33	53.06	3.1
St. Francis	42.64	42.03	84.67	6.4
Ricker	46.78	40.19	89.01	8.0
Husson	60.83	27.08	90.42	NA
Unity	26.60	16.81	45.11	5.8
Maritime	NA	NA	NA	NA

## BUDGET

Ten of the librarians felt that library budget increases between ten and fifty percent are needed and another two indicated that their library budgets need to be doubled.

Total expenditures for libraries vary widely between the institutions with the University of Maine at Orono topping the list with \$658,634 in 1968 - 69. Other libraries spending more than \$100,000 were U. of M. Portland and Gorham; Bates, Bowdoin, Colby and Husson colleges. If the comparison of spending per student is made, it is evident that some of the libraries with less than minimum collections and staff are spending relatively high amounts per student. For instance, U. of M. at Aroostook, Fort Kent, and Washington all spend about the same per student as Colby College.

In terms of requiring an annual expenditure of more than five percent of the total spent on education and general purposes, 11 librarians said they felt that their library's holdings are seriously deficient. Another eight librarians said increased expenditure is called for at their institutions due to rapidly expanding student enrollment and seven are feeling pressure from expansions in course offerings. Only two noted pressure from graduate work and five pressure coming from fostering programs of independent study.

## STAFF

### AVERAGE SALARIES 1968 - 69

	Chief Librarians or Directors	Associate and Asst. Librarians	Other Prof. Librarians	Non Prof. Staff
University of Maine	\$12,982	\$ 8,362	\$7,044	\$4,478
Bates, Bowdoin, Colby	13,883	10,750	7,291	3,703
Other Colleges	9,250	7,166	.....	4,135

The accompanying table shows the sizes of the staffs (full time equivalents) at the various college libraries and also the ratio between staff and students for both professionals and non-professionals. It is evident that there are a number of colleges that do not meet the minimum of three professional librarians. The shortages in staff are even more evident if the New York University standard of five professionals for the first 750 students and one additional for each additional 500 students is applied.

Only four libraries replied that a professional librarian is on duty at all times during which the library is open for full service. Ten libraries indicated that the salary scale for professional librarians is the same as for teaching faculty members.

**PROFESSIONAL AND NON PROFESSIONAL STAFF\***

	<b>FTE of Professional Staff</b>	<b>Professional Staff - Student Ratio</b>	<b>FTE of Non-Professional Staff</b>	<b>Non-Professional Staff - Student Ratio</b>
Orono	24.5	1 - 322	30.0	1 - 263
Portland	7.5	1 - 306	12.5	1 - 183
Portland Law	3.0	1 - 50	6.0	1 - 25
Aroostook	2.0	1 - 277	1.0	1 - 554
Augusta	3.0	1 - 261	5.0	1 - 157
Farmington	3.0	1 - 400	3.5	1 - 343
Fort Kent	1.0	1 - 307	1.0	1 - 307
Gorham	2.8	1 - 632	5.0	1 - 354
Washington	3.0	1 - 166	0	0
Bates	6.0	1 - 183	6.8	1 - 162
Bowdoin	12.0	1 - 81	15.0	1 - 64
Colby	7.0	1 - 224	8.0	1 - 196
B. Theological	1.0	1 - 115	2.0	1 - 57
Thomas	2.0	1 - 192	0	0
St. Joseph	2.0	1 - 126	4.5	1 - 56
St. Francis	3.0	1 - 246	4.6	1 - 161
Ricker	2.0	1 - 318	0.5	0
Husson	5.0	1 - 240	2.0	1 - 600
Unity	2.0	1 - 175	1.0	1 - 351
Maritime	1.0	1 - 520	NA	NA

\*In a few cases where full time equivalents were not stated they were estimated. Vacancies were included as staff members.

## LIBRARY COLLECTION

The table on collections by total volumes indicates that there are 12 libraries out of the 20 covered by the table whose collections are below the 50,000 volumes the National Standards considers to be necessary for a minimal collection.

There are an additional three libraries whose collection is just over 50,000 volumes. The figures on volumes per student are meaningful only in relation to the total collection size and size of the student body. For instance, the University of Maine at Orono collection and the Bowdoin College collection are similar in size yet the books per student at Orono is only 50 compared with 425 at Bowdoin. All of the three largest private colleges - Bates, Bowdoin and Colby - have considerably higher numbers of books per student than any of the colleges of the University of Maine. It is obvious that a college book collection of 100,000 books is far from being an excessive number. To bring all the colleges of the University up to this level would require an addition of some 450,000 books.

If collections and staff are two of the big three of library service, space is undoubtedly the other one. The libraries vary greatly in size with the Fogler Library at Orono being the largest. However, in space per student, the Bowdoin Library tops the list with 60 square feet per student.

The table on periodicals and other aspects of the basic collections makes it clear that there is a wide variation in the number of periodicals available at the various college libraries. Only two libraries have more than 1,000 titles available and only seven have more than 500 titles. The National Standards do not indicate a specific number but state that, "The periodical subscription list should be well balanced and carefully chosen to meet the requirements of students for collateral course reading, to provide in some measure for the research needs of advanced students and faculty, to keep the faculty informed of developments in their fields."

In addition to pointing out the needs in the area of periodicals, the table makes it clear that many college libraries still are not making great use of microforms - either in film or card form. Despite the indication in the National Standards of ten years ago of the importance of audiovisual materials to teaching, even at the college level, no Maine college library has entered this field to a significant extent. A few recordings are available but almost nothing in the way of slides, filmstrips, films or other audiovisual materials. However, it should be pointed out that the libraries reported only on their own holdings and some types of audiovisual materials may be available elsewhere on the campuses. Seven libraries did report limited holdings of filmstrips ranging from 10 to 665 in number.

Twelve libraries reported that major journals and newspapers received by the library are kept and bound or preserved on microfilm. Ten libraries reported that only 10 to 20 percent of journals and newspapers are preserved in microform. Three reported preserving between 50 and 70 percent and one stated that about 90 percent of all journals and newspapers are preserved in microform.

Seventeen libraries reported that the main catalog of the library serves as a union catalog for all collections of the library whether housed in the main building or in various departments. Fifteen libraries reported they are constantly revising the catalog to keep terminology up to date. Fifteen libraries indicated they file between four and six cards in the catalog for each non-fiction book.

Seven libraries stated that they do loan audiovisual equipment to students and faculty and nine others indicated that some other agency on campus performs this function. However, in the case of the libraries that do loan audiovisual equipment, the amount of equipment available was extreme-



## LIBRARY SIZE AND TOTAL VOLUMES

	Total Sq. Ft. of Library Space	Sq. Ft. Per Student	Total No. of Volumes	Volumes Per Student
Orono	90,000	11.4	402,249	50.9
Portland	20,000 (1)	8.7	58,541	25.5
Portland Law	10,000	66.6	88,000	586.6
Aroostook	7,041	12.7	44,073	79.6
Augusta	2,500	3.2	9,700	12.3
Farmington	23,100	19.3	36,136	30.1
Fort Kent	6,205	20.2	16,269	53.0
Gorham	19,044	10.8	55,006	31.0
Washington (2)	6,045	12.1	40,900	81.8
Bates	29,288	26.6	139,121	126.4
Bowdoin	58,372	60.0	414,800	425.9
Colby	41,800	26.7	269,769	172.0
B. Theological	8,200	71.3	58,384	507.7
Thomas	1,883	4.9	11,500	298.7
St. Joseph	2,510	10.0	29,100	115.4
St. Francis	4,222	5.7	40,435	54.6
Ricker	36,000	56.5	36,764	57.7
Husson	8,500	7.1	8,832	7.4
Unity	1,404	4.0	7,200	20.5
Maritime	2,576	4.9	12,500	24.0

1. Including 4,000 sq. ft. of stack space available in July 1970.

2. New Library is included in 1970 bond issue.

**PERIODICALS - MICROFILMS - AUDIOVISUAL MATERIALS**

	<b>Total Periodical Titles</b>	<b>Microfilms - Reels Plus Units of Microtext</b>	<b>Recordings</b>	<b>Motion Picture Films</b>
Orono	2,827	55,667	0	0
Portland	837	8,803	378	0
Portland Law	673	NA	NA	NA
Aroostook	338	701	0	0
Augusta	250	740	225	8 (1)
Farmington	372	1,768	0	0
Fort Kent	NA	799	210	0
Gorham	640	8,400	900	0
Washington	260	0	440	0
Bates	819	7,833	0	0
Bowdoin	1,543	8,175	450	0
Colby	882	15,123	315	0
B. Theological	330	38	0	0
Thomas	150	242	300	0
St. Joseph	313	900	202	2
St. Francis	302	1,813	0	0
Ricker	311	3,200	520	0
Husson	380	47	84	0
Unity	95	0	100	0
Maritime	372	NA	NA	NA

I. Collection includes 1,500 slides.

## COLLECTION ACQUISITIONS

	Volumes Added During Year	Percentage Added Volumes Are of Total Collection	Volumes Withdrawn
Orono	16,845	4.1	609
Portland	13,474	23.0	91
Portland Law	NA	NA	NA
Aroostook	5,169	11.7	495
Augusta	3,700	38.1	0
Farmington	2,223	6.1	547
Fort Kent	1,559	9.5	577
Gorham	5,180	9.4	60
Washington	4,676	11.4	300
Bates	6,015	4.3	217
Bowdoin	15,984	3.8	662
Colby	9,336	3.4	1,995
B. Theological	2,418	4.1	358
Thomas	1,503	13.0	0
St. Joseph	1,750	6.0	150
St. Francis	5,191	12.8	125
Ricker	3,460	9.4	1,057
Husson	2,417	27.3	309
Unity	3,700	51.3	0
Maritime	NA	NA	NA

ly limited with the seven libraries reporting only one or two of such items as movie projectors, slide projectors, tape recorders, screens and micro readers.

Only four libraries reported having one or more rooms which have light control to allow slides or movies to be shown and each of these libraries has just one room each.

## **BUILDING**

Six librarians stated that their institutions completed the construction of new libraries during the past five years. Five librarians said they are now planning a major renovation of their buildings. Almost all of the college libraries are housed in relatively modern buildings. Only one library dates back to 1902 and another to 1921. With these exceptions (and one no answer) all of the college libraries have been built since World War II. Two libraries were built in 1947 and thirteen since 1950.

Eight librarians said one or more additions have been made for additional rooms or stack space since the library was first constructed and eight indicated there have been major renovations of the interior, mostly within the last five years.

Only two librarians said the present seating capacity of the library is sufficient to allow for the projected growth of the institution over 20 years. Ten of the librarians said the library can seat less than 25 percent of the student body.

## **INTERLIBRARY COOPERATION**

All of the libraries cooperate with interlibrary loans and eight offer telephone reference help to other libraries. Fourteen libraries requested materials from the Maine State Library in 1969 but the average was only about 15 books per library. Most requests were filled and the average time was two or three days to complete the request. The libraries reported filling 740 requests for interlibrary loans from Maine libraries and 217 requests for loans from out-of-state libraries.

The total amount of requests for interlibrary loans from college libraries is not great - amounting to a total of 2,063 in 1969 or an average (12 libraries reported) of 171 per library. Nine libraries reported arrangements with other libraries to honor their library cards.



## SPECIAL LIBRARIES

Of the four groups of libraries (school, public, college and special) the special libraries present the greatest difficulties in grouping and the acquiring of meaningful statistical summaries. The most recent and only available list of special libraries is "A Directory of Special Subject Resources in Maine" compiled by the Maine State Library in 1967. This list indicates that there are approximately 87 special libraries in the state serving newspapers, private research, medicine, industry, historical societies and museums, and businesses. Of these only 19 returned completed questionnaires which were drawn up based on "Objectives and Standards for Special Libraries" which was published by the Special Libraries Association in 1964.

The returns from this group were the lowest of any of the four groups of libraries being surveyed and it is felt that this is due largely to the fact that most of these libraries are staffed only part time with volunteer personnel and also due to the fact that it is difficult to draw up a single questionnaire that will apply equally well to libraries that serve such a wide variety of specialized needs.

For the purposes of this section the libraries replying have been divided into four sub-sections - law, research, medical and historical. A true evaluation of the problems facing this entire class of libraries could only be obtained through direct contact with virtually every library in the special libraries class. However, certain problems such as limited funds, staff needs, space and materials can be discussed if the highly diversified needs of the persons served by special libraries as a group are kept in mind.

## LAW

The libraries replying to the questionnaire were the Cleaves Law Library of the Cumberland Bar Association at Portland; the Caribou Branch of the Aroostook County Law Library; the Aroostook County Law Library at Houlton; the Androscoggin County Law Library at Auburn; the Hancock County Law Library at Ellsworth; the Knox County Law Library at Rockland; and the Piscataquis County Law Library at Dover-Foxcroft.

The law libraries are devoted largely to serving the legal profession and a majority of them indicated that they are a major source of legal information for the profession in their area, and in some cases the only convenient source of information. In some cases the libraries serve county, state and federal officials as well as attorneys and judges. Most of the libraries indicated they are open to the public but in a limited way since this is not their primary function.

Only two of the seven law libraries stated that they have written objectives outlining who the library is to serve and detailing the services it is to provide. The administration of the libraries varies but most have a librarian or a person designated as such who works under the direction of a committee of the county bar association.

One of the seven administrators of the library is an attorney who does the work part time. One of the librarians holds a BA degree and has also taken law courses and acted as a legal secretary and title searcher. None of the persons in charge of the law libraries reported holding degrees in library science. Only three reported experience and this was 10 years or more in each case.

The total staffs reported by the seven libraries were five persons plus two persons working part time. The replies on staff make it clear that few of the law libraries are operated as full time service

libraries to the legal profession but serve mostly as a collection resource that they are free to make use of largely on their own initiative.

Encouragement for professional improvement is virtually non-existent among this group of libraries. Only the librarian at the Cleaves Law Library indicated that the library supports and financially encourages attendance at professional meetings, workshops, special courses and other means of professional improvement through the means of paid time off, mileage, expenses and course fees. With the exception of professional meetings attended by this one librarian, no meetings, workshops, courses or other forms of professional improvement were reported for the last three years by the persons in charge of these libraries. Only one library indicated that the training of the present library staff needs to be improved.

The only expressed needs for additional staff among this group of libraries were for two more persons employed in clerical positions. One librarian commented that lack of funds has limited clerical help, requiring the librarian to spend too much time on clerical work such as typing, book-keeping and routine correspondence. In most cases all the clerical work that is done is done by the single person in charge of the library.

The collections of these libraries consist almost entirely of law books. Only four libraries estimated the total size of their collection of books. These estimates were 2,500; 8,000; 12,000; and 9,500. Using the figures previously compiled in 1967, the 17 county law libraries have a total of approximately 141,974 books or an average of about 8,351 per library. It is evident, however, that the attorneys in some areas have a much greater law library resource than others. Only one library reported less than 5,000 books but 12 reported 7,000 books or less. Three libraries have more than 10,000 books and the Cleaves Law Library is the only one with more than 20,000 books.

An attorney in the Portland area, for instance, is able to draw on about 23,000 books in the Cleaves Law Library as well as some 80,000 books in the Portland Law School Library. The other major resource in the area of law libraries is the Law Section of the Maine State Library which has resources of more than 75,672 volumes.

All of the county law libraries except one indicated they are open four or five days a week.

Few of the librarians indicated any resources at all in the area of periodicals (other than the Cleaves Library with 61 periodicals) and none indicated any resources such as microfilm.

Four of the seven law libraries that replied stated they keep well organized records of acquisitions. None indicated that they have any cooperative arrangement with other libraries for exchange of periodicals and other publications. None of the libraries indicated following a standard recognized system for classifying and organizing books and materials. Only the Cleaves Library indicated having 3x5 catalog cards and reported 11 drawers to catalog its law books and seven drawers for other materials such as briefs. The same library replied that it enters about four catalog cards for each book - the others did not reply. None of the libraries indicated they had found it necessary to create special systems of cataloging or classification.

Most of the librarians rated their present facility high in terms of being easy of access to the attorneys that use it. Two said there is insufficient room for expansion over the next five years but none stated that a new building or major renovation is being planned. Only two of the seven libraries reported having a telephone.

Only four of the libraries reported on square feet of floor space and none were substantially over 3,500 square feet. The average was 2,660 square feet indicating that none of these libraries, most of which are housed in county buildings, are large in size.

Equipment in the county law libraries consists mostly of chairs and tables with the average library being able to seat about 15 persons. Only one library reported such items of equipment as typewriters, photocopiers, filing cabinets, and none reported equipment such as microfilm or microcard readers and printers.

Two of the libraries indicated they have written long range plans for library development - one two years ago and another three years ago. Another librarian commented that the committee has frequently been reminded of this need but has not yet acted.

Only one county law library stated that it prepares a detailed budget. Income is almost entirely from the County taxes at an amount set by the Legislature with the exception of the Cleaves Law Library which receives about 87% of its income from a special trust fund. Again with the exception of this one library, the law libraries reporting stated that they allocate little or none of their income to salaries - it is spent almost entirely on the purchase of law books.

## **HISTORICAL LIBRARIES**

There are approximately 15 historical libraries or special collections of materials in Maine with a total of approximately 91,000 books and a wide variety of clippings, newspapers, pamphlets, maps and other special materials. The largest library is that of the Maine Historical Society in Portland with a current total of about 50,000 volumes.

Ten of the historical libraries maintain some type of hours of public service but seven of these are quite limited in total hours, either by season or by being open very few hours a week. Four of the libraries prefer to have researchers make appointments and do not maintain regular hours.

There were four replies to the complete questionnaire along with five letters explaining that the services of the library were extremely limited and could be explained in a paragraph or two.

The four historical libraries that did reply fully were: Maine Historical Society Library at Portland; Vassalboro Historical Society Museum at North Vassalboro; Androscoggin Historical Society and Museum at Auburn; and Bath Marine Museum Library at Bath. The following pertains to these libraries.

All of the libraries are open to the public, one with limited access. Two have written statements of objectives and one is planning such a statement. Three of the libraries are under the direction of chief librarians and the Vassalboro collection is under the direction of the museum curator. One of the librarians holds a degree in library science as well as a Master's degree in history.

The libraries are handled by a single person with the exception of the Maine Historical Society Library which employs a total staff of seven including three professionals, one specialist and two clerical assistants. Two of the institutions encourage professional improvement by paying course fees. The other two have no program of professional improvement. Only the Bath Marine Library indicated that provisions for professional improvement are part of the annual budget. Only one institution indicated a need for improved staff training.



The only need for increased personnel was expressed by the Androscoggin Historical Library where it was felt an additional clerical worker would be helpful.

Vassalboro indicated a very small collection consisting mostly of photographs and manuscripts. Bath has some 2,500 volumes in addition to some 10,000 photographs and negatives as well as 10,000 blueprints, tracings and drawings and a collection building toward 20,000 3x5 cards of vessels and captains in addition to maps, charts and newspapers. Androscoggin has about 600 books and 200 reference books as well as 90 linear feet of archival materials and several thousand clippings. Maine Historical reports some 50,000 volumes, 10,000 pamphlets, 25 linear feet of archival materials, 10,000 photographs, 1,000 slides, 5,000 pictures, 10,000 maps and a substantial amount of other materials.

Both the Androscoggin and Maine Historical libraries report making use of microfilm but neither reports having a microfilm reader or printer available.

All except one of the libraries reports keeping well organized records of acquisitions. Only one notes that acquisitions of manuscripts are reported to a national union catalog of manuscripts or any central agency. Two of the libraries use the Dewey Decimal System in addition to special systems of classification and organization. The Maine Historical Library undoubtedly has the greatest contact with the public with the librarian estimating that some 40 to 50 requests for information are received weekly. The library also compiles bibliographies, provides photocopies, issues bulletins on new materials, prepares lists of acquisitions.

Bath Marine is planning new library quarters, the others are not. Only Androscoggin Historical indicates that the present location is not sufficient for future expansion over the next five years.

Only the Maine Historical Society Library indicated it has a long range plan for future development of the library. Two of the libraries prepare detailed annual budgets, one of them as part of the museum budget. Principal sources of funds include dues, gifts, endowment and, in the case of the Maine Historical Society, a small amount from state and local grants.

## RESEARCH

Under this general heading replies to the questionnaire were received from the Department of Economic Development Library (government); the Great Northern Paper Company and S.D. Warren Co. (business); and the Jackson Laboratory Library (medical research).

Three of the four libraries provide limited access to the public. All are under the direction of a librarian or special administrator, none of whom hold degrees in library science. However, two of the librarians hold BS degrees and one a MS degree in fields related to the library principal subject matter. The libraries employ a total of four persons with one having a half time clerical assistant.

Three of the librarians indicated some encouragement for professional improvement in the form of paid time off, mileage, expenses and course fees. Two librarians felt there is a need for improved staff training. The only increase in staff desired was the addition of one clerical assistant at one library. Virtually no additional professional training was reported for the last three years although one librarian had been in the position only a short time.

The librarian at the Jackson Laboratory indicated the greatest degree of professional participation in related professional societies and organizations. The collections vary in size but the libraries

hold several thousand books each with the Jackson Laboratory Library having the largest collection with about 5,000 books and more than 35,000 reprints as well as 200 periodicals. The DED library receives some 150 periodicals. The paper company libraries are particularly strong in the area of technical reports and research materials.

None of the libraries reported any use of microforms.

All librarians felt their collections generous or sufficient to meet the needs of the organization being served. All reported keeping well organized records of acquisitions. The DED Library has not started to classify materials. One paper company library uses the Dewey Decimal system and the other the Library of Congress system of classification. The Jackson Laboratory Library uses the Boston Medical Library System.

All of the libraries offer a considerable range of services including literature searches, bibliographies, photocopies, bulletins on new materials, and obtaining materials from other sources. Three libraries route materials to specific individuals and the other plans to route copies of tables of contents in the future.

Only the Jackson Laboratory Library is planning a new library facility but it may not be in operation for a year or two. Two libraries indicate they have sufficient room for expansion in the next five years. The libraries are in 500 to 1,000 square feet of floor space with the exception of the Jackson Library which has about 1,500 and is planning to move into 5,000 square feet.

Seating varies with most of the libraries being able to seat 15 to 20 persons. Equipment is largely limited to a few tables, chairs, files, desk and typewriter.

Three of the libraries operate on a definite annual budget and one library is funded as part of the research (paper) laboratory.

## MEDICAL LIBRARIES

There are about 20 hospitals in Maine that have, to some extent, what might be termed medical libraries. There is a great variation in size of collection, space, staffing and financing. In August 1969 the Maine Regional Medical Program did a comprehensive survey of all hospital libraries and issued a report which contains the original questionnaires filled out by the hospitals and which runs to approximately 600 pages. Visits were paid to more than 30 hospitals to determine the extent of interest in library development and to survey in detail the facilities, staffing and collections of the libraries. The following material is drawn largely from this comprehensive RMP survey.

“It becomes immediately clear,” states the survey, “that the range of both available library facilities, and interest in future library development, is great. For this reason, statistical comparisons are not very illuminating. Two hospitals may both possess a library of 100 texts, 6 journals and a card catalog; yet the two libraries may be vastly different. In one library the texts may be twenty or thirty years old and cover areas which are only occasionally of interest, while the other library may have 100 recent editions covering a wide variety of commonly encountered problems.”

The report points out that relatively little thought has been given in the past to the development of medical library facilities at the smaller hospitals. Approximately a third of the hospitals

have no library facilities at all. A large group are just beginning to develop library facilities or have collections that are largely out of date.

The survey pointed out that many of the smaller hospitals thought it would not be practical to have full time staffing of a hospital library but many felt that this would be practical on a part time basis. Those hospitals with moderate space and collections already established for library services were the most receptive to attending library workshops led by Miss Cairns of the Maine Medical Center. Those hospitals largely without collections felt it was of first importance to plan, purchase and house a collection before proceeding to training library personnel.

The scope of the Regional Medical Program Survey indicates clearly that the entire problem of medical libraries in the more than 40 hospitals and nursing schools is a highly complex one in a very specialized field. Most of the libraries are very small, collections are limited and personnel are largely part time and lacking in specific training or degrees either as librarians or in the more highly specialized field of medical librarians. With the assistance of the Maine Regional Medical Program a regional medical library program has been established with the Maine Medical Center Library as its central point. Included are plans for medical library workshops, dissemination of all types of medical information throughout the state and an effort, through development of the medical core library and other means, to improve medical libraries in all institutions.

The work of the RMP and the interest being shown by the hospitals makes it evident that, as the RMP survey points out, there is a great deal of interest in improved medical library service both among the larger hospitals with substantial collections and varied services and among the smaller hospitals where there is need for improvement or the creation of a library where none exists now.

## MAINE STATE LIBRARY

The Maine State Library was established as a separate department in 1861 under the direction of a State Librarian appointed by the Governor. Up until the late 1890's the library existed primarily to serve the Legislature and state officials, however, since that time it has been open to the public. The State Librarian now supervises a staff of about 48 full time and 11 part time employees and a collection of about 511,849 volumes. The library operates in three main sections.

In the General Loan and Reference Section a collection of about 288,528 volumes covering a broad range of subject interests is available to Maine residents. Those living in towns having a public library open five days a week must make requests through the local library. Requests for material for school assignments are made through the school libraries. Except for a small collection of fiction by established authors, both standard and modern, this is a non-fiction collection. All major subject areas are covered with particular emphasis on Maine history, including town and county histories; genealogy; government documents, including federal, state and local; political science and history.

The chief functions of the Law and Legislative Reference Section are to furnish information to judicial and other state officials and employees and to interested citizens; to exchange legal materials with other state libraries; to provide advisory service to individual legislators, legislative committees, other agencies of government and to citizen groups. The collection in this section totals about 75,672 volumes.

As part of the work of the Extension Section eight bookmobiles with collections averaging 13,000 to 18,000 volumes each operate from offices located throughout Maine. Both adults and children in about 240 Maine towns without libraries are served by bookmobiles, with stops being made every three or four weeks. Annual loans by bookmobiles exceed 400,000 volumes. In addition, the Maine State Library provides advisory service to public libraries throughout the State; annually publishes the statistics of public libraries in Maine; administers state aid grants to public libraries; administers funds and programs that are funded under the various titles of the Library Services and Construction Act with federal funds; and assumes leadership in the development of better library service throughout the State.

In a special series of articles on state libraries in the April 1968 issue, the editors of the Wilson Library Bulletin stated that it is no exaggeration to say that strengthening the state libraries is the single greatest library need in all the states. The following is quoted from the introduction to the series of articles on, "The Role of the State Librarian":

"Long confined to the administration of extension services and/or the management of official documents and records and long overshadowed by the more dominant public and research libraries within each state, the state library agency is gradually emerging as a catalytic agency for statewide library development and interlibrary cooperation.

"In common with libraries everywhere, state librarians cite the same basic problem: a need for increased resources, expanded budgets, and more sophisticated personnel. What makes their role unique, however, is the sweeping alterations in their administrative responsibilities brought about in large part by the passage of the first Library Services Act.

“As the administrative middleman in the complex of government, the state librarian finds himself in one of the most crucial library posts in the country. That all too little attention has been paid to his position does the profession scant credit.”

The introduction and the articles further point out the great breadth of library affairs with which the modern state library must deal, the potential this holds for accomplishment and the “fascination this seems to hold for librarians with a missionary spirit”.

## STATE LIBRARY STANDARDS

The 1963 edition of Standards for Library Functions at the State Level was revised by a Standards Revision Committee of the American Association of State Libraries and the American Library Association. The revised standards were adopted June 22, 1969.

The Maine State Library actually plays a dual role which is reflected in the National Standards. It is both a library making direct loans, answering reference questions and performing the other functions of any large resource library and it is the agency responsible to a large extent for coordination, advancement, leadership and planning of public library service in the State. Examples of the latter function are numerous, ranging from assistance in the development of institutional libraries and consulting advice to public library trustees to round table workshops and interest in Library legislation.

One example of a function that combines both roles is the development of the Maine teletype network which ties Maine libraries together and, in effect, makes the resources of the major public and college libraries of the State available to all Maine citizens. Now more than two years old, the system plays a role in coordination, leadership and planning by fostering interlibrary cooperation. At the same time the role of the State Library is not only on this level but also on the level of actually handling requests from public libraries throughout the state for books that may be obtained either from the State Library collection or from the other major libraries that are part of the teletype network.

The National Standards are divided into eight sections and more than two thirds of the standards relate to the fulfillment by the state library of its function of coordination, advancement, leadership and planning for library service statewide, rather than its function of direct library service.

The Maine State Library anticipates that revisions of library legislation and the creation of a statewide library plan resulting from the work of the Task Force will enable it in the future to make additional advances toward the fulfillment of the National Standards.

There are seventy-five specific standards, almost all of which tend to be broad and general and expressed in terms of goals rather than narrow and specific and expressed in terms of square feet, volumes, hours and similar criteria.

Due to the above characteristics of the National Standards and its obvious emphasis on the larger role of the state library, we have concentrated on a brief analysis of how the Maine State Library views its present role and what would be desirable for the future, keeping the National Standards in mind as a guide.

In viewing the role of the Maine State Library, three things became evident:

1. Again and again the National Standards refer to fulfillment of some aspect of a statewide plan for library service, stressing that the goal is to make good library service equally available to all residents of a state regardless of geographical location or family economic circumstances. Working with the Maine Library Association and others interested in the future development of library service in Maine, the Maine State Library has been vitally concerned with the formation of the Governor's Task Force to Study Library Service in Maine and has served as the agency for administering federal funds to support the activities of the Task Force. Governor Kenneth Curtis charged the Task Force in the spring of 1969 with the job of planning library development for the next few decades in Maine. Many of the 75 standards for state library functions cannot be effectively dealt with in terms of performance until this plan is completed and in the process of being carried out. However, the existence of the Task Force, its virtual completion of Phase One (fact finding) and its plans for future work on Phase Two (development of the statewide library plan) indicate that substantial progress is being made in the direction of carrying out many of the recommendations of the National Standards.

2. The National Standards in many places indicate that the state library should be responsible for a great deal of advisory and consulting work. The Maine State Library does provide consultants, publications, workshops and other means of working with librarians and trustees toward the improvement of library service. These activities are now extended to include development of library service in state institutions and to the physically handicapped. However, it should be pointed out that the implementation of this type of service depends largely on the availability of funds, both Federal and State.

3. Many of the broader goals of the National Standards are directly related to the development and implementation of state law related to libraries. In Maine this law has not been revised for a number of years and the work of the Task Force and the carrying out of the goals set in the National Standards are closely allied to an eventual revision of this state legislation. The financial sections of the report on public libraries, for instance, make it clear that the state plays little if any role in the total financial picture of local library service in contrast to the National Standard which specifically states: "State financial aid for libraries should equalize resources and services across the state by providing extra help for those least able to finance sound services and facilities."

## STATEWIDE LIBRARY DEVELOPMENT

State library agencies need to be strengthened very considerably financially in order to provide the type of leadership role that is indicated in the standards.

Through the regional office of HEW the Maine State Library is kept informed of legislation affecting library service in an effort to maintain a legal climate conducive to library growth and development. Maine is a member of the New England States library compact group. However, little has been done on specific projects under the Interstate Library Compact, although a number of meetings have been held and some possible projects have been discussed. Some projects have been handled cooperatively by Maine, New Hampshire and Vermont, such as the publication of North Country Libraries, a film cooperative, and cataloging card service. Lack of funds has forced curtailment of some of these projects. The heads of the State Libraries in New England do meet with some frequency to discuss projects that will lead to library improvement, even though these projects may not be implemented under the Interstate Compact.

The Maine State Library does gather and publish statistics on the public libraries (annually) and on its own operation (biennial report) but this should be extended to include all types of libraries in the State.

In addition to special consultants in areas such as trustee planning and activities, the State Library has on its full time staff a consultant to public libraries, a consultant to institutions and the handicapped, and a consultant on services to children. This is an area where the library has recognized a need for expansion and planned for the expansion as part of the facilities in the new library building. In the Extension Section provision is made for more than doubling the size of the consulting staff. Financial support for the first step in an expansion of the consulting staff will be requested by the State Library in its budget request for the next biennium, 1971 - 72, 1972 - 73.

The Maine State Library has recognized its responsibility "for interpreting library service to the government and to the public, and for promoting a climate of public opinion favorable to library development" to the extent that financial resources have permitted. This effort has included the hiring of professional public relations and media services.

## **THE STATE AND FINANCING OF LIBRARY PROGRAMS**

Total present state aid to public libraries is between \$18,000 and \$19,000 annually despite the standard which states, "The state should share in the direct costs for library services and facilities." The federal government through the Library Services and Construction Act supports a variety of activities aimed at improvement of library services. The greater part of Title One funds, for instance, go toward paying the costs of the bookmobile service. Funds available under other titles support services to institutions, physically handicapped, inter-library cooperation and public library construction.

The standards recommend that provision of state funds for library service should be allocated in such a manner that they will assist and insist on achievement of a certain level of standards. To some extent this is already the case. For instance, in order to receive the present state aid the libraries must subscribe to a book selection guide. The local libraries are also required to meet certain standards for hours in order to participate in other projects.

## **STATEWIDE DEVELOPMENT OF RESOURCES**

The Maine State Library has made a point of bringing to the attention of public librarians the Library Bill of Rights and the Freedom to Read statement and has encouraged libraries to prepare a written policy covering selection of library materials. Few public librarians reported that freedom of access to controversial materials represented any substantial problem. In addition, the Maine State Library participated in 1970 National Library Week activities which resulted in the drafting of a Maine Student Bill of Library Rights.

The collection of the Maine State Library should continue to grow substantially but as public and school libraries are strengthened the collection of the library should become more specialized to back up these local collections. The Maine State Library at end of 1969 had 288,528 volumes in the general loan and reference section. The Law Library had 75,672 volumes.

The state does maintain a comprehensive collection of current information on present and potential public policies. Much needs to be done in the area of central bibliographic control of materials available to and held by various libraries, particularly materials related to Maine. To some extent the effort in the direction of central records of holdings, bibliographies and indexes of state materials, rapid communication, interlibrary loans, and duplication of material that cannot be loaned is dependent on sufficient funds for implementation. The new library building will provide better facilities for carrying out many of these functions. The teletype network is being used to carry out some of the recommendations of the standards and the State Library does have available duplication equipment.

Responsibility for provision of materials for the blind and handicapped is presently divided between the Department of Health and Welfare and a program being carried out by the State Library. The talking books are provided by the Division of Eye Care, Health and Welfare, and the large type books and other reading aids and machines are provided by the State Library under Title IV B of the Library Services and Construction Act. In addition, both agencies recently participated in a statewide SHARE (So Handicapped All Read Easily) program aimed at locating the physically handicapped and providing them with needed devices or materials to enable them to have access to the content of books. However, the budget of the Division of Eye Care has not been sufficient to earn all of the federal funds that would be available to Maine. A request will be made in the next Maine State Library budget for sufficient funds to enable Maine to earn all of the available federal funds to assist the handicapped.

## **THE STATE AND INFORMATION NETWORKS**

The Maine State Library is now promoting the network concept for the optimum use of library resources. The library recognizes its responsibility in the area of use of advanced techniques of acquiring, processing and recording but is dependent on sufficient funding levels for execution. New methods of indexing, recording, storing and retrieving are recognized and are used but in a very limited way that might be viewed only as the start of this type of program. The full implementation of this type of advanced network concept relies on the cooperation of agencies in other states as well.

## **LIBRARY SERVICES TO STATE GOVERNMENT**

The Maine State Library does maintain a complete collection of the documents of its own government and of current documents of comparable states, plus a strong collection of both local and federal documents. Maine State law requires that the various departments supply the State Library with copies of publications but this is not always done. The library also maintains a high level of information and reference service for government agencies and courts, as well as providing special information and research service to the legislative branch of government and a strong law collection and service to courts and members of the bar.

While the Maine State Library does maintain a strong collection of history related to the state - regional, state and local - there is a need for a better way of coordinating activities of a variety of sources of materials such as the Maine Historical Society and the University of Maine. The archival aspects of the National Standards are, in Maine, under the direction and supervision of the Maine State Archives which is a separate agency.



Through the State Planning Office a start has been made in the direction of the development and coordination of specialized departmental libraries. Several meetings of persons responsible for the collections within the various departments have been held and the development of a union list to be available at the State Library has been discussed. This would make it possible for a person to know easily what was available in all the state departments. Part of the problem of the carrying out of such a program would be financial since it would require a full time cataloger for this special project.

Through a special program the Maine State Library is providing guidance to state institutions in developing their library programs as part of their treatment and rehabilitation programs. This is limited to library service for the patients or inmates. Development of inservice libraries aimed at staff needs have been left to the individual institutions.

## **ORGANIZATION OF STATE LIBRARY SERVICES**

The Maine State Library does have clear statutory provisions which define its functions but the present law needs to be revised as part of the total plan for statewide library development. The functions of the Maine State Library are more unified than in some other states since general loan and reference, law and extension services are all under a single administration.

The standards recommend that supervision of school media centers is best achieved by placing the function in the Department of Education as it is being done in Maine.

The Maine State Library seeks to function in close contact with library groups and citizens throughout the State and has developed a program of working closely with the Maine Library Association which has included the fostering of the creation and work of the Task Force.

## **PERSONNEL**

All of the standards under this section are affected to some extent by the standards set by Maine law and by the State Personnel Board related to professional standards, employment for merit, causes for dismissal, position classification, career opportunity, appointment by qualification, salary provisions, promotion, retirement, illness, etc. There are three grades of professional employment, all of them requiring a degree from a graduate library school. In comparison with other states requirements have been competitive but salaries have lagged to some extent so that, up until recently it has been difficult to keep all positions filled. This year all professional positions are filled for the first time in several years. This is due in part to upgrading of salaries and to a desire on the part of some persons to leave urban areas.

The Maine State Library feels that more could be done in the area of recruitment, particularly in the area of encouraging young people to enter the profession. The library has sponsored a variety of workshops for library personnel and trustees and has also supported summer training programs.

Despite the fact that there is a certification committee of the Maine Library Association, nothing has been done in the direction of establishing certification for public librarians.

## PHYSICAL FACILITIES FOR STATE LIBRARY SERVICES

The standards here relate largely to functions which have already been completed or are in the process of being completed as part of the construction of the new Maine State Cultural Building in which the Maine State Library will be housed. The Law Library will remain in the State House in order to be more accessible to legislators and state personnel. Generally, it could be said that the new location and facility complies with requirements indicated by the National Standards in terms of location, space, efficiency of operation, flexibility, storage, lighting, sound control and other aspects of the efficient operation and administration of State Library functions.



## PUBLIC OPINION SURVEY

As noted previously in the introduction, surveys were conducted in six Maine communities primarily to determine the percentage of persons using libraries, reasons for use, frequency of use and some basic facts about non-users. More than 5,000 persons were called directly on the telephone and they provided information about themselves and their families - or a total of 17,520 persons (including both direct contacts and information supplied indirectly).

The tables following this section are arranged in two groups. The first shows:

1. The percentage of the total population of the communities represented by the persons contacted directly and indirectly.
2. The percentage of users and non-users among the persons contacted both directly and indirectly.
3. The frequency of use as stated by the persons who are library users (card holders).
4. The reasons stated for library use by the users.
5. The percentage of library users indicating that they are able to get the material they want at the library.
6. An analysis of non-users: whether or not they have ever held a library card; and, if so, how long ago.

The second section of tables gives the actual totals of persons contacted directly and indirectly and the classification of the former by age and occupation. It should be noted that in a few cases persons indicated more than one purpose in library use and in a few cases more than one occupation.

It should also be noted that, while the occupations and ages stated are not necessarily proportionate to the population, these are the totals only for the persons directly interviewed. They were used as the person to give access to the entire family which larger total would give more balance in terms of age and occupation in the totals for library use and non-use.

In terms of direct and indirect contact the 17,520 persons reached by the survey represent about 22% of the population of the six communities. The proportions in each community varied as indicated in the table-ranging from 8% in Lewiston to as high as 64% in Livermore Falls. The proportion of contacts depended partly on the total population of the community and partly on the success of the telephone teams in gaining the cooperation of the persons called. In many cases considerable effort was required to convince the person being called that this was not another scheme to sell some product.

While the proportion of library card holders varies considerably from community to community as reported here and in the public library sections of the survey, a broad conclusion could be drawn that library card holders represent about one third of the population in the average community having an active library and making a reasonable effort to prune its list every few years. This conclusion is also borne out by the public opinion section of the survey which indicates that library users represent almost exactly a third of the total population in the communities

surveyed. The proportion ranges from 25% library users in Livermore Falls to 38% library users in Bath but averages out at 33% for the entire group of communities.

The table on frequency of use indicates that more than 40% of the persons directly interviewed could be considered to be heavy users of the library since they estimated their visits to the library at once a week or once every two weeks. Close to a quarter of the library users might be characterized as occasional since they estimated their visits as about 12 times a year. Close to a third could be termed infrequent users since they use the library only once or twice a year.

**FREQUENT ADULT LIBRARY USERS AS PERCENT OF TOTAL POPULATION**

Total Population of Community	100%
Card Holders - Children	11%
Card Holders - Adult	21%
Total Card Holders in Population	33%
Percentage of Adults Frequently Using the Library (weekly or bi-weekly = 43% of 21% adult card holders)	9%

While an exact figure is obviously impossible and while percentages are bound to vary greatly from community to community, the total number of card holders reported directly by the libraries and the results of the public opinion survey clearly indicate that only about seven to eleven percent of the average community adult population can be considered to be frequent users of the library.

The reasons stated for using the library are very similar from community to community. Slightly more than half of the use is for pleasure or recreational reading and slightly more than 20% each is for purposes of reference or some type of research. The circulation totals cited earlier from the larger public libraries indicate a growing interest in non-fiction material and the increasing use of the library as a source of information. The use of the library as a center for art, music or other cultural activities is very limited with only about 4% indicating that this or similar activities attracts them to the library. The replies earlier to the questions on programs sponsored by the libraries also indicate that, with the exception of children's story hours, a few small displays and book lists, that the average library sponsors very few programs during the course of a year, either ones that have broad public appeal or ones that are aimed directly at the interests of some special group or organization in the community. The replies also make it evident that, with the exception of limited collections of phonograph records, the average library has virtually no collection of audiovisual materials for loan or any equipment with which such materials might be viewed or heard.

However, the persons interviewed voiced few general complaints with very high percentages indicating that they are able to get the materials they want. However, more in depth interviews might lead to the conclusion that specialized materials, and particularly loans of materials other than printed matter, may not commonly be expected by the average individual as part of community library service.

Non-users are about evenly divided with slightly more than half of them indicating that they have never held a library card. Among the non-users who did at one time hold a library card, the large majority of more than 70% indicated that they had not held a card for more than ten years. Virtually everyone, both card holders and non-card holders indicated that they have other sources of reading material including newspapers, magazines and paperbacks. Almost all of the non-users stated that their reason for not using the library was lack of interest and the fact that they have other sources of reading material.

The circulation figures as well as the totals of users and non-users make it clear that for the average adult in most communities the library is not a potent source of information or recreation. While this certainly cannot be applied to all communities and all libraries, it is clearly indicated by the high proportion of use by children in many communities, the relatively low frequency of adult use and the failure of many libraries to move substantially ahead in the last decade in terms of increased size and variety of collection (including both printed and audiovisual materials), provision for better facilities and more adequate service staffs both professional, sub-professional and clerical.

It might be concluded that the average citizen is not very deeply or vitally concerned about the future development of library service in his community because he is not a card holder or a heavy user of the library and does not consider the library to be a vital part of his life, career, business, recreation, or his future.

#### TOTAL CONTACTS AS PERCENTAGE OF POPULATION

City	1960 Population	Total Survey Contacts Direct and Indirect	Percentage of Population
Lewiston	40,804	3,296	8.0%
Bath	10,717	4,437	41.4%
Saco	10,515	2,940	27.9%
Skowhegan	7,661	2,900	37.8%
Lincoln	4,541	1,804	39.7%
Livermore Falls	3,343	2,143	64.1%
<b>TOTALS</b>	<b>77,581</b>	<b>17,520</b>	<b>22.5%</b>

**PERCENTAGE OF TOTAL USERS AND NON-USERS**

City	Total Contacts	Number of Library Users	Number of Library Non-Users	Percentage of Users	Percentage Of Non-Users
Lewiston	3,296	909	2,387	27.5%	72.5%
Bath	4,437	1,720	2,717	38.7%	61.3%
Saco	2,940	1,014	1,926	34.4%	65.6%
Skowhegan	2,900	1,031	1,869	35.5%	64.5%
Lincoln	1,804	647	1,157	35.8%	64.2%
Livermore Falls	2,143	553	1,590	25.8%	74.2%
<b>TOTALS</b>	<b>17,520</b>	<b>5,874</b>	<b>11,646</b>	<b>33.5%</b>	<b>66.5%</b>

**FREQUENCY OF USE BY CARD HOLDERS**

	Percentage Reporting				
	Weekly	Bi-Weekly	Monthly	Six Months	Year or Less
Lewiston	14.5	23.0	35.1	9.9	17.3
Bath	22.3	25.3	18.8	10.8	22.6
Saco	15.5	24.3	26.0	12.4	21.6
Skowhegan	15.9	20.4	23.1	11.1	29.2
Lincoln	16.7	22.7	28.7	15.4	16.3
Livermore Falls	22.7	33.9	23.6	12.0	7.7
<b>TOTALS</b>	<b>18.3</b>	<b>24.7</b>	<b>24.8</b>	<b>11.7</b>	<b>20.3</b>

### AVAILABILITY OF WANTED MATERIALS\*

	Yes	No
Lewiston	84.0	16.0
Bath	87.3	12.7
Saco	87.7	12.3
Skowhegan	90.2	9.8
Lincoln	96.1	3.9
Livermore Falls	94.6	10.8
TOTALS	89.2	10.8

\*Question was stated: "Are you able to get the material you want?"

### CHARACTERISTICS OF NON-USERS

	Previous Library Use		Years Since Last Library Use		
	Yes	No	1-5 Years	6-10 Years	More Than 10 Years
Lewiston	48.7	51.3	12.1	14.9	72.8
Bath	42.7	57.3	7.1	14.9	77.9
Saco	54.1	45.9	9.2	9.2	81.4
Skowhegan	51.9	48.1	10.2	13.1	76.6
Lincoln	53.5	46.5	16.8	13.6	69.6
Livermore Falls	34.8	65.2	27.8	34.5	37.5
TOTALS	47.2	52.8	12.1	15.4	72.3



**PURPOSE OF LIBRARY USE BY CARD HOLDERS**

	<b>Pleasure</b>	<b>Research</b>	<b>Reference</b>	<b>Art - Other</b>
Lewiston	58.3	24.8	14.8	1.9
Bath	55.6	15.6	22.6	6.0
Saco	50.0	26.0	19.9	3.9
Skowhegan	47.9	23.5	27.3	1.1
Lincoln	48.6	11.8	28.6	10.8
Livermore Falls	58.0	19.7	22.1	0.0
<b>TOTALS</b>	<b>52.9</b>	<b>20.1</b>	<b>22.6</b>	<b>4.2</b>

**OVERALL TOTALS**

Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS COVERED DIRECTLY  
AND INDIRECTLY BY SIX-CITY TELEPHONE  
PUBLIC OPINION LIBRARY SURVEY:

17,520

TOTAL NUMBER OF LIBRARY USERS REPORTED  
EITHER DIRECTLY OR INDIRECTLY:

5,874

TOTAL NUMBER OF LIBRARY NON-USERS  
REPORTED EITHER DIRECTLY OR INDIRECTLY

11,646

## OVERALL TOTALS-LIBRARY USERS

NUMBER OF PEOPLE DIRECTLY COVERED BY TELEPHONE SURVEY  
IN SIX-CITY LIBRARY PUBLIC OPINION POLL: 1,961

### AGE CLASSIFICATION    TOTAL DIRECTLY INTERVIEWED

1-10 years	16
11-20 years	322
21-65 years	1,414
65+ years	209

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### OCCUPATIONAL CLASSIFICATION

Unemployed	9
Student	309
Blue Collar	177
White Collar	168
Professional	198
Housewife	931
Retired	150
No Answer	7
Other	4

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### FREQUENCY OF LIBRARY USE

Weekly	369
Bi-Weekly	497
Monthly	499
Six Months	236
Yearly or less	409

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### PURPOSE OF LIBRARY USE

Pleasure Reading	1,643
Research	624
Reference	703
Art Exhibits/Other	133

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### IS REQUESTED MATERIAL OBTAINED?

Yes	1,732
No	209

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OVERALL TOTALS -- LIBRARY NON-USERS

NUMBER OF PEOPLE COVERED BY DIRECT TELEPHONE SURVEY  
IN SIX-CITY LIBRARY PUBLIC OPINION POLL: 3,155

AGE CLASSIFICATION

TOTAL DIRECTLY INTERVIEWED

1-10 years	5
11-20 years	64
21-65 years	2,419
Over 65	667

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OCCUPATIONAL CLASSIFICATION

Unemployed	45
Student	68
Blue Collar	631
White Collar	248
Professional	114
Retired	401
No Answer	6
Other	5
Housewife	1,644

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PREVIOUS LIBRARY USE

Yes	1,492
No	1,664

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NUMBER OF YEARS AGO

1- 5	165
6-10	209
More than 10	981

PUBLIC OPINION SURVEY - LEWISTON  
Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS INCLUDED IN SURVEY.....	3,296
TOTAL LIBRARY USERS.....	909
TOTAL LIBRARY NON-USERS.....	2,387

LIBRARY USER INFORMATION TOTALS  
-- LEWISTON --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1-10	4
11-20	63
21-65	185
65+	30

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OCCUPATION

Unemployed	2
Student	60
Blue Collar	31
White Collar	34
Professional	20
Housewife	109
Retired	24
No Answer	1
Other	----

---

FREQUENCY OF USE

Weekly	41
Bi-Weekly	65
Monthly	99
Six Months	28
Yearly or more	49

---

PURPOSE OF USE

Pleasure Reading	240
Research	102
Reference	61
Art/Other	8

---

MATERIAL OBTAINED

Yes	237
No	45

LIBRARY NON-USER INFORMATION TOTALS  
 -- LEWISTON --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1-10	—
11-20	13
21-65	574
65+	147

---

OCCUPATION

Unemployed	12
Student	12
Blue Collar	210
White Collar	60
Professional	13
Housewife	296
Retired	130
No Answer	—
Other	—

---

PREVIOUS USE

Yes	359
No	377

---

NUMBER OF YEARS AGO

1- 5	39
6-10	48
Over 10	234

PUBLIC OPINION SURVEY -- BATH  
Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS INCLUDED IN SURVEY.....	4,437
TOTAL LIBRARY USERS.....	1,720
TOTAL LIBRARY NON-USERS.....	2,717

LIBRARY USER INFORMATION TOTALS  
-- BATH --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 -10	2
11-20	43
21-65	463
65+	66

---

OCCUPATION

Unemployed	3
Student	38
Blue Collar	39
White Collar	50
Professional	62
Housewife	334
Retired	35
No Answer	5
Other	4

---

FREQUENCY OF USE

Weekly	127
Bi-Weekly	144
Monthly	107
Six Months	62
Yearly or more	129

---

PURPOSE OF USE

Pleasure Reading	491
Research	138
Reference	200
Art Exhibits/Other	53

---

MATERIAL OBTAINED

Yes	471
No	68



LIBRARY NON-USER INFORMATION TOTALS

-- BATH --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1-10	---
11-20	14
21-65	611
65+	162

---

OCCUPATION

Unemployed	5
Student	15
Blue Collar	104
White Collar	59
Professional	39
Housewife	477
Retired	82
No Answer	---
Other	3

---

PREVIOUS USE

Yes	340
No	456

---

NUMBER OF YEARS AGO

1- 5	21
6-10	44
Over 10	230

PUBLIC OPINION SURVEY-SACO  
Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS INCLUDED IN SURVEY.....	2,940
TOTAL LIBRARY USERS.....	1,014
TOTAL LIBRARY NON-USERS.....	1,926

LIBRARY USER INFORMATION TOTALS

— SACO —

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	7
11-20	80
21-65	253
65+	19

---

OCCUPATION

Unemployed	2
Student	85
Blue Collar	32
White Collar	26
Professional	33
Housewife	153
Retired	17
No Answer	—
Other	—

---

FREQUENCY OF USE

Weekly	56
Bi-Weekly	88
Monthly	94
Six Months	45
Yearly or more	78

---

PURPOSE OF USE

Pleasure Reading	294
Research	153
Reference	117
Art Exhibits/Other	23

---

MATERIAL OBTAINED

Yes	316
No	44

LIBRARY NON-USER INFORMATION TOTALS

-- SACO --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	1
11 - 20	7
21 - 65	317
65+	98

---

OCCUPATION

Unemployed	8
Student	10
Blue Collar	79
White Collar	32
Professional	10
Housewife	229
Retired	60
No Answer	1
Other	---

---

PREVIOUS USE

Yes	230
No	195

---

NUMBER OF YEARS AGO

1 - 5	22
6 - 10	22
Over 10	193

PUBLIC OPINION SURVEY - SKOWHEGAN  
Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS INCLUDED IN SURVEY .....	2,900
TOTAL LIBRARY USERS .....	1,031
TOTAL LIBRARY NON-USERS .....	1,869

# LIBRARY USER INFORMATION TOTALS

-- SKOWHEGAN --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	1
11 - 20	68
21 - 65	213
65+	48

---

## OCCUPATION

Unemployed	1
Student	67
Blue Collar	31
White Collar	19
Professional	37
Housewife	143
Retired	32
No Answer	1
Other	---

---

## FREQUENCY OF USE

Weekly	53
Bi-Weekly	68
Monthly	77
Six Months	37
Yearly or More	97

---

## PURPOSE OF USE

Pleasure Reading	261
Research	128
Reference	149
Art Exhibits / Other	6

---

## MATERIAL OBTAINED

Yes	306
No	33

LIBRARY NON-USER INFORMATION TOTALS

-- SKOWHEGAN --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	1
11 - 20	7
21 - 65	369
65+	140

---

OCCUPATION

Unemployed	11
Student	8
Blue Collar	105
White Collar	27
Professional	28
Housewife	253
Retired	78
No Answer	2
Other	1

---

PREVIOUS USE

Yes	264
No	244

---

NUMBER OF YEARS AGO

1 - 5	25
6 - 10	32
Over 10	187

PUBLIC OPINION SURVEY - LINCOLN  
Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS INCLUDED IN SURVEY .....	1,804
TOTAL LIBRARY USERS .....	647
TOTAL LIBRARY NON-USERS .....	1,157



LIBRARY USER INFORMATION TOTALS

-- LINCOLN --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	2
11 - 20	38
21 - 65	166
65+	24

---

OCCUPATION

Unemployed	1
Student	40
Blue Collar	19
White Collar	23
Professional	35
Housewife	92
Retired	21
No Answer	---
Other	---

---

FREQUENCY OF USE

Weekly	39
Bi-Weekly	53
Monthly	67
Six Months	36
Yearly or More	38

---

PURPOSE OF USE

Pleasure Reading	192
Research	47
Reference	113
Art Exhibits/Other	43

---

MATERIAL OBTAINED

Yes	224
No	9

LIBRARY NON-USER INFORMATION TOTALS

-- LINCOLN --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	2
11 - 20	7
21 - 65	248
65+	61

---

OCCUPATION

Unemployed	4
Student	8
Blue Collar	53
White Collar	42
Professional	13
Housewife	163
Retired	27
No Answer	3
Other	1

---

PREVIOUS USE

Yes	167
No	145

---

NUMBER OF YEARS AGO

1 - 5	21
6 - 10	17
Over 10	87

PUBLIC OPINION SURVEY - LIVERMORE FALLS  
Part 1: User/Non-User Breakdown

TOTAL NUMBER OF PERSONS INCLUDED IN SURVEY .....	2,143
TOTAL LIBRARY USERS .....	553
TOTAL LIBRARY NON-USERS .....	1,590

# LIBRARY USER INFORMATION TOTALS

-- LIVERMORE FALLS --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	---
11 - 20	30
21 - 65	134
65+	22

---

## OCCUPATION

Unemployed	---
Student	19
Blue Collar	25
White Collar	16
Professional	11
Housewife	100
Retired	21
No Answer	---
Other	---

---

## FREQUENCY OF USE

Weekly	53
Bi-Weekly	79
Monthly	55
Six Months	28
Yearly or More	18

---

## PURPOSE OF USE

Pleasure Reading	165
Research	56
Reference	63
Art Exhibits/Other	---

---

## MATERIAL OBTAINED

Yes	178
No	10

LIBRARY NON-USER INFORMATION TOTALS

-- LIVERMORE FALLS --

<u>AGE</u>	<u>NUMBER DIRECTLY INTERVIEWED</u>
1 - 10	1
11 - 20	16
21 - 65	300
65+	59

---

OCCUPATION

Unemployed	5
Student	15
Blue Collar	80
White Collar	28
Professional	11
Housewife	226
Retired	24
No Answer	----
Other	----

---

PREVIOUS USE

Yes	132
No	247

---

NUMBER OF YEARS AGO

1 - 5	37
6 - 10	46
Over 10	50