

1991

Report of the Maine Blaine House Conference on Library and Information Services 1991

Maine State Library

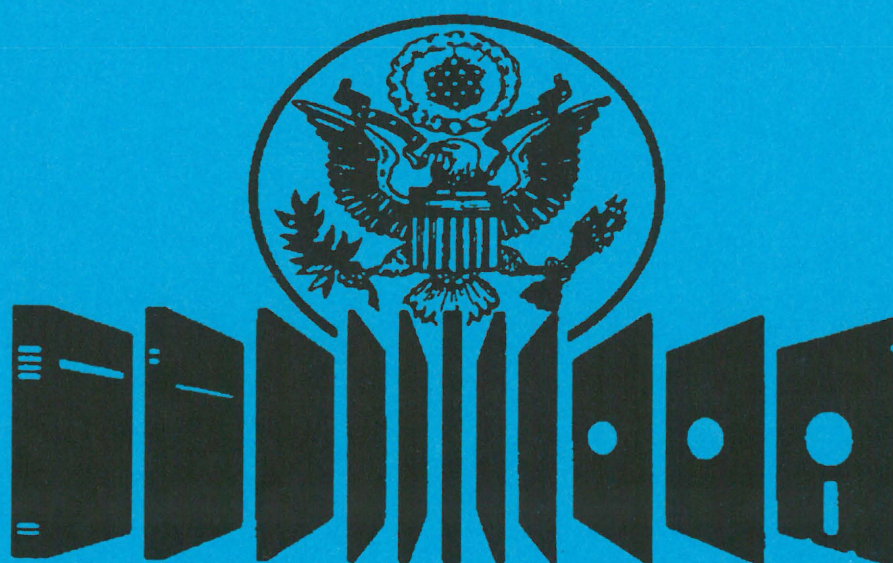
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Report of



**The Maine
Blaine House Conference
on
Library and Information Services
1991**

**With The Top 15 Resolutions
From The National Conference**

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P R E F A C E

A federal bill signed into law by President Reagan, and later supported by President Bush, authorized the 1991 White House Conference on Library and Information Services.

Maine's participation began in early 1990 when J. Gary Nichols, Maine State Librarian, created an advisory committee to prepare for a state-level Blaine House conference.

The federal guidelines specified a process to emphasize the provision of library and information services for literacy, productivity and democracy. With that in mind, and a list of ten major topics provided by the national advisory committee, the Maine committee planned the March 6, 1991 Blaine House Conference on Library and Information Services.

Within these pages is a brief review of the Blaine House Conference and a detailed list of the nine recommendations Maine took to the national conference.

Also included is a list of the delegates and observers, the planning committee, focus group participants, agenda, facilitators, recorders, writers and an executive summary of the telephone survey.

Special thanks to those whose special expertise as facilitators guided the discussions, and to the recorders and writers who, under tremendous time pressure, were able to provide a computer print-out of every recommendation for review by all delegates at the afternoon session. It seemed an impossible task - they made it work!

Eileen Chandhoke

Tom Zantow	- Recorder
Lynette Bailey	- Writer

Nancy Lewis

Susan Robertson	- Recorder
Donna Whitaker	- Writer

Katy Perry

Edna Mae Comstock	- Recorder
Felicia Kennedy	- Writer

Steve Podgajny

Benita Davis	- Recorder
Elaine Belanger	- Writer

Rick Speer

Lynn Muffet	- Recorder
Lynn Lettre	- Writer

Dick Swain

Joyce Runery	- Recorder
Patty Bouchard	- Writer

Maine Blaine House Conference Makes The Best of a Sunny Day

Every preparation to make the **1991 Blaine House Conference on Library and Information Services** a success was finalized by day's end March 5 -- except one. The weather. Even the State House had been closed two days earlier because of a severe ice storm. The day before posed an ominous threat.

When the sun came out and the thermometer shot into spring-like temps on Wednesday, March 6 - everything was just right.

It was a busy day for 80 delegates and 40 observers. The day's schedule, working papers, and the results of an intensive state-wide library survey gave the voting delegates material enough to set the stage for a productive day. Unlike the 1979 conference that lasted three days, the 1991 event was honed to a sharp edge, yet provided time enough for issues to be advanced, debated and refined.

Stephen Adams, Maine State Economist, was keynote speaker and gave a succinct overview of how information services will be vital to students, employers, employees and citizens during the remaining days of this century.

Six workshops, each an hour and a half long, allowed participants to bring their concerns and issues to the floor. The fact that each workshop contained fewer than 15 delegates made it possible for everyone to participate, with the result that an array of topics came from each group. Late in the afternoon these topics were brought before the entire delegation with another opportunity to further refine the items that would be later combined into resolutions.

It was not possible for the whole resolution procedure to be finalized in one day. So the six workshop facilitators were asked to meet four days after the conference and condense the topics into working resolutions. Once this task was completed, the resulting work was sent to each delegate. The delegates were given liberty to evaluate the work of the facilitators and comment, by mail, before the final version of the March 6 work was completed.

Having an opportunity to see the recommendations after a time lapse and at a more leisurely pace, seemed a reasonable way to conclude the work of the Conference.

The observations of Bridget Later Lamont, Director of the Illinois State Library, tied the day's event together. She had attended several earlier state conferences and put Maine's work in perspective. **"For too long," she said, "Libraries have been silent."** Her talk suggested it is time that libraries and those who work in them and support them begin to sing their praises and make 'noises' about the importance they have in the community.

Final activity of the day was an invitation to tour the newly renovated Blaine House, the Governor's residence.

An observer was heard to comment, "This has been a great day! I feel certain we have accomplished as much in this one day as we spent three days doing twelve years ago." Another attendee made the remark, "Things haven't changed that much. We still need money. We are still talking about better standards, a Maine Card, how to draw people into libraries and how to take programs out! I guess what that means is we will never be perfect, but we will continue to try to be."

Maine sent four official delegates to the July 9-13 White House Conference on Library and Information Services. These national delegates were selected from the 80 delegates to the Blaine House Conference in March. The delegates from Maine were: **Neil Rolde, York** - general public; **Nann Blaine Hilyard, Auburn** - library and information profession; **Donald W. Wismer, Wayne** - library and information services supporter; **Theadore M. Andrei, Washington** - federal, state, and local government group.

A focus group of Maine Librarians, in-depth telephone interviews with several town officials and school, academic, special library and trustee decision makers, plus **"A Survey on Libraries and Library Usage in Maine,"** all helped set the stage for the state conference.

The survey found: Most Mainers have access to a public, school, academic and/or special library; over half are registered with a public library; 86% think the local library is a vital part of their community; there is strong support for school libraries taking on a greater share of responsibility for school aged children; libraries should provide computerized information services; library staffs get high marks from residents; and most libraries are easy to use. What discourages Mainers from using a library more? Personal reasons are usually given, not shortcomings of their library. Personal reasons include time, having little interest in reading or buying their own books. The physical structure of libraries and library operations discourages a few. Many say they would borrow books more often if they could take them out for a longer time. Most say they would use a statewide library card, want access to non-print materials and on-line services as well as books, and want convenient hours of service. As stated in the survey report, "LIBRARIES MUST REASSERT THEMSELVES AS THE PLACES TO GET TO KNOW THINGS, NOT JUST THE PLACES TO READ THINGS."

The delegates to the state conference discussed, debated and selected several topics which were later refined to specific recommendations and forwarded for consideration at the national conference. Based on the recommendations brought by state delegations the White House Conference delegates discussed, debated and voted on a set of national recommendations which will be forwarded to the president, and by him to Congress, for consideration in the development of policies and future legislation concerning library and information services for the nation.

An important on-going activity is the development of strategies and techniques necessary to legislate White House Conference recommendations. The White House Conference on Library and Information Services Taskforce (WHCLIST) will monitor and help implement conference resolutions. Nann Blaine Hilyard, J. Gary Nichols and Neil Rolde are Maine representatives on WHCLIST.

From ACCESS, the top priority in Maine, to GOVERNANCE (priority #9), the challenge to improve library services is now established.

MAINE'S RECOMMENDATIONS (IN PRIORITY ORDER) ARE:

1. ACCESS

IN ORDER THAT OUR SOCIETY NOT BE DIVIDED INTO INFORMATION HAVES AND HAVE-NOTS, EVERY PERSON SHOULD HAVE FREE, EQUAL AND CONVENIENT ACCESS TO LIBRARY AND INFORMATION SERVICES.

Implementing Strategies:

1. A statewide library card (MAINECARD) should be legislated and adequately funded.
2. ACCESS should be complimented with adequate DELIVERY systems.
3. "User-friendly" public service hours should be provided. This includes public library evening and week-end hours, and school library evening, week-end and summer vacation hours.
4. Library and information services should be provided for the under-served, such as latch-key children, shut-ins and the homeless.
5. Improved methods of organizing and accessing state data should be established.
6. Libraries/information providers should establish a dialogue with businesses for sharing resources and equipment.
7. Libraries/information centers should provide public access to appropriate technological resources.
8. Basic library services should be free to all.
9. Regional and statewide services to remote rural locations need to be preserved and expanded.
10. Services for the visually and physically disabled should continue to be a national and state priority.
11. Federal government information should be provided in forms accessible to all.

2. FUNDING

ADEQUATE FUNDING FOR LIBRARY AND INFORMATION SERVICES SHOULD BE ESTABLISHED AS A NATIONAL, STATE AND LOCAL PRIORITY.

Implementing Strategies:

1. Per capita state aid for local public libraries should equal at least the national average.
2. It should be a priority to continue funding for Mainecat and other cooperative projects.
3. Every library needs access to at least one paid or shared professional.
4. School library funding should be at least an established minimum percentage of the total school budget.
5. There should be a special state fund to finance public library construction.
6. A state bond should be used to finance handicapped accessibility to libraries/information providers.
7. Public libraries/information providers should be permitted to charge user fees for special services.
8. Cooperative resource sharing among libraries/information providers must be supported by federal and state funding for the technology to access and disseminate data and information.
9. State funding that encourages cooperation and sharing within the existing area reference and resource center (AARC) system should be expanded.

3. SCHOOL LIBRARIES

IT IS THE RESPONSIBILITY OF THE ADMINISTRATION AND GOVERNING BODY OF EVERY LIBRARY/INFORMATION PROVIDER TO DETERMINE AND ADHERE TO APPROPRIATE STANDARDS. IN CASES WHERE PROFESSIONAL STANDARDS DO NOT EXIST, IT IS THE RESPONSIBILITY OF THE ORGANIZATION TO DEVELOP THEIR OWN.

Implementing Strategies:

1. The governing bodies of libraries/information providers should periodically review and adhere to the specific standards relating to their organization - Academic and College Research Libraries (ARCL), public library standards (including the boards' fiduciary responsibility), school library standards, etc...
2. The governing boards of municipal libraries should establish definite terms, with periodic turnover of its members, and include representation of the municipal government at large.

4. COOPERATION

IN ORDER THAT ALL TYPES OF LIBRARIES AND INFORMATION PROVIDERS ARE ABLE TO FULFILL THEIR MISSIONS, NEW PATTERNS OF COOPERATION MUST BE DEVELOPED AT THE LOCAL, STATE AND NATIONAL LEVELS.

Implementing Strategies:

1. In cases of conflict or tension public libraries and school libraries should define their respective roles, then cooperate.
2. Networking for RESOURCES, SERVICES, PERSONNEL, and TECHNOLOGY SHARING should include the business/industry community as well as all types of libraries/information providers.
3. All types of libraries/information providers should cooperate in the sharing of information on fundraising.
4. Public libraries should take the initiative in cooperating with local adult education agencies and other community groups providing educational offerings.

5. MARKETING

AN EFFECTIVE MARKETING AND PUBLIC RELATIONS CAMPAIGN AT THE FEDERAL, STATE AND LOCAL LEVEL MUST BE MOUNTED TO PROMOTE SERVICES, INCREASE AWARENESS AND PROVIDE FEEDBACK TO SHAPE LIBRARY AND INFORMATION SERVICES.

Implementing Strategies:

1. Libraries should be marketed as information resources, not just book centers.
2. Specific marketing plans should be developed for all types of libraries and information providers.
3. A State Friends of the Library organization should be established to lobby and support library issues.
4. Public officials should be encouraged to use libraries and other information services.
5. Increased efforts should be made on the local, state and national levels to effectively lobby government officials on behalf of library and information services.

6. LITERACY

BECAUSE LIBRARIES ARE EDUCATIONAL INSTITUTIONS THEY HAVE A PRIMARY RESPONSIBILITY TO ENCOURAGE THEIR USERS TO DEVELOP INFORMATION SKILLS, LITERACY AND AN INTEREST IN LIFE-LONG LEARNING.

Implementing Strategies:

1. Literacy education should be expanded to include instruction in information skills.
2. Equalizing information access should include the promotion of literacy and English as a second language.
3. Libraries/information providers should promote the idea that the library is THE community center for life-long learning.
4. Literacy efforts should be expanded to include the election process in order to encourage reading skills.

7. CENSORSHIP

ALL LIBRARIES AND INFORMATION PROVIDERS SHOULD ADOPT AND ADHERE TO THE AMERICAN LIBRARY ASSOCIATION'S "LIBRARY BILL OF RIGHTS."

Implementing Strategies:

1. All libraries/information providers should ensure free and equal access to a diversity of information for all users
2. Confidentiality of patron records should be protected by federal, state and local laws for all types of libraries/information providers.

8. PRESERVATION

IN ORDER TO ENSURE ADEQUATE PROTECTION OF THE INTELLECTUAL CONTENT OF IMPORTANT RESEARCH MATERIALS, LIBRARIES AND INFORMATION PROVIDERS SHOULD SUPPORT EFFORTS FOR DISASTER RECOVERY, THE PROTECTION AND PRESERVATION OF IMPORTANT EXISTING DOCUMENTS AND THE USE OF ALKALINE PAPER FOR ALL PUBLICATIONS OF LASTING VALUE.

Implementing Strategies:

1. Libraries/information providers should have specific plans for disaster prevention, preparedness and recovery.
2. Libraries/information providers should have specific plans for the protection, care and treatment of important materials.
3. Libraries/information providers should urge the use of alkaline paper for all publications of lasting value.

9. GOVERNANCE

IN ORDER TO ENSURE AN INFORMATION LITERATE SOCIETY, EACH SCHOOL SHOULD: HAVE A LIBRARY; ALL STUDENTS SHOULD HAVE EQUAL ACCESS TO GOOD LIBRARY SERVICES, AND; WITHIN LOCAL COMMUNITIES THE ROLE OF SCHOOL LIBRARIES SHOULD BE DEFINED IN RELATION TO THE PUBLIC LIBRARY IN ORDER THAT EFFECTIVE COOPERATION CAN TAKE PLACE.

Implementing Strategies:

1. All school children should have access to professional media specialists at the recognized standard of at least one professional per 300 students.
2. School library funding should be established as a specific minimum percentage of the total school budget.
3. School libraries should provide evening, week-end and summer vacation service.
4. School boards should periodically review and adhere to the specific standards relating to school libraries.
5. Library organizations should investigate the link between student achievement and school library quality, and aggressively present the results to state boards and local school boards.

APPENDIX

MAINE BLAINE HOUSE CONFERENCE PLANNING ADVISORY COMMITTEE

Elaine Albright - University

Edith Anderson - Friends

William Anderson - Trustees

Richard Arnold - Maine State Library

Jack Boynton - Maine State Library

Millicent Ann Carabia - Maine Educational Media Assn.

John M. Christie - The Christie Associates

Michael Cyr - Chair, Maine Library Commission

Benita Davis - District Consultant

Sumner Goffin - Maine Library Commission

Shirley Helfrich - District Consultant

James Henderson - State Archivist

Nann Blaine Hilyard - Maine Library Association

Sheldon Kaye - Maine Library Commission

Benjamin Keating - Maine State Library

Douglas Macbeth - Special Library

Schuyler Mott - Maine Library Association

J. Gary Nichols - State Librarian

Glenna Nowell - Public Librarian

Katy Perry - General Public

Steve Podgajny - Maine Community Cultural Alliance

Reta Schreiber - Maine Library Association

Peggy Stewart - District Consultant

Librarians Participating in Focus Group

Gary Berger	Bath Public Library
Ernest Bradbury	Augusta Elementary
Laurie Brooks	Orono Public Library
Pat Fowler	Wetherle Memorial Library
Jeanne Gamage	York School Department
Carol Guerette	Bath School Department
Deborah Locke	Westbrook High School
Doug McBeth	Jackson Laboratory
Suanne Meuhlnner	Colby College Library
Sue Winch	Scarborough Public Library

Individual Interviews

Rufus Ansley	Fryeburg School Superintendent
Paul Beattie	Van Buren Town Manager
Ozias Bridgham	Lubec School Superintendent
Jerry Bryant	South Portland City Manager
John Cleveland	Auburn Public Library Trustee
Thomas Fielder	Gardiner Public Library Trustee
Wayne Ross	President, Southern Maine Technical College

DELEGATES

LIBRARY AND INFORMATION PROFESSIONALS

SUSAN ABEL - Dexter
School librarian
Chair person, Northeastern Maine Library District

JANET ANDERSON - Brunswick
School librarian

M. ANN CARABIA - Harrison
Independent school librarian

MARILYN CLARK - Presque Isle
Director, Turner Memorial Library

BLYNN CURRIER - Norridgewock
School librarian

SHEILA DALEY - Gouldsboro
Public librarian

MARCIA DWORAK - Mt. Desert
Librarian, College of the Atlantic, Bar Harbor

JEANNE GAMAGE - York
Delegate to the first Maine White House Conference on Libraries

MAUREEN OPPENHEIM-GOLUB - Kennebunkport
Public services librarian at Dyer Library, Saco

BONNIE HAYES - Farmington
Librarian at Mantor Library, University of Maine at Farmington

JAMES HENDERSON - Orrs Island
Maine State Archivist

NANN BLAINE HILYARD - Auburn
Librarian at the Auburn Public Library

SHARON JOHNSON - Fort Kent
Acting director of Blake Library at University of Maine at Fort Kent

SHELDON KAYE - Portland
Director, Portland Public Library

DEBORAH M. LOCKE - North Yarmouth
School librarian and chair of the Intellectual Freedom Committee

MARILYN LUTZ - East Holden
Automations systems librarian, University of Maine

DOUGLAS MACBETH - Ellsworth
Director, Jackson Laboratory Library, Bar Harbor

LYNN RANDALL - Winthrop
Director, Maine State Law and Legislative Reference Library

DONNA STRACHAN - Machais
District librarian for SAD# 77
Trustee for Porter Memorial Library in Machais

SUSAN WINCH - Scarborough
Children's librarian, Scarborough Public Library

SUPPORTERS

EDITH ANDERSON - Castine
Friend of Witherle Memorial Library, Castine
Organizer of a State wide friends of the library organization

CONNIE BEDETTE - No. Auburn
Social worker
Educator who serves as a library friend

JESSIE BOIVIN - Hampden
Trustee, Edythe Dyer Community Library, Hampden

PAMELA BRIDGES - Calais
Trustee, Calais Free Library

CHARLES CALLANAN - Yarmouth
President, Trout Foundation

ANDREA COLGAN - Oakland
Founder and president of the Oakland Friends of the Library

NANCY DUMONT - Fort Kent
Principal, Eagle Lake School

THOMAS FIELDER - Pittston
President and trustee, Gardiner Library Association

J. MICHAEL HUSTON - Lisbon Falls
Attorney and library supporter

ANNE L. KEMPER - Lewiston
Councilor/coordinator of Lewiston Adult Education

STEPHANIE KUMBLE - West Rockport
Trustee, Rockport Library

ANNE-MARIE MASTRACCIO - Sanford
Friend of Goodall Memorial Library

STEPHEN E. NICHOLS - West Buxton
Chair, Board of Trustees, West Buxton Public Library

JOHN O'LEARY - Portland
President, Portland Public Library board of trustees

ROBERT B. PHAIR - Limestone
A library trustee

ANNE J. PRICE - Stetson
Library trustee

JEANNE L. SAWYER - New Sharon
Member New Sharon planning board

KARYL SYLKEN - Waldoboro
Library trustee
Working toward a masters degree in library science

ELLEN WALKER - Blue Hill
Friend of the Blue Hill Public Library
Department store owner

DONALD WISMER - Kents Hill
Writer
Library trustee

GOVERNMENT

HEBERT ADAMS - Portland
Maine State Legislator
JOHN A. ALIBERTI - Lewiston
Maine State Legislator
THEADORE M. ANDREI - Washington
First selectman, Washington
MARIA S. BARTH - Kittery Point
Member of the town council
Council representative to the library board of trustees
LINDA C. BRAWN - Camden
Maine State Senator
SALLY G. CLASON - Islesboro
Town government official
HEATHER CROZIER - Dover-Foxcroft
Town treasurer, Bowerbank
BILL DIAMOND - Windham
Maine Secretary of State
PETER FRENIER - Lewiston
A Lewiston City Councilor
JAMES HANDY - Lewiston
Maine State Legislator
SUSAN HEAD - Lincoln
Retired librarian and town official
JAMES P. HOWANIEC - Lewiston
Mayor of Lewiston
ALICE A. JOHNSON - Hallowell
Writer
Serves on the Hallowell school board
RICHARD LAWRENCE - Benton
Selectman, town of Benton
JOHN MARTIN - Eagle Lake
Speaker of the Maine House of Representatives
STEPHEN MORIARTY - Cumberland
Town councilor
EDOUARD PLOURDE - Lewiston
A community leader in educational undertakings
TERRY QUINLAN - Westbrook
Westbrook city government
ANTHONY C. TAYLOR - Union
Chairman of board of selectman of Union
RACHAEL THERRIEN - Augusta
State worker

GENERAL PUBLIC

JACK C. BARNES - Hiram

Writer

Former teacher

E. DONALD BOUCHARD - Waterville

Director of Waterville Adult Community Education

Former director of literacy volunteers in Maine

GRACE BURLEIGH - Wayne

Retired school teacher

CARNIE BURNS - Auburn

Serves on the Lewiston/Auburn Joint Library Study Facility Committee

ROBERTA CHESTER - Augusta

Program director, Education Institute of Maine Holocaust Human Rights

MARIAN E. CLAXTON - Auburn

Active in many community affairs

Contributor to the LA Arts Newsletter

JOHANNA CLEVELAND - South Portland

An attorney currently doing graduate work in library science at Simmons College

Formerly a high school & college teacher

JANE K. GILBERT - Auburn

A well known "Teller of Tales"

SUSAN HAYWARD - Lewiston

An educator and environmentalist

MARTHA W. HOWELL - Bridgton

Banking professional

CRAIG L. JONES - Cumberland

Community spokesperson for libraries

Children's bookstore owner

OLIVE-ANNE KIMBALL-SCOTT - Lovell

Active in many community projects

MOLLY MACAUSLAN - Yarmouth

Member of the business community

JOYCE C. MARSANO - Portland

Greater Portland Church Women United

ELAINE M. PEVERLY - Kittery

Retired journalist

PAULINE N. POLSTEIN - North Bridgton

Coordinator of the first Maine White House Conference on Libraries

NEIL ROLDE - York

Writer

Former state legislator

JOHN A. USTACH - Lewiston

A computer consultant

CYNTHIA A. WILLIAMS - Freeport

Homemaker

ROBERT C. WOODWARD - Bangor

Retired librarian, Bangor Public Library

OBSERVERS

Susan Allsion
Greene

Ruth Chaplin
Steep Falls

Elizabeth Collins
Greenville Jct.

Jan Cook
Wayne

Audrey Conant
N. Vassalboro

Clifton G. Davis
Bangor

Henry L. Donovan
Portland

Rosemary Dyer
So. Waterford

Roland P. Hachey
Lewiston

Oswyn K. Hammond
Westbrook

Susan A. Hummer
Bath

John E. Linkins
Waterville

Susan Lowe
Waterville

Joyce R. Loyd
Bangor

Elizabeth O. Miller
North Anson

Elizabeth Moran
Lincolnville Beach

Suanne Muehlner
Waterville

Sylvia Norton
Falmouth

Jeanne Pernice
Winslow

Esther N. Rauch
Bangor

Karen Reilly
Hampden

Joy Russo
Kennebunk

Margaret Scholl
New Sharon

Ellen M. Shew
South Bristol

Earl B. Simpson Jr.
Augusta

Barbara Swartzlander
Portland

Jean Alling Thompson
Falmouth

Linda L. Thompson
Round Pond

Muriel Tonge
Waterville

Jane Vendituoli
East Lebanon

Samuel Van Dam
Portland

Peggy Walker
Sullivan

Joyce Withee
Searsmont

Alfreda M. Young
Hallowell

BLAINE HOUSE CONFERENCE ON
LIBRARY AND INFORMATION SERVICES
March 6, 1991

AUGUSTA CIVIC CENTER - CUSHNOC ROOM

AGENDA

- 9:00 - 9:20 Welcome and orientation
 * John Christie, Moderator
 * James Henderson, State Archivist
 * J. Gary Nichols, State Librarian
- 9:20 - 10:00 Keynote - Stephen Adams, State Economist
 "Productivity, the Engine of
 Growth in the 90's"
- 10:00 - 10:15 Short break
- 10:15 - 11:45 Workshops
 Six small groups, each to
 explore the state's information
 needs, priorities and possibilities

 (Each group to generate general ISSUES
 - see attached)
- 12:00 - 1:00 Lunch
- 1:00 - 2:15 A general session to allow all
 delegates an opportunity to hear from
 all groups
- 2:15 - 2:30 Short break
- 2:30 - 3:00 IDENTIFY ISSUES
 * Stephen Podgajny
 * Rick Speer
- 3:00 - 3:30 Bridget L. Lamont, Director,
 Illinois State Library
- 3:30 - 4:00 Travel to Blaine House
- 4:00 - 5:00 Blaine House Reception

TOPICS

ACCESS

(to information resources and services)

NETWORKING

(among organizations or individuals)

TECHNOLOGIES

(specifically devices related to accessing or disseminating data and information)

PERSONNEL

(concerning library and information professionals, paraprofessionals, and support staffs; trustees; friends and supporters; volunteers)

NATIONAL INFORMATION POLICIES

(specifically policies at the national level concerning the allocation of resources to acquisition, management, storage, access, distribution, preservation and utilization of information)

PRESERVATION

(concerning the preservation and conservation of materials and cultures)

TRAINING

(concerning the training of information users, not professionals)

MARKETING

(of library and information services)

SERVICES/PROGRAMS

(offered by library and information facilities)

GOVERNANCE

(concerning the actions of federal, state, county and local governments as well as boards of directors, advisory committees/commissions/councils, and bodies with policy or governance responsibilities)

1991 White House Conference on Library
and Information Services (WHCLIS)

WHITE HOUSE CONFERENCE
NATIONAL TOPICS
(Alphabetical)

MAINE
TOPICS
(In priority order)

ACCESS

GOVERNANCE

MARKETING

NATIONAL INFORMATION POLICIES

NETWORKING

PERSONNEL

PRESERVATION

SERVICES/PROGRAMS

TECHNOLOGIES

TRAINING OF END USERS

ACCESS

FUNDING

SCHOOL LIBRARIES

COOPERATION

MARKETING

LITERACY

CENSORSHIP

PRESERVATION

GOVERNANCE

The purpose of the national conference (July 9-13, 1991) was to propose public policies designed to improve library and information services - with emphasis on services which will enhance literacy, increase productivity and strengthen democracy.

NATIONAL CONFERENCE RECOMMENDATIONS
(In priority order - as voted by delegates)

1. OMNIBUS CHILDREN AND YOUTH LITERACY THROUGH LIBRARIES ACT

- * **SCHOOL LIBRARY SERVICES TITLE:**
Establish an office within the US Department of Education responsible for providing leadership to school library media programs across the nation;
- * **A PUBLIC LIBRARY CHILDREN'S SERVICES TITLE:**
Demonstration grants for services to children;
- * **A PUBLIC LIBRARY YOUNG ADULT SERVICES TITLE:**
Demonstration grants for services to young adults;
- * **A PARTNERSHIP WITH LIBRARIES FOR YOUTH TITLE:**
Fund the development of partnership programs between school and public libraries to provide comprehensive library services to children and young adults.

2. NETWORK

Congress shall enact legislation creating and funding the National Research and Education Network (NREN) that will serve as an information superhighway and allow educational institutions, including libraries, to capitalize on the advantages of technology for resource sharing and the creation and exchange of information.

3. FUNDING

In order for the United States to increase its productivity and stay competitive in the world marketplace, sufficient funds must be provided to assure that libraries continue to acquire, preserve and disseminate those information resources needed for education and research.

4. MARKETING

Model programs are needed to market libraries to their publics. These programs must emphasize the library as a resource to meet educational, business and personal needs.

5. LITERACY

Congress shall pass a comprehensive National Literacy Act which acknowledges and facilitates through policy and funding the key role of libraries, working in partnership with other public and private entities, to provide adult, youth, and family literacy services.

6. **PRESERVATION POLICY, NEEDS ASSESSMENT, AND IMPLEMENTATION**

Congress shall adopt a national preservation policy to ensure the preservation of our information resources.

7. **RURAL SERVICES**

Equal opportunity to participate in our country's economic, political, and social life depends upon equal access to information. Networks connecting rural, small, tribal and urban libraries should be developed and supported at the Federal, State and Local levels to ensure basic library services to all endusers.

8. **GOVERNMENT ORGANIZATIONAL STRUCTURE**

Both the House of Representatives and the Senate should establish a library and information services committee or sub-committee before the next session of congress.

9. **MULTI-CULTURAL, MULTI-LINGUAL SERVICES**

The President and Congress shall pass legislation to authorize and fund a program which provides services for multi-cultural, multi-lingual populations.

10. **COPYRIGHT**

Congress shall review and amend copyright legislation with respect to the impact of new and emerging technologies: access to all forms and formats of information; the right to use information technology without infringing the legitimate rights of authorship and ownership; the encouragement of networking and resource-sharing while providing appropriate and manageable credit and compensation; and the permission of libraries and other information providers to have preferential fair-use status equivalent to that of other educational institutions.

11. **INFORMATION RESOURCES**

Congress should amend the Freedom of Information Act to ensure affordable access to all non-exempt information, which is either received by the federal government or created at public expense regardless of physical form or characteristics.

12. INTELLECTUAL FREEDOM

It is recommended that the U.S. Congress enact national information policies which shall include but are not limited to: declaring libraries as educational agencies essential to free democratic societies; assurance of the freedom to read by affirming libraries' obligations to provide, without censorship, books and other materials with the widest diversity of viewpoint and expression; and protection for organizational and individual users from scrutiny over what library resources and databases they use.

13. IMPLEMENTATION OF EXISTING FEDERAL FUNDING LEGISLATION

The President and Congress shall recognize formally all libraries as educational institutions for lifelong learning by specifically including libraries in all legislation, regulations and policy statements. This is in order to provide access to funding for adult learning and training, services to children, and efforts to eliminate illiteracy, and make libraries the center of the revolutionary movement called "America 2000." Congress shall fund a basic level of service and facilities for public libraries.

14. LIBRARIES IN EDUCATION

Libraries shall be designated as educational agencies and the President shall include members of the library community in implementing "America 2000" and appoint them to serve on relevant taskforces and advisory groups. Further, the U.S. Department of Education shall designate a school library program officer to oversee research, planning, and adoption of the goals of Information Power: Guidelines for School Library Media Programs. The Department of Education shall seek categorical funding for school library media programs.

15. CENSORSHIP/CONFIDENTIALITY

Congress and the states must recognize the right of the American public to access works of all authors, artists, scholars, politicians, and other public figures.

**A SURVEY ON
LIBRARIES AND LIBRARY USAGE
IN MAINE**

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Librarians Participating in Focus Group - Individual Interviews
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SURVEY ON LIBRARIES AND LIBRARY USAGE IN MAINE

EXECUTIVE SUMMARY

Background

In preparation for the Blaine House Conference on Libraries in March, as well as the National White House Conference in July, a research study was conducted by Market Decisions, Inc., for the Maine State Library to assess the current state of library usage in Maine, and explore options for the future of Maine's libraries. In addition to providing material for the conferences, the goal of the research was to provide guidance, insight, and motivation to library boards and directors statewide.

To best evaluate current usage patterns as well as factors related to usage, it was first necessary to understand the questions and concerns of those who have a stake in the future of Maine libraries. For this reason a two-stage research program was conducted. The first stage involved conducting in-depth interviews with library decision makers (school superintendents, library trustees, town/city managers, and academic deans) and a focus group with librarians representing school, academic, public, and special libraries around the State. The insights gained during this first stage of the research were instrumental in designing the questionnaire for the statewide survey of adults, and for providing dimension and clearer understanding to the results that emerged from the survey. Following this exploratory stage, Market Decisions conducted 400 telephone interviews with Maine adults on their current use of libraries, their perceptions of Maine's libraries, and factors related to library usage.

Findings

Mainers' Use of Libraries

The majority of Mainers (87%) have a public library in their own City or Town and more than half (60%) of those surveyed had been in their local library within the past two years. Overall, three out of four (75%) Maine adults had visited at least one library in the State in the past two years. More than one-third (39%) had used another town's library in the past two years, with 14% having used their regional library. Less frequently, Mainers had visited the Maine State Library (11%), a college or university library (21%), a public school library (20%), or a special library (10%).

Just over half (53%) of Maine's adult residents have a public library card or are registered with a local library. Reported card ownership among children was higher than that reported for adults, with two in three (65%) households with children indicating that at least one child had a library card. Having children, in itself, was found to be positively associated with card ownership; 62% of the adult respondents with children reported owning a card.

Maine's adults tend to fall fairly equally into three categories of library usage. Frequent users (those who used a library at least once a month) accounted for one in three Maine adults (38%), as did infrequent users -- those who used a library less than once a month (32%), and non-users (31%).

When Mainers visited their local library in the past year, they used it primarily for taking out books (77%), conducting research for personal, business, or academic purposes (67%), or for seeking specific information (66%). More than half (54%) had requested information from the reference librarian -- substantially more than had used a computer on-line search (9%). Less frequent reasons for visiting the local library were: taking out children's books (32%), reading newspapers or magazines (29%), taking out non-book items such as videos or audio cassettes, and inter-library loan (21%). One in five (19%) had attended special programs offered at the library and 18% had attended children's programs. Some (14%) had attended community meetings at their library.

When compared to how they used libraries ten years ago, more Mainers perceived themselves as using the library less frequently (39%) than more frequently (28%). The majority (77%) of those who saw themselves as being more frequent users of the library cited changes in their personal lifestyle as reasons for increased usage, rather than an increased/renewed interest in reading or changes in the library itself. One-third (31%) mentioned they now had more time to read or visit the library because they were retired, were working less, or their children were grown. One in four (24%) used the library more frequently because of school or work requirements. For some (22% of those who now used the library more frequently), the increase in usage was driven by their desire to encourage their children to read.

Among those who now used the library less frequently (38% of the respondents), most (88%) said they had no or little interest in reading. Other reasons, relating to their personal lifestyle, were that their children were grown up, or they were no longer in school (30%), they were too busy to go to the library (28%), or they had no need to use a library (13%). Some mentioned that they bought their own books (9%) or were ill and/or housebound (8%, and 40% among those over 65). Some (12%) mentioned the library and its shortcomings as a reason for their less frequent use.

Factors Related to Library Usage

Distance from the library appeared to have an impact on usage, but only for those residents who lived less than three miles from the library. Among those who lived within one mile of the library, 44% were frequent users, compared to 38% overall. Most (74%) disagreed, however, that they would visit their library more often if it were closer. Even among those who lived three miles or more from their library, only one in three (36%) felt they would visit their library more often if it were closer.

Better hours also would appear to have an impact on increased usage. About half (49%) of the Mainers surveyed said they would use the library more if it were open on weekends and evenings, with frequent users (57%) being more likely to want additional hours than infrequent users (50%).

Although few (8%) residents admitted to feeling uncomfortable in libraries, there are strong reasons to believe that many non-users find bookstores to be less threatening environments than libraries, and for that reason, may prefer buying books to borrowing them. In total, 40% of the residents surveyed indicated they would rather buy books than borrow them, and 29% thought it was easier to find a book in a bookstore than in the library. Differences by usage were strongly apparent -- those who never used their local library preferred buying (60%) to borrowing (33%) and were as likely to feel that it was easier to find a book in the bookstore (45%) than it was in the library (48%).

As might be expected, the amount of time spent reading, or watching television varied by library usage, with frequent users spending more time reading, while infrequent users and non-users spent more time watching television. Overall, respondents had read or referred to a median of six books in the past three months, and spent an average of five hours per week reading books. Fourteen percent (14%) of the Mainers surveyed, including 29% of the non-users, said they had not read or looked at a book in the past three months. At the same time, very few did not watch television (3%), or watched five hours or less (16%) of regular television programming. The majority of adults (52%) watched between 6 - 15 hours per week, while one in four (25%) claimed to watch more than 20 hours per week.

Many Mainers spend a significant amount of time listening to music. While only 7% indicated they did not spend any time listening to music, one in three (37%) spent more than 20 hours a week listening to music, and another third (36%) spent between 6 - 20 hours listening to music. Although Mainers are big listeners of music, few (6%) spent any time at all listening to books on cassette. This is probably due more to a lack of awareness or availability, rather than interest.

The Local Library's Role in the Community

Mainers, whether they used libraries or not, strongly agreed (86%) that the local library was a vital part of their community. Related to this, residents generally felt that libraries should offer public services such as after-school programs and places for youngsters to meet for club meetings (74%). Offering such programs for children did not, however, extend to providing after-school programs for children until their parents picked them up. Most (71%) felt that providing such a service should not be the library's responsibility. Of those who did think that libraries should provide such a service to their patrons, more than half (55%) thought that user fees should pay for the service, rather than general taxes (29%).

The librarians and city/town managers interviewed differed somewhat in how they defined the mission of the public library. While librarians viewed the public library as a place to "promote life-long learning" through print, non-print and programming materials, city/town managers viewed the community library more as a "community activity center" that was integral to the city/town and provided residents access to resource materials. The need to promote an image of the community library as "the place to be" was not necessarily to the library's detriment. Managers admitted the library was always a hard sell when budgets were decided. Against such

services as police and fire protection, the library was considered non-essential and important only for the quality of life. To compete for dollars, the community library was required to offer more than an environment for life-long learning and recreational reading; it needed to provide special social services as well.

The Role of School Libraries

Among the general public there was strong support for school libraries taking on a greater share of responsibility for school aged children. Most residents agreed that students should be able to get most of their materials for reports from their own school libraries (75%), rather than to rely, to a significant extent, on the local public library (20%). There also was strong support (64%) for school libraries staying open during the summer. To assist school libraries in becoming more self-sufficient, many residents (56%) agreed that more funds should be allocated to school libraries, rather than to expand children and young adult services in the public library. There was also reasonable support (54%) for combining the community library with the school library in small communities in order to provide one library offering more depth than two smaller ones.

The results of the survey support what librarians and school superintendents view as being the mission of the school library -- to support and enhance the school curriculum. At the same time the burden on school librarians must be considered. It was the consensus among those interviewed that there were now too many demands placed on the school librarian, and that effort should be exerted to allocate a greater proportion a funding to the school library to support adequate staffing needs. The results of the survey suggest that residents see a need for building up the school libraries, even if that means fewer children's materials/services for the community library.

It was generally felt that school librarians' professional image among teachers had improved over the past ten years. It would appear, however, that school librarians have become the victims of their own success. Librarians agreed that teachers were now more knowledgeable about using the expertise of librarians, and they were pleased with this result. At the same time, librarians were concerned that teachers had become too dependent on them -- librarians now found themselves playing many roles including media expert, technical expert, information specialist, and, unfortunately "the guy who gives the teachers a break from the kids."

Non-print Materials and Services

Librarians saw the emergence of greater use of non-print materials as positive and agreed that it was the responsibility of the library to provide information in multi-media forms. Making users and prospective users aware, and getting them accustomed to using information in a variety of forms, was not always achieved as easily as librarians would like. It was felt that there was still resistance, at least in the local libraries, to ask the librarian for guidance in finding/using materials that might be on microfiche or available through a computer. Librarians saw a shift in the emphasis of their role to providing guidance in accessing information. They did not feel that the general public was currently aware of this shift.

There was strong agreement among users and non-users alike that it was just as important for a library to offer non-print materials (e.g., video and audio cassettes) as it was for them to provide printed material (77%). Along with this, more than half (55%) disagreed that all they really needed in a library was a place where they could take out some good books. Additionally, users of community libraries were more likely to indicate that their library did not have enough non-print materials compared to other resources available.

Although there was strong support for non-print materials in libraries, most Mainers did not feel that libraries should provide a lending service for such things as tools, sewing patterns, toys, etc. (only 16% thought this should be a service of the local library). Nor did most of them think their local library should be the provider of popular videos (31%). For those who did think such services should be provided, most thought the funding for such services should come out of user fees rather than general taxes.

Computerized information services were generally viewed as being consistent with the role of the public library. Most Mainers agreed that libraries should provide access to general information (73%) and/or professional information (62%) through computers. There was less support, however, for providing access to library information sources from home computers (40%). For the most part, residents who felt computer services should be provided thought they should be paid for with user fees, rather than with taxes.

Perceived Adequacy of Maine Libraries

Although librarians may feel their libraries are understaffed, this perception is not translated to the public in the perception of inadequate assistance. The staff at local libraries received very high marks from the responding residents. Among those who had used their library in the past two years, 95% said their local library staff was helpful and approachable. Among frequent users, none disagreed with this statement. Almost as many (89%) agreed that their library's staff was adequately trained. Librarians credit users' positive perceptions of librarians with the State's recognition of the need for professional librarians.

With the exception of non-print material, most users felt their local library provided adequate recreational, reference, children's, and classic literature materials. Mentions of "too much" of any one type of collection were rare or non-existent. Consistent with Mainers' assessment of adequacy of reference materials at their local library, 76% agreed that their library met their informational needs, while 17% disagreed, and 6% did not know.

Most Mainers who used their public library felt that it was easy to use (95%). Somewhat fewer (75%) thought their library was equipped with adequate rest room facilities and reading areas. Despite the strong satisfaction with the staffing of their library, the perceived adequacy of collections, and the positive assessment of the physical facility, less than half (46%) thought their library was adequately funded. One in three (33%) disagreed that their library was adequately funded, while 20% admitted to not knowing the adequacy of funding.

Although librarians agreed that the State had come a long way in the past 20 years, there was general consensus that much of the State was still far behind in providing adequate materials to library users. Additionally, librarians strongly asserted that more attention had to be placed on the design the facility.

Encouraging the Use of Maine's Libraries

Overall, librarians and library decision makers agreed that the quiet institution with "a lot of books" was a thing of the past, and an establishment that could not survive. The library, it was felt, needed to become a vital part of Mainers' day-to-day lives in fulfilling their need for life-long learning -- in whatever shape or form was necessary to achieve that end.

When asked what things about their library discouraged them from using it more, Mainers were most likely to respond with a personal reason, rather than one focused on the shortcomings of their library. Overall, 43% gave a personal reason such as being too busy (21%), having little interest or need for the library (11%), or buying their own books (7%). One in three (34%) said that nothing in particular discouraged their use, while 23% focused on the physical structure of the library, and 19% mentioned library operations. Frequent library users were more likely to focus on library related issues than were infrequent and non-users, who more frequently mentioned personal reasons for not using their library more often.

To achieve stronger recognition for their libraries, librarians have employed a variety of marketing efforts, including writing regular columns in the school/community publications, holding meetings in the library, corresponding regularly with administrators/superintendents on new ideas, holding a "donut day" once a week to introduce new users to materials and services, developing strong ties to the business community, sponsoring community arts programs, conducting surveys on readership, providing a young adult room where kids don't have to be quiet, and becoming involved with city/town government.

Librarians, as well as library decision makers talked at length on the need for more professional librarians with strong people skills. It was agreed that librarians should be the ones to initiate marketing of their libraries to prospective users, and that librarians should also be the ones to initiate relationships with other libraries.

One possibility explored with the public for encouraging stronger use was offering the option of a longer borrowing time. One in three (36%) Mainers indicated they would be more likely to borrow books if they could take them out for a longer time. Interest in such an option was stronger among infrequent users (42%) than among either the frequent user (33%) or non-users (33%). Going toward a bookstore setup was also mentioned by the librarians as a way of increasing usage, especially among non-users. Other means of encouraging usage included better display and presentation of materials, and developing a better network between public and school libraries.

The Future of Maine Libraries

There was strong support among librarians and decision makers alike for larger regional libraries. Regionalization, it was believed, could solve a number of problems. First of all, in many smaller communities it was next to impossible to find qualified librarians. Secondly, a sizable reduction in operating costs could be achieved by combining the resources and services of two or three communities, and therefore eliminating duplication of effort and materials. Several communities could, together, afford one larger library that provided far greater depth in resources and professional services. It was the impression of the librarians interviewed that at present there were a lot of small libraries that couldn't survive and continue to function as "real" libraries. Although they may provide a suitable environment for a reading room in their community, they were not adequate for providing access to sufficient resources.

More than half (54%) the Mainers surveyed preferred a small library close to home, while 38% preferred a larger library, and 8% did not care (these were predominantly those who never used a library). Of the 38% who preferred the larger library, most (34%) said they would be willing to travel more than five miles, and more than half of these (21%) said they would travel more than ten miles for a larger library.

Preference for a larger or smaller library did not differ by amount of usage, but rather by *how* Mainers used their library. A smaller, close-to-home library was most strongly preferred by those who took out children's books (60%) and visited their library for children's programs (59%). It was also more strongly preferred by those who used the library more frequently than they did ten years ago because they were retired or working less (74%), or by those who wanted to educate their children, and encourage them to read (71%). A larger library was preferred by those who used the library for on-line information (72%) and those who now needed to use the library more for school and work (74%).

Certain demographic characteristics were also related to what type of library Mainers preferred. Whereas long-time residents were strongly in favor of small libraries, newcomers preferred large libraries, and were willing to travel farther to get to them. The level of formal education attained was also related to preference -- Mainers with at most a high school education strongly preferred the smaller libraries, while those with a college education preferred the larger libraries. Possibly related to school related needs, younger residents (18-24) strongly preferred a larger library, while all other age groups of adults preferred smaller libraries.

Most (71%) adult Mainers surveyed were aware that Maine had a statewide system that allowed users to determine if materials were available at other libraries elsewhere across the State. Most (60%) said they would use a statewide library card that would be honored at all participating libraries in the State, should one become available. In general, interest in such a card increased with library usage. Half (50%) of those who were interested in the statewide card, felt that the card should be supported by user fees, while 27% preferred a pay-by-use fee, and 18% advocated more State taxes to the library to cover such use.

Implications and Recommendations

The following recommendations flow from the results of the study, and are offered for your consideration. Of course, these suggestions must be weighed against other factors that are beyond the scope of this study.

1. The results of the survey indicate three equally-sized groups of Maine adults; those who use the library once a month or more, those who use it less frequently, and those who never use it. Understanding the composition of each of these groups allows us to develop strategies for encouraging stronger use.

Groups noted for their more frequent, or increased, use of libraries were newcomers to Maine, retirees, and parents of school age children. Following are some ideas for drawing more individuals from these groups to the library:

- a. Librarians could send out letters to newcomers to their town with a registration form for a library card. The letter could be followed up with a phone call to make arrangements for a "get-acquainted" tour of the library and its services. Names of newcomers could be developed from lists provided by area realtors and rental management groups.
- b. Public and school libraries could offer an annual introduction program to parents of children just starting school. Possibly the school could provide a list of incoming kindergartners to the library each fall. A program for "new" students in the public library (which the parents would attend) would also familiarize parents with all the material and resources available for their own use at their local library.
- c. A third group very likely to respond to marketing would be new retirees. Librarians could watch for the names of persons who have recently retired in local newspapers (often these are announced) and, possibly once a year, hold a program just for new retirees that would focus on materials that may be of particular interest to them.

2. There are also numerous opportunities to more effectively draw in the infrequent users - those that come less frequently than once a month. Though it may be very difficult to attract those who never use libraries, marketing to the needs of infrequent users may also increase interest among non-users. Some possible opportunities for libraries to consider are:
 - a. Offer the option of checking out books for 4 - 6 weeks. Infrequent users, especially, indicated they would use the library more if such an option were offered. Related to this is the finding that many infrequent users said they now used the library less than they used to because they were "too busy" and didn't have much time for reading. It's understandable that time is a significant obstacle to reading more among adults who often have demanding jobs and family responsibilities. For many, it may be physically impossible to take more than one hour per night out for personal reading. Libraries may be deterring greater usage with their two-week lending times since many busy adults cannot be expected to finish a book within this time-frame. Checking out books for the second time may present an inconvenience that busy adults would prefer to avoid. For that reason, they may see it as "easier" to buy rather than borrow.
 - b. Many Mainers are not avid readers of books. On average, Mainers reported spending a median of five hours a week reading books, and it is likely that this is an overestimate. This does not mean that those who don't read much aren't capable readers and/or do not want to continue a process of life-long learning. It's quite possible that print media may not be as attractive to them as other media forms (video/audio). Libraries have made great strides in providing more and more non-print media to their users over the past 20 years. It is possible, however, that many prospective users are unaware of just how much the library can offer them in the way of classic movies on video, great music, and books on cassette. Possibly, libraries should place less emphasis on "Read, Read, Read" and start promoting something like "Question, Explore, and Experience." In fact, among those who did not use their libraries often, the biggest reason given was that *they didn't read that much*. **Libraries must reassert themselves as the places to get to know things, not just the places to read things.**
 - c. Others ways libraries can better appeal to infrequent users is to reconsider their hours. Many users and non-users alike said they would use their library more if it offered better hours. Again, the library must be flexible to suit the lifestyles of its public.
3. Mainers spend a lot of their personal time listening to music; in fact, they averaged 12 hours a week. But very few spent any time at all listening to books on tape. It is very likely that a sizable proportion of Mainers are unaware that they can "listen" to books at their leisure. Libraries must do a better job at getting the word out that such tapes are available, and should market them as the solution for people who want to keep up with

good books, but don't have the time to read. In Maine, business people often drive for hours to get to meetings, and this is a wonderful opportunity to relax and "take in a book" while driving.

4. Maine libraries must let their public know what they have. Many people are unaware of just how much the library can provide its users, especially in the non-print and computer search areas. Distributing newsletters via local newspapers is a good way of reaching the public at a reasonable cost.
5. To serve their own publics better, libraries (of all types) should consider conducting their own surveys of users (both frequent and infrequent) to get a better handle on what their own users want in the way of services.
6. Although many Mainers over 65 indicated they visited their library more frequently because they had more time, those who visited the library less frequently than they did ten years earlier said they were prevented from using it more because of being housebound and/or ill or handicapped. Stronger efforts may need to be made for getting the library to those who cannot physically get to the library themselves.
7. From the results of the survey and the focus groups, it was apparent that the relationship between schools and the community library has reached a critical stage that must be addressed. It would be in the best interest of both the schools and the community libraries to take a hard look at what should be expected by each in the way of providing services for school age children. Perhaps a group composed of school librarians, school administrators, public librarians, and public library trustees could study the problem and construct guidelines for the responsibilities of each and how they might work together to meet the curriculum needs of the schools. This may or may not include such possibilities as combining the resources of the community and school libraries.
8. In addition to better working relationships between schools and community libraries, it appears the position of the professional school librarian must be better defined so that this person is not used as a "jack of all trades." A better definition for the school librarian's role should be developed and practiced.
9. There was strong support for libraries offering on-line services among the public. It was felt that user fees would be appropriate for covering the cost of such services.
10. Maine's libraries face a tough future. The emergence of new, expensive services as well as tighter budget constraints force libraries to confront some difficult problems which require creative solutions. Most adults in Maine would prefer a smaller library closer to home to a larger library farther away. This may not be incompatible with how librarians and decision makers view future libraries. Realistically, many adults view the library as a place to take out books for themselves and/or their children, and many are not concerned about being able to access special services. For these users, small community

reading rooms that do not require the skills of a professional librarian may be the answer. At the same time, several communities could pool their resources to provide one larger library which provides full library services and professional staff.