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ELEVENTH
MILITARY LIBRARIANS'
WORK SHOP
PROCEEDINGS

THE USER AND THE LIBRARY

31 October - 1,2 November 1967

AIR FORCE INSTITUTE OF TECHNOLOGY
AIR UNIVERSITY

WRIGHT-PATTERSON AIR FORCE BASE, OHIO

AFLC-WPAFB-APR 68 225

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WESTERN UNION

TELEGRAM

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PRESIDENT

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NL - Night Letter
LT - International Letter Telegram

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JOHN L COOK, CHAIRMAN MILITARY LIBRARIANS WORKSHOP GROUP

658 RICHFIELD DRIVE SAN ANTONIO TEX

MILITARY LIBRARIANS PLAY A VALUABLE ROLE IN THE STRENGTHENING OF NATIONAL SECURITY. PLEASE CONVEY MY GREETINGS TO YOUR ANNUAL WORKSHOP, IN THIS INFORMATION AGE, IT IS ENCOURAGING TO KNOW OF YOUR AND YOUR ASSOCIATES' INNOVATIVE EFFORTS TO PUT KNOWLEDGE TO WORK AND PLACE IT IN THE HANDS OF THOSE WHO NEED IT MOST IN THE SAGEGUARDING OF OUR COUNTRY.

BEST WISHES TO THE ASSOCIATION

HUBERT H HUMPHREY.

PREFACE

The theme of the Eleventh Military Librarians Workshop was "The User and the Library." Each group discussed the same major topics, developing the important points in their own way. On Thursday morning summaries were given to the entire workshop attendants. To provide balanced representation of both users and librarians outside speakers contributed ideas that were discussed in the group meetings.

The Proceedings contains the notes of the speakers and recommendations of the discussion groups. After the luncheon on Thursday, November 2, 1967, an informal business meeting was held. The report of this session is not included, but will be given at a later date.

The Air Force Institute of Technology is honored to have been workshop host and proud to have been able to offer participants an opportunity to visit various parts of the Dayton area.

I would like to thank the Librarians of Wright-Patterson Air Force Base for their cooperation and contribution to the success of the workshop.

Virginia Eckel
VIRGINIA ECKEL
Host Coordinator

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HEADQUARTERS

SHERATON-DAYTON HOTEL
210 NORTH MAIN STREET
DAYTON, OHIO

PROGRAM

TUESDAY, 31 OCTOBER

| | |
|------------------------------|--|
| 8:30 a.m. | BUS LEAVES Sheraton-Dayton Hotel, Main Street Entrance |
| 9:00 - 9:40 a.m. | REGISTRATION, Lobby Engineering Bldg. 640 Coffee, Library |
| 9:45 a.m. AFIT AUDITORIUM | FIRST GENERAL SESSION Virginia Eckel, presiding WELCOMING REMARKS by Colonel M. E. Sanders Deputy Commandant Air Force Institute of Technology Colonel R. H. Langdale Vice Commander Wright Patterson Air Force Base BRIEFING about Air Force Institute of Technology Colonel A. E. Haveman Director of Programs KEYNOT ADDRESS "THE USER AND THE LIBRARY" Mr. Arthur Thom, National Security Agency |
| 11:00 a.m. | BUS LEAVES for Officers Club (10 minute stop at Wright Memorial) |
| 11:45 a.m. | LUNCH, Officers Club |
| 12:45 p.m. | ANNOUNCEMENTS Introduction of Tour Chairman, Wendell Koch |
| 1:00 p.m. | BUS LEAVES for SAC Area Tours |
| 2:45 p.m. | BUS LEAVES for Air Force Museum |
| 4:05 p.m. | BUS LEAVES for Sheraton- Dayton Hotel |

6:30 - 7:30 p.m.
SHERATON-DAYTON
HOTEL, COTILLION
BALL ROOM

7:30 - 9:30 p.m.
COTILLION BALL
ROOM

NO-HOST COCKTAIL HOUR

BANQUET
Master of Ceremonies:
Colonel L. F. Blais
Commandant, Defense
Weapons Management Center

Speaker, Dr. H. W. Barlow
Academic Director, Air
Force Institute of
Technology

Topic: "THE NORTH
COUNTRY"

WEDNESDAY, 1 NOVEMBER

8:30 a.m.
SHERATON ROOM

SECOND GENERAL SESSION
Virginia Eckel, presiding

"THE ROLE OF THE TECHNICAL
LIBRARY IN THE AIR FORCE
STINFO PROGRAM" Colonel
Currie S. Downie

"THE LATEST INFORMATION
ON DDC FORMS AND SERVICES"
Mr. John Berry

"FEDERAL LIBRARY COMMITTEE
CURRENT ACTIVITIES"
Mr. Paul Howard

10:00 a.m.

COFFEE

10:30 - 11:45 a.m.
PLACE TO BE
ANNOUNCED

FIRST WORKSHOP SESSION
Marie Koeker, presiding

12 NOON
SHERATON ROOM

LUNCH

Speaker, Lt. Col. J. W.
Demidovich, School of
Systems and Logistics

Topic: "PREPARING
LIBRARIANS FOR THE 21ST
CENTURY"

2:00 p.m.

SECOND WORKSHOP SESSION

3:00 p.m.

COFFEE

3:30 - 4:30 p.m.

THIRD WORKSHOP SESSION

4:45 - 5:15 p.m.

ARMY SCHOOL LIBRARIANS
Mr. O. W. Holloway

THURSDAY, 2 NOVEMBER

9:00 a.m.

THIRD GENERAL SESSION
Virginia Eckel, presiding

MOVIE ABOUT DDC

MOVIE ABOUT ARMY LIBRARIES

9:45 a.m.

COFFEE

10:15 - 11:30 a.m.

REPORTS, SUMMARY AND
RECOMMENDATIONS

11:45 a.m.
COTILLION BALL
ROOM

LUNCH

12:45 p.m.
COTILLION BALL
ROOM

WORKSHOP BUSINESS MEETING
Mr. Michael Costello

1:30 p.m.
ROOM TO BE
ANNOUNCED

AIR FORCE LIBRARIANS
Mr. John L. Cook, Jr.

GROUP LEADERS FOR WORKSHOP SESSIONS

1. LT COL W. A. BEDDOE, USA
DEPARTMENT OF PROCUREMENT & PRODUCTION
SCHOOL OF SYSTEMS AND LOGISTICS
AIR FORCE INSTITUTE OF TECHNOLOGY
WRIGHT-PATTERSON AIR FORCE BASE, OHIO

ASSISTED BY

- MRS. KATHLEEN CARNES
CHIEF, READERS' SERVICES
AF CAMBRIDGE RESEARCH LABORATORIES
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L. G. HANSCOM FIELD
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2. MR. STEVEN JAFFE
HEAD, LIBRARY BRANCH
U.S. NAVAL APPLIED SCIENCE LABORATORY
TECHNICAL LIBRARY CODE 222, BLDG. 1
BROOKLYN, NEW YORK
 3. MR. CHARLES R. KNAPP
CHIEF, LIBRARY DIVISION
U.S. ARMY ENGINEER SCHOOL, BLDG 270
FORT BELVOIR, VIRGINIA
 4. MR. ROBERT LANE
CHIEF, READERS' SERVICES
AIR UNIVERSITY LIBRARY
MAXWELL AIR FORCE BASE, ALABAMA
 5. MRS. CATHRYN LYON
HEAD, TECHNICAL LIBRARY SECTION
U.S. NAVAL WEAPONS LABORATORY
DAHLGREN, VIRGINIA



COLONEL M. E. SANDERS



MR. ARTHUR THOM



COLONEL R. H. LANGDALE



MISS VIRGINIA ECKEL



COLONEL A. B. HAVEMAN

WELCOMING REMARKS
Col Marshall E. Sanders

Good morning. Mr. Thom, Mr. Severence, Mr. Cook, Dr. Vincze, Military Librarians. We at the Air Force Institute of Technology extend a cordial welcome to all of you meeting here for the 11th Military Librarians Workshop. You honor us in permitting us to be your host. I am very conscious of the hard work involved in the preparation of your program for the next three days. As this program unfolds for you, I am sure you will agree that Dr. Vincze and Miss Virginia Eckel and others on your workshop committee have done an outstanding job.

It is a personal pleasure to represent the Commandant, Major General Haugen, in these words of welcome since I have a feeling of kinship with librarians: I was employed as a reference assistant at the Library of Congress for about 2 years before starting my career in the Air Force. I was responsible for getting a young lady a job at the Library of Congress which led to her becoming the Librarian's secretary. She was Archibald McLeish's secretary for 8 years and she became my wife about mid-way in this 8 year tenure. With this association I guess it is understandable why I have a warm spot for librarians -- and for at least one former librarian's secretary, I might add.

Notwithstanding my background and associations, I am sure that my appreciation of librarians -- particularly you military librarians -- is not what it should be. There are others in the Department of Defense who are lacking in adequate appreciation of your important role in the total national defense effort. I hope you are keenly aware of your important role. I would suggest there is no better way to have this awareness than to be alert to the changes which are going on about you and to incorporate the appropriate evidences of these changes in your libraries. It is now almost trite, but nevertheless still true, that progress through change is essential to the survival of our industrial democratic society. Military librarians have, and I am sure will continue to play an important role in making orderly change and thereby insure progress.

A portion of your workshop will be devoted to touring some of the base facilities. I am sure it will be most interesting. Those of you who have visited WPAFB before will see dramatic evidence of change and progress -- multi-million dollar laboratories standing alongside World War I structures. We want you to see as many of the organizations on base as time will allow. We feel it will help you to understand better the mission of the Air Force, the Base, and the Institute, and perhaps to do your job better.

Since we have you here as a captive audience, we hope you will not object to our telling you something about AFIT. Colonel Cavenan will do this in a few minutes.

We hope this workshop will prove to be a profitable and pleasant experience for you.

THE LIBRARY AND THE USER

Arthur R. Thom

I see the Librarians' job as embracing two functions: First, that of acquiring information which is appropriately stored in the library, and second, that of providing the right information to the right people in the right form at the right time.

Since I am addressing this from the standpoint of the User, it is easy for me to bypass the library acquisition and storage function in which you people are experts, and instead to address all of my remarks to the latter function, i.e., how the User can or should get from the library what he needs. The first steps toward achieving these goals are to determine the User's needs and the procedures followed for acquiring that information.

To assist in determining User needs in both government and industry, the Director of Technical Information in the Office of the Secretary of Defense financed two studies: The Auerbach study^{1/}, with which most of you are familiar, was conducted in 1964 and covered government laboratory engineers and scientists; the North American Aviation study^{2/} was conducted in 1966 and covered a similar group in industry. Those of you who have studied the findings and conclusions of their reports must share with me the real concern I have for the problem we are facing in getting the right information to the right people. Let me refresh you on a few of the findings of the first study:

1. Information centers are not widely used (only one-half of the sampled population of scientists and engineers use information centers, and those rarely as a first source).

2. More than one-fourth of the population was not even aware that there was a Defense Documentation Center, or other specialized DOD information centers.

3. More than one-half of the population never used (and many didn't even know of) the Technical Abstract Bulletin.

4. More often than not, these potential Users relied heavily on the local work environment as their first source of information.

(Incidentally, about one-half of the information required was in the engineering category, i.e., technical characteristics, research and development support material, specifications, test procedures, etc.)

After finding it hard to believe that so few government engineers and scientists used the library and analysis centers available to them, DOD initiated the second study covering the civilian engineering community. The results were not much different; they were:

1. The local work environment, i.e., the man at the next desk, is still the most important first source of information.

2. Still only 45% of the industry sample used DOD information centers or services. One-third was unaware of DDC.

Most important, the User is not completely satisfied with his ability to obtain information. A whopping 42% had problems in acquisition of the information they needed. Twenty percent of the Users found additional information pertinent to their task after that task was completed. These results should not only shock us--they should stir us to action to do something about the problem!

First, as we have seen, these so-called Users are outnumbered by non-Users; and second, even the Users, though in the minority, are finding it difficult, if not impossible, to obtain and sort out the information which they need to perform their jobs.

In this day of rapidly advancing technology, we find that the reporting on this advancement is difficult to keep up with. According to the Library of Congress there are several reasons:

1. An estimated 35,000 journals claim they owe their existence to reporting new technology. These journals do not report all, merely the best.
2. The Library of Congress received 70,000 technical reports last year.
3. One NASA project produces seven tons monthly. (I don't think they count pages.)
4. In 1960, the United States produced 60 million pages of technical reports at a cost of \$13 billion.
5. The rate of accumulating pages of technical reports doubles every 8 1/2 years. At this rate we can expect to be producing 300 million pages a year by 1995.

In this fast, sophisticated, modern society of ours everything has speeded up. So has obsolescence. To point up this fact let me borrow a few examples from a past keynote address^{3/}. Consider the elapsed time between discovery and application of some of the major technologies of our time:

| | |
|-------------|-----------|
| Photography | 112 years |
| Telephone | 56 years |
| Radio | 35 years |
| Radar | 15 years |
| Television | 12 years |
| Transistors | 6 years |
| Lasers | 2 years |

Compare these short spans of years to the 500,000 year span for the Stone Age, the 50,000 year span for the Bronze Age, or the mere 5,000 year span for the Iron Age and we can readily see that things are really happening during our lifetime.

Think of the fantastic change that has occurred during the 50 year span of the Atomic Age. For that matter, we have been in the Space Age only about 10 years and we are planning to send a man to the moon. (I wonder how long it took the Stone Age man to make a perfect flint arrowhead.)

In one lifetime, we are exposed to more technological change than has been seen in the preceding millenium. We have also been exposed to more obsolescence by the same rule.

In testimony before the United States Senate Committee on Commerce in May 1967⁴/ Honorable Daniel B. Brewster said, on the subject of reference data, we need to ". . .rescue our scientists and engineers from . . . wading through mounds of scientific papers in search of technical data they need. . ." to do their jobs. The enormity of the task is indicated when one faces another statistical figure, also stated at the hearing, ". . . 90% of all the scientists in the history of the world are alive and working today. . ."

In this rapidly expanding technological era, the engineer or scientist does not have the time (and perhaps not even the inclination) to wade through masses and masses of information in order to sift out the specific answers he needs to do his job. The two studies confirmed the importance of information analysis prior to distribution to the User.

Government and industry needs involving detailed analysis represented 55% and 37% respectively. Further, 27% and 56%, respectively, were searches for specific answers. From the way the questions were asked in the surveys, we can combine the percentages of the Users requesting detailed analysis and those asking for specific answers, and we find that 80% of the population was not interested in a once-over-lightly treatment. By "once-over-lightly" I have reference to information in bibliographic or abstract form.

Since over 50% of the information required is in the research and development field, and since about 50% of that information falls in the engineering category, it would seem that greater emphasis on information analysis is indeed a requirement. It is unfortunate that, compared to the effort expended in collection of information of information, only a limited effort is devoted to its analysis. Far too much collected information is merely catalogued and placed on the shelf; there it remains little used and unexploited.

TDCK, the Netherlands Armed Forces Technical Document Center in The Hague, operates somewhere between an intelligence agency, an analysis center, and a library. Its preferred output is evaluated engineering reports rather than bibliographies, and it devotes 40% of its manpower spaces to carrying out that function, with the balance given to the library function⁵/.

In Bangalore, India there is a library that some of you might want to visit if you need a solution to your manpower problems. When manpower billet cuts were threatened, the laboratory they serve, the Army Electronics Research and Development Establishment, said it could not afford to be without them and came up with the billets. What makes them so valuable? In the words of the Commanding General, they do "information engineering"— putting together the latest technical data from U.S. and Soviet journals as needed by the laboratory staff. There was no need for preoccupation with professional status; they already had it.

The North American study recommends that discovery and exploitation of the contents of information collected be the subject of additional study and analysis. I believe this is the real challenge.

Our challenge is to give the User that information which he specifically needs. A flood of documents is not what he needs. Remember, 80% of the

information required by laboratory engineers and scientists is for detailed analysis or specific answers.

One can argue that the engineer, when given a cartful of documents or publications, can best find for himself the specific answers he needs. The fact is that he won't do it. Yet he needs the information in order to keep his work, and that of his laboratory, moving and in step with the times. I think that herein lies the challenge to the Librarian (and when I use the term Librarian here, I don't mean it in its narrowest sense—I mean the Librarian who not only brings together information from varied sources, but also the Librarian who believes that the most important aspect of that job is to provide the right information to the right people in the right form and at the right time.

There is this obvious void—this gap—between the library and the User. This void is only partially filled by information analysis centers. This gap must be more completely bridged if we are to take advantage of the wealth of information already developed, and use it in a timely fashion on the problems we currently face. I hope that in your Workshop sessions you will find some time to devote to this important problem of the library and the User and what you as a Librarian can do to help bridge the gap that now exists between the two.

- 1/ Final Technical Report, Phase I, Vols. I and II by L. H. Berul, M. E. Elling, A. Karson, A. B. Shafritz, and H. Sieber, Auerbach Corp., Phila., Penna., May 14, 1965.
- 2/ Final Report, DOD User-Needs Study, Phase II, Vols. I and II, 30 November 1966 by Arnold F. Goodman, John D. Hodges, Jr. and Forrest G. Allen, North American Aviation, Inc., Autonetics Div., Anaheim, Calif.
- 3/ Technical Information Support of the Department of Defense Research and Development Program, by J. Heston Heald, DOD, delivered during the 8th Military Librarians' Workshop, October 1964.
- 4/ Hearing on S. 998, Standard Reference Data Act, First Session, 90th Congress, May 15, 1967.
- 5/ The Zoo and the Jungle—A Comparison of the Information Practices of Intelligence Analysts and Scientists, by Harold Wooster, Air Force Office of Scientific Research/Office of Aerospace Research, Arlington, Va., November 1966.

THE ROLE OF THE TECHNICAL LIBRARY IN THE AIR FORCE STINFO PROGRAM
Col. Currie S. Downie

Good Morning-

The topic I have chosen to discuss with you today is the "Role of the Technical Library in the Air Force Scientific and Technical Information Program." I know this is an old subject for most of you, but it is a topic that urgently needs re-examination.

According to DoD Instruction 5100.36 dated 31 December 1962, the Scientific and Technical Information Program within DoD provides for "the handling and dissemination of technical data and documents or their abstracts, the publishing of technical journals, the preparation and conduct of technical meetings and symposia, and the dissemination of information acquired by all other means, that are products of or are in direct support of the DoD RDT&E process, and the management thereof, through the phase of design release to production."

Further, Air Force Regulation 80-29 says "Each Air Force activity that performs a research, development, test or engineering function--be responsible for administrating the STINFO program in the Air Force."

These are all good words. They do provide a sense of direction. It would serve no purpose, however, to say that the Air Force is presently responsive to these charges. Much remains to be accomplished by the Air Force in the areas of improved goal definition, planning, organization, and increased support for the Scientific and Technical Information Program and specifically for the Technical Libraries.

First, the basic objectives of the Air Force Scientific and Technical Information Program should be more clearly stated. The basic objectives are to improve the flow of technical information directed toward:

1. The reduction of RDT&E cycle time
2. The reduction of RDT&E costs
3. Increased efficiency in RDT&E management
4. Improved support to scientists, engineers and managers by fulfilling their information needs.

Second, an over-all system needs to be designed to meet these objectives. The over-all system should clearly show a coordinated network of subsystems of generally decentralized information activities to be administered at the command level.

The over-all system should contain at least 3 major subsystems:

1. The information analysis centers
2. The technical information centers (DDC, NASA, etc.)
3. The technical library system

Third, a detailed time-phased plan integrating these major subsystems should be prepared. Careful and deliberate steps must be taken to implement the plan.

I would like to concentrate now on the central issue - the technical library system. There are many signs which point to the need to reconsider the technical library as a system and point up the need to strengthen the technical library.

1. The expressed philosophy of DDC essentially states that more reliance will be placed on the technical library. DDC wishes to be regarded as a wholesaler of documents with the technical library as the local retailer. DDC wants to reduce the volume of direct individual service with the local technical library providing that individual service. In addition, DDC is planning to make automatic selective dissemination of information in microfiche form directly to the unit technical library. This is scheduled to begin on a limited basis on 1 January 1968.

2. Lack of adequate funding for the technical libraries is a threat to their existence and efficient operation. I'm sure everyone here is familiar with the present problem on funding. A minimum requirement would seem to be the establishment of separate funding for the technical libraries, as distinguished from the recreational libraries, to the extent that certain funds be earmarked for the exclusive use of the technical libraries.

3. Because of the current tight restrictions on resources, individual libraries and collections are vulnerable to elimination. Under the pressure of the present severe manpower and financial limitations libraries not closely identified as a part of a functioning system are vulnerable. For example, the Technical Documents Library at Wright-Patterson AFB is presently under critical review.

4. Increased automation in the information business, for example, such as that in the larger national libraries, leads the way and sets an example for the Air Force technical libraries.

5. The many selective information services which are emerging outside DoD, within the nation's libraries and document distribution services, are shaped toward the systems approach. The trend in large selective Dissemination of Information (SDI) systems is away from direct individual service. The trend is toward bulk servicing from the data base to a local unit on a group basis, as for example the DDC microfiche dissemination.

6. The National Libraries are beginning to function as systems. The National Agriculture Library has begun to integrate its 14 branches into a single network. Also many university libraries are being integrated into systems.

All of these considerations and many others point to the need to systematize our approach.

It seems that these signs point to a concept in which a geographical entity, such as the Wright-Patterson Air Force Base complex, is the smallest unit for common services within the over-all technical library system. In other words, each geographical military location should have its own operating network, regardless of how many smaller organizational units are present.

The central reference facility at a complex such as Wright-Patterson Air Force Base could provide the individual with answers to his basic scientific and technical information needs. It could provide him with a local single point of access to the technical information system.

The central reference facility could-

- a. Fulfill the need for common services by:
 1. Providing immediate access to a complete file
 2. Eliminating costly duplication in local indexing and handling
 3. Solving part of the storage problem
 4. Partially relieving the shortage of trained librarians by proper staffing with reference specialists.
 5. Reducing redundancies in services.
- b. In its single access point role it could:
 1. Provide the desired information to the users with minimum delay
 2. Provide information from all the various sources and act as go-between to other complex central reference centers, other DoD and government systems and data stores
 3. Reduce response time to the user, and
 4. Extend the scope and quality of services to the user.
- c. It could ease the problem of lack of user education in information problems.
- d. It could give better and more complete service at a given cost or level of investment.

The central reference facility would not do the following things:

1. It would not duplicate the services of DDC - as some people have a tendency to believe - but would augment and supplement it. The central reference facility would include much more than DDC information. Included would be references to technical commercial publications, books, journals as well as other government publications (such as NASA, AEC, NBS, and FAA information) in addition to DoD documents.
2. The central reference facility would not hold all references, books, journals, documents, etc. - but would contain data on all references their locations, how to get them, etc. The physical location of a particular document should be determined by its usage. It should be physically located as close to the major users as possible.
3. The central reference facility would not eliminate the laboratory level technical library. As the DoD User Needs Study has pointed out, there will be a continuing need to maintain special libraries and small holdings because of special needs and unique requirements of various laboratories. However the establishment of the central reference facility would allow the satellite libraries to be kept small. It could relieve the librarian at the satellite library from time-consuming common tasks, allowing more time for servicing of individual user needs.

The justification for such a central reference facility lies in the potential savings in resources which are now committed to do this job piecemeal. A detailed comprehensive study of the over-all problem should bear out the assumption that increased effectiveness will prevail at a given level of expenditures. It is unfortunate that, because of our present organizational limitations, many people have the opinion that the technical libraries have no role in the Scientific and Technical Information Program. It is to the mutual advantage of all of us in the technical information business to overcome this opinion.

There is no reason why technical libraries cannot take their rightful place in over-all technical information systems. After all, librarians are, in a basic sense, information specialists - they deal with information or recorded knowledge in all of its various forms. As Harold Roth pointed out in the Journal of Education for Librarianship (Summer 1966), librarians, more than anyone else, are familiar with the problems encountered in the acquisition, processing, storage, retrieval and dissemination of recorded knowledge. If problems arise which cannot be resolved through conventional methods, then librarians must use other techniques. In short, the technical library must be an integral part of the over-all Scientific and Technical Information Program.

In summary we believe that a systems approach should be taken toward the solution of the scientific and technical information problems:

1. The technical libraries should constitute an integral part of the system.
2. The lowest level common function should be a central reference facility at the base level.
3. Some arrangement must be made for a method to fund technical libraries and recreational libraries separately. They are not the same breed of cat. Technical libraries support the Air Force RDT&E effort and should enjoy the same priority for resources as other essential RDT&E elements, such as research equipment.

In the past the inability to define a single system structure applicable to Air Force requirements in scientific and technical information has been cited as justification for not developing new or improved systems.

The Air Force has a rather comprehensive Scientific and Technical Information structure now - but it is not an integrated nor operating system. We think that such a system can be defined and made operational.

Furthermore, no major reorganization would be required. The existing structure, if viewed from a system concept, is very nearly adequate.

- However - (1) A new concept is needed
(2) A new definition is required
(3) And, of course, planning is essential

The Army representatives here will recognize that what we advocate is not greatly different from their present system. The Air Force representatives will recognize that a part of the model exists in OAR in that the technical libraries are a recognized part of the Scientific and Technical Information function within Hq OAR.

Of course we cannot hope to move toward implementation of this concept until detailed studies have been made. We hope that arrangements can be made to initiate these studies in the near future.

You can help immensely by providing us with your comments on, and critical assessment of, this proposed approach toward better defining the role of the technical library. We feel that by combining forces, Technical Libraries and the Scientific and Technical Information Program, each would help strengthen the other and each would benefit accordingly. Please let us have your comments and suggestions.



COLONEL CURRIE S. DOWNIE



ADDRESS GIVEN ON 1 NOVEMBER 1967
11th ANNUAL MILITARY LIBRARIANS WORKSHOP
DAYTON, OHIO
BY JOHN W. DEMILOVICH, LT COLONEL, USAF

PREPARING THE MILITARY LIBRARIANS FOR THE 21ST CENTURY

Ladies and Gentlemen:

Welcome to the "City of Ideas" - Dayton, Ohio. This is the concept of the area as a "Cradle of Creativity" or "The City That Brains Built." Creative imagination runs like a golden thread through the story of the Wright Brothers, Charles Kettering, manufacturing giants like NCR, Delco, Frigidaire, Standard Register, and military organizations at Wright-Patterson AFB which make it a center of the nation's research on military air power. Your gracious coordinator, charming Miss Virginia Eckel, asked me months ago if I would participate in your 11th Annual Military Librarians Workshop. She told me your theme this year was "The User and the Library," and I could select any appropriate subject but keep it down to thirty minutes or less. She guaranteed (?) that I would enjoy my normal academic freedom. The subject that I selected was "Preparing the Military Librarians for the 21st Century." Now with such a broad subject and the imposed time limit, you can imagine the dilemma I faced in determining how to best present this broad subject to a professional group of librarians. It reminded me of a story involving a teacher who conducted a creative writing course. (TELL THE CREATIVE TEACHING STORY)

"We ought to be interested in the future; for that is where we are going to spend the rest of our lives," was uttered by that famous inventor, Charles F. Kettering. Too much of our time we study the past, worry about the present and ignore the future. Few of us have ever learned the art of thinking forward, because education and experience have always emphasized thinking backwards. Today I want to focus your attention to the 21st Century which is only 32 short years away! As you know the Columbia Broadcasting System has revamped its documentary program "The Twentieth Century" into "The Twenty-First Century" to depict the marvels of the future. It is estimated that the Twenty-First Century is within the lifetime expectation of more than three-fourths of all Americans now alive.

Richard Cornell, in an editorial, "Can Industry Educate Our Educators?" (March 1967 issue of Audio-Visual Instruction) stated emphatically, "Wake Up Educators! The Twentieth Century May Be Passing You By . . . It is about time that we in education move forward and begin to really utilize all of the resources, human and material, that are available to us." We in education and the library profession should accept Mr. Cornell's challenge and seek out new dimensions for improving our ability to transfer and apply knowledge in our constant effort to keep man's mind apace with the rapidly changing times.

The Department of Defense (DOD) operates the world's largest educational and training establishment, spending over four billion dollars a year to keep over four million military and civil service employees highly trained and educated

The views expressed herein are those of the author and do not necessarily reflect the views of the United States Air Force and/or the Department of Defense.

to perform their important duties. DOD recognizes the need for the learning process to continue from the cradle to the grave and this should present a challenge to the military library designers.

I'm sure during your workshop that you will spend many hours discussing the changing information needs of your users. However, I believe you should devote some time to discussing plans to re-educate librarians to function in the dynamic, changing environment in which your users operate.

Briefly, let's take a fast trip through inner space and:

- . review effects of advancing technology on librarians and users;
- . recognize the need for establishing an aggressive continuing education program;
- . apply the total systems approach to library operations.

Effect of Advancing Technology

According to a pamphlet distributed by an organization that operates in the field of information technology a statement was made that in the period of the last 2000 years it has been estimated that man's knowledge doubled for the first time in 1750, for the second time in 1900 - 150 years later; for the third time in 1950 - 50 years later; and for the fourth time in 1960 - 10 years later; and recently some writers estimate that in 1966 man doubled his knowledge for the fifth time - some 6 short years!! Reflect if you will and note the compression of time: 150 years; 50 years; 10 years; and then 6 years. We are truly living in an information explosion era! The space age and the information explosion is taking us places where old and comfortable ideas no longer apply.

It has been stated the crux of management is decision-making and that information is its basic ingredient. Various techniques are being developed and/or are in use to help us capture, store, retrieve, reproduce and distribute information to decision-makers in the format they desire. To assist us in these important functions man created machines. Today we have a family of photographic, mechanical, and electronic equipment to help us in the transfer of information.

It wasn't until the early 1950's that the first digital computer was available for commercial use. Today, a short 17 years later we find in our country over 40,000 computers. It is estimated that there will be over 70,000 computers in use by 1970.

The impact of the computer alone will be vast. We will probably see a national information-computer-utility system, with tens of thousands of terminals in homes and offices "hooked" into giant central computers providing library and information services. Today we are employing computers for information storage and retrieval systems. Many of you are aware of DDC computer activities, Project LITE, MEDLARS, BOLD, Project ATLAS and others.

What's been the impact of this knowledge explosion and automations on our society? Has it created any problems for you military librarians? In my opinion it has affected all walks of life and we in the education field and you librarians must recognize this and must take necessary action to adjust to the changes, the problems, and the potentialities created by the introduction of computers. There is no doubt in anyone's mind that computers have created a variety of problems on one hand and has helped us tremendously in the decision-making process on the other hand.

The current "Information Explosion" has made it more difficult than ever for the military libraries to provide fast service to management and technical teams. Information has reached a point where it has become a burden--and therefore represents a challenge to military librarians and users. Serious consideration should be given to establishing an aggressive DOD sponsored military library continuing education program as one answer to preparing librarians to adapt to a changing environment and advancing technology.

In order to retrain people for their existing positions as well as to prepare them for upgrading to higher levels of responsibility, training opportunities for librarians must emphasize the new skills and concepts required for effective library operation.

The college degree is no longer a guarantee of life-long qualification in a career. Librarians need an opportunity for a period of formal study to master "new sciences which might have emerged since their earlier formal education." Librarians must be exposed to continuing education to keep them from becoming obsolescent.

Each member of the library profession is subject to daily demands from the user to provide more and better library service. Each individual responds to this pressure in a different way. On their own, a certain small percentage of librarians will seek out and master the very latest information and techniques.

It is wise to conduct annual workshops to explore ways whereby librarians can exchange ideas. You have joined together in the belief that there is much to be gained through mutual cooperation. However, I feel that the librarians who survive and prosper in the future will be those who master the computer technology.

The responsibility therefore devolves upon all DOD personnel of all ranks to keep pace with rapidly changing technology. It is not sufficient to react to change. Change must be actively sought and planned for, and the initiation of action to secure change must take place constantly.

The report of the President's Commission on National Goals, entitled "Goals For Americans," has this to say about future training of professional people. "In our rapidly changing technology, no student can learn specifically how to do his future job. The professional student should be educated chiefly in the fundamental fields of knowledge, in habits of mind, method of analysis, and modes of attack upon the problems of his profession. Above all, he should learn to pursue on his own, the life-long process of re-education."

Two major criteria should be kept in mind when establishing a continuation program (CONTINUITY AND CONVENIENCE). A continuing program must be continuing. The periodic offering of a few popular 2-3 short courses and workshops limited to 10-15 persons is not a continuing program. In addition to specialized courses, an effective continuing education program should have an established core-curriculum which is re-offered at regular intervals. This provides a continuing opportunity for all librarians to participate on a regular basis.

The greatest need at this time is for a program that will educate great numbers, not just a select few.

Second, continuing education programs should be made as convenient as possible for the librarian. Every attempt should be made to conduct programs at the local level.

There is a wide spectrum of needs in librarian professional development

- . need to broaden;
- . need to up-date;
- . need to specialize, and;
- . need to convert.

Many librarians prefer a life of seclusion to a life of action—isolation rather than participation. What is urgently needed is more dialogue between the librarian and the user. You can't build a reputation on what you are going to do. Doing it makes it a part of you. WHAT ARE YOU DOING? Procrastination is the best way to keep up with yesterday.

An effective program in librarians continuing education must be developed if your profession is to serve the needs of DOD. It will require the coordinated efforts of many resources within the profession if military librarians are to meet this challenge. Librarian education like other professional has become a life-long process. To assist each individual librarian with this process has to be the goal of continuing education. However, it will require action-oriented leaders of your organization to develop such a program and must lend more than lip service. In addition to a continuing education program, military librarians must become "systems oriented."

Today, in DOD our leaders are working with industry to apply the total system approach in developing the weapons, communications, information processing and logistics systems of the DOD. These systems have made this nation the strongest military power on earth. This systems approach which is total in that it integrates all factors that bear on the objective. I am convinced that it can be applied to the future improvements in military library operations. Military librarians as well as managers and educators must become "systems oriented" if they are going to efficiently exploit all of the electronic and associated devices in the information field. This approach has made managers keenly aware of the need to look at total systems rather than at smaller segments.

One of the most difficult accomplishments of any system design is a clear definition of objectives. It's not an easy job. It takes the joint efforts of librarians, users, contract people, training personnel, comptroller, computermike, techniques, and others. Each discipline must make its contribution to the overall specifications so that the resulting system really meets a need in a practical fashion. Without clearly defined objectives you have the problem Socrates described once, "If a man does not know to what port he is sailing, no wind is favorable."

It is only after you have established, what specific abilities you want . . . that one can assess whether or not the existing or proposed system will accomplish the desired results. Validation must be a scientific measurement of results against objectives that have been established.

The only way in which a real contribution can be made to information technology is through the design of the total system. The system must include not only the facilities, equipment, but the program material, text, film, slides, workbooks, computer programs, the entire software lineup that goes with it, video tapes, audio tapes, Vu-Graph slides, remote terminals, CRTS, etc., and most importantly, people.

In the Twenty-First Century instead of a machine technology, we will have, increasingly, an "intellectual technology" in which such techniques as:

- . simulation;
- . model construction;
- . linear programming, and;
- . operations research.

will be hitched to computers and will become the new tools of decision-making.

A universal language will have been evolved through automated communication.

Like banks, warehouses and stock brokers, libraries will benefit greatly from advanced techniques of:

- . storing;
- . retrieving;
- . reproducing, and;
- . transmitting INFORMATION.

. . . the logic of interlibrary services becomes compelling.

The long-range plan for the Library of Congress comes closer to the goal that technology render practicable . . . the storage in machine-recoverable form of the entire deposits and accessibility of any item, without queuing, to users at electronically-linked facilities.

What Do We Want To Do That We Can't Do Now?

This and many other questions that plague you could be answered if the total systems approach is applied objectively. Techniques like computer-assisted simulation and other new management science techniques can be employed in re-engineering current library operations or engineering new applications. You have this talent available to you at your establishment. FIND IT AND THEN USE IT!

In order to establish and maintain an effective continuing education program and successfully apply the total systems approach you must be able to generate new ideas. Successful leaders today are innovators who have the ability to think ideas through and the drive and persuasiveness to sell them to others. One of the most common causes of failure is the habit of quitting when one is overtaken by temporary defeat. Don't be impatient, complaining about slow progress, difficulty in adopting new ideas. Avoid frustration - tell the MCNASTERY story.

Time is of the essence! During your remaining workshops and in your future communication with DOD and the Federal Library Committee I encourage investigation be conducted to establish a military librarian continuing education program and the employment of the total systems approach in development of automated libraries and/or learning resource centers. I am sure your leaders will meet the challenge with your support to improve the ways we store, retrieve, reproduce, and distribute information, regardless of its form and exploit the advancing technology to render better services to your demanding users.

In closing let me caution you that in this man-machine partnership we should keep the words of General Bernard A. Schriever (former commander of Air Force Systems Command) in mind. In speaking to a group of industrial leaders a few years ago he made a remark that I would like to quote today, when he said in essence, " . . . despite our push-button technology, it's the man that counts!"

Our school thanks you for the opportunity to share with you our thoughts pertaining to the advancing information technology.

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GROUP 1



GROUP 2



GROUP 3



GROUP 4



GROUP 5

User and the Library

Lt Col W. A. Beddoe

Good morning L & C

A privilege and honor to be here.

You're all dues paying members of the Library union.

I'm that strange character you all admire and respect: The User

Workshop sessions were interesting to me.

I found that all you need is:

Money

People

Facilities

Equipment

Don't we all.

Simply stated your product is "Service"

As a user I expect to receive service.

To reach me, the user, you must sell your service.

I'm oriented to hotel and restaurant business.

I subscribe to the time honored principle "The customer is always right"

Prior to the start of workshop we established a series of points to govern the discussions: I wish to dwell briefly on each.

- I.
 1. The user must feel wanted.
 2. Facility and staff must be readily accessible.
 3. Personnel must be pleasant, helpful cooperative and competent.
 4. The user has top priority remember its service.
- II.
 1. Are your facilities attractive?
 2. Are they designed for the user or for the convenience of you and your staff.
 3. They must be conducive to the image we associate with reading and relaxation--working areas must not disturb reading areas.
- III.
 1. How effectively do you use your staff Right One Right Job?
 2. Do you and your people know your customers?
 3. Do they help those who need help and permit those who don't to browse by themselves?
 4. Do you and staff know where and to whom a referral should be made?
 5. Do your people really know what is in your library?
- IV.
 1. Do you orient the new user and the old?
 2. Communicate your service to new people tell and show them what you have in your facility?
 3. Keep the old user up to date forget him and you may lose him.
 4. There are many ways to do this be original.

- V. 1. Is your service responsive to users need.
2. Do you have it?
3. Can you get it in time.
4. Know what you can get.
5. How rapidly.
6. What form, hard copy, reproduction, microfilm, microfiche.
7. You must know to what extent you can serve effectively.
8. Be able to deliver.
- VI. 1. How far do we go to make a non-user a user.
2. Why is he a non-user?
3. You can't drag him in off the street.
- VII. 1. Satisfy your users they are your best advertisement to non-users.
2. Employ constructive bait paperbacks. (playboy, Biography of Hedy Lamarr) Tech manuals, industry publications, handbooks etc.
3. Displays in Library HQ, Clubs Messes etc.
4. Have that hard to find item. Make the initial visit to a library an rewarding experience and the non-user will be back.

I would like to offer a recommendation:

Recommend that the chairman of Military Librarians Division of SLA use his good offices in endeavoring to obtain improved microfiche reader/printer for use in military and government libraries.

Further: Funds be made available to permit contracting with industry to develop appropriate equipment.

COMMITTEE REPORT

Steven Jaffe

1. Staff should show interest in the user.
 - a. Positive steps rather than a passive attitude by librarians.
 - b. What the user wants is sometimes difficult to obtain.
 - c. Lack of staff effects attitude of library by user.
 - d. Personality of the librarian can encourage user.
2. Physical facilities.
 - a. Most commonly used items in readily accessible place.
 - b. Rugs and other such items should be used to keep the noise down.
 - c. Central location for the library.
 - d. Self service reader printers and Xerox facilities should be available.
3. Capable personnel in right position.
 - a. Librarian has to be in his or her position.
 - b. Staff training should be fostered in order to update your personnel.
4. Library orientation of the user.
 - a. There should be library tours for new personnel.
 - b. There should be symposiums to orient older personnel. Not just one, but regular follow ups.
 - c. There should be command support for training.
 - d. Library staff should be oriented on the mission of the activity.
 - e. Librarian should be educated about users need.
5. Obtaining material as early as possible.
 - a. Blanket purchase agreements (BPA's) should be used.
 - b. There should be multiple year subscriptions for periodicals.
 - c. There should be various means of communications encouraged within the activity such as a library request form or the telephone.
6. Basic abstracting and indexing tools.
 - a. Librarian has the responsibility of directing user to a source within the activity in order to have his or her question answered if library is unable to do so.
 - b. File of 1498 forms is a good source of communication.
 - c. There should be GSA contracts for such expensive items as Chemical Abstracts.
7. How to attract the non-user to the library.
 - a. Library manuals
 - b. Bi-weekly accession lists.
 - c. Periodical digest of selected articles.
 - d. Flattery file of articles by activity authors.
 - e. "Swap shelf" of novels and mystery stories supplied by activity personnel.
 - f. Request by activity C.O. for librarian to attend meetings periodically, in order to give short presentation on new library services.
 - g. Spot announcements over activity loud speaker.

THE USER AND THE LIBRARY
DIGEST OF GROUP 3 DISCUSSION
Charles R. Knapp

It was agreed that a preliminary to any study of this sort is an analysis of the mission of the organization to be served.

It is recognized that librarians are a service group. Our job is to sell library service. Each client is a special person. All speak the same language, but have different problems.

Orientation tours for new staff members were reported. Many libraries restrict touring groups to maximum of 5-10. The Chief Librarian generally conducts the tour and makes visitors as comfortable as possible. One to two hours is allowed for this tour. Staff bulletins and leaflets containing elementary rules for the use of the library are useful handouts. As few rules as possible should be imposed, and they should be flexible.

The Army Transportation School Library assigns simple library problems to students during this tour, such as location of material on shelves. The Armed Forces Staff College briefs foreign students on what they can and cannot see. The Defense Intelligence Agency establishes a card file on staff members with foreign language ability.

Audio-visual aids are used during indoctrination tours for identification of types of library material. The use of closed-circuit TV has been proposed. Tapes prepared in special subject fields may be borrowed for classroom use. It is difficult to insert courses in scientific literature in academic curricula because of departmental pressures. The use of the audio-visual people in the individual activity is recommended for preparation of indoctrination material. Annotated bibliographies are prepared in some libraries in special subject fields, and for use in general library reference.

Users should be referred to other sources for information not readily available. Information service is not limited to any one medium. Use of the telephone, for example, is urged for an extension of local service. Are we maintaining an information service that reflects the individual skills possessed by our staff members? We cannot measure the results of our service except by evidence from the staff that they are getting to know and appreciate us. Some users are good advertisers of the library - others are one-way streets. Users must be taught to realize that the library is a complex mechanism, and not a child's tool, as many consider it. Staff attitudes vs user attitudes merit study here. Service connotes professional competence, not servility.

The use of the library by the general public was reported by several. The Army Library is required to release material to the public user if he asks for it. The "Freedom of Information Act" was referenced. Faculty families at some military schools request library help. This can spread to a wide outside circle seeking reference and bibliographic help. Occasional "open house" for families was reported. Others told of the use of the library for non-library functions, such as birthday parties, etc. It is hoped that something will rub off on visitors from these experiences.

Talks at high school career day programs are given by librarians. An effort must be made here to persuade counselors ignorant in this field of the opportunities in librarianship.

The use of a library committee in an advisory capacity was discussed. Dependence on students, faculty and staff to recommend new material can pay rich dividends. It is felt highly desirable to share with junior staff members the job of building the collection.

It is urged that DOD sponsor continuing education, especially for those in the 1411 series. This would pay off in advancement in the career ladder.

It is felt that the soon-to-be-published Federal Library Committee document, "A short Guide on Judging Library Service", may stimulate those in management to set standards for service.

We recognize that the most important library tool is a dedicated staff. We conclude that we must not only know our own users, but must in turn be users of the resources of others.

THE USER AND THE LIBRARY: SEARCH FOR A DEFINITION
Mr. Robert Lane

This group found tough going in the earliest of its discussions. It was quickly apparent that we were being held up by a certain absence of a framework within which to view the question of the User and the Library. Therefore, after sparring around on the fringes, we decided to limit our final efforts to isolating and defining some individual components which added up, form a tentative conceptualization of what this Workshop has called The User and The Library.

As it turned out, we isolated four points of emphasis which we ask you to consider as tentative aids to further thought about this subject. We thought of these four points as parts of inter-joining arcs of a circle, which, as they approach connection would represent a more nearly ideal environment for The User and The Library.

The four points are these:

(1) The User Himself. Any library, special, scientific, academic or public, must insure that the user knows that there is a library to serve him, and must provide a program of initial and continuing orientation to bring this about. Continuing is stressed because "orientation" is not a one-shot affair, but rather a process that continues and changes as the user's relationship with the library changes from unfamiliar beginner to a mature user who needs to be kept informed about new developments and services.

So there you have one arc in the circle: The User Himself.

Secondly there is, of course,

(2) The Library Itself. And we felt that much of what we said about the library boiled down to an awareness on the part of the library management as to what it could and could not do in the terms of services offered. It was the feeling of this group that use of the library depends on a high percentage of patron satisfaction, and that no library can hope to satisfy if it finds itself in the unhappy position of promising more than it can provide.

This concept joins the first one at that point where you tell the user "we offer you this" . . . Once you tell the user you can provide bibliographies, or microfiche, or special reports, you have to produce. This is the Service Contract and the burden is on the library to fulfill its promise of service to the user once given, and to promise only what it reasonably can expect to provide.

(3) Now, the 3rd arc of the circle. It's really a part of the preceding one, but we felt it was so important that it is broken out here for emphasis.

This is the concept of the library staff. User orientation, service promises, none of these are worth anything if you don't have the staff to carry them out. And by this we mean a staff that is trained and developed in accordance with the best concepts of on-the-job-training. And one of the best examples we've seen of this among military libraries recently is the Navy program of a series of 3 courses, each a week in duration, held at 3 different libraries, for 1411's in scientific and technical libraries. This program is impressive because it has provided a structured training situation where 1411 staff are sent TDY to distant stations where their peers are also gathered, for instruction and discussion designed to give these people an idea of how the work they do fits into a larger picture and contributes to a general pattern.

So the staff is the obvious intermediary between user and library and forms the third arc of this circle.

(4) Now the missing link!

I won't say the group found this most important. But in a way it is. We call it Management Support, but I am sure there are better terms. All we mean by this is that the librarian was placed in his service position by a management decision somewhere up the line. Management must not be allowed to feel that it has fulfilled its part of the bargain by establishing library service, hiring a librarian, and finding a building.

Rather, a continuing dialogue between the librarian and management is needed in order that manpower, tools, resources, facilities are not to be substandard or inadequate while demands and sophistication on the part of the user increase daily.

All we mean by this, and we think this is the link which ties the foregoing brief thoughts together, is that the librarian may try, but he cannot, by himself, pull himself into the "information explosion." He needs help along the way so that the user and his demands, and the library and its resources, are given a chance to develop together along that ideal curve whereon The User and The Library can effectively operate.

COMMITTEE REPORT

Cathryn C. Lyon

Group 5 workshop consisted of librarians from Technical Laboratory Libraries, College Libraries, Intelligence Libraries, Service Libraries, and a Business Management Library.

Our discussion was based on a framework of the results from the North American Aviation and Auerbach Surveys. It was agreed that the first consideration by the library would be the characteristics and training of the user or user groups. Some libraries served only scientists, others maintained collections that ran from basic research tools to those who used handbooks for final testing.

After considering the personal background of our users, procedures should be developed to give him face to face contact with his contemporaries.

These are some of the procedures used for effecting a personal exchange:

1. A navy library has all the laboratory's 1498's cross her desk and in doing this she can maintain a skill and task inventory of the project engineer or scientist.
2. A college library by the use of highly qualified subject specialists keeps a very personal contact with its users. These people are the cross fertilization between the Research and Development staff. Specialists are used by other libraries also.
3. Another assigns a user to one reference librarian and the librarian handles all that users literature problems while he is employed there.

A part of the personal contact is the orientation of the new or old user to library sources of information. Most libraries have a program of some form of orientation. These can run from a short guided tour to 2 or 3 hour classes, to 6 weeks training courses in the library. Educational libraries are dealing with young people who require a special type of orientation handling to be sure their first experiences with academic libraries will not be traumatic.

In the Public Information areas, it is found that the Group used Informal Handbooks, Accession Bulletins, forms of SDI, and local news media to inform users of services. Others use films, articles concerning new forms of publication and special classes for reporting new resources. Improvement of this area is recommended by the Auerbach report and every librarian will continue to woo the user. However, we must remember that unless the library staff is adequate for serving the increasing use, the library will be inundated and ineffectual. Attention of management must be brought to this resulting problem when users are extensively courted.

Physical environment is important to the user coming to the library. Attractive quiet reading areas, pleasant mannered staff and a general tidy look are important. Group 5 recommended that the new features of microfiche

should be made more comfortable and usable. Microfiche is a way of life now for the user, and the library should pursue all developments to make the use of it appealing. Perhaps microfilm cartridges can be accepted fairly well.

One problem that indirectly affects the user are the involved, sometimes senseless procedures required to obtain equipment such as library file cabinets, microreading equipment or library type furnishings. Discussion in the group reveals that the Regulations for purchasing are variously interpreted by procurement officers in DOD and it takes anywhere from six months to a year to obtain new equipment. Sometimes interpretation precludes purchase of equipment that is essential. This period of hassling takes up valuable time on the part of the librarian.

In the area of manuals, handbooks and specification acquisition, it was agreed that DOD needs to streamline time limits and service from depositories like NSD in order for the librarian to furnish the material when it is needed and not 8 - 10 weeks after the date.

The formal collection must be adequate. In some cases where distance from a university makes it difficult to use its searching services, complete abstract and indexing services must be available locally. Faculties and staff members in the various libraries assist with selection of books, journals and other media.

Yesterday we learned from Colonel Downie that a librarians education has a half life of 5 years. Training for both the non-professional and professional must be made available. The East Coast Naval Libraries did something about this recently. They have worked out a 3 course program in cataloging, reference and procurement. These will be given for one week each at NOL, New London and Panama City. The results of the cataloging class at NOL were entirely gratifying.

The group feels that professional libraries should be included in the Career Institute now being developed in DOD. It was agreed by the Group that any training Program that goes on inside the library should be implemented by temporary work slots so that the working of the library will not be affected.

The staffing problem certainly has a direct bearing on user satisfaction. It is suggested by Group 5 that we take a look at our staffing and that training be organized so that the individual who is willing to accept more training will be able to get a promotion on the basis of this ambition. It is also recommended that the GS-7's salary be made comparable to industry and universities so that person coming in has somewhere to go. It has now been established that they can come in at a GS-9 and there is no where to go after the first promotion to a GS-11. Along with this thinking, we believe that Librarians should be included in the Critical Series and receive the same additional remuneration given to scientists, engineers and management types.

The Group recommends that thought be given by the Military Librarians in instituting an academic course for one week before or after our annual meeting. The subject area for the Military Librarian would be up to the entire group, but it is believed that home management would see this as a cost effectiveness device.

We should also like to recommend that minutes of the workshop be distributed to the following since they are the ones who can really begin the wheels turning

for the improvements suggested by our group.

Send to the following:

Army Adjutant General
Secretary of the Navy, Army and Air Force
Chief of Res. NSA
DOD - Mr. McNamara
Mr. Hubert Humphrey, V.P. of U.S.
Dr. Winnaker
Director of Naval Laboratories
Mr. Walter Christensen, OSD
Dr. Foster, Head of DOD - RD&E
PSEAC
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