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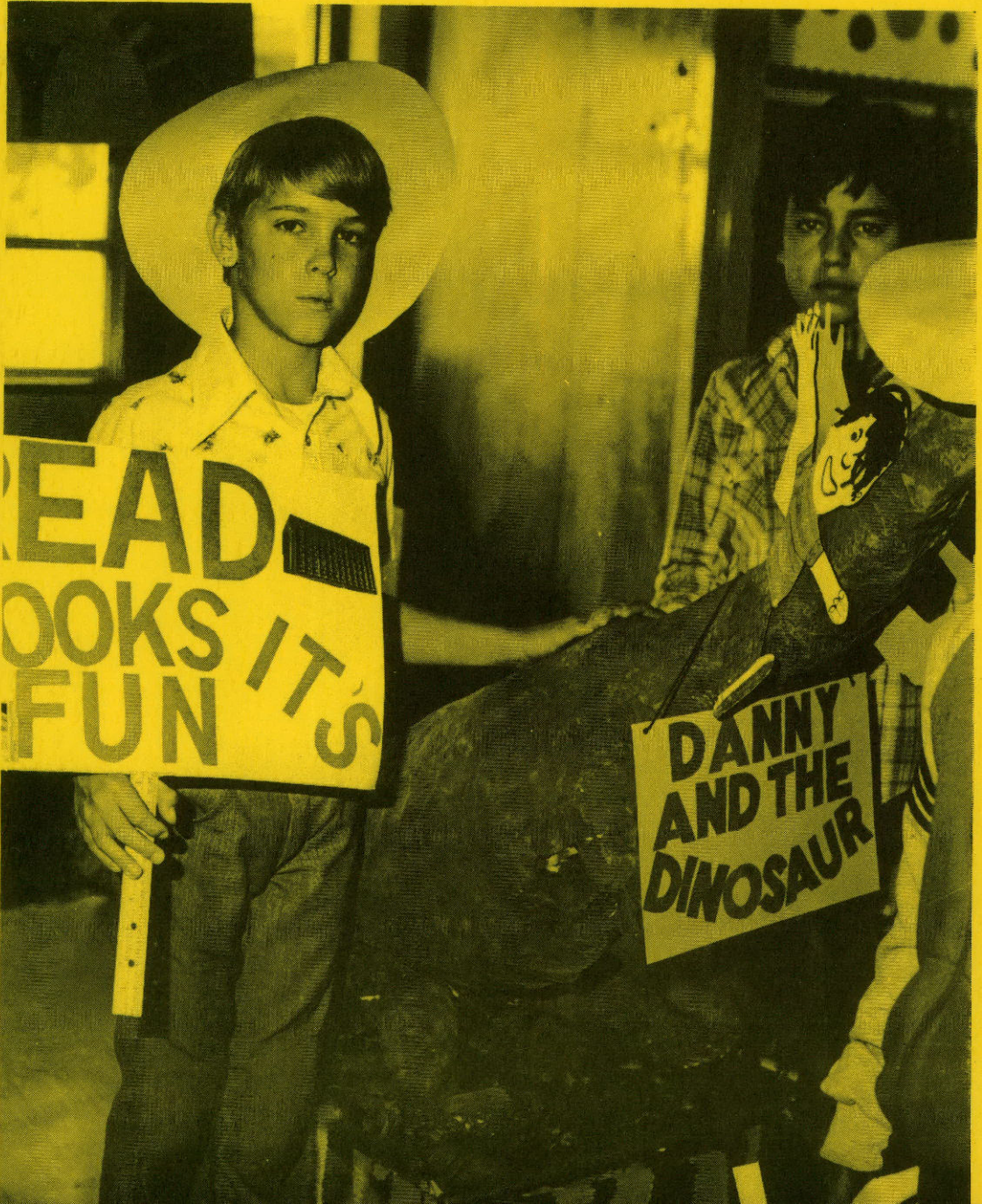
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Spring 1981



LIBRARIES



Texas State Library and Archives Commission

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The Texas State Library became a separate state agency in 1909 when the Texas Library and Historical Commission was created. Legislation in 1979 changed the name of this group to the Texas State Library and Archives Commission. Two Commission members are appointed in September of each odd-numbered year to serve for six-year terms. The Texas State Library is housed in the Lorenzo de Zavala State Archives and Library Building at 1201 Brazos and at the Records Center at 4400 Shoal Creek Boulevard.

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A New Era in Typesetting

Although the type in this issue of *Texas Libraries* differs little from that in previous issues, it was produced by a new method. Linda Minton "typeset" the copy by keyboarding it on a CPT 8000 Word Processor. The eight-inch magnetic disks that are an output of this device were used as input for typesetting equipment at Austin Cold Type.

While much of the attention in libraries is currently being directed toward access to on-line databases, it is possible that the computer-generated typesetting will have as great an impact upon libraries as access to databases will. Typesetting has traditionally been a totally separate operation. With the new generation word-processing equipment, a corrected first draft can be the automated input for typesetting. On a larger scale, using a mainframe computer, authors and publishers can draw upon vast databases to which they add introductory material and in which they intersperse text. The entire document can then be recorded on magnetic tape that can also serve as input for typesetting equipment.

Although the cost of printed material has risen enormously in recent years, the cost of the typesetting component has not risen at the same rate—thanks to the use of the so-called "cold type" instead of the traditional "hot type" or lead. With the introduction of computer-generated typesetting, it is possible that the cost of typesetting may actually drop. In addition, a single keyboarding can produce the type for a mass-market paperback, a standard hardcover, and a large print edition. A publisher may even take extracts for an anthology—all without a second keyboarding.

Since World War II, developments in offset printing have revolutionized the actual printing operation. Small offset presses now do much of the work that mimeograph machines once did as well as short-run printing jobs such as *Texas Libraries*. At the other end of the scale, enormous offset presses produce daily newspapers. The flood of heavily illustrated books and magazines of the past decade or so have all been the products of offset printing equipment.

With computer-generated typesetting available to anyone with office word-processing equipment, a total revolution in printing will have taken place during the past 25 years. The beginning of the 1980's seems destined to mark major changes in the printed materials that libraries acquire.

Orange Public Library Anchors New Civic Plaza

by Chris Albertson

Orange Public Library has the distinction of being the easternmost library in Texas. Located in the far southeastern corner of the state, Orange, a city of 25,000, is the seat of Orange County and the site of a diversified group of manufacturers that include divisions of many Fortune 500 corporations. The general retail trade zone has been estimated at over 50,000 with a total county population of 80,000.

The present building occupied by the Library is the fourth such building to be used as a public library in Orange and the very first to be built for that purpose alone. Dedicated in July, 1977, the 20,000 square foot facility is a steel framed structure with masonry exterior walls. This exterior sheathing is of large panels of precast concrete with light sandblast finish, welded and bolted to the steel frame. This material was selected because of its homogeneous character, its durability and its costs. The color was chosen to be in harmony with the two other major buildings of the new Orange Civic Plaza. Its heat-reflecting quality was also important because of the semi-tropical climate. All exterior glazing is solar bronze glass to reduce glare and heat transmission. The covered arcades on the south and west give further protection to the glass as well as shelter from the frequent rains. The highest quality non-glare lighting is installed in the reading rooms, and a variable system with incandescent and fluorescent lights in the meeting room adjusts to many different lighting requirements. Complete temperature and humidity control has been made possible by central multi-zone heating, ventilating and air conditioning which utilizes hot and chilled water.

The library, less than a block from the Sabine River, which forms the Texas-Louisiana boundary, was the first building to be opened in a master plan for downtown Orange that includes the Stark Museum of Art and the Frances Ann Lucher Theater which opened with a gala premier by Liberace in February, 1979. An open park, fountains, and walkways complete the new plaza which also includes the refurbished W. H. Stark Mansion and the E. W. Brown Mansion, which has served for years as Orange's City Hall.

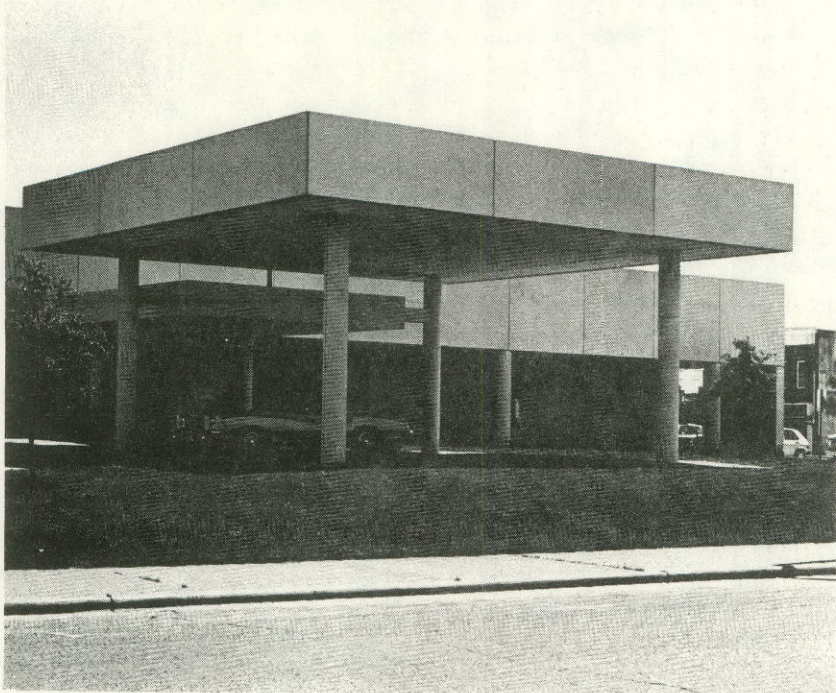
Utilizing an "open plan" concept, the carpeted interior of the library is divided mostly by shelving and furniture rather than by walls. There is, however, a separate Children's Room in addition to the Administrative

Offices, Meeting Room, and Technical Services. Present shelving will allow for approximately 75,000 books and display of 360 current periodicals. With the exception of the light green metal shelving in the Children's Room, blonde wood shelving has been used throughout the Library with a terraced effect of increasing heights.

Special holdings at the Orange Public Library include the *Orange Leader* on microfilm from 1886 as well as other items of local history. The David Bennett M.D. Memorial Collection, named in memory of a local physician, contains large-print titles for young adults.

The library shares its name with five other libraries across the country. There's an Orange Public Library in New Hampshire, Connecticut, New Jersey and California in addition to this one in Texas. Needless to say the Postal Service often confuses these addresses with amusing results. More misdirected bills intended for one of the other "cousins" than donations, however, seem to make their way to the Texan Orange Public Library.

Also, with such a name as Orange, gimmicks are almost irresistible, for example, the library's letterhead is printed in orange as are many flyers and handouts. Another publicity effort that has recently "borne fruit" for the library has been the attempt to secure a phone number that can be spelled out as a mnemonic device for the public. The staff



Exterior of Orange Public Library

decided upon the numbers "7323" (which when coupled with our exchange "883" makes a good mnemonic combination itself) since they spell READ. After making this interest known to the telephone company it was merely a matter of waiting until 883-7323 was abandoned and could be assigned to the library as 883-READ.

History

Incorporated in 1858, Orange would have to wait a hundred years before the inauguration of municipally supported library services. Before that time, as was common elsewhere on the frontier, the local Woman's Club sponsored a library that was open to the public. When the present Woman's Club building was enlarged in 1941, a room was provided for that library; and \$50 per month was donated by the City to help with its upkeep. After several unsuccessful attempts to create a City-County Library in a building of its own as a successor to the Woman's Club Library, a group of civic club leaders and representatives from the Woman's Club met with then Assistant State Librarian William Peace and John Hudson, who was then a consultant for the Texas State Library. Hudson was to inform the group that Orange was probably the largest city in Texas at the time without a tax-supported library and he recommended that the group seek to establish a city library initially and



Periodical Reading Area and View toward Administrative Offices

later extend services to cover the entire county. The State Library would provide a core collection if the proper facilities could be found to house it.

A steering committee headed by Mr. James Bond set about a campaign to solicit City support for a public library. Their efforts culminated in securing the use of the former polio ward of the abandoned City Hospital when the new Orange Public Library opened in June, 1958, one hundred years after the incorporation of the City. After a new post office was built, the City was able to obtain the old post office to be remodeled as a library with the move occurring in January, 1963. Steadily increasing demand for library service eventually resulted in the completion of the present building fourteen years later after a successful million dollar bond issue was passed by a margin of two to one.

The land for the present library and the architect's fees were donated by the Nelda C. and H. J. Lucher Stark Foundation. The Stark family is, of course, familiar to Texas librarians through other generous gifts including those to Texas Woman's University and the University of Texas where many former students and faculty remember the old Stark Reading Room and roof garden and the newer facilities that house the Stark Collection at the Humanities Research Center.

The Foundation has also built an art museum on the Orange Civic Plaza housing permanent displays of Audubon prints, sculpture by Remington and Russell and the work of more contemporary Taos artists. A 1500 seat Theater for the Performing Arts was built by the Foundation and then donated to the City of Orange after completion.

In addition to serving as a municipal library for the residents of Orange, the Orange Public Library has also served for the past decade as the library of Lamar University at Orange, a two-year community college campus of Lamar University whose main campus is in Beaumont (see "Orange Public Pivot for New Mini System," *Texas Libraries* v. 32 #1, Spring 1970, p. 32-33).

The University pays a portion of the salaries needed to keep a professional librarian on duty during all hours of operation as well as budgets each year for the purchase of books and audiovisual materials to enhance the existing public library collection for use by the freshmen and sophomores at the branch campus. The materials are all intershelfed, with a stamped statement as to their ownership the only clue that there are two different sources of materials for the library.

Orange Public Library staff act as liaisons in faculty ordering. Processing details include the routing of a copy of the order slips with delivery of the requested materials from the main campus, return of those slips annotated with Dewey classification numbers and any locally required tracings and input of this information by the Lamar cataloging staff at

their OCLC terminals followed by direct mailing of the completed card sets from Columbus, Ohio, to Orange.

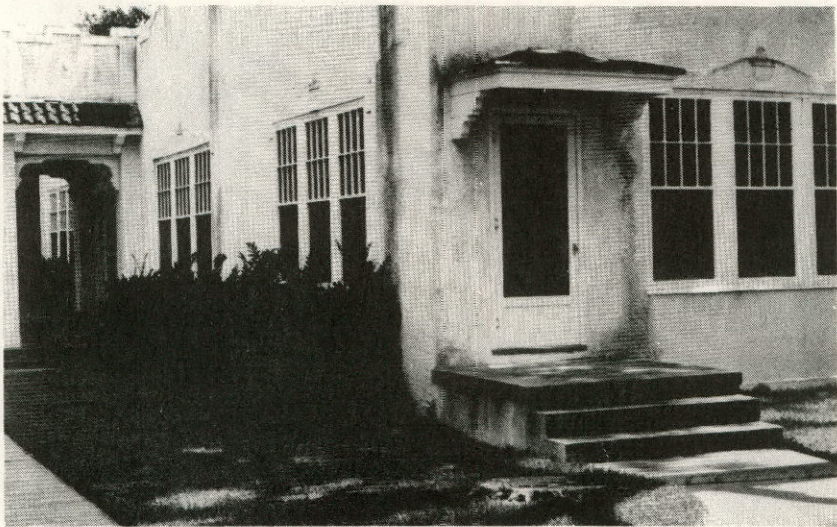
The library has also begun to play a greater role in total information management for municipal government with the City Librarian providing advice and coordination for records management activities for other City departments in cooperation with the Field Archivist of the Texas State Library. The library staff has also increased its involvement in research and reference for municipal management, with the Library now a member of the Council of Planning Librarians and the American Management Associations, in order to better serve the needs of city administrators.

Librarians

The first professional librarian at the Crange Public Library was Mary T. Janowski. She and her husband, Bronislaw (Mike) Janowski, now administer adjoining parish libraries in Louisiana. Flora Wilhite, a native of the area, served after Mrs. Janowski before accepting the directorship of the Sterling Municipal Library in Baytown in 1965. Kathleen Cook, her successor, retired from the post in 1978 after fourteen years with the City. The present director has been with the Orange Library since 1974, assuming his current position in 1979.

Thus, in a home of its own at last, anchoring a new Civic Plaza, Texas' easternmost library looks forward to a future of continued service to the city and people of Orange, Texas.

Christopher Albertson was librarian at Orange Public Library. He now heads Tyler Public Library.



Entrance to Former Library Room in Orange Woman's Club

Book Review Center Aids Selection for Young Readers

by **Lea-Ruth C. Wilkens**

The Children and Young Adult Book Review Center at the University of Houston at Clear Lake City opened in 1976. The center was started after school and public librarians voiced a common concern about the problems of selecting children's and young adult books from the standard review tools. Too many librarians confessed that they had that extra shelf in their workroom filled with books which had been selected from reviews which indicated to the reader that the books were recommended or even highly recommended for purchase. Based on the reviews the books were ordered; however, when they finally arrived many weeks or even months later, they were immediately put aside because they contained words or pictures which were not acceptable for a particular community. Books which had been selected with some confidence were now not only sitting on shelves, they were also a constant reminder to librarians that they had made costly mistakes in their selection process. Faced with tight budgets, librarians naturally became disgruntled with reviews which could not be "trusted," a term frequently overheard whenever a group of professionals gathered to discuss their selection problems. Librarians wanted not only to see the books they selected, they also wanted to read them and if at all possible discuss them with other librarians.

How could this be done? Most librarians agreed that the attendance at a yearly state conference or even regional conferences did not give them enough time to select their books. What they really were looking for was a center which would have current books available to them throughout the year.

The idea was there, the crucial question was, how does one go about implementing such an idea? The plan was initiated at the university level and then presented to publishers of children and young adult books. Many letters and personal visits with publishing representatives followed. Within a year approximately ten publishing houses' began to support the center. The following year others joined, and at the present time over thirty publishers have been active and faithful supporters of the center.

The operation of the center after four years remains very flexible. Although review meetings are held once a month, the date of the

upcoming meeting is always decided upon by the group at the end of each monthly meeting. Meetings are usually suspended during the summer months because children's and young adult librarians devote every minute to hectic and productive summer reading programs. The meetings have generally been scheduled for Tuesday morning hours. This in itself has already presented a certain dilemma in that school librarians have not been able to attend morning meetings, although some private school librarians have been able to come to some meetings. Everyone realized, of course, that the ideal situation would have been to have both public and school librarians attend these meetings together so that school and public librarians could finally realize that somewhat utopian dream of greater cooperation in collection building. However, no matter how hard the participants tried to bring this about no suitable compromise on time could be agreed upon. An equitable solution was finally found three years ago when the traveling collections to school districts were initiated. These collections were put together at the Book Review Center and were then routed through Region IV Educational Service Center.

Pat Kanter, former library consultant with Region IV, undertook the back-breaking task of picking up the book boxes at the University of Houston at Clear Lake City and transporting them to the Region IV offices. From her office she routed the collections to school districts that had requested the traveling collections. The boxes were then delivered to each school through the Region IV delivery van. Each school district was allowed to display the collection for two to four weeks. During this time librarians, teachers and sometimes even children could examine the books and make their recommendations for purchase based on this "hands on" process. At the end of the school year all books were returned to Region IV and from there shipped back to the Book Review Center where they were sorted and finally returned to the shelves to be permanently displayed.

The traveling collections have encountered some problems such as delayed arrival, some missing books and an occasional slip up in the routing procedures. However, the overall idea of the traveling collection has been successful, and the collections have been very much in demand by librarians who have known of their availability.

Books which travel to the school districts are not formally reviewed by school librarians. Formal reviews are only solicited from library personnel who attend the monthly meetings. Each participant usually selects between ten and fifteen books and completes the appropriate review form for each book read. At the present time two separate forms are being used: one form for picture books and another form for juvenile books. The latter form can be applied for both fictional and informational books. Credit for the forms should go to the Houston Public Library

personnel who graciously suggested that their forms could be copied and used by the Review Center.

Members of the review committee usually decide at the beginning of each meeting the order in which the books will be reviewed. Picture books usually seem to be first on the list. The light-hearted charm and humor of many of the books have rarely failed to capture the fancy of most reviewers. Participants frequently have also made an extra effort to try out the picture books in their story hours in order to gather first-hand responses from audiences which are quite uninhibited in their critiques.

Occasionally a book will also be reviewed by two or even three people in order to arrive at a more valid opinion. This is particularly true with books which deal with controversial themes which demand a second or third appraisal in order to justify their acquisition.

The reviews which have been collected at the meetings are finally forwarded to the publishers to give them feedback on the books which they have submitted for review. A duplicate review copy is left in each book to give future visitors to the center some additional professional opinions which might help them in making their selections.

Although the main purpose of the monthly meeting is to review books, several other items have now become part of the monthly review routine. The committee, for instance, has enjoyed exchanging ideas on programming for children. Summer reading programs have in all likelihood been enriched because librarians shared their ideas with other professionals at the monthly meetings. Bibliographies which have been successful with patrons at one library have been shared with other



libraries. Participants have even exchanged background information on speakers and storytellers who might or, in some cases, might not be invited to present programs. Some professional growth in the area of children's and young adult literature has also been incorporated into the meetings through the sharing of current literature which might not always be available to all participants.

The Book Review Center from its first days of operation has also tried to make a very special effort in promoting children and young adult authors who reside in the Houston area. The center has not only set aside a special area which features the books of the local authors, the books in the traveling collections have also been marked with a special sticker indicating that the book was written by a local author.

Two Houston authors, Mary Blount Christian and Joan Lowery Nixon, have also contributed some of their original manuscripts to the Review Center.

The Book Review Center was recently moved to a special room within the University of Houston at Clear Lake City Library. The entire collection was once again shelved according to the year published and according to publisher within each year. The shelving is done in this manner so that every publishing house which has generously submitted books for review can be easily identified. No formal card catalog has been established for the collection at this time. Each book is recorded upon arrival by a simple shelf list card which is again filed according to publisher from which the title was received. Each book is also marked with a metal strip which is part of the overall library security system.

The center is open during regular library hours seven days a week. Anyone may come and browse; however, no books may be checked out of the center by the public which includes students and faculty members. The library maintains a separate collection of children's and young adult books to supply the needs of students who are enrolled in children's and young adult literature courses.

It is always pointed out to everyone that the Book Review Center was established as a separate entity to serve professionals who need to see first hand what children's and young adult books might be available for their distinct needs.

Some school districts have on occasion requested that their school librarians hold an in-service selection meeting at the Book Review Center. These requests have always been accommodated. In most cases it was also suggested that the director of the Book Review Center present not only a short introduction to the operation of the center but also take some time to discuss current trends.

Lea-Ruth C. Wilkens is an associate professor at the University of Houston at Clear Lake City.

Summer Bookmobile Program Draws Children and Parents

by Terry McKenzie

Books are a part of a young child's summer, books for exploring and learning and dreaming through the hot summer days. At least they should be. But Weslaco Public Library found that, for the young residents of the community's outlying subdivisions, this was not the case. Since the downtown facility was too far away for many children to reach on foot or by bike, the library went to the children. Using a converted panel van and a team of two staff members, the library visited four neighborhoods each week throughout the summer, bringing books, puzzles, games, records, and activities.

The bookmobile project, funded by the Children and Youth Services Division of the Texas Department of Community Affairs, served over 300 children on its regular weekly rounds. The bookmobile visits were scheduled from 1:30 to 4:00 p.m. Mondays through Thursdays, and one particularly popular site received an additional visit on Tuesday mornings. The sites were in the heart of neighborhoods composed of lower-income Mexican-American families. Many of the residents were newly arrived from Mexico. Many were migrant or seasonal farm workers. Almost all used Spanish as their native language.

The sites selected for bookmobile stops proved to be a strength of the program. While the staff was able to use a community room at a public housing development at one site and a meeting room at a local migrant council office at another, they were unable to secure public facilities at the remaining two. Rather than move the sites out of the neighborhoods, the project director approached local residents and was offered the weekly use of a patio and a yard. These local and familiar settings proved to put the children at ease as well as their parents, who might have been less accepting of other locations.

Each bookmobile stop lasted at least three hours, although the van frequently stayed on site longer to accommodate interested last-minute borrowers. Books were checked out and returned according to general library procedures. Using a reading motivational program especially designed for its bilingual audience, the bookmobile staff brought storytelling, filmstrips, puppet shows, games, and books. The activity sessions were planned around folklore, traditional cultural values, and American customs. After group sessions, the children gathered in small

groups to talk, to read, and to play with each other or with library staff and other adults.

Adults were present and not only as overseers. Interested parents and older siblings were drawn in by the activity. They soon became participants, helping with puzzles, listening to beginning readers, showing youngsters how to check out materials, and offering general encouragement.

Library materials were selected especially for the program. Paperbacks were popular among children from prekindergarten through third grade. Fourth graders and those older enjoyed hardcover books, especially series. Several of the families had record players, and their children found records and read-along books to be favorites. Although the van was stocked with children's books in Spanish, these were not often checked out, as most children and their parents were interested in developing reading skills in English.

Besides the traditional library materials, the children could also borrow such games as Monopoly, Chinese checkers, Life, Sorry, and Battleship. For many, this was their first acquaintance with these traditional children's games.

Together with the regular library activities, children participated in the Reading is Fundamental (RIF) program. Each child selected and kept two paperback books. These take-home books were distributed at intervals throughout the summer and delighted the children.

Although the outreach project served over 300 children on its weekly routes and circulated almost 2,000 items, the project was more than



library service: it drew community support. Neighbors volunteered patios and yards to dozens of active children every week. Families sent their children or saw neighbors' children participating.

The program provided an opportunity for language use and development. Not only were the participating children given a chance to communicate in English and in Spanish, but their parents and siblings also were encouraged. At one site a teenager, one of 13 children in a family newly arrived from Mexico, volunteered his services weekly in return for an opportunity to practice his English.

The outreach program introduced the concept of the library to many families. Early in the program, the project director noticed that several children would not borrow books or materials. Upon inquiring, she learned that their parents were reluctant to allow them to take the books home. Home visits to explain the library system and reassure the parents changed these attitudes.

Summer is over in Weslaco but, because of its success, the outreach library program continues. With an expanded focus and with additional funding from the Children and Youth Services Division, the van will visit the neighborhoods through the coming school year.

For additional information on the bookmobile project, contact Maria Elena Reyna, Project Director, Weslaco Public Library, 515 South Kansas, Weslaco, Texas 78596.



Monsters Theme for 1981 Readers

by **Linda F. Minton**

Encouraging children to read and to use their community's public library is the primary purpose of the Texas Reading Club, sponsored by the Library Development Division of the Texas State Library. The Reading Club is designed for Texas children, kindergarten age through ten years. Each year a different theme for the Reading Club is chosen and is incorporated into the design for posters, book marks and reading logs. In addition, the theme provides a central focus for the Reading Club manual which contains ideas and suggestions for the librarian to use in implementing his or her library's reading program for children. All of the Texas State Library materials are distributed at no charge to participating public libraries throughout Texas.

This year's Reading Club is "Monster Madness," the idea for which was conceived well over a year ago. "We knew by 1980 that we would use monsters for the 1981 theme," says Anne Hollingsworth, media consultant in the Library Development Division. "Monster Madness" was held for use until 1981 because the "Sports Splash" theme, so appropriate for the year of the Olympics, was used in 1980.

The 1981 "Monster Madness" poster shows monsters that are popular with children and well-known in literature, poking their heads out of the windows of a haunted house. The accompanying resource manual contains bibliographies of books about monsters, descriptions of legendary monsters and prehistoric creatures, activity suggestions, games, songs, and other planning ideas for the librarian. The author of the manual, Zinita Fowler, children's librarian with the Carrollton Public Library and a free-lance writer, has divided her subject matter according to monster "type" (i.e. prehistoric, legendary, literary, mysterious, true life, and space monsters) in order to provide some organization to "monster study." In addition, the manual contains illustrations by Jack Fowler of a "little monster" character that he invented and named "L₂M₂." L₂M₂ serves as a mascot and "attention-getter" for the children.

The Reading Club manuals distributed by the Texas State Library offer suggestions and ideas to the librarian which provide assistance in planning and organizing a reading program. However, the manuals are only intended as guidebooks. The librarian plans his or her library's own

reading program using individual creativity and local resources as well as the Texas State Library materials. Usually, a library's reading program involves enrolling children in the club, requiring that they read a certain number of books to complete the program, offering special events and storyhours or other activities, and holding some type of concluding ceremony to congratulate children who complete the program. Many libraries hold their reading clubs during the summer months. However, since this time of year may not be practical or desirable for everyone, some libraries may choose to offer reading programs at other times of the year. Realizing this fact, Texas State Library coordinators, in 1980, removed the word "summer" from the Reading Club's official name which is printed on all Texas State Library Reading Club materials. Now librarians can hold their reading programs at whatever time of year seems to them most suitable.

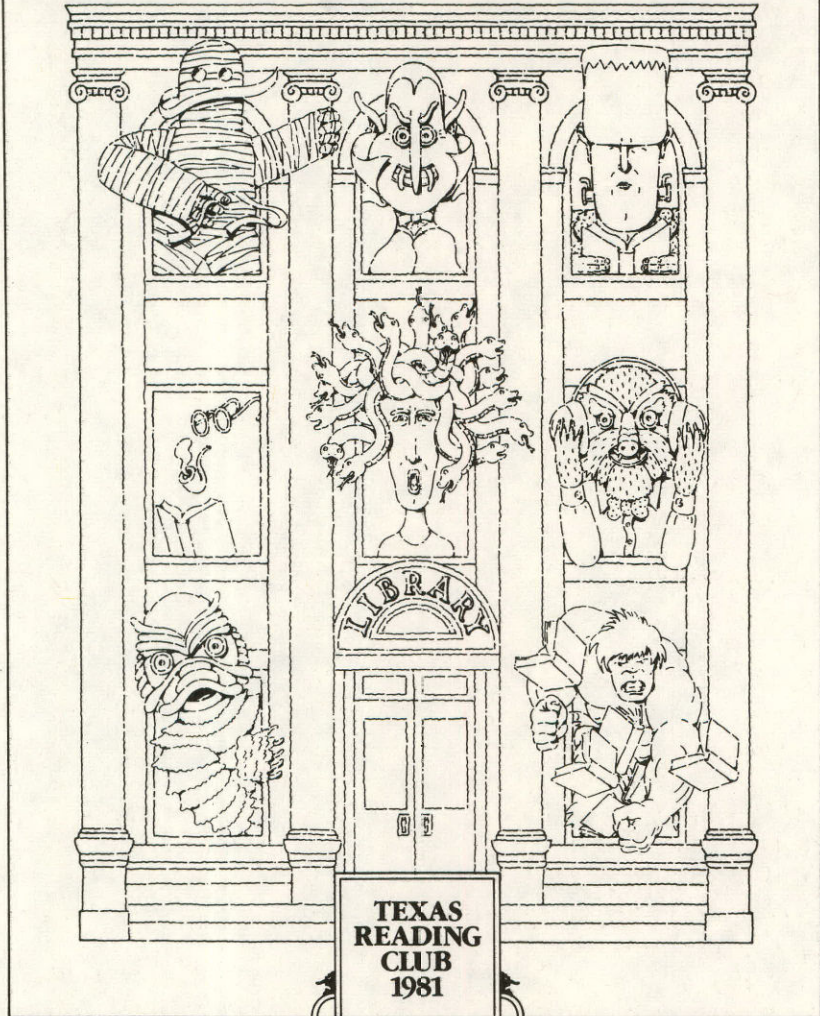
Preparation of Texas Reading Club materials by the Library Development staff of the Texas State Library is a year-long process. According to Ms. Hollingsworth, who heads the operation, the theme for each year's Reading Club is selected in May of the preceding year. Bids on artwork for the project are then taken that May and June. The artist is selected soon afterward, and by August the artwork is submitted to Library Development for approval. In evaluating the artwork Library Development staff also solicit the opinions of professionals outside the Texas State Library. Those contacted for their opinions include librarians at Austin Public Library, other librarians in the Central Texas Library System, and librarians throughout Texas. This year, for example, Ms. Hollingsworth showed "Monster Madness" sketches to children's librarians at Austin Public to get their responses.

Once the artwork is approved, the manual is contracted for at the end of the summer. During the fall and winter the manual is written and, like the artwork, submitted for approval. Then the materials are printed and mailed so that librarians receive their Reading Club materials in March, allowing ample time for program planning.

In choosing Reading Club themes, Library Development staff carefully examine the evaluations which are completed and returned each year by librarians at participating libraries. These evaluations provide useful "feedback" on all aspects of the Reading Club, including choice of theme, design and color of artwork, and quality in organization and content of the manual. The evaluations also offer librarians the chance to give their opinions and submit ideas and suggestions. For example, one reason that a "sports" theme was chosen for the Reading Club in 1980 was because so many librarians had indicated on their evaluation forms that they were interested in that topic.

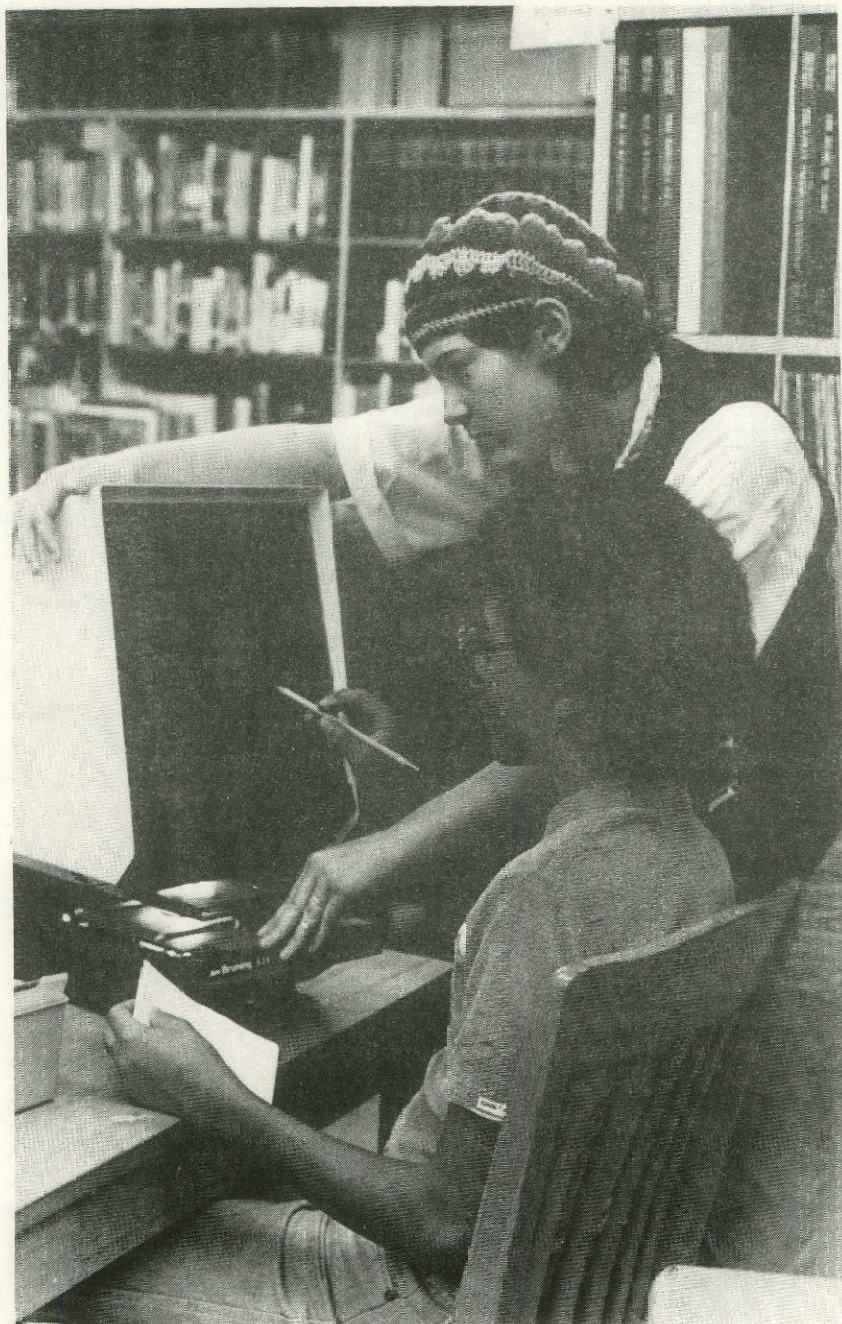
One way in which Library Development staff at the Texas State Library can measure the success of each year's Reading Club is to note the

Monster Madness



number of reading logs distributed. For the 1980 "Sports Splash" Reading Club, 256,395 logs were distributed. With the 1981 "Monster Madness" program, it is anticipated that distribution figures will equal or exceed those of 1980.

The purpose of the Texas Reading Club, that of promoting and encouraging the enjoyment of reading and library use, remains the same from year to year, while the theme of the Reading Club changes each year to create enthusiasm among young readers and librarians. This year's theme of "Monster Madness" offers both children and librarians the framework for a creative and enjoyable reading program.



Students at the High School for Performing and Visual Arts (HSPVA) use the Houston Public Library Catalog. Photo by X. Duarte, a student at HSPVA.

School, College, and Public Libraries Focus on Cooperation

by Sue Anspach and Edith S. Cheek

Cooperation among community libraries is often discussed but seldom truly realized. One successful example is the Houston Information Network established in 1977 by the Houston Public Library (HPL) to focus on interaction between the high school, the community college, and the public library. Funded through the Texas State Library, the purpose was to make Houston Public Library materials more accessible to high school and community college students and faculty.

There were four basic elements of the original project: (1) creation of a machine-readable file to be used as a catalog, (2) funding for personnel to edit the HPL catalog of 325,000 titles converted to MARC format, (3) placement of HPL catalogs in participating libraries, (4) a delivery system between the libraries. A committee of representatives from each participating system was formed to direct the last two elements of the project. The initial grant for \$29,902 was made in 1977 by the Texas State Library using Library Services and Construction Act Title III funds. This grant paid most of the vendor charges for conversion of bibliographic information to machine-readable forms. The second grant of \$26,000 from the Texas State Library paid for partial cost of editing the catalog and for the purchase of micro-fiche and -film readers that were placed in the community schools.

In February, 1979, ROM Readers containing the full Houston Public Library catalogs were placed in two campuses of the Houston Community College System, Johnston Junior High School, Booker T. Washington High School, the High School for the Performing and Visual Arts, and Tomball Senior High School. Several delivery options were made available, including holding a requested book at a branch or delivering it to the branch most convenient to the user. The Houston Community College System provided daily pick-up and delivery service for its users.

School and community college librarians working in the pilot program reported that many of their students were taking notes from the ROM Readers and going to their branch libraries to secure the material. HPL received the same reports from the branch librarians who were surprised and pleased to see students coming in with long lists of call numbers and searching the shelves. The school librarians said that the program was received with enthusiasm by students who were writing

term papers. Carol Lipman at the High School for the Performing and Visual Arts said "access to a much larger collection appeared to generate new enthusiasm and a better understanding for library orientation." She found the program helped her to encourage her students to use the library as a lifelong habit. "You're paying for it—use it," was one of the many approaches she utilized.

Margie Lovett, the librarian at Tomball High School, used Books by Mail (an existing program at HPL) as her link with the public library. She said there was enthusiasm for the program during the first weeks when books were being found and shipped. Approximately six weeks after the initial shipments, when materials were requested that could not be supplied, she found her students' interest in the program also dropped. She recommended that the type of materials that could be supplied be specified. Audiovisual materials caused the greatest problem, since HPL required that they be checked out personally by the individual who was to be responsible for their return. An example of the use of the catalog reported by Mrs. Lovett was frequent trips by young people from Tomball who would drive into Houston with a prepared bibliography to obtain books.

Tomm Cobb, the librarian at Johnston Junior High School, reported that no maintenance was required on the readers during the pilot period. He said the students were anxious to try the new methods of using the library catalog. Both students and faculty showed an almost universal preference for the microfilm catalog over the traditional card catalog. In several instances, the library and faculty were able to plan ahead by ordering books that would be needed to supplement the library collection when classes were scheduled to do research.

At Booker T. Washington Senior High School, students saved considerable time by doing their planning at school and knowing what was available at the public library. Sue Anspach, the librarian, was impressed with the cooperation she received from her local branch of Houston Public Library.

The program was evaluated at the end of 1978 through a survey of school and community college librarians using the catalog and at the end of 1979 by student and faculty users. The responses in both cases were positive. The users indicated that they found access to the record of 2 million books useful.

In the Spring of 1979 the committee recommended that the schools move to microfiche readers because of their higher reliability as well as their lower purchase price. The next fall eighteen fiche readers were ordered and placed in participating schools and colleges. The use of these less expensive readers permitted more schools to receive the catalogs. The fiche readers were more versatile because they could also be used with the Community College fiche catalog and with periodicals

on fiche. The Houston Community College made the catalog available on its 20 campus sites.

The author of the grant proposal, Jay Clark, chief of Technical Services at HPL, said that one of the motivating factors was to find money initially to finance a major change in their system's catalog. He said that Houston Public Library has been delighted with the many favorable results of the project. The most important result has been opening the channels of communication between the staffs of the schools, the Community College and the Public Library. School librarians found the catalog to be an excellent tool in teaching the use of the library for life-long recreational reading and research. All felt that continued cooperation would result in more effective use of library resources.

Although the project was officially concluded in 1980, the committee representing the schools, the Community College and the Public Library has decided to continue the cooperation on a voluntary basis providing public library resources to students. Plans are now being made for further expansion of the project, including placement of catalogs in additional Houston Independent School District locations and joint training sessions for school, college and public library staff. At a time when the public demands better use of public dollars, the Houston Information Network has been a cost effective program creating a computer-based library catalog that has made a collection of 2 million volumes available through three public institutions.

Sue Anspach is librarian at Booker T. Washington Senior High School, Houston Independent School District. Edith S. Cheek is coordinator of public services at Houston Community College System Learning Resources Center.



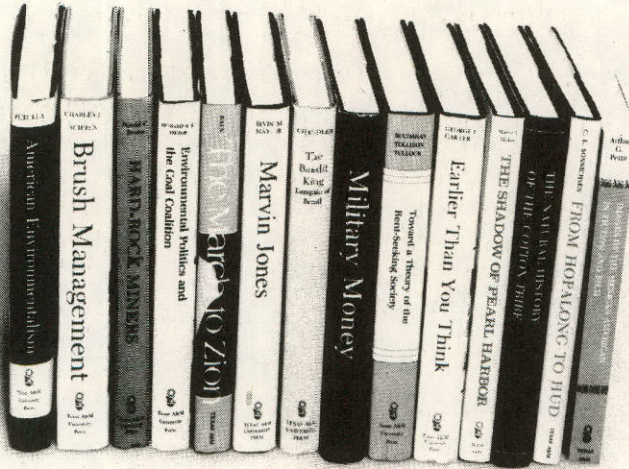
Texas A&M University Press

by Lloyd G. Lyman

The past decade saw Texans make dramatic progress toward establishing their state as a publishing center with national as well as regional significance. And perhaps the most noteworthy evidence of this progress has been the development of the Texas A&M University Press.

In 1974, the doyen of Southwestern publishing, Frank H. Wardlaw, came to College Station to organize a press that would "combine the university press's traditional function of service to scholarship with A&M's equally traditional role of service to Texas and the Southwest." His plan was to emphasize the publication of books on economics, agriculture, American history, and regional studies in art, history, natural history, and folklore. These emphases remain a part of A&M's lists with the addition of environmental history and nautical archaeology. In keeping with its founding director's intent, the Press has maintained a balanced program of publication that addresses the needs of both the academic community and the literate general reader.

The first title to bear the A&M imprint appeared in September, 1975:

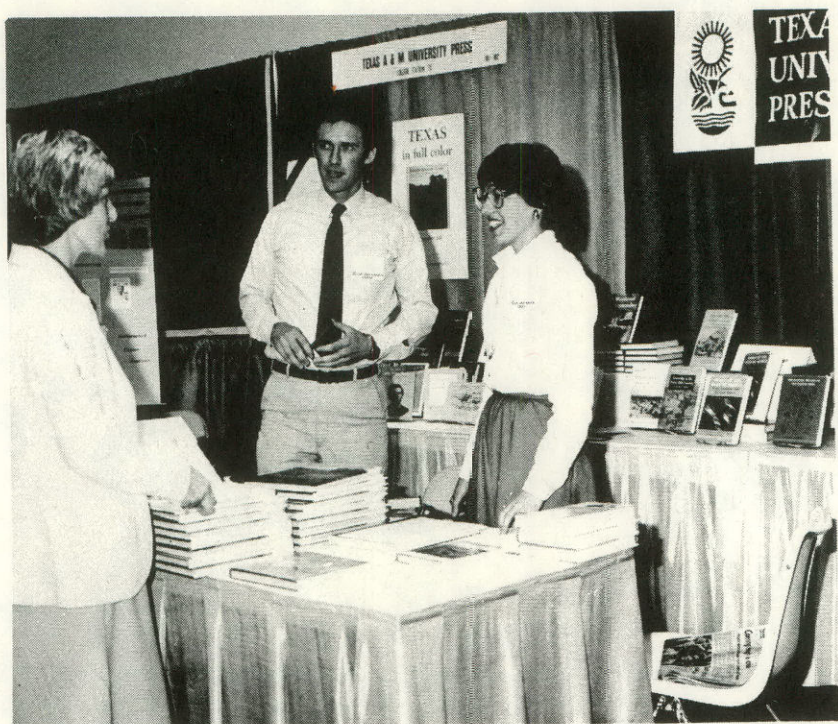


Storms Brewed in Other Men's Worlds, by Elizabeth A. H. John. It was a History Book Club selection and received three literary awards, in addition to enjoying wide critical acclaim. Seven other books were published that fall, among them *Texas Heartland*, by Jim Bones, Jr., and John Graves' *With Santa Anna in Texas* (which made headlines throughout the country because it depicted Davy Crockett as being captured and executed at the Alamo instead of dying in action), and Frank Gould's definitive study of *The Grasses of Texas*.

The Press's first series was established that fall. Funds for the publication of a two-volume centennial history and a separate pictorial history of Texas A&M were contributed by former students. The directors of the Association of Former Students dedicated the proceeds from their sale to the establishment of a revolving fund for use by the Press; the ninth book in the Association of Former Students Series—*Gone from Texas: Our Lost Architectural Heritage*, by Willard B. Robinson—is scheduled for publication this spring.

Since then six additional gift funds have been established. The Joe and Betty Moore Texas Art Series enabled the publication of Mondel Rogers' *Old Ranches of the Texas Plains*, a presentation of old west Texan ranches; Michael Frary's *Impressions of the Texas Panhandle*; a retrospective collection of Buck Schiwetz' work; and an interpretation of the Gulf Coast by nine Texas artists. *The Texas Hill Country: Interpretations by Thirteen Artists*, the fifth book in the Moore Series, will appear this fall.

Landscapes of Texas: Photographs from Texas Highways Magazine, published in September, 1980, and already in its second printing, is in



Bill Shearer and Gayla Christiansen at the A&M University Press Exhibit at the Texas Library Association Conference

The Louise Lindsey Merrick Texas Environment Series, which also contains books devoted to the Big Thicket and Texas wildlife. *Early Texas Oil: A Photographic History* is the first volume in The Montague History of Oil Series, which will soon include *Early Oklahoma Oil*. The W. L. Moody Natural History Series has books devoted to mammals of the Trans-Pecos area, common Texas grasses, wild flowers of East Texas, and fishes of the Gulf of Mexico.

The series of essays on the American West sponsored by the Spencer Foundation has provided new perspectives on Davy Crockett, John Wesley Hardin, and other subjects related to the American frontier.

For specialists and more serious general readers The Texas A&M University Economics Series is available. Number four in the series, *Toward a Theory of the Rent-Seeking Society*, was released earlier this year.

After five years, one hundred books make up A&M's backlist, including Frank Vandiver's biography of John J. Pershing (a National Book Award nominee); *The First Polish Americans* (recipient of two literary awards); *The Howling of the Coyotes: Reconstruction Efforts to Divide Texas*; *Brush Management*; *Talking With Texas Writers: Twelve Interviews*; Bill Brett's tales of East Texas, and Elton Miles' *Tales of the Big*

Bend; three books in the Environmental History series; *A Loose Herd of Texans*, by Bill Porterfield; and the reprints of such well-known Texas authors as Fred Gipson, A. C. Greene, Leon Hale, and John Edward Weems.

Two years ago the Texas A&M University Press experienced the trauma of a fire that completely destroyed its offices. For some fledgling organizations a catastrophe of this magnitude could have been fatal. Fortunately, however, the dedication of a talented staff and the consistently enthusiastic support of A&M's administration, faculty, and former students prevailed over a potentially devastating setback.

At the moment Press business is being conducted from four mobile office units. But if current plans are realized, this temporary shelter will be replaced within the next two years by a new Press building that will contain all the publishing functions and will serve as a model among other university presses. There is the expectation that the press will share in the benefits of growth already experienced by its university and the state. In the coming decade the Texas A&M University Press shall have an increasingly important place in Texas publishing.



The Texas A&M University Press mark was designed by the artist and writer Tom Lea. It represents the basic elements of fire, air, earth, and water and symbolizes the University's concern with all aspects of the environment.

Lloyd G. Lyman is director of the Texas A&M University Press.

The New Illiteracy

by Robert C. Solomon

"If you only read one book this year," the ad begins—as if reading a book were an activity akin to taking a trip to the zoo or, for some, making the annual visit to the local church of their choice. But whether it is one book or ten, if books are food for thought, our national diet is appalling.

A friend in publishing tells me that a best-seller in this country might reach 5 percent of the population. That's *Jonathan Livingston Seagull* or *The Scarsdale Diet*. A good book—the kind that informs citizens and provides some intelligent basis for democracy—might reach 1 percent, considerably less if it is not an expose but rather an attempt to understand something. In a country of well over 200 million, a serious-minded, general interest magazine such as *Harper's*, *Saturday Review* or *Atlantic Monthly* struggles to have a circulation above a half million (Last year, *Harper's*—300,940, *Saturday Review*—519,214, *Atlantic Monthly*—336,496). Not counting daily newspaper headlines and first paragraph skimming, most Americans don't read at all.

So what? A few months ago, Isaac Asimov declared in *Newsweek* that we are a nation of illiterates, and he was answered by a flood of mail accusing him of "elitism" and, of course, self-interest—since he is one of the few writers who actually make a living off those who read. His point was ignored—that democracy is pointless, however "free" the press, when virtually everyone is ignorant, when nobody reads or debates the issues.

The new illiteracy is new because it is a form of intellectual starvation that affects people who in fact read voraciously, even obsessively—food can labels, sports headlines, *People* magazine captions and at least the cover of the *National Enquirer*. But they don't read books. Or essays. Or any magazine article without pictures or with a "con'd p. xxx."

But, it can be argued, books and magazines are not the only source of knowledge, and what Asimov calls "illiteracy" is in fact only the replacement of the linear print medium by more exciting audiovisual media. Is this familiar claim true? I want to argue that it is dangerously false.

A television documentary, when it does not preach to us, can indeed convey the pathos of a family in need, the brutality of a battle, the look

of a guilty congressman, in far more detail and with far greater accuracy than print will allow. But even if television programming were uniformly excellent and informative—which, needless to say, is not the case—something is left out, which only print can provide. Namely, time to *think*. You can't put a movie down and ponder it for a moment. (Which is what many of us like about movies.) You can't stop to think about an idea on television. (Imagine a guest on the "Tonight" show, asking Johnny and the audience to "let me think about that for a minute.")

Ideas. No matter how many there might be in a television show, or a movie, they become our ideas only when we stop to reflect on them. And that takes leisure, effort, and practice. The kind of leisure, effort, and practice that reading requires. Even a pulp novel requires the effort to visualize and imagine which is rendered impossible by the audiovisual media. We sometimes say that a good book is one "that you can't put down," but I would argue that on the contrary, the best books are those which force you to stop and think at every turn. (Asimov's own books are an excellent example.) Our concentration on what Marshall McLuhan once called the "non-participatory" media deprives us of ideas just as thoroughly as food processing deprives us of nutrition—and that is even without considering the poisons that might be added in its place.

The mind is like muscle—which no good American would admit neglecting—it must be exercised, stretched out of shape until it hurts a little, everyday, in return for which it becomes stronger, more flexible, and more enjoyable. The new illiteracy is a form of deprivation, and no amount of sensory overload from mindless television shows, visually gratifying movies, and photographs of virtually anything will provide compensation. Nor is thinking the same as "getting the facts" (though one can't think without them) but we have come to believe that information—facts, facts, facts and more facts—is all there is to knowledge. But even if we could get all of our facts from television, it is books that give us ideas.

We are afraid of ideas—afraid to think, afraid of appearing clumsy or stupid. Even our intellectuals retreat to the tangible and easily demonstrable—biographies, concrete experiments and specific anecdotes. We retreat to clichés, once powerful ideas that have since been dried and strung like beads on our secular rosary—clichés about democracy, freedom, selfishness, human rights, the right to life, human nature, looking out for number one and getting in touch with one's true feelings. They look like objects of thought but are in fact just the opposite, replacements for thinking. Which renders reading and thinking unnecessary.

What book, what set of ideas, more thought-provoking than the Bible? Last week I met a college freshman who declared himself a "born again" Christian. He was leafing through flash cards, with verses from the Bible printed on them. I asked him if he had ever read The Book,

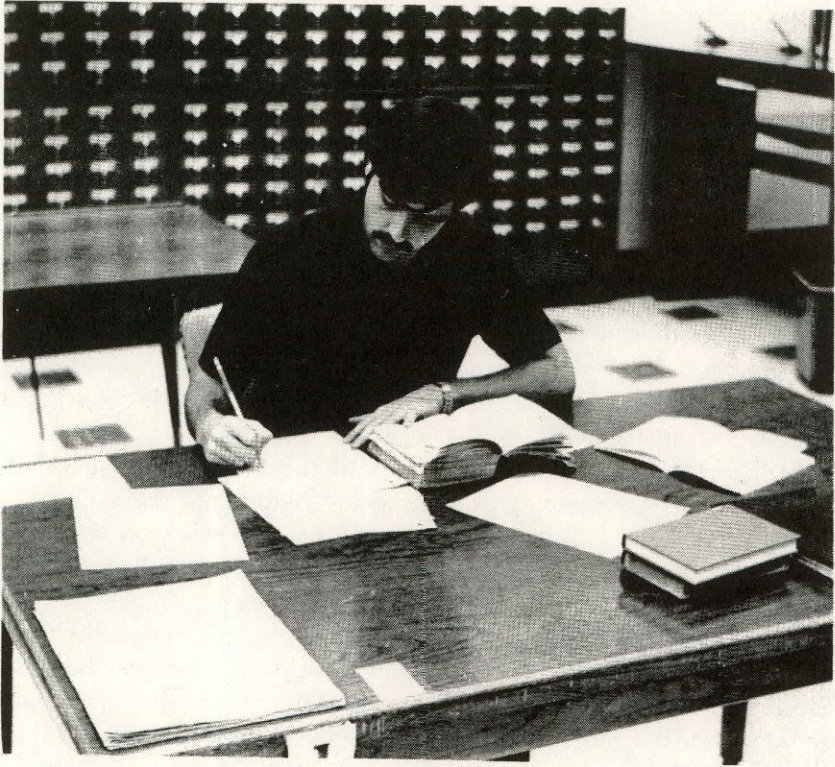
and he answered "no," without embarrassment. I did not ask if he had seen the movie, but it was clear to him that, in any case, there was nothing about Christ (whose name I noticed he spelled incorrectly) worth thinking or reading about.

A few weeks ago, there was a very good documentary on television, about Albert Einstein, a man whose importance is—to put it mildly—his ideas. But what was curious was the fact that this documentary, so filled with impressive film clips of Germany in the 20's and the usual atomic explosions, systematically panicked every time it approached an idea. The word "relativity" would be mentioned, and then a sudden shift to another Berlin street scene, or another visit to the United States. No doubt the producer believed that anything resembling a physics lecture would turn off the audience completely, even if that meant rendering intellectually vacuous what might have been one of the most exhilarating experiences in some viewers' lives. Hopefully, some viewers were sufficiently frustrated to go out and buy a book.

The paradox about all of this is that we are the most idea-based nation on earth. One would be hard-pressed to name another nation so thoroughly founded on ideas—and books. Our "founding fathers" were all philosophers, social theorists, well-read and proud of that fact. Other societies have their customs, traditions, and rituals; we have our principles. And yet the myth persists that we are an "anti-intellectual" society. We shun abstract theories, perhaps, but hasn't the basis of our conception of society always been the need to argue conflicting ideas? And don't we say, without hesitation, that America is based on its ideas—a claim that is true of very few societies?

But these ideas have been rendered innocuous. One could argue with some plausibility that the reason some people believe in free speech is only because they also believe in the impotence of mere ideas. "It's only an idea" is a way of denying seriousness. We have a schizoid view of ideas, thinking and thinkers, on the one hand powerful, essential and sometimes dangerous, on the other hand abstract, useless and foolish. We try to sail through this confusion by treating ideas as oddities, but this is another way of dismissing them. Can one imagine a Russian dissident, for example, who could be sent to prison for his ideas, considering an idea merely "interesting"? And indeed, the experience of everyone who has ever given a lecture in a communist bloc country has been the awesome realization of the importance of ideas—not mere conclusions reduced to catechism but the debate and the thinking itself. Perhaps if certain ideas were forbidden to us, instead of simply ignored or edited out of our informational diet, we would come to appreciate them too.

Reading is a form of thinking. Perhaps, in some distinguished company, conversation could supply the same sort of stimulation, but one



can't imagine that company ill-read. The new illiteracy is not so much a matter of ignorance—indeed we are probably the best informed society there is—but something just as damaging, the deprivation of ideas. One can't make an idea one's own when it is passively perceived on television. The Buddha, perhaps, could reach profound revelations while looking at a flower, but most of us need more input than that. Books. Sentences. Arguments to make us angry. Descriptions that spur our imagination. Fabrications to set our minds wandering. That is the argument for literacy—above the need for information, the necessity of reading fine print on contracts and understanding those few public notices which have not yet been reduced to pictures.

"Man is a thinking reed," wrote Pascal, but in the days when reading was unchallenged as a source of mental power. Nowadays, the formula would have to be "those who think, read." However spectacular the media revolution, that truth will probably be with us for a long long time.

Robert C. Solomon is a professor of philosophy at the University of Texas at Austin. This article appeared in a slightly different form in Solomon's column in the Austin American-American Statesman.

Lamar Papers Purchased for State Library

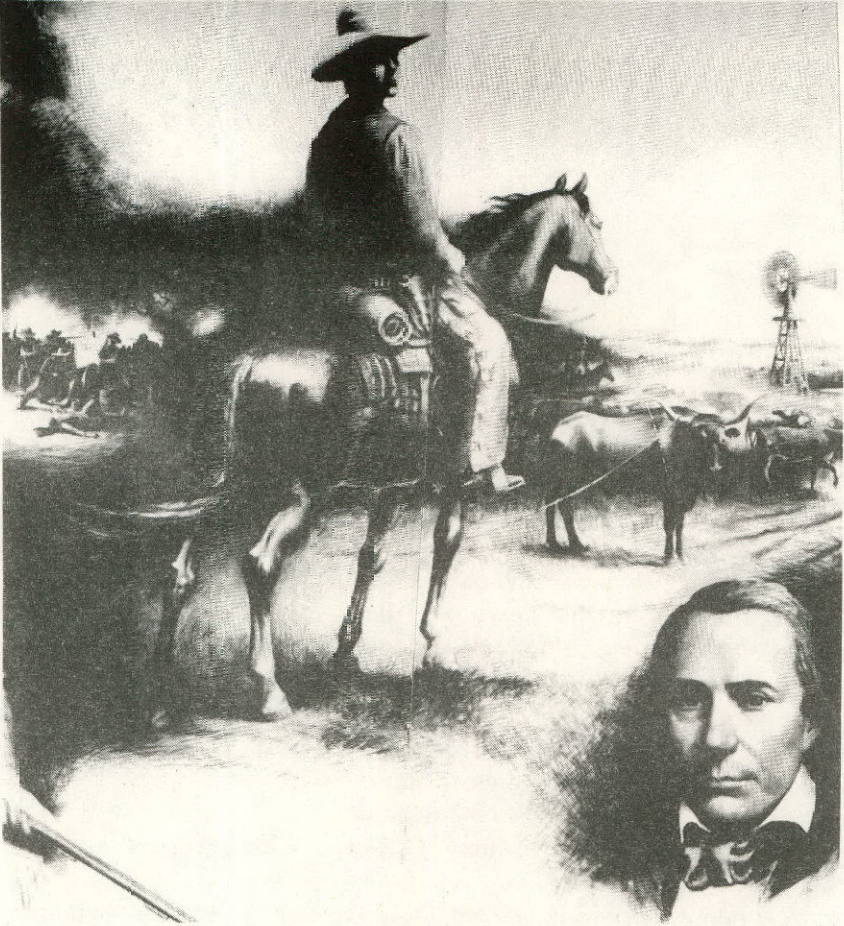
A collection of personal papers of Mirabeau B. Lamar, the second elected President of the Republic of Texas, has been acquired by the Texas State Library's Archives Division with a grant from the Moody Foundation of Galveston. Lamar's official papers were purchased for the State Library in 1909 with a special legislative appropriation.

Perhaps the most history conscious of all the leaders of the Republic, Lamar has been something of an enigma to historians. Although both Sam Houston and Anson Jones, the other two men who were elected President of the Republic, have been the subjects of definitive scholarly biographies, Lamar has been largely ignored.

"The papers represent a major contribution to this state's historical resources," said Dr. Dorman H. Winfrey, director of the Texas State Library. "Without records, there can be no history. The incomplete records available on Lamar have left many unanswered questions. As time for the Sesquicentennial in 1986 approaches, these materials should enhance our understanding of one of the most important figures of the Republic of Texas."

The collection of more than 600 documents (approximately 2,000 pages) acquired from Larry Bane of League City, a descendant of Lamar, relate to Lamar's life, business dealings, and career in Georgia during the 1820's and early 1830's, especially the time he spent as editor of the *Columbus Enquirer* in that state. One letter, written by his business partner in 1835, ends with a warning that Lamar's going to Texas would be profitless, that Texas held nothing for him. Other records detail Lamar's slave dealings. Unique among these documents is a letter written to Lamar by Emily, one of the slaves that he had sold, stating that she wished to return to his household. Lamar's relationship with Jane Long, perennially interesting to historians and Texana buffs, is more fully detailed in these letters than elsewhere.

Among the items in the collection is a log of Lamar's journey from Georgia to Texas in 1835. He later wrote two accounts of the trip. The 68-page version that is owned by Kate Calder Pauls of Galveston was edited and published in the *Southwest Review* in 1936. The 194-page version purchased by Rice University Library in 1952 as an anonymous journal of a trip to Texas was published recently in abridged form in the



Mirabeau B. Lamar has long "greeted" visitors to the Archives Division at the State Library from the mural in the lobby of the State Archives and Library Building.

Southwestern Historical Quarterly. The log now at the Texas State Library apparently represents the notes from which Lamar reconstructed the chronology of the journals.

Lamar has long been judged by what others have said about him rather than by what he himself said, since the personal papers that have been purchased have not been available to researchers. He is perhaps most admired for his resolute support of education. Lamar State University at Beaumont bears his name as do countless public schools throughout the state. It was he who moved the capital of the Republic of Texas to Austin, which some considered perilously distant from the more heavily settled areas to the east. The vision of empire that led him to send the ill-fated Santa Fe Expedition across unmapped areas of West Texas and his stern attitudes toward the Indians gave him a reputation for being a dreamer when his political opponents said the struggling Republic needed a realist.

Whether the newly available papers produce a new view of Lamar will be determined by their contents. The papers are now being inventoried. A list of documents in the collection will be published, and the papers themselves will receive treatment to preserve them from further deterioration.

Horlocks Give Paintings to State Library

A series of six paintings, each of which depicts a significant event under one of the flags that has flown over Texas, has been presented to the Texas State Library and Archives Commission by Mr. and Mrs. Frank P. Horlock of Houston. Horlock is a former member of the commission and served as chairman. The paintings by Donald M. Yena of San Antonio originally appeared in *Six Flags of Texas*, published in 1968 by Texian Press in Waco. This press is headed by Robert E. Davis, Horlock's successor as chairman of the commission.

Lieutenant Governor William P. Hobby formally accepted the paintings for the State of Texas.

"We deeply appreciate the gift," said Dorman H. Winfrey, director of the Texas State Library. "Television has made us particularly aware that events can be described not only in words but also in pictures. Each year thousands of persons visit the exhibits at the Archives and Library Building. These paintings will help the visitors gain a better understanding of the events depicted in the paintings."

The book in which the paintings originally appeared is dedicated to "the men who served their country and their flag. In victory and defeat they did their duty, leaving us a priceless heritage."

The paintings depict "The Founding of Fort St. Louis—March 1685" by the French; "The Capture of the Nolan Expedition—March 4, 1801" by the Spanish; "The Death of Ben Milam—December 7, 1835" under the flag of Mexico; "The Signing of the Texas Declaration of Independence—March 2, 1836" which brought the Lone Star of the Republic of Texas; "The Annexation of Texas to the Union—February 19, 1846" when the flag of the United States was raised over the new state; and "Sam Houston's Moment of Decision—March 16, 1861" which took place at the beginning of the four years when the flag of the Confederate States flew over Texas.

In battle Texans have been both the victors and the vanquished. Passing sovereignty over the area from one nation to another was at times a bloody episode in the history of the state. Only when Texas freely joined the United States by a popular vote in 1845 and left the United States to join the short-lived Confederate States in 1861 did the



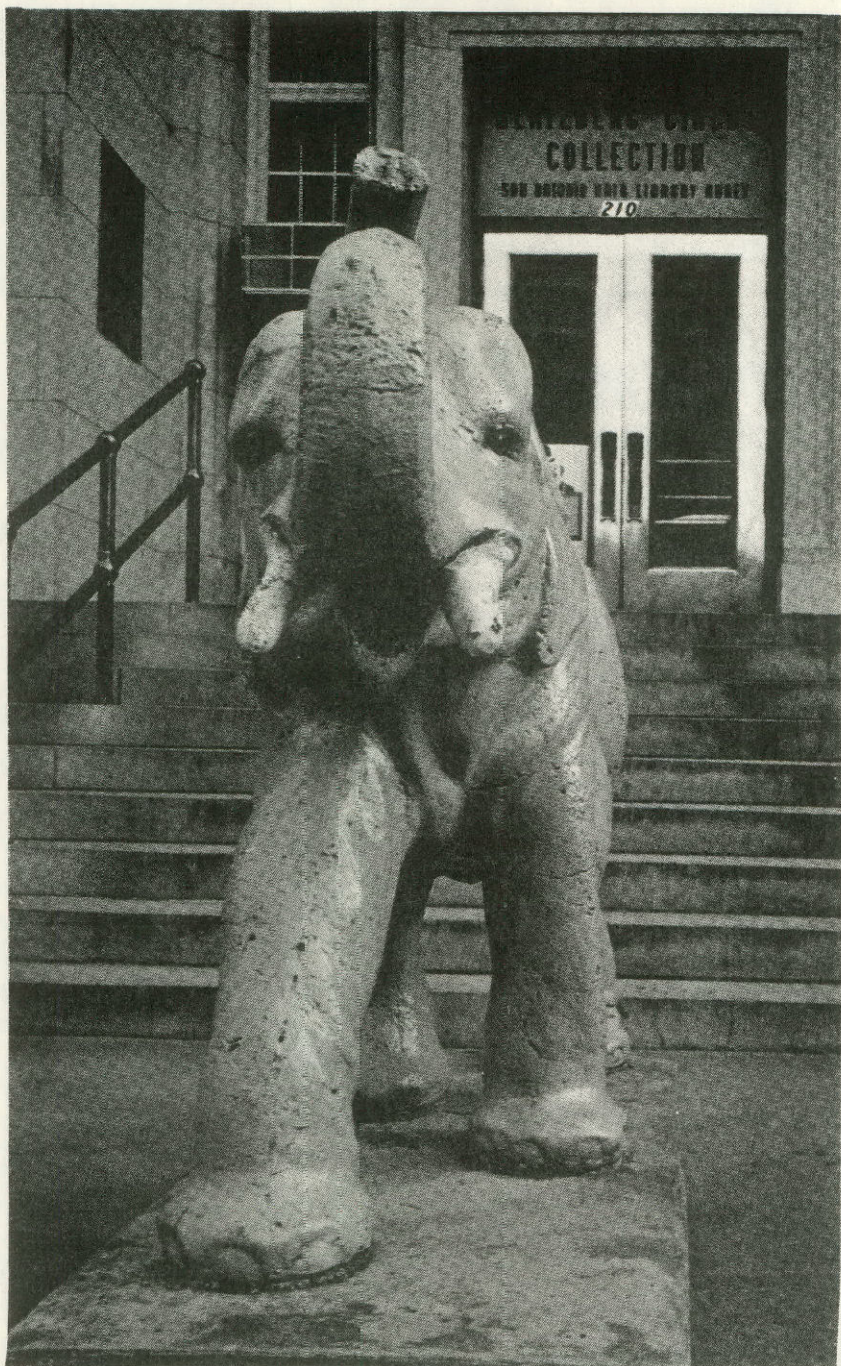
Mrs. Donald M. Yena, the Artist Donald M. Yena, Frank P. Horlock, Lieutenant Governor William P. Hobby, and Mrs. Frank P. Horlock

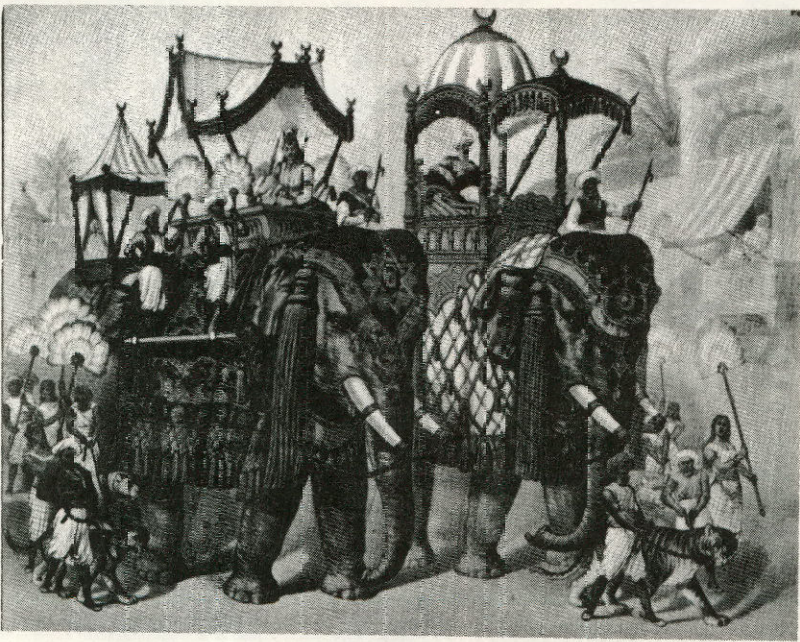
transfer from one nation to another take place peaceably and without force.

The six paintings presented to the State Library represent familiar events in the history of Texas. The story of LaSalle's ill-fated venture in colonization on the Texas coast has been well told by survivors who made their way on foot back to French settlements in Canada from Texas. The capture of the Nolan expedition that is shown in the second of the series of pictures marked a turning point. Although the Spaniards were able to turn back this group of filibusters, they could not permanently hold their vast territory in the face of the westward movement of adventurers and settlers from the United States.

The siege and storming of Bexar at the beginning of the Texas Revolution, the signing of the Texas Declaration of Independence a few months later at Washington-on-the-Brazos, the triumphant raising of the United States flag, and Sam Houston's decision over allegiance to the United States all represent the kind of dramatic moments that give Texas history its distinctive flavor.

Texas history has long drawn scholars, writers of popular fiction and history, film makers and playwrights, and artists and illustrators. They have found heroes and villains, and they have discovered comedy and tragedy. Most of all, however, they have discovered an interesting past that is distinctively Texan.





Inner and Outer Worlds of the Circus

by Susan Freiband

Together with the San Antonio Public Library (SAPL), the Institute for Intercultural Studies and Research at Our Lady of the Lake University of San Antonio will be working on a year-long (Jan-Dec., 1981) project funded by the National Endowment for the Humanities, Public Library Program. The purpose of the Project is to enhance the visibility and accessibility of the Hertzberg Circus Collection (a part of the SAPL); to highlight and promote its unique resources as a valuable and important community asset.

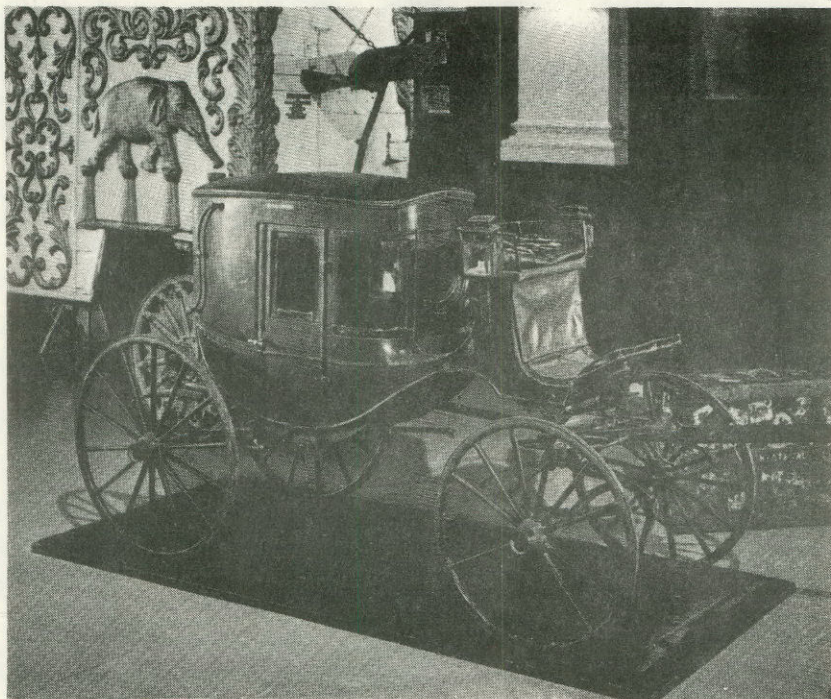
The Hertzberg Circus Collection was organized in 1942 with a bequest from Harry Hertzberg, a well-known San Antonio lawyer and enthusiastic, dedicated fan of the circus. In his will Hertzberg left over 20,000 items to the Public Library, including paintings, prints, posters, handbills, scrapbooks, routebooks, photographs, programs, letters, books, periodicals and numerous circus memorabilia and realia. The Collection is nationally recognized among circus fans and scholars as one of the significant and important circusana collections in the United States.

The circus in this project is considered from three different perspectives. The first views it as popular entertainment, a cultural institution with its own organization, rules and order, its own structure. Secondly the circus is viewed as an institution that functions as part of a larger society, within a series of larger institutions whose development is linked to larger cultural movements. Third, the circus continues to exist

as idea and metaphor: the circus of the mind, a central vision in the consciousness of modern man from the nineteenth century to the present.

The grant was awarded to support the development and implementation of a series of public outreach programs on the phenomenon of the circus in American life; its background and history; its appearance in San Antonio and in the United States; its personalities and their work; its interrelationships with other cultural phenomena in our country, and its image in the arts. These programs taking place in branch libraries and at the main library downtown (in October 1981) will consist of a slide or videotape show, based on the resources of the Hertzberg Collection; a live discussion with a circus expert, scholar, performer or fan; an exhibit and display of circus prints, books and objects.

The four slide tape and corresponding video tape shows begin with a chronological history of the circus, documenting continuity and change over time in the world of the circus. The second show focuses on the process of learning from an object (in this case a large, striking circus poster) about the phenomenon of the circus. The third show explores the personal, inner world of circus life, the human element, circus people. The fourth show works with the idea of the circus in a non-circus world—the public image of the circus as reflected in other art forms. In addition to the media, accompanying print materials will be



developed including a readers guide (annotated subject bibliography) to the four different shows and a guidebooklet to the Hertzberg Collection. These will be distributed at the programs and will be available for visitors and users of the Collection. They will stimulate further interest in public library resources, as well as improve the public's knowledge and understanding about the circus in its broader context as an important aspect of American popular culture. They will also improve the public's ability to use more effectively and enjoy more completely the variety of resources (both print and object) comprising the Hertzberg Circus Collection.

In addition, a program leaders' orientation and discussion guide will be developed to provide practical information and suggestions for those planning and carrying out the programs. "Planning Guidelines for Training Branch Librarians" will be prepared for use by supervisors of public library branches and other library administrators as an aid in effective staff development. In this way, the ability of library staffs at both top and middle management levels to plan and implement the proposed programs will be enhanced.

At the conclusion of the series of public programs in the library system, the video shows will be broadcast over cable television. The program materials, (including the slide tape show, the readers guide, the guidebooklet and the program leaders' orientation and discussion guide) in the form of a "kit" will be available upon request for loan through the Art and Music Department of the SAPL to schools, community groups and organizations. The "kit" will also be available to libraries throughout the state on interlibrary loan through the Texas State Library Communications Network from the SAPL. In this way the results of the Project will continue to directly benefit not only San Antonio and Bexar County residents, but also many other people in Texas. Information about the circus and the Hertzberg Circus Collection will be available to those unable to actually visit the Collection (for example, the elderly and the physically handicapped), as well as to the Spanish speaking, since the slide tape shows and accompanying print materials will be produced in Spanish and in English. The grant also includes funds for purchase of library materials (circus books and films) to fill in gaps in the SAPL collection and support the public programs.

Through this Project the San Antonio Public Library will be affecting the lives of many people who previously perhaps have made little or no use of library services. An outstanding special collection in San Antonio will be shared with others throughout the state.

For more information about the Project contact Dr. Susan Freiband, Hertzberg Circus Project Director, Institute for Intercultural Studies and Research, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, Texas 78285. (512) 434-6711, Ext 248 or 279.

As a result of greater opportunities for professional training in archival management, historic preservation, and other fields associated with state and local history, work is being done in a similar manner throughout the United States. Each state, however, has developed its own administrative pattern. In the following article, Edmund Winslow of the New York State Museum, describes the New York Historians' Network.

New York State's History Network

by Edmund Winslow

The necessity of having historians to compile, identify and preserve local and state history was long ago recognized by officials in the state of New York. As a result of this far-sighted recognition, an early law paved the way for a highly structured organization dedicated to preserving its state's past. This organization, known as the New York Historians' Network, has its own interesting history.

Before 1919 comparatively few historical societies existed in New York State and almost none were located outside of the larger cities. The loss of primary source material was apparent to the New York State Historian whose primary mission was the editing of state history material. A fire in the State Library located in the State Capitol Building pointed up the need for secure repositories, and the frustration of searching out manuscript material showed the need for a local historical agent. Without an officially appointed historian in each community a large number of public documents and private records would never surface from their oblivion. Historians were also needed to look into the condition and care of local records.

In 1919 the New York State Legislature passed a bill mandating the appointment of an historian for each governmental jurisdiction, the principal objective of the bill being to place a person in each political subdivision who could respond to requests for information regarding the history of the locality and who would cooperate with other public officers in the preservation of the records found in government offices. Governor Alfred E. Smith signed the bill, thus creating the "Historians' Law" which became a section of that part of the civil code known as State Education Law. The Historians' Law provided for the formation of a network of local historians to serve the needs of state and local history with the Office of the State Historian (or State History Office), created in 1895, as the coordinating center. (Once located in the State Education



Department, the State History Office, now officially titled the "Division of Historical Services," is located in the New York State Museum.)

Since 1919 then, New York has been the only state to require the appointment of a local historian for every city, town and village. To facilitate the progress of the network two separate statewide organizations have been established within the last two decades. The County Historians Association, formed in 1967, provides a forum for county historians while the Municipal Historians Association, formed in 1971, serves as a statewide association of local historians. Both associations meet semi-annually and conduct training sessions for their members.

The New York Historians' Network is therefore organized in two ways. There is the chain of command structure established with the Office of the State Historian providing direction to local historians using the county historians as supervisors and intermediate coordinators. The second structure is based upon the two statewide associations which provide a collegiality where all historians can meet as equals to discuss mutual problems.

Though the network is now firmly established and structured, there were a number of problems during the first years of the organization's existence that had to be overcome. One problem was that, since no

salary was specified for the new office of local historian established by the 1919 law, little interest was shown in appointments. Understanding that local contacts could be very useful in the development of history programs across the state the State Historian worked hard to encourage local officials to appoint historians. Despite repeated written requests for compliance his efforts generally met with indifference. By the end of 1920, a total of 735 local historian positions had been filled; but it took years and much hard work to gain compliance in the remaining 800 localities.

The Historians' Law was amended in 1921 to mandate the appointment of historians in the five boroughs of New York City and again in 1933 to permit the appointment of an historian in each county. Prior to the 1933 amendment only sixteen counties had historians while the remaining forty-one counties were reluctant to appoint an historian without enabling legislation. The 1933 amendment empowered the county historian to expedite the work of the local historian and to make clear the goals set forth by the State History Office. County historians were encouraged to compile statistical data concerning their counties which would facilitate local governmental reorganization and reform. As a result of the amendments of 1921 and 1933 the total number of county and municipal historians was raised to 1610.

The first task assigned to the newly appointed historians was to assist the State Historian in carrying out a resolution of the state legislature calling for the preparation of a study of New York's role in World War I. Since no provision had been made for funding the project, voluntary cooperation was necessary. Faced with a mandate to undertake this first major statewide history project, the new Historians' Network began compiling the war records of men from New York State. Through the State Adjutant General's Office, Army and Navy records were obtained from federal sources. The records of New Yorkers who served with the armed forces of America's wartime allies were more difficult to get. However, with assistance provided by the Navy League, these records too were made available to the Historians' Network. Local historians contacted veterans and examined records of National Guard units and archives of veterans' associations.

As work on the World War I Records Project wound down, the focus of the local historians shifted to service as local resource persons within their own communities. The State Historian continued to provide direction and to ask for the historians' assistance in planning local commemorations and working with research projects. The local historians began to channel their energy toward collecting and compiling materials and information relating to each municipality's past.

The officially appointed historian for any unit of government is recognized as an officer of that jurisdiction and is appointed by the chief

executive, mayor, supervisor or borough president. The term of office usually runs concurrently with that of the appointing officer. In many cases—especially in small rural communities—the historian has no office in the municipal office building but instead functions within his own home. Salaries and expense funds may be adequate or non-existent since the law does not require compensation. The result is that most local historians are highly motivated volunteers. These volunteers' education and training vary. A few hold graduate degrees while the sole qualification of others is that they are life-long residents of their community.

As an official of government, the historian is obliged to follow the guidelines set forth by the appointing executive as well as those provided by the State History Office. It is the primary responsibility of all historians to provide an historical perspective and a reasoned approach to local problem solving. Upon accepting the appointment, the new county or municipal historian enters into a contractual relationship with the appointing office. Simply stated, the historian agrees to supervise the preservation and interpretation of a community's heritage. This responsibility may mean supervising the publishing of a local history, conducting a community commemoration, preparing an environmental impact study or conducting an historical sites survey. In addition, there are the inevitable inquiries, generated from within and from afar, relative to past property ownership and genealogy. Most historians limit such research to family history research and refer elaborate genealogical inquiries to professional researchers or local genealogical societies. For the county historian an additional and unique responsibility exists, that of preparing an annual summary of important occurrences within the county for the county legislative body.

At present a more comprehensive plan is being developed that would result in an expanded State History Network. The new network would include county and municipal historians as well as academic historians, historical societies, museums, libraries and the representatives of other community cultural groups. The purpose of expanding the network is to create an historical consciousness by encouraging the unification of local efforts to act in concert with the State History Office and officials of local government to make all citizens aware of their heritage.

TCU Library To Double in Size

Thanks to "eleventh hour" gifts and pledges from several individuals, charitable foundations and from student organizations, too, Texas Christian University will be able to double the size of its Mary Coats Burnett Library.

Gift commitments received during the last four days of 1980 brought the library project to its \$10 million goal. Ground was broken for the expansion in April.

The project, calling for construction of an additional building of more than 74,000 square feet to be joined to the existing library, was initiated in early 1979 by a \$2 million challenge grant from Drs. Cecil H. and Ida Green of Dallas. Grants of the same magnitude subsequently were announced by the T. J. Brown and C. A. Lupton Foundation and the Anne Burnett Tandy and Charles D. Tandy Foundation.

"Students and faculty at TCU have joined trustees in designating library expansion as the top priority in the University's development plan," Chancellor William E. Tucker said, in announcing accomplishment of the goal. "Thanks to the extraordinary commitment of alumni, private foundations and other friends, campus and community users of the TCU library will have an expanded and improved facility in which to use an outstanding and growing academic collection." The TCU library selected its one millionth item in January.

Paul Mason, chairman of the board of First of Fort Worth, led the task force of TCU trustees who secured the gifts and pledges for the project. Of the \$10 million total raised, \$7.5 million will be used for construction of the new facility, remodeling the interior and renovation of the exterior of the present building as well as furnishings for both. The balance will be designated for endowing the library's operations and services.

In addition to the gift pledged by the challenge donors and the Brown-Lupton Foundation, major gift commitments of \$250,000 or more came from the Abell-Hanger Foundation of Midland; Houston Endowment Inc.; the J. E. and L. E. Mabee Foundation Inc. of Tulsa, Ok.; and the Moody Foundation of Galveston.



Scott Luton and Humberto Huerta with Danny and the Dinosaur.

Books on Parade at Andrews School

Students in the fourth/fifth grade class at Andrews Elementary School in Austin observed Library Week in April with a book parade for their fellow students. The twenty-seven students in Mrs. Jean Hanson's class divided into nine groups to construct parade floats that they mounted on small wagons for their procession through classrooms. Each group taped an enthusiastic review of its book to tempt fellow students to visit the library.

Among the books in the parade were *Stuart Little*, *The Great Green Turkey Creek Monster*, *Our Space Age Army*, *Helen Keller*, and *Charlie and the Chocolate Factory*. *Danny and the Dinosaur* was named "best float."

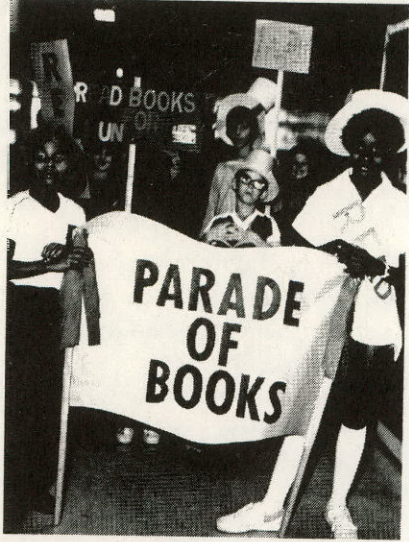
This was not the first effort at Andrews to promote books and reading. Last year children videotaped productions on books and printing, and earlier this year there was a school-wide competition during Book Week. At that time students decorated classroom doors, and there was a costume day. After other students saw the Library Week parade, they were sorry it had not been a school-wide activity, said Sandra Bull, school librarian.



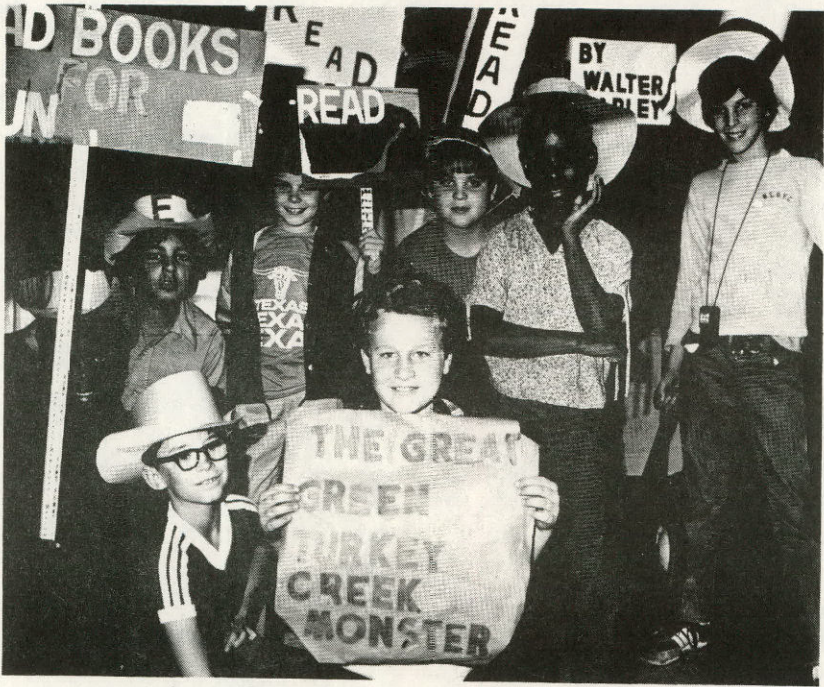
Missy Markley and Lyn Brezina selected Stuart Little.



David Heagle navigates the float depicting Our Space Age Army while student teacher Mrs. Murphy McBride looks on.



Diedra Moore and Karen Radford led the parade with a banner.



Ryan Rogers holds up a banner. To his left is Michael Roy. Behind them are Dwayne Ben, Eliecer Vargas, David Heagle, Les Brooks, Antoinette Black, and Sam Hovland.

AASLH Honors Texas Activities in State History

A Texas writer and four organizations have received Certificates of Commendation this year from the American Association for State and Local History. Each year the association recognizes outstanding activity in the field of state and local history from throughout the United States and Canada.

Receiving recognition this year are Dr. Gilbert J. Jordan of Dallas, the Beaumont Heritage Society together with the Beaumont Art Museum, the Burnet County Historical Commission, and the International Festival Institute at Round Top.

"The Texas awards this year reflect the widespread interest in state and local history among individuals involved in a wide variety of activities," said Dr. Dorman H. Winfrey, director of the Texas State Library and regional chairman for the awards program.

For example, the International Festival Institute has adapted two nineteenth century farmhouses and a no longer used school building for its facilities. Students who come from all parts of the country each summer to study music are introduced to the history of the area through orientation sessions and field trips to sites in the historic area around Round Top.

Dr. Jordan is a retired professor of German at Southern Methodist University who wrote about his childhood among the German Methodists in Mason County in *Yesterday in the Texas Hill Country*.

The Beaumont Heritage Society and the Beaumont Art Museum collaborated on a project to introduce Beaumont youngsters to architectural forms through an examination of buildings in the city. Through structured activities, young residents of the city are made aware of architectural forms through an examination of buildings in the city where they live.

The fourth award, given to the Burnet County Historical Commission, recognized the publication of the history of the county and efforts to collect and make available information on the county.

Service to Blind Notes 50th Anniversary

Last year Texans who can't read ordinary printed material because of poor vision or other physical handicap read about 900,000 books and magazines. The 35,000 readers were able to do so because of a cooperative program between the Texas State Library and the Library of Congress that is noting its 50th anniversary this year. Under this program the Library of Congress furnishes recorded and braille materials, and the State Library provides space, staff, and other costs of the program.

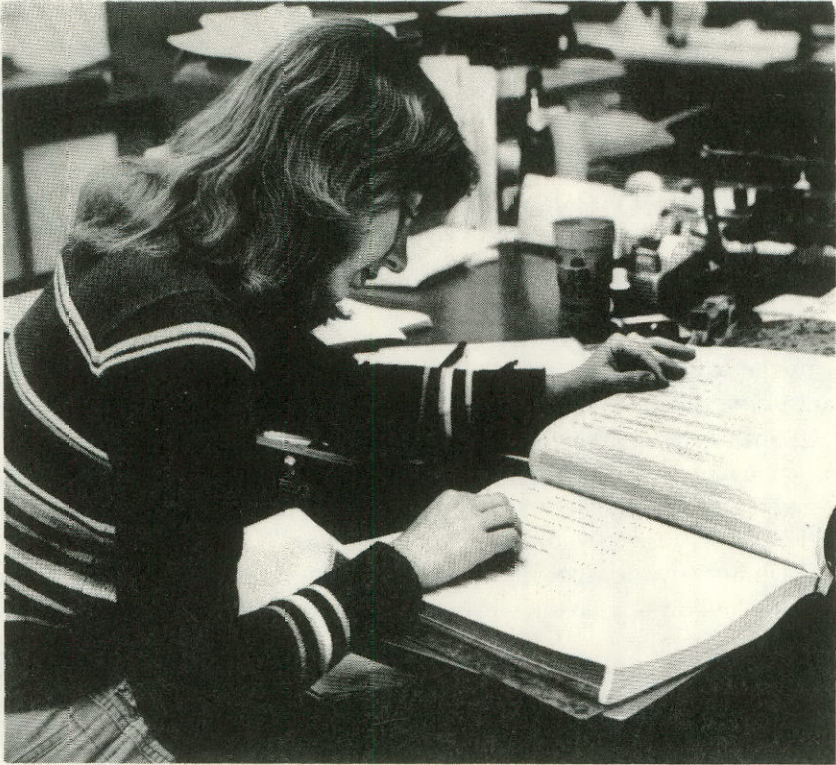
When federal legislation creating a national library service for the blind went into effect on July 1, 1931, the Texas State Library was one of the original 19 libraries that agreed to provide service to qualified persons in the regions they served. The State Library had been providing embossed books to blind Texans since early in the 1920's because State Librarian Elizabeth West felt that blind Texans had the same right to library service that other Texans had. Being a part of the national program significantly increased the number of titles available.

At first only embossed books were available; but in 1933 "talking books" were made available. These books are recorded on phonograph records and remain the most popular medium. More recently the Library of Congress has furnished books on cassette tape.

The program remained small until the mid 1960's when legislation that went into effect in 1966 added the physically handicapped to the program. Not being able to turn a page or to hold a book may keep a person from reading just as not being able to see the page.

"Service to the blind and physically handicapped represents effective cooperation between the State Library, the Library of Congress, the Postal Service that carries the materials at no charge, and publishers and authors who allow the 'publication' of their material in special formats without payment of additional royalties," said Dr. Dorman H. Winfrey, director of the Texas State Library.

Like many other library services, service to the blind and physically handicapped has changed in recent years as the result of new technology. The development of cassette tape makes it possible to record titles of which only a limited number of copies are needed. The State Library's volunteer program and that of the Midland Tape Lending Library are



cooperating in an effort to record Texas and Southwestern materials and materials in Spanish. Although these recorded materials may be borrowed by other regional libraries for their readers, they do not have the wide national appeal that materials in the Library of Congress collection must have.

In addition, new technology is making it possible for the State Library to serve readers better. A toll-free number enables readers to make requests and to report problems with the equipment at no charge. The automated circulation that has been used since the early 1970's cuts down on the amount of paperwork at the State Library and also sends books on to readers more rapidly than the old system did.

As the national program ends its first half century, 160 libraries serve as regional libraries for 720,000 readers. Last year a total of 16 million books and magazines were circulated.

Texans who cannot read ordinary printed material because of poor vision or a physical handicap that prevents their reading ordinary books and magazines can obtain books and magazines recorded on disks and tape, embossed in braille, and printed in large type from the Texas State Library. The materials are mailed at no charge anywhere in Texas. For more information, write the Texas State Library, Box 12927 Capitol Station, Austin, Texas 78711. Or call 1-800-252-9605. This is a toll-free call. The materials include informational and recreational reading. Thanks to a volunteer recording program, an increasing number of regional titles is being made available. Readers may select subjects in which they are interested, and a new book will be sent each time they return one. They may also make special requests by calling the toll-free number.

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