

Texas Libraries



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About the Cover

On the cover of this issue of *Texas Libraries* is the fireplace in Richardson Public Library. Opened in December, 1970, the new building serves a population of more than 50,000—compared with the fewer than 3,000 persons who lived in Richardson when library service was initiated in 1947 in a local dry goods store. During the first full month of operation in the new building, circulation averaged 1,273 items per day, indicating that citizens of the Dallas County city not only were willing to pay for the construction of a new facility but also wanted to use it.

Welcome to Texas

Because the American Library Association is meeting in Dallas in June, many people who do not ordinarily see *Texas Libraries* will see this issue. We welcome them to our readership. Rather than produce a special edition of the publication, we have decided to invite these readers to join in reading a typical issue of the quarterly. In recent years many state libraries have sought ways of communicating with librarians and others interested in library development. The choice of a medium in Texas was simple since *Texas Libraries* dated back to 1909, with the first issue appearing just a few months after the establishment of the Texas State Library as a separate state agency. The fortunes of the publication waxed and waned, but the tradition of publication was strong. Today we find ourselves concerned with communicating news of library activities in the state, legislation that affects libraries, services, and construction. At the same time, as librarians seek to achieve the goal of cooperation among libraries of all kinds, we find ourselves trying to provide a medium through which librarians in public, academic, school, and special libraries can tell each other about their activities. In response to many requests, we have also sought to devote more attention to materials of regional interest.

STATUS REPORT: 1971

by Heartsill H. Young

If there is one thing that Texas librarians have learned during the past decade, it is the need to share resources and collectively meet the state's informational needs through the establishment of a state library system. Just how far resources can and should be shared and the most economical and efficient way of doing it are the major concerns of Texas libraries today.

At the present time Texas libraries may be going too far in sharing resources. In a fully developed state library system, every library needs to reach a certain degree of self-sufficiency, and the attainment of it can be indefinitely deferred by over-dependence on the resources of others. However, even if Texas libraries had adequate funds for books and personnel, which they do not, they could not build strong collections and staffs in a day. In the meantime, they must share some resources that they should, as well as some they should not.

Texas libraries, then, are trying to do three things at once: build to self-sufficiency, share resources (freely now, more equitably later), and mesh to form a statewide system. During the past decade, and especially during the last half of it, several developments have fostered these objectives. Some have come about as the opportunity presented itself, but in most cases it was Texas state library agencies, the Texas Library Association, and Texas librarians who created the opportunity by dint of hard work.

Regional Planning

One of the greatest obstacles to systems development and shared resources in Texas, the lack of multi-jurisdictional cooperation, is beginning to give way.

An opportunity for coordinated regional library planning and development has come about within the past five years through the formation of Texas Planning Regions. Due to the stimulus of federal acts which required that an areawide agency review and approve projects before they were eligible for federal funds, the State of Texas created the Division of Planning Coordination within the Office of the Governor. This division has helped local governmental units and existing planning and development councils to consolidate and form a single "regional council" for each area, and the state has provided major financial assistance to these councils. Today there are 21 regional planning commissions or

councils of governments, which provide a framework for the coordination of functional planning activities of state agencies and a guide to state and federal agencies in developing regions for the delivery of services.¹

Recognizing the importance of these planning regions to library development, the Texas Library Association recently reorganized its districts to conform to their boundaries, except for a division of the Dallas-Fort Worth region and slight modification of the El Paso region. The association also presented its 1971 Project of the Year Award to the Denison Public Library, largely because of its membership in the Texoma Regional Planning Commission.

School libraries stand to benefit from the not yet fully developed Educational Service Centers authorized by the Texas Legislature in 1965.² The State Board of Education has designated twenty of these centers, which emphasize regional development of media resources and supplementary educational services. They are important to school libraries specifically and to Texas library development generally, because they complement the resources of the individual school library in meeting curricular needs; they mark the beginning of a regional, multi-school district system for delivering instructional resources, which may lend itself to coordination with the state library network authorized by the Library Systems Act; and they offer an example of funding shared by federal, state, and local governments.

Financial Support

In the final analysis, any real headway in system development rests on the amount of financial support that local, state, and federal government can be depended upon to provide. In Texas the federal "seed money" of the 1960's provided public, academic, and school libraries with vastly improved building and book resources and stimulated local and state support. However, systems that depend too heavily on any one governmental level of support are on shaky foundation, as recent cutbacks in federal library support illustrate. While Texas libraries cannot expect continued federal support at the 1965-1969 level, public libraries are able to depend increasingly on city support and its college and university libraries on state support.

The ability of city government to increase its support has been due largely to a major change in municipal financing, authorized in 1967 by the Texas Legislature, which permits cities, through local option, to levy a sales tax of one percent. By the first quarter of 1970, 479 cities had opted to levy the tax, and by the second quarter of 1971, this number had increased to 597. In 1970 municipal income from the sales tax amounted to \$142,184,000.³ City support of public libraries increased from \$11.2 million in 1968 to \$12.9 million in 1969 and, according to

preliminary figures from the Texas State Library, rose to \$15.8 million in 1970, an increase of 40 per cent in the past two years. During the same period, total public library support, including city, county, and other funds, increased 35 percent, from \$15 million to \$20.3 million.⁴

Public libraries are still waiting for the State to contribute its share of support. Although the Library Systems Act of 1969 authorized state aid to libraries, the Texas Legislature did not fund it. The Texas State Library budget before the 1971 Legislature requests \$3.4 million in state aid for the biennium.

In Texas, state support of senior college and university libraries is based on formula, which provides a dollar rate of support for each semester credit hour. The Coordinating Board, Texas College and University System, recommends the rate of support to the Legislative Budget Board, which in turn makes its recommendation to the State Legislature. For fiscal year 1972 the Coordinating Board is recommending \$1.95 per undergraduate semester credit hour, \$3.90 for the master's and special professional, \$10.30 for law, and \$16.69 for doctoral, with a 4 percent increase in these amounts for fiscal year 1973⁵. The formula serves college libraries better than university libraries, which must develop research collections in doctoral programs with relatively low enrollments.

State support of senior college and university libraries has a little more than quadrupled in the past decade, rising from \$7.1 million in the 1961-63 biennium to \$28.7 million in 1970-71.⁶ The size of 1971-73 appropriations are yet to be determined by the current Legislature. Increased funds for higher education will have to depend upon increased state income from some source, probably taxation, since Texas government, unlike the federal government, operates strictly on a pay-as-you-go basis. While prospects for a substantial increase in support are not good, higher education nevertheless is not faced with the retrenchment that other states are experiencing.

Junior college libraries in Texas are just beginning to come into their own. While at present about 40 percent of college students are attending junior college for the first two years, the Coordinating Board, Texas College and University System, estimates that by 1980 this figure will grow to 60 percent.⁷

Public junior colleges are supported by local, state, and federal funds, with approximately 50 percent coming from the state. The 40 public junior colleges received \$74.4 million in state support during the 1969-71 biennium. This amount was expected to provide \$545 per FTE (full-time equivalent) student for the biennium, which is double the \$273 appropriated in 1963-65. During the same period, headcount enrollment doubled, rising from 52,462 in 1965, when there were 31 public junior colleges, to 112,219 in 1970, when there were 40.⁸



Heartsill H. Young, associate University librarian at the University of Texas at Austin, serves as chairman of the Advisory Board for the Texas Library Systems Act of 1969. Active in many state-wide planning activities, he was named Librarian of the Year by the Texas Library Association in 1970.

Comparable statistics on junior college library support are hard to come by, but those available show that library expenditures per student in public junior colleges have at least tripled since 1965. In 1965-66, the mean expenditure per FTE student in 27 public junior college libraries was \$22.⁹ In 1967-68, the mean expenditure of small and medium sized established junior college libraries was \$61 and \$67 per FTE student, audio-visual materials included.¹⁰

Legal Sanction

A system comprised of different types of libraries governed by different jurisdictions can develop up to a point without legal sanction, on the grounds that what is not forbidden by law is allowable. It is risky, however, to carry this premise too far, and permissive legislation is necessary to a fully developed state library system.

The Library Systems Act of 1969 makes it legally possible for libraries of all types to participate freely in interlibrary cooperation. Prior to 1965, Texas law had only explicitly permitted county libraries to enter into cooperative agreements with each other and with municipal libraries. For years, when Texas population was predominately rural, library development was strongly county library oriented. The county library laws of 1919, which are still in effect, are fully spelled out, even to the point of authorizing the librarian to hire and fire personnel, subject to the approval of the commissioners' court. When in 1965 the Library Services and Construction Act provided funds for urban library development, the State Legislature had to pass enabling legislation before the Texas State Library and Historical Commission could enter into contracts and agreements with municipal libraries in the administration of federal funds.

The Library Systems Act gives the governing body of library systems the authority to enter into contracts and agreements with the governing

bodies of other libraries, including but not limited to other public libraries, school libraries and media centers, academic libraries, technical information and research libraries, or systems of such libraries.

Library Systems

Two forces, occurring almost simultaneously in the mid-1960's, gave unity to sporadic library efforts in Texas and set off a sustained, organized drive toward a state library network. These two forces were the federal Library Service and Construction Act of 1965, which provided funds for urban library development, and the adoption of a Plan for Statewide Library Service by the Texas State Library in the administration of the act.

The LSCA permitted the State Library to put into operation a plan for building large and medium sized libraries into resource centers, whereas funds from the Library Services Act of 1956 had been earmarked entirely for small public libraries. The Plan for Statewide Library Development was essentially that drawn up by the Library Development Committee of the Texas Library Association, under the chairmanship of Esther L. Stallmann. It called for the establishment of major resource systems, each headed by a large public library called a major resource center. To each center is attached, voluntarily and by cooperative agreement, area libraries (medium sized public libraries) and community libraries (small public libraries). The purpose of each system is to make resources accessible to all residents of the area which the three levels of member libraries collectively serve. While area and community libraries are expected to achieve a degree of self-sufficiency, as yet defined only by collection size, they can expect resource backup from their major resource center.

It was to provide backup for the major resource centers, to give legal basis to extension of the state library system being developed with federal funds, and to authorize state aid to libraries that the Library Systems Act was passed in 1969. For the first biennium following passage of the Act, the Legislature provided planning funds only. The Texas State Library and Historical Commission appointed a director and an Advisory Board, who have drawn up guidelines for the administration of the Act and prepared for its implementation.

At present, there are ten major resource systems of public libraries, which collectively serve the entire state. The boundaries of their service areas are virtually the same as those of the Texas Planning Regions and the Texas Library Association districts. The major resource systems are linked by contract at the state level to The University of Texas at Austin Library and ten other universities in the state for the provision of specialized resources through interlibrary loan. While other Texas libraries are

linked together in several patterns of communication networks, the major resource system members are the only libraries joined together by contract and operating under system service plans which are coordinated at the state level by the Texas State Library.

Telecommunication Networks

Telecommunication networks have sprung up within the state to serve particular types of libraries, geographical areas, and special groups of users.¹¹ While they have stimulated interlibrary cooperation, increased the accessibility of library materials through interlibrary loan, and provided a means of extending reference service, they as yet represent a first, but important, step toward the formation of a state library network. They yet lack the critical components of a fully developed network, which include collaborative development of resources, identification of primary patron groups and levels of service to be offered, a central bibliographic record for locating needed materials, guidelines of what is to be placed on the network, and sound fiscal basis which is not overdependent on federal funding.¹²

The Texas State Library Communication Network links the public library members of major resource systems by telephone and Telex for purposes of interlibrary loan and reference referral. Requests are channeled from the community library to the area library, to the major resource center, to the State Library, which queries other major resource centers. Unmet requests may be forwarded to The University of Texas at Austin, which serves as interface for university libraries. Through this system structure, public libraries meet their own needs insofar as possible before turning to academic libraries for assistance. However, the turn-around time is slow and the cost of transactions which make the full circuit is high, due largely to the lack of a central bibliographical record of holdings.

The Texas Information Exchange links college and university libraries statewide by TWX for purposes of interlibrary loan. Members give priority to requests from other members and lend materials to them with no questions asked and at a fixed low fee for photocopy.

Two academic networks, established with funds from the federal State Technical Services Act, serve primarily business and industry on a membership or service fee basis. They are Industrial Information Service at Southern Methodist University and the Regional Information and Communications Exchange at Rice University.

TALON, the network of the federally funded South Central Regional Medical Library Program, with headquarters in Dallas, serves medical libraries in Texas, Arkansas, Louisiana, Oklahoma, and New Mexico.

Other networks include the Inter-University Council, a closed circuit

teletype network serving academic libraries in the Dallas-Fort Worth Area; CORAL, the Council of Research and Academic Libraries, consisting of some 14 academic libraries in the San Antonio area which offer reciprocal exchange of service; and several microwave networks which serve education and research primarily, but which could be put to use secondarily for library purposes.

As Maryann Duggan has pointed out in her study of network design undertaken for the Texas State Library under LSCA Title III, it is of utmost importance to determine what to put on the network, where to direct the request, and what to seek and for whom.¹³ Existing networks, not only in Texas but generally, do not have the answers to these questions, and until they do, their full value will not be realized. At the present time in Texas it is too easy for the member of a network to borrow a book that it should own in the first place, from the wrong source, for the wrong reason, and at cost as great as the price of the book.

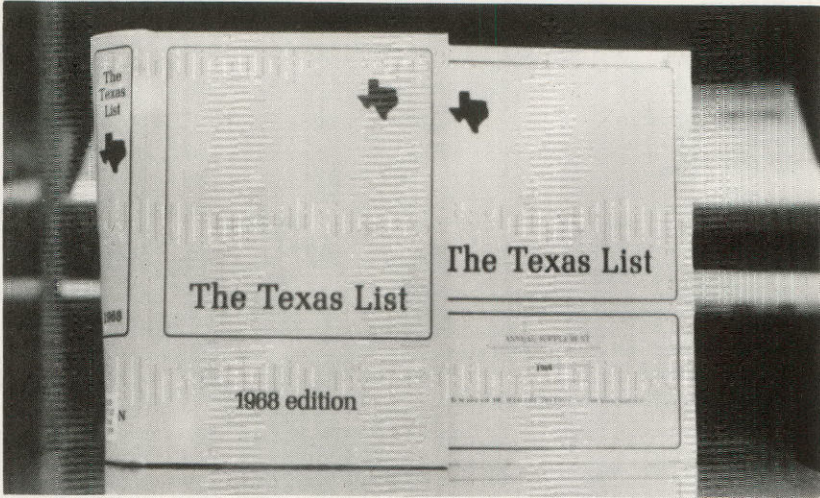
Identification of Resources

Identification of resources is an essential component of a state library network operating at optimum efficiency.

The most comprehensive central bibliographic record in the state is *The Texas List*,¹⁴ a union list of serial holdings in science, business, and industry of some 130 libraries. An important addition to the list will be the volume holdings of the University of Texas at Austin Library, which will begin to appear in the new edition. Previously, the holdings of that



Rapid communication through Telex is one element of the Texas State Library Communication Network.



The Texas List is one step in direction of adequate bibliographic control of resources that is necessary for effective sharing.

Library, the major library resource in the state, have been represented by titles only. *The Texas List* needs to be expanded to include additional subject fields, as well as the holdings of all major public libraries. However, even in its present state it is indispensable to efficient network operation.

Several union lists of serials have been published for regions of the state, notably and recently the third edition of the *Union List of Periodicals in the Larger Libraries of the San Antonio area*, published by CORAL; the *Union List of Newspapers in the Fort Worth-Dallas Major Resource Centers*, sponsored by the Library Committee of the Inter-University Council; and the *TALON Union List of Medical Serials*.

A central bibliographical record of monographs is as yet non-existent. The Regional Information and Communications Exchange recently published a union catalog of the oceanographic resources, both monographic and serial, of Gulf Coast libraries, as a pilot project toward development of a central bibliographical record. The project was funded in part by LSCA Title III. TALON has compiled a microfilm edition of a partial union list of monographs in its resource libraries.

A recent project which might serve as the nucleus of a central bibliographical record is the microfilm copy of the public catalog of The University of Texas at Austin Library, which will be updated periodically.

Summary

Texas has adopted a Plan for Statewide Library Development and had it legalized by a Library Systems Act, which authorizes state aid

to public libraries and gives free rein to library cooperation. Regional planning offers the opportunity to involve libraries in regional economic and social development. Financial support of public and academic libraries has increased significantly. A system of public libraries is developing. Telecommunication networks are opening new opportunities for resource sharing.

Texas libraries are bending all efforts toward carrying out the provisions of the Library Systems Act, which is entitled: "An Act relating to the establishment, operation, and financing of a state library system consisting of a network of interrelated cooperating library systems designed to provide adequate library facilities and services to the public; and declaring an emergency."

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Building A Library: A Consultant's View

by Richard L. Waters

Panhandle, Texas, the county seat of Carson County, is located approximately 30 miles east of Amarillo. It has a population of 2,680. Agriculture, oil, and gas are the economic lifeblood of the area. Panhandle's proximity to Amarillo makes it dependent upon that community for many goods and services, but 30 miles is too far to travel for library service. Thus, the Carson County Public Library was established in 1921. The library was located for 31 years in the basement of the Court House. Branch libraries in Groom, Skellytown, and White Deer also serve the county.

As one would suspect, the basement space was not designed for a library; the quarters were soon outgrown and library development hampered. Recognizing the need for larger and more adequate facilities, persons interested in the library asked the Texas State Library to determine whether Carson County would be eligible for federal Library Services and Construction Act, Title II funds. It had been estimated that \$125,000 would be required for a new building. The late H. J. "Friday" Hughes, a private citizen, provided \$75,000, and a Title II application for \$50,000 in matching funds was filed. Inflation later increased the project cost to \$145,173.

If the head librarian does not hold a Master of Library Science degree from an ALA-accredited school and have experience in public library buildings planning, Title II funding requires that a building consultant be employed. Upon notification that the application had been approved, I was engaged by the library as building consultant for the project.

Before proceeding, may I say that the Panhandle project, at least from the consultant's viewpoint, was a textbook case—everyone was most cooperative and capable and the project progressed as scheduled.

The Role of the Consultant

From this point on I shall discuss the various stages of the job, the services a building consultant provides, and the assistance a library must give the consultant. Yes, this is a "How We Did It in Our Library" article. Our accomplishments in Panhandle can be repeated.

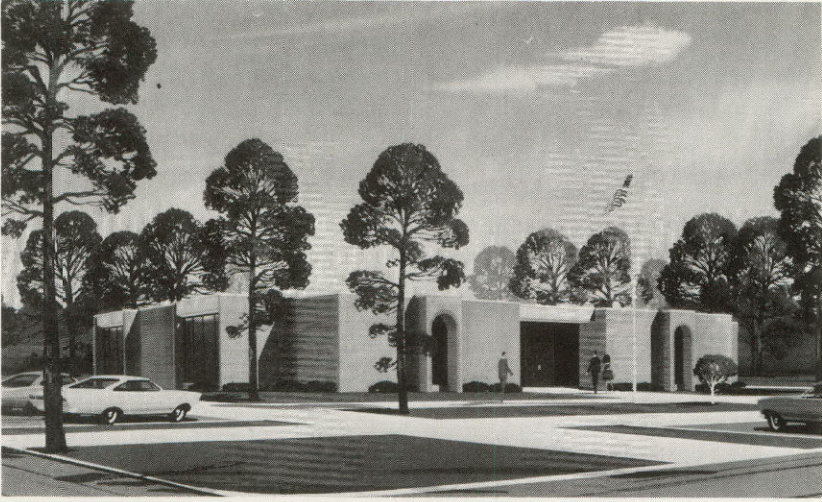
Richard L. Waters, chief of branch services at Dallas Public Library, served as building consultant for the Carson County Public Library in Panhandle. His experiences in the latter role may be helpful to others in outlining the role of the building consultant in the planning and construction of a new building.

The first step was an agreement regarding services provided, fees, and expenses. This was done by a letter agreement. A formal contract is not necessary; but if the governing authority requires it, it should be no stumbling block. A building project cannot be given a final completion date; my services with Panhandle were to run to the completion of the project. Some libraries may wish the consultant to write only a building program; others to have him continue into the furniture and equipment specifications and layout, color selection, etc. It is my feeling that the consultant should be involved in the total project, excluding construction supervision—this is an architectural responsibility. Fees are generally based on a percentage of the total project cost. The greater the project cost, the lower the consultant's percentage. The minimum is generally .005, the maximum, .01. Expenses include travel and other direct costs.

After reaching an agreement, I asked for and received several informational items about the community and the existing library. I was particularly interested in the growth potential of the county. Prior study of this material enabled me to accomplish more on the first visit. A consultant's time is valuable, as is that of the librarian and the library board building committee. It behooves everyone to be well informed so that all meetings will be productive.

My first trip to Panhandle, on July 30, 1969, provided an opportunity to discuss the library needs for the community with the librarian and staff; to examine the present facility, including its holdings; to inspect the site; and to discuss community matters in general.

I was to inspect, not recommend, the site. In most smaller communities a site or prospective site has been selected before the consultant is employed, quite often before the State Library is approached for a grant. The State Library must formally approve all sites for Title II construction projects. Ideally, the consultant should have a role in site selection. However, small communities generally do not have funds to purchase a site, so gift or government property is utilized. In Panhandle, the site is excellent. Located on a corner, fronting the main business street, it is an ideal location. A proper site is an absolute necessity for a successful library. The best designed, equipped, and stocked library will



The New Library at Panhandle

not be patronized if it is poorly located. Much has been written about library sites. Avoid parks and civic centers, be in the business district is the usual advice. I agree but also feel that each community must be individually evaluated and that a blanket rule cannot apply. Accessibility is the most important factor—we are dependent upon the automobile. If the site can be reached easily by car, then it is probably going to be a good one. Of course, it should be centrally located to the majority of residents. Residents should not be equated with present patrons, who may all live in one section of the city. The balance (perhaps a majority) of the community may not use the library because of its inaccessibility to them.

The Carson County Public Library has a book collection adequate in quantity. It has a good reference collection and a fine periodical collection, particularly retrospective titles. Its basement location and cramped quarters restricted good public service. Story hours, puppet shows, film programs, and discussion groups were impossible. It was determined that the available funds would allow for a building of approximately 6,000 square feet to house 30,000 volumes, seat 58 readers, and provide adequate workroom space and a community room.

I favor every library building having a community room. It adds to the service potential of the library and can assist in attracting groups to the library that might otherwise never appear. However, if the community has an adequate number of available rooms in banks, savings and loans buildings, churches, etc., then the library should not include such a space. Keep in mind that it is difficult to show a library film and expect a transfer from the film to the book collection (or any other aspect

of library service) if the film is shown across the street or in the next block in another facility. As with sites, I do not believe there is an absolute rule; each community must be evaluated and a decision reached, based upon that evaluation.

The Building Program

My next, and most important step, was to write the Building Program. The Building Program is primarily for the architect and should be written before the architect is selected. Since this was the case at Panhandle, potential architects could review the program and be interviewed on the basis of their interpretation of it. This should result in a better building—it did for Panhandle.

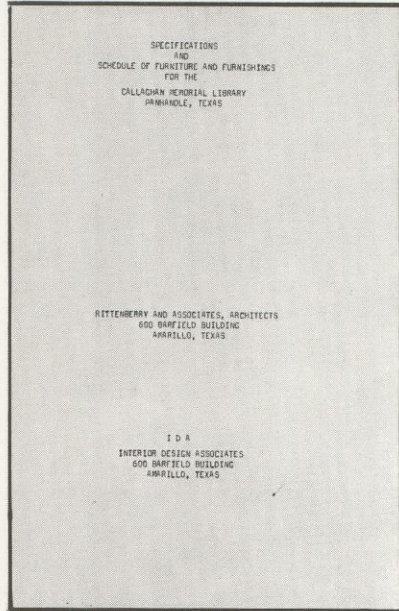
Most architects like to design libraries. Although the profit may be less for public buildings, this is more than compensated for by the fact that a library can be shown easily to potential clients and is a community asset. It is not necessary to employ an architect who has had previous library design experience—most have not. A competent architect will design a good library, just as he would design a good home or office building. The architect should be willing (if he's not, you should be suspicious) to see the building to completion, including the writing of furniture and equipment specifications and all color selections. If he chooses to employ an interior designer, fine, provided it comes out of his fees and is not an additional fee charged to the project budget. The consultant may advise, but the major interior design work is an architectural responsibility.

The architect earns his fee in three principal ways: first, design of the building and its orientation to the site; second, the aforementioned furniture and color selection; and third, the superintending of the construction. The architect must be the close superintendent and supervisor of construction. If not, mistakes will occur with no one to accept responsibility. The architectural contract must be very specific on this point.

We interviewed four architectural firms on my second trip to Panhandle. The firm of James Rittenberry and Associates of Amarillo, a father-son team, was chosen. They did an outstanding job.

But now, back to the Building Program. It provides the architect with information about the library and its relationship to the community, approximate footage, shelving and reader space requirements, functional relationships among the various components of the building, and recommendations regarding heating, cooling, flooring, and other features. It discusses the building and its relationship to the site, parking requirements, and landscaping. It should be a positive statement. The program must be written in consultation with the librarian. The first draft of the program should be for review by those involved—librarians, staff,

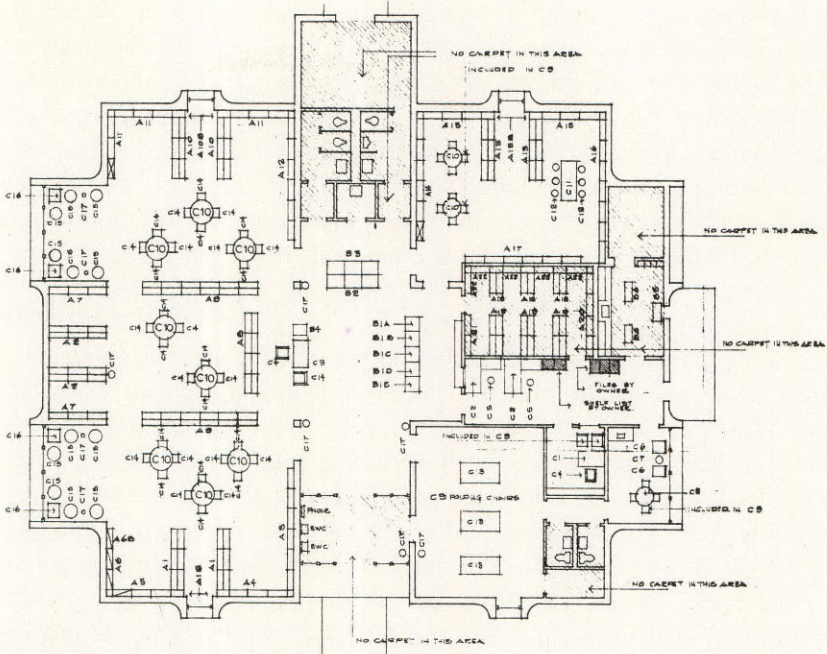
Plans and other documents are developed as a library moves from a dream to a reality.



building committee. It should be evaluated very critically. The community can and should recommend changes in the program. For instance, in the Panhandle project I recommended a type of air-conditioning system that was not practical; the review corrected this.

Local people have ideas they wish to see in the library. They should strive to see that their ideas are incorporated—if they are practical. There must be a give-and-take-relationship. The consultant is not going to live in the community. It is not his library. He should be able to interpret, via the Building Program, the community's needs to the architect. The library belongs to the community—not to the librarian, the board, nor the architect.

The Building Program will suggest that a certain number of tables, chairs, etc., be provided. It will not, as a rule, be specific as to sizes, shapes, and forms. This should be set forth in a second document which I refer to as the "Basic Furniture and Equipment Guide." The Guide reviews each section of the library, stating approximate number of chairs, tables, book trucks, etc. It gives suggested dimensions. Most architects lack sophistication in library furniture, as do many librarians. The market has become so competitive in the last few years that it is impossible for anyone, including building consultants, to be versed on all possible furniture and equipment. The Guide lists dimensions and quality, it does not designate specific items, except as a necessary reference. Competitive bids should be taken on furniture and equipment. If the specifications



are properly written by the architect, good furniture and equipment selections, at a reasonable price, will be available.

The architect has now been chosen. He has reviewed the Building Program and is at work on designing the building. His needs for the Furniture and Equipment Guide will come later. He first must have a general floor layout of the building, know how it will relate to the site, where the entrances and exits will be, etc. The final placement of furniture and equipment will not take place until the preliminary plans are completed. These are as important as any single set of documents in the project. If the building does not sit well on the site, if an entrance is improperly located, if too much space has been given to the reading room and not enough to the work room, then problems, if not corrected here, may never be corrected.

The Third Trip

Thus my third trip to Panhandle was for a formal meeting that included Lee B. Brawner, assistant state librarian representing the State Library; representatives of the building committee; and the architect. The session, called for in the Title II procedures, included a review of the library site and site plan as well as a review of preliminary design studies—called schematics by some—preliminary specifications, and floor plans. By this time the building begins to come alive, especially if the architect has a color rendering of the proposed structure.

As in earlier meetings, this aspect of the project went well. The architects had done their homework: they had consulted with the librarian and had a good preliminary design. All parties put their stamp of approval on the work. They were now ready to begin preparing final drawings that would lead to bids and the awarding of a construction contract. The consultant does very little at this point. The architects are working on furniture and equipment while they are preparing the bid documents. However, most of their attention is given to the final plans.

The Bid Documents

During the preparation of the bid documents, the architects prepare a plan which will locate exactly all furniture and equipment in the building. Depending upon the construction of the building, this may or may not have significant bearing on the building contract. If wall-supported shelving is to be used, it is desirable to have the uprights mounted flush with the wall, not surface-mounted. This provides a better appearance and gives the building added flexibility. If this is done, then it is desirable to make the shelving contract a part of the building contract. We did not do this in Panhandle; it was my error. The advantage is that this insures that the steel uprights will be on the job at the time that the walls are going up and will possibly speed up the completion of the building.

On completion of the final drawings and bid documents, a set was forwarded to me for review. A building consultant, certainly this one, is not able to comment with much sophistication on the technical points of construction. I looked for the adequacy of building features such as outside sprinkler systems, placement of windows and doors, toilets, the type of doors, location of the lights—things of this nature. During this period the library is also reviewing the plans, as is the State Building Commission.

Throughout the project the commission furnishes supervisory architectural and engineering services to assist the State Library in administering the Title II program. Commission staff members review schematics and preliminary and final plans. In addition, they review the contract award and all contract modifications.

Many changes, usually of a minor nature, will be incorporated in the final plans. After these changes are made, approval of the plans and specifications is given. It is time for construction advertisements and bids.

Once this is complete and the building contract has been awarded, the next major project is the writing of the furniture and equipment specifications. The same type of review process is necessary here. It is desirable if the specifications can be written so that the owner has the flexibility to reduce any item in quantity if it becomes necessary to stay within the budget. That is, the bidders should bid a unit price as well as a

total price. Then, if you have asked for four adult reading tables and sixteen chairs, and you know the unit price for each table and chair, you may, if necessary, reduce the quantity by one table and four chairs and not require a new bid. A second bid generally results in higher costs.

Furniture and equipment specifications should not be written that will allow only one or two companies to bid. Nor should they be so general that every fly-by-night furniture outfit in the country can bid. If one or two special items are necessary to the project, the specifications can accommodate these. This is the architect's decision. His word should be final. The best designed and constructed library building can be annihilated with a poor choice of furniture, equipment, and colors. This responsibility belongs to the architect. The consultant, the staff, building committee—all may make suggestions—all will review the architect's recommendations. In Panhandle, the Rittenberrys wrote fine specifications, a standard of quality was defined, good bids were received, and quality merchandise was obtained.

It is also possible to write the specifications so that the low bid can be rejected if necessary to insure quality. The specifications should be divided into several components. Division may include shelving, if not a part of the building contract; furniture and equipment, such as reading tables, chairs, card catalogs, etc.; office furniture and equipment; carpeting; and draperies. The carpeting may be, and I recommend that it be, part of the building contract.

After the bids were received, I was sent a tabulation sheet which I reviewed for the architects. Bids were received from companies throughout the state. The low bidders were not awarded all of the contracts. An Amarillo supplier, although underbid by a few dollars by a Dallas company, was awarded the furniture and equipment contract. This was done because he was close at hand and better communications would be possible. Color selections were made by the architect, in consultation with the library staff. My contracted work for the project was completed.

“A Rewarding Experience”

A total of 632 days elapsed from the date of my first contact with the Carson County Public Library until the Callaghan Memorial Library was dedicated on March 14, 1971. Local planning began before I was brought into the picture. A library, of any size, does not materialize quickly. When all is said and done, it is a rewarding experience to be able to assist, in whatever role you play, in presenting a new library to a community. My association with all those concerned with the Panhandle project could not have been better. I am thankful for the opportunity.



Workshop Sessions Cover Wide Range of Topics

At a time of rapid change, the term "continuing education" takes on a new meaning. As part of their work with public libraries in the areas they serve, the Major Resource Center libraries offer a varied assortment of workshops under Title I, federal Library Services and Construction Act grants.

Each Major Resource Center selects topics its libraries feel particularly suitable for libraries in its area. Some meet at a central location. Others divide the area into smaller areas. While most are one-day sessions, Dallas Public Library extended its meeting on "Marketing the Public Library" to two days.

Some topics arise because of needs observed in visits to small libraries. For example, librarians in Lubbock are planning a session originally scheduled for May 4 but to be held in the fall on the use of government documents. Representatives from the Major Resource Center had observed little use of these publications in the Size III libraries. How to obtain government documents, instruction in the use of five or six reference documents, and use of inexpensive and free material for vertical



Dr. Morris E. Massey, left, assistant professor of marketing and associate dean of the University of Colorado School of Business, gave the keynote address at Dallas Public Library's "Marketing the Public Library" on March 17 and 18. Experts in the field of public relations and marketing as well as library staff members involved in these activities spoke to the group. Mrs. Margaret Chalfant, above, formerly head of exhibits for Dallas Public, showed graphic materials used at the library.

files will be discussed. Those librarians attending will receive copies of all materials presented in the workshop.

Lubbock librarians used the children's services workshops held in Lubbock on March 5 and in Midland on March 19 to distribute collections of 25 books purchased from LSCA funds to librarians attending. Topics discussed at the sessions included recent and new books for children and a discussion of the reasons for purchasing a wide range of books treating current topics. The luncheon topic was storytelling.

Workshop in Seymour

The Abilene Major Resource Center conducted a storytelling session for librarians and others interested in learning more about storytelling techniques. The session was held at the Baylor County Library in Seymour on March 24. The site was selected to give librarians in the northern tier of counties in the Major Resource Center an opportunity to attend the workshop, and a special invitation was extended to librarians in Quanah, Aspermont, Vernon, Haskell, Munday, and Crowell.

Abilene Public Library is also extending an invitation to librarians in the area to attend its monthly book ordering sessions. These are held on the first Friday in the month.

Because those involved in planning feel that the area is neither large enough nor densely populated enough to hold the same workshop in two locations, all workshops for the Amarillo Major Resource Center are held in Amarillo.

Twenty-eight people representing twelve public libraries attended a session on the selection of library materials, ordering, and maintaining the collection on February 20. After the meeting those attending checked out ten posters, two area loans of a hundred books each for six months, and twenty-one interlibrary loans.

The session of March 27 was devoted to library goals, standards, and personnel. On May 1, librarians met to discuss reference referral and interlibrary loan and library cooperation and outreach.

Mrs. Elizabeth Crabb, extension coordinator, says subjects are selected from suggestions of those attending as recorded on the workshop evaluation sheets and on the basis of information the Major Resource Center needs to convey to the librarians.

Especially for Size III's

Although invitations were also extended to representatives from Size II libraries, Austin Public Library geared its workshops specifically to the needs of Size III libraries in the area. On March 12, Dr. Katherine Hart and Mrs. Audrey Bateman directed a Local History Workshop. Participants were shown how a community library can develop a local history collection in a shoebox. This kind of collection, workshop directors believe, is a source of pride and a builder of good will among all local citizens upon whose support the library must depend.

On May 7, Dr. Jeanette Varner presented "Reference Collection on a Shoestring."

Notices for the Fort Worth Public Library's session on February 19 invited librarians to learn how "to put color in your life and library for little or no money." The 34 persons attending got ideas for low-cost posters, bulletin boards, children's story hour illustrations, and displays. A representative of a commercial firm demonstrated the making of slides and transparencies.

The session was conducted by Mrs. Kathy Parma, staff artist for the Fort Worth Public Library. At the meeting, invitations for a visit by the library's Traveling Salvation Art Show were accepted.

Twelve Members Named to New Advisory Council

Twelve members have been named to serve on the State Advisory Council on Libraries under the federal Library Services and Construction Act administered by the Texas State Library.

Under the extension of the federal legislation, members of the advisory council represent not only librarians but also groups of users.

Katherine Ard, director of the State Library's Field Services Division, will serve as chairman of the group.

Members include Jose L. Aguilar, director of the Texas Educational Fund, Inc., in El Paso; Deverett D. Bickston, director of Industrial Information Services of the Science Information Center at Southern Methodist University in Dallas; Mrs. Curtis Collins, school librarian at Kealing Junior High in Austin; Dr. Paul B. Crawford, chairman of the Bryan Public Library Board of Trustees in Bryan; David Henington, director of the Houston Public Library.

Mrs. William Klingensmith, president of the Friends of the Amarillo Public Library in Amarillo; W. D. Kutach, assistant director for treatment of the Texas Department of Corrections at Huntsville; Lowell Lindsey, librarian at Nicholson Memorial Library in Garland; Paul Parham, librarian at M. C. Burnett Library at Texas Christian University in Fort Worth; and Richard Santos of the WOAI-TV news staff in San Antonio.

The council held its initial meeting in Austin on May 6. Under the new LSCA, grants will be made to local libraries on the basis of program priorities. Among these priorities are grants to develop and improve library service in areas and to groups without such service or with inadequate service. In addition, there will be emphasis upon service to disadvantaged persons in urban and rural areas with high concentrations of low income families.

The legislation calls for the development, by June, 1972, of plans for the next five years. In subsequent meetings, members of the council will review and make recommendations on the long-range plans.

Although several other workshops were planned and held, these indicate the wide range of topics available to librarians who participated in the sessions.

TIL Presents Annual Awards and Prizes for New Publications

The annual awards of The Texas Institute of Letters were made on March 13 in Austin. The two top awards (\$1,000 each) presented by the Institute for the best books of 1970 went to Dr. Gene Schulze and Paul Horgan.

Dr. Schulze, a Flatonia rancher-doctor, received the Carr P. Collins Award for the best nonfiction work. His book, *The Third Face of War*, is a personal-experience account of medical service in Vietnam.

Horgan's book *Whitewater* took the Jesse H. Jones Award for best fiction work. This was Horgan's second Institute award. His *The Rio Grande in North American History* won the Collins prize in 1954 and later received the Pulitzer accolade.

An additional \$1,650 in prize money was handed out to other authors at the annual event:

Richard B. Henderson, government professor at Southwest Texas State University in San Marcos, won the \$500 Friends of the Dallas Public Library Award for "the most useful and informative book in the field of general knowledge" with *Maury Maverick: A Political Biography* (University of Texas Press).

William Curry Holden, Texas Tech history teacher, won the \$500 Amon G. Carter Southwest History Award with *The Espuela Land and Cattle Company* (Texas State Historical Association).

Elroy Bode of El Paso got the \$250 Stanley Walker Journalism Award for his article "Requiem for a WASP School" published in the *Texas Observer*.

R. G. Vliet received the \$200 Voertman's Poetry Award for "the man with the black mouth" (Kayak Books). A former Texan now living in California, Vliet also won the award in 1966.

Betsy Warren of Austin won the \$100

Winfrey Elected President of TSHA

Dr. Dorman H. Winfrey, director and librarian of the Texas State Library, was elected president of the Texas State Historical Association at the organization's meeting in Austin in March. Dr. Winfrey's participation in activities of the organization began when he submitted a paper to the Junior Historian Writing Contest when he was still in high school. Later, while attending the University of Texas at Austin, he was employed in the association office. He was elected a fellow for his contributions to the field of Texas history in 1961 and has served on the Executive Council since 1962.



Cokesbury Bookstore Children's Book Award with *Indians Who Lived in Texas* (Steck-Vaughn).

John Howard Griffin and his publisher, Houghton Mifflin, won the \$100 Wilson Bookshop Award for best design with *The Visual World of Thomas Merton*. Best known for his novel *The Devil Rides Outside* and for the best-selling *Black Like Me*, Griffin lives in Mansfield.



**REGIONAL PERIODICALS:
BANE OR BOON**

by Kay McMurrey and Brenda Shelton

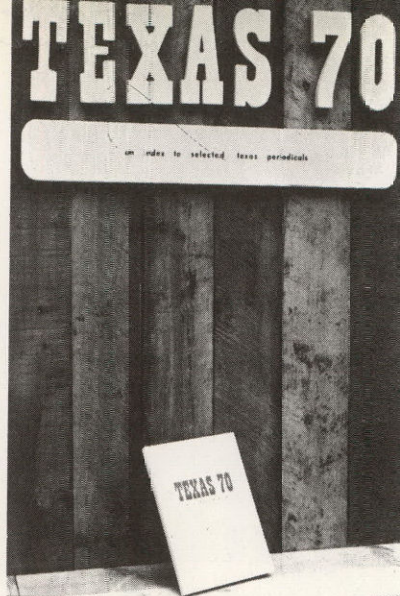
LET'S PAINT IT PINK AND SEE IF ANYONE SHOOTS IT DOWN: the story of the Braniff advertising campaign; HOUSTON AND THE ARTS, A MARRIAGE OF CONVENIENCE THAT BECAME A LOVE AFFAIR; THE PRUDENT MAN'S RULES FOR INVESTMENTS; INTRODUCING THE ANCIENT ART OF THERMAL JOCKEYS GLIDER FLYING; BIGOTRY IN THE BAYOU CITY; SEVEN-SEVEN RANCH: cattle kings of Texas; NONGRADED SCHOOLS: new twist to an old concept; STUDENT DEMONSTRATIONS, AUSTIN'S LAST MARCH?; CZECHOSLOVAKS IN TEXAS; ATHLETIC CODE FOR GOOSE CREEK CONSOLIDATED I.S.D.; TEXAS COMMITTEE ON THE AVAILABILITY AND USE OF DRUGS; NOISE POLLUTION: THE WORST KIND; STUDIES OF MARTIAN ATMOSPHERIC GASES; LANDSCAPE ARCHITECTURE: A simple matter of rearranging objects on land; HIGH HEELS AND SKIRTS INCREASING IN NUMBERS AT PAY WINDOWS: women move into "men-only" jobs; SCI ELECTRONICS DEVELOPS A DEVICE TO AUTOMATICALLY ADMINISTER PHYSICAL EXAMINATIONS; ART BENEATH THE GILT: rediscovering fore-edge paintings; HONDAS FOR HORSEPOWER: cattle roundups on motorcycles; 1970-SHARPSTOWN STATE BANK: Frank W. Sharp; LABOR UNIONS ARE COMING TO THE FARM; HIPPIES TURNED AWAY AT BUSH DINNER.

Where would the librarian look to find articles concerning these bits of information? An encyclopedia? The dictionary? An almanac? No. All of the above entries were taken from magazines published in Texas in 1970.

The United States is rich in worthwhile regional publications; Texas alone is the base for over 450 local periodicals. The librarians' traditional stumbling blocks to making maximum use of this information have been twofold: the shortage of time and funds to evaluate intelligently each magazine and the lack of an adequate tool for quickly finding specific articles of interest.

Who actually sponsors and supports these periodicals? The vast majority, over 75 percent of them, are generated by chambers of commerce and trade and professional organizations. The next largest publishing block is the state government and the various colleges and universities located throughout the state. It is interesting to note and speculate upon the present lack of financial return from regional publications as indicated by the fact that of the eighty periodicals indexed in *Texas 70*, only four are privately financed.

Authors Kay McMurrey and Brenda Shelton have a unique distinction. In preparation of TEXAS 70, an index to periodicals published in Texas, they have just examined virtually every such publication produced in the state. As librarians in the Legislative Reference Library, they have been aware of the value of many of the publications while also facing the problems associated with their use. Additional information about the index may be obtained by writing Texas Reader Service, Box 370, Austin, Texas 78767.



Problems of Acquisition

This also brings up a point of significance for librarians. Because the bulk of the area publications are not established as profit-making ventures there is very little publicity of these journals; consequently, acquisition is at times extremely difficult.

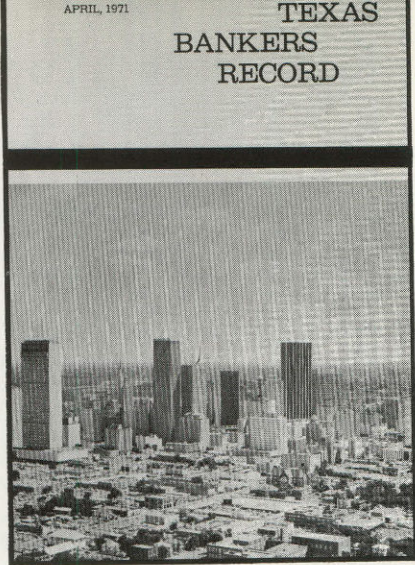
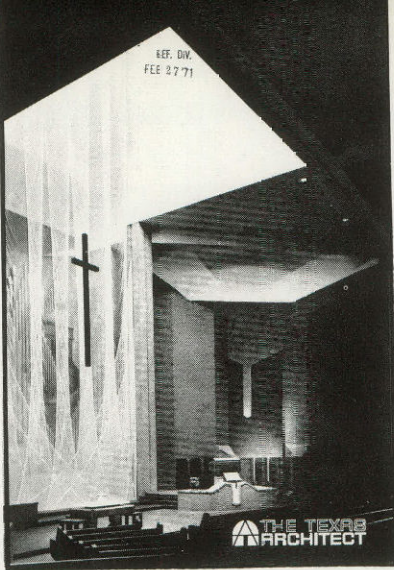
Librarians located in the Austin area, however, should have fewer problems obtaining regional literature as almost 60 percent of the in-state periodical publishers are located in the capital city. Nevertheless, there is a broad enough geographic distribution of publishers throughout the state from El Paso to Lufkin and from Lubbock to McAllen to provide the balance needed for comprehensive coverage.

The range of material available in Texas periodicals is literally as broad as the location of their publishers is diverse. Obviously the governmental publications provide a wealth of statistical information concerning the State's towns, cities and government. This statistical pool is enhanced by the addition of facts found in the various chambers of commerce publications. The chambers' journals also contain in-depth articles dealing with local and regional happenings. Publications such as *Texas Metro* and *Texas Town and City* deal specifically with Texas community and regional planning.

Periodicals that generally limit their scope to specific industries provide, when coupled with other similar publications, an abundance of information on general industrial growth, business trends and activities.

Several journals have a fine blend of historical, current, and technical material concerning the region. Examples of these publications include *The Cattleman*, *Texas Police Journal*, *Texas Parade*, *Sheep and Goat Raiser*, *The Texas Architect*, and *Hurable Way*.

Publications such as *The Southwestern Naturalist* delve into highly technical but interesting facets of the region. Many of the periodicals in-



clude historical footnotes, articles on travel, and information on interesting places in Texas. There are also publications which are devoted almost entirely to sports and recreation and to the cultural and the fine arts in Texas.

Innumerable gems of information may be ferreted from the several regional professional and trade journals. Periodicals with a Texas accent cover many fields of endeavor such as medicine, law, pharmacy, architecture, librarianship, agriculture and ranching, education, banking and finance, and journalism.

It would seem that the tenacious searcher could find articles on almost any topic in one of the many Texas periodicals. However, the real value of these publications to the Texas reader is the fact that nowhere else is there available the in-depth information covering such a broad subject field and dealing almost exclusively with this region.

Using the Information

As useful as they may be in their present state, there are still several problems peculiar to regional periodicals that should be noted.

The primary thrust of a region's publications is justifiably the recording of events generally limited to local—as opposed to national—concern. In many cases, however, this limited scope seems to produce articles shallow in coverage and of little relevance to the reader-subscribers. Social issues of a controversial nature are rarely given in-depth coverage, but many lines of print may be dedicated to annual conventions, club activities, and other non-controversial matters.

In addition to the lack of relevancy, regional publications can also be frustrating to deal with because of a certain disregard for publishing deadlines. Some publications run late and some even fall dormant for as long as a year at a time.

Despite the inherent problems of many local magazines, it would be

Sheep and Goat Raiser in 1970 featured a series of articles about the Bracero in South Texas, a controversial subject, but one of great concern to both the laborer and to the rancher; it presents information about another agricultural industry in Texas.

Facets, the only journal devoted to both the performing arts and the fine arts in Texas, is a fairly new publication and one which is providing a much needed means of disseminating information on cultural events in the region.

Several university and student publications rate special mention. *The Texas Times*, the University of Texas Systems newspaper, provides much statewide information simply because of the geographical distribution of the various colleges within the UT system. The newspaper carries many detailed biographical articles, articles on faculty research, and feature articles on students and their interests and activities. *Texas Engineering and Science*, published by the students on the Austin campus is the Sesame Street for adults. It contains delightfully engaging articles of general interest in the fields of math and science. *Mustang*, a mimeographed newsletter of the Texas Memorial Museum, manages to make eight pages of information on anthropology and museum happenings extremely interesting and informative. Factual articles on these subjects are truly entertaining. The *Texas Historian*, formerly the *Junior Historian*, is published by the Texas State Historical Association. It provides a publishing outlet for young student historians who generally write about topics of very local interest. The articles are well written and carry footnotes and bibliographies of material researched. The detailed articles provide another source for little known facts about specific localities in Texas.

The Role of Professions

Several association publications exhibited qualities rarely found in the typical magazine of this sort. Special mention must be made of the *Texas School Board Journal*, the *Texas Bankers Record*, *Texas Pharmacy*, and *Texas Police Journal*. In their reporting of news, the editors of these periodicals showed a deep concern for the future of their particular profession and the member's relationship to the community at large.

Each regional periodical published has the potential to add significantly to the available information pool. Librarians should become familiar with these publications and then make their professional viewpoint known to the editors and publishers. The local publication is the only consistent source of in-depth information about a region. It therefore behooves not just the publisher, but also the retrievers of information—including librarians—to make certain that these journals achieve and maintain a high degree of excellence.

Texas Libraries

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Audio-Visual Materials for Mexican-Americans

by Keith Revelle

As a federal library demonstration project,¹ the Latin American Library of Oakland, California, Public Library has unique latitude in being able to test the usefulness and popularity of various types of audio-visual equipment and material.

The emphasis in our audio-visual collection is on materials which will uniquely interest the Mexican-American community whom we are charged with serving.

The high cost of audio-visual materials requires a careful selection procedure, but a flexible one. Critical discussion of items under consideration plays the major role here. Initially, each of the three professionals in the library does the basic research for materials in his own area—adult, young adult, or juvenile. On occasion, because the Latin American Library has achieved some prominence, distributors or producers of Mexican-American materials submit their productions to the library unsolicited. In this way, we have several times participated in the early distribution of materials. An example of this is the film *I Am Joaquin*. The producer offered us the film before he offered it to any other source. In fact, we were able to make suggestions to him on its distribution. All three librarians generally reach agreement on whether or not to purchase a certain film or other material. The deciding voice, however, is that of the librarian who is responsible for serving the item's potential audience.

We try to obtain materials which feature prominent Mexican-Americans, such as Cesar Chavez, Sal Castro, Ernesto Galarza, Reies Lopez Tijerina, and Corky Gonzalez. Such persons, as contemporaries, recognize the impact of media in explaining their work to the Mexican-American and Anglo publics, and considerable segments of their time are spent in giving interviews on tape and film.

Standards of technical quality in some of these materials are not high. *Education and the Mexican-American*, for example, was photographed by unsteady hands, with a camera out of focus, and recorded on old tape. It is also the best—and only—film on the 1968 education turmoils in east Los Angeles.

Some materials are less than objective. This is a reality facing the librarian who is developing materials on any ethnic group. Audio-visual



Patrons Trying Out the Equipment at the Latin American Library

materials on Mexican-Americans are still rather limited. At the Latin American Library selection criteria have not been thrown out the window, but no items rejected because it is technically inferior or subjective. An emotional item can be balanced with supplementary materials or a careful presentation by a librarian.

For materials of a more general nature, such as Spanish language films of American children's books or films on Latin American culture, standard library criteria for selection are used.

The Dynamic Nature of Film

We have conducted many programs using audio-visual materials. Generally, films have had the broadest appeal since film is the most dynamic form among the media. In special programs or during class visits we have utilized films on Mexican-Americans in English, commercial Spanish language features, children's films in English and Spanish, and general interest type films (especially films without dialogue such as *White Mane* or *The Railrodder* with Buster Keaton). We have found no key to predicting success with a general interest film. In practice if the film itself is good, then the reaction to it will be good also. We own a print of *The String Bean*, a delightful French film about a lonely old lady who lavishes the attentions which no human being seems to want on the

cultivation of a bean plant. This film, which has no dialogue, has been extremely popular with Spanish-speaking students.

Records, of course, are the most flexible medium which we circulate, and we hope to circulate cassette tapes soon, though not of the pre-recorded variety. Our greatest success has been with records from Mexico featuring Mexican artists. The RCA Mexicana, Discos Columbia, and Peerless labels seem to have the best performers under contract. Records from the United States are popular too. In order of descending popularity, we have had best results from "mood" music (sound tracks, Burt Bacharach, Tijuana Brass, etc.), classics (Bach, Bethoven, and Brahms, *not* Falla, Turina, Granados), modern jazz (especially Modern Jazz Quartet, Dave Brubeck, Miles Davis), and spoken records. Black comedians such as Bill Cosby and Flip Wilson are popular, but not, I think because they are minority people who have "made it," but because they have extensive exposure from television. The most useful language records we have found are "Living English," "Living Spanish," and "Living Spanish for Children."

Slides have been a very effective tool in our library. We make our own slides, as prepared ones tend to be overly "cultural." In the case of Mexican art and archeology, we do have a large collection of prepared slides—which we have supplemented from private sources (i.e., we have talked a number of patrons out of copies of slides they have taken). In making our own slides, we have tried to organize them in sets according to subject or concept. It is not feasible to circulate slides one at a time. Good coverage of a subject would be impossible, and loss would be likely. We circulate slides in carousel holders, which also serve as convenient storage units. The carousel cartons provide handy space for recording content analysis.

Tapes which we make ourselves (and this also applies to slides) are excellent resources for information on the local community. Over the last four years, we have recorded community activities and programs, demonstrations, meetings of government agencies, and so forth. This kind of material is hard to come by in another form. We are now in the process of analyzing and copying these tapes, which will then be available for general circulation. We have chosen the cassette form as the easiest to control, and we do have a cassette player for circulation.

I have a personal prejudice against filmstrips. They, like most prepared slides, are too consciously cultural, rather than culture conscious. Filmstrip and record sets have proven successful, though, especially the mammoth "La Raza" set, consisting of twenty-four filmstrips and twelve records for a total of eight hours of playing time. This set, designed for classroom use, covers the spectrum of Mexican-American history very

well. (It is available from Multi-Media Productions, Palo Alto, California.)

The Latin American Library has always offered many kinds of audio-visual equipment for loan. Larger pieces, such as an 8-mm projector and phonographs, circulate overnight. Smaller items, such as hand filmstrip viewers and electrical adapters circulate for the regular loan period of fourteen to twenty days.

Audio-visual materials are less effective and less suitable for circulation without a simultaneous circulation of equipment to utilize them. Some libraries will be limited here. Equipment costs money, and lots of it. A good 16-mm projector costs about \$600. But even if one does have adequate money to buy equipment for circulation, he still has a major worry—maintenance. If a librarian commits himself to circulating audio-visual equipment, he should without fail commit himself to a regular service contract with a local audio-visual distributor. Failure to do this from the beginning may result in so many headaches that the librarian's future commitment may be not to audio-visual, but to the local rest home. The Latin American Library has not been able to assume responsibility for maintaining its own audio-visual equipment. Lucky is the library which can.

Circulation Policies

The Latin American Library circulates records, filmstrips, filmstrip and record sets, tapes, and slides for a regular loan period. As this material is not available in the same quantity as printed matter and as it is very popular, it is not renewable. No fee or deposit is required. Films circulate for a four-day period, allowing for pick up, showing, return, and checking for damage and wear. A limit of two films per time for each borrower is imposed. In the case of all materials except films, individuals may borrow. Films are limited—again for the practical reasons of limited quantity and high interest—to organizations and community agencies and to teachers. Librarians in our area may borrow materials to preview for possible purchase. Requests have come from as far away as Phoenix, San Diego, and Seattle; but unfortunately these requests cannot be filled. We do, however, publish lists of our audio-visual material, and supply these lists free upon request from the Latin American Library, 1457 Fruitvale Avenue, Oakland, California 94601.

Reference

1. Funded under the Library Services and Construction Act, the initial grant was for a two-year period, 1966-68. Annual extensions have been granted since that time. Funding is now approved through fiscal 1971-72.

16 mm. Chicano Films
at the Latin American Library or on Order
Compiled by Cynthia Baird

And Now, Miguel. Pts. I & II. \$133.00.
 Black and White. 35 min. ea. English.
 Norwood Films, 5104 Frolich Lane,
 Tuxedo, Maryland 20781.

Based on the book by Joseph Krumbold, this tells the story of young Miguel, whose family herds sheep in the New Mexico highlands.

California's Dawn. Pts. I & II. \$275.00.
 Color. 14 min. ea. English. Ernest
 Kleinberg, 3890 Edgeview Drive, Pas-
 adena, California 91107.

The history of California through the raising of the Bear Flag is told in old paintings and drawings taken from the past of the Golden State. The narration is subdued and appropriate. Especially recommended for groups interested in the Spanish and Mexican heritage of the state.

Decision at Delano. \$325.00. Color. 26
 min. English. Newenhouse-Novo, 1825
 Willow Road, Northfield, Illinois
 60093.

The story of the Delano grape strike, and its effects upon farmworkers and townspeople.

Education and the Mexican American.
 Pts. I & II. \$340.00. Black & White.
 57 min. English. University of Cali-
 fornia, Extension Media Center, 2223
 Fulton Street, Berkeley, California
 94720.

Deals with the Los Angeles blow-outs of 1968.

History of Southern California. Pt. II
 only. \$200.00. Color. 18 min. English.
 Atlantis Productions, Inc., 1252 La
 Granada Drive, Thousand Oaks, Cali-
 fornia 91360.

A valuable source in California history, covering a period obscured by the discovery of gold, but just as important to our lives today.

Huelga. Pts. I & II. \$575.00. Color.
 28 min., 22 min. English. McGraw-
 Hill Text-Films, 330 West 42nd
 Street, New York, New York.

The Delano grape strike: the struggle of a handful of Mexican-American workers symbolizes the yearning of all men for equality.

Huelga March. \$100.00. Black &
 White. 15 min. English. American
 Documentary Films, Inc., 379 Bay
 Street, San Francisco, California
 94133.

Covers the same ground as **Huelga**, but in a shorter time. Cesar Chavez narrates.

I Am Joaquin. \$300.00. Color. 22
 min. English. Centro Campesino Cul-
 tural, Box 2302, Fresno, California
 93701.

Photography by George Ballis, and presentation by Luiz Valdez and the Teatro Campesino of the epic poem by Corky Gonzales. There is no better expression of Chicano anger, spirit and hope.

The Land is Rich. \$200.00. Black &
 White. 25 min. English. American
 Documentary Films, Inc.

History of migrant labor and strikes in California with particular emphasis on the grape strike. This shows the Delano strike in its proper perspective within the entire labor movement of the state, and thus serves as an excellent background for understanding the aspirations of UFWOC supporters.

Mexican Americans: Invisible Minority.
 Pts. I & II. \$300.00. Color. 18 min.
 ea. English. Indiana University, Au-
 dio Visual Center, Bloomington, In-
 diana 47401.

Excellent summation of the problems, responses, and aspirations of the Mexican American. Includes views of notable



An Audience for the Showing of Films and Slides

Chicanos: Ernesto Galarza, Cesar Chavez, Corky Gonzales, Sal Castro, Reies Tijerina. A superior film all around.

Mexican Americans: an Historic Profile. \$100.00. Black & White. 29 min. English. Anti-Defamation League of B'Nai B'Rith, 315 Lexington Avenue, New York, New York 10016.

Narration by Maclovía Barraza presents a documentary history of the Mexican American people. Although generally from the establishment viewpoint, there is much understatement of the indignities suffered by this minority in our "great" society.

Mexican Americans: Quest for Equality. \$100.00. Black & White. 28 min. English. Anti-Defamation League of B'Nai B'Rith, 315 Lexington Avenue, New York, New York 10016.

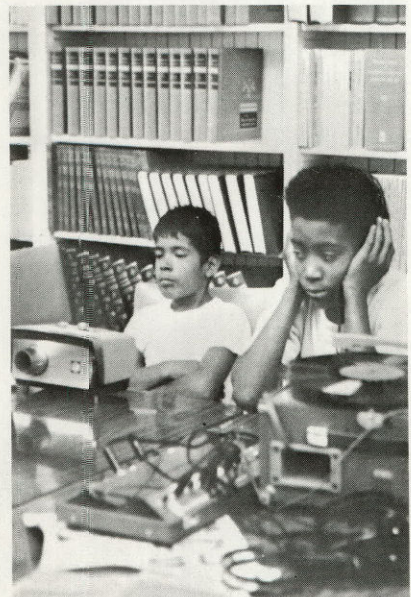
Dr. Ernesto Galarza, noted author and educator, presents a moving account of the Mexican American and his unceasing efforts to achieve full equality.

The Most Hated Man in New Mexico. \$350.00. Color 30-40 min. English. NBC Educational Enterprises, 30 Rockefeller Plaza, New York, New York 10020.

The charisma of Reies Lopez Tijerina is evident in this film which documents events of the controversial land grant movement in New Mexico.

Tierra O Muerte. \$200.00. Black and White. 29 min. English. Jeff Lewin, c/o Canyon Cinema Cooperative, Industrial Center Building, Room 220, Sausalito, California 94965.

This strongly anti-establishment film interviews inhabitants of New Mexico who are being forced off their land, and in essence, out of existence, by the cancerous spread of the corporate state.



Two Youngsters Intent on Seeing and Hearing.

**Films on Mexico, Puerto Rico or Puerto Ricans
Available From the Latin American Library**

Cajititlan. \$300.00. Contemporary Films, 330 West 42nd Street, New York, New York 10036.

Making a Pinata. \$125.00. Atlantis Productions, Inc.

Mexico City: Pattern for Progress. \$170.00. Walt Disney Educational Materials Co. (distributor), 800 Sonora Avenue, Glendale, California 91201.

Portrait of Mexico. \$350.00. International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60604.

Que Puerto Rico. \$165.00. Contemporary Films.

That's Me. \$150.00. McGraw Hill.

Valentin de las Sierras. \$200.00. Bruce Baillie, 263 Colgate Avenue, Berkeley, California 94708.

Chicano Films Not Owned by the Latin American Library

Chicano Culture (in production). American Documentary Films, Inc.

Chicano from the Southwest. Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. (Previewed and rejected by the Latin American Library.)

Henry, Boy of the Barrio. Atlantis Productions, Inc. (Recommended by patron)

Mexican American Culture: Its Heritage. Communications Group West, 6430 Sunset Boulevard, Suite 618,

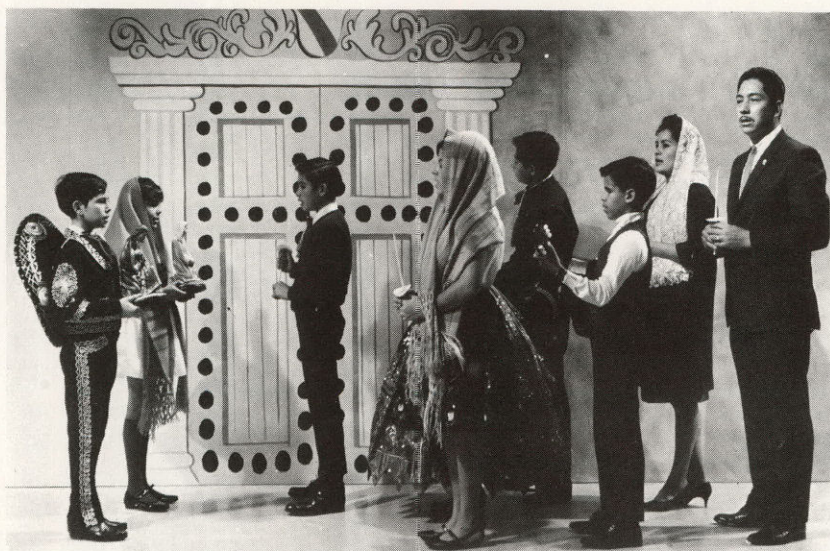
Hollywood, California 90017.

Mexican American: Heritage and Destiny. Handel Film Corporation, 8730 Sunset Boulevard, West Hollywood, California 90069.

Recommended by Cabinet Committee on Opportunity for the Spanish Speaking.

Salt of the Earth. Brandon Films/Western Cinema Guild, Inc. 244 Kearny Street, San Francisco, California 94108.

Feature length film for rental only.



Latin American Library Christmas Program on Oakland Television

The Texas State Library Communication Network Today

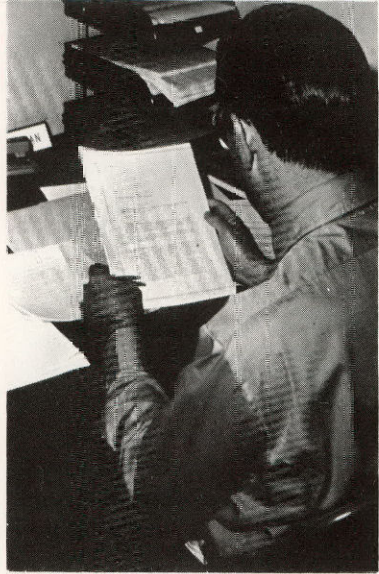
by Ronald V. Norman

As of January 1, 1971, the Texas State Library Communication Network had been in operation for two and one-half years.

1. Three of every four requests placed on the Telex network were filled.
2. The network evolved from a unilevel network using public library resources to a multilevel network using the resources of eleven doctoral degree-granting universities within the state in addition to public library resources.
3. The volume of requests at every level of service—from community libraries to their area libraries, from area libraries to their major resource center libraries and from major resource center libraries to the Texas State Library—steadily increased.
4. The speed with which a patron received requested materials increased through the addition of more machinery and personnel and new policies and procedures.

The Texas State Library Communication Network began operation on July 1, 1968. It was funded, and continues to be funded, under Title III of the Federal Library Services and Construction Act which is administered for Texas by the Field Services Division of the Texas State Library. The actual operation of the network, however, is the responsibility of the Reference Division of the State Library and the major resource center libraries which are compensated by Title I LSCA in exchange for staff and services.

Ronald V. Norman serves as network consultant for the Texas State Library Communication Network. In this capacity he carries on a constant analysis of network effectiveness or lack of effectiveness.



Components of a Network

In order for a network to exist there must be resources, a means of quickly getting at these resources, and a method for quickly getting these resources to those who need them.

The resources of the Texas State Library Communication Network are the public library resources of its members, plus the resources of the universities and colleges with which the TSLCN has service contracts through their network, the Texas Information Exchange. When an area library cannot fill requests from its community libraries, it normally refers these requests plus any of its own it cannot fill to its major resource center library. The same procedure occurs at the major resource center library—except that the requests are referred to the Texas State Library. The Texas State Library checks its holdings and if it has the material sends it to the original borrowing library. If it does not have the material, it sends the request to the other major resource center libraries or for scholarly materials to the University of Texas at Austin for service on the Texas Information Exchange (TIE).

The contract between the Texas State Library Communication Network and the Texas Information Exchange was signed in December, 1969. Under terms of the contract, professional and technical requests are relayed to the University of Texas at Austin. The requests may be filled there or sent on to one of the ten other college and university libraries participating in the program. Only requests for books, documents, and photocopies are accepted, and before a request is relayed it must be verified. The link with TIE makes it possible for public libraries to

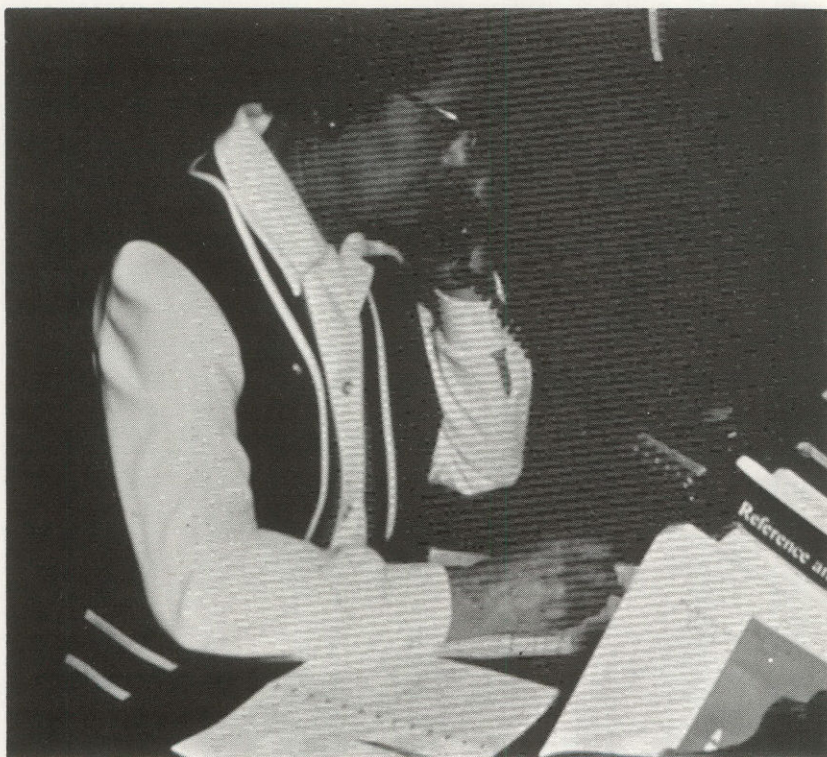
service requests for professional, research, and technical materials not generally a part of public libraries' collections.

Functioning of the Network

In every stage of a transaction there is both downward and upward activity—downward when a borrowing library's request can be filled and upward to a library with greater resources if a request cannot be filled—so that as a request progresses upward resources become greater and the possibility of its being filled increases.

Presently, in addition to the Texas State Library, which acts as network coordinator, the network is composed of 322 community (Size III) libraries, 41 area (Size II) libraries and 10 Major Resource Center libraries. The latter are selected for geographical reasons as well as collection resources. The community, area, and major resource libraries communicate by telephone while the major resource center libraries and the Texas State Library communicate by teletype.

It is in this communication that the other aspects of a network are fulfilled. The patron who makes a request not only needs to feel that he is likely to get the material but that he will get it quickly. The speed of



the telephone and teletype—coupled with the efficient efforts of library personnel—assures that most requests are quickly found and sent to the patron's library where the material may be picked up.

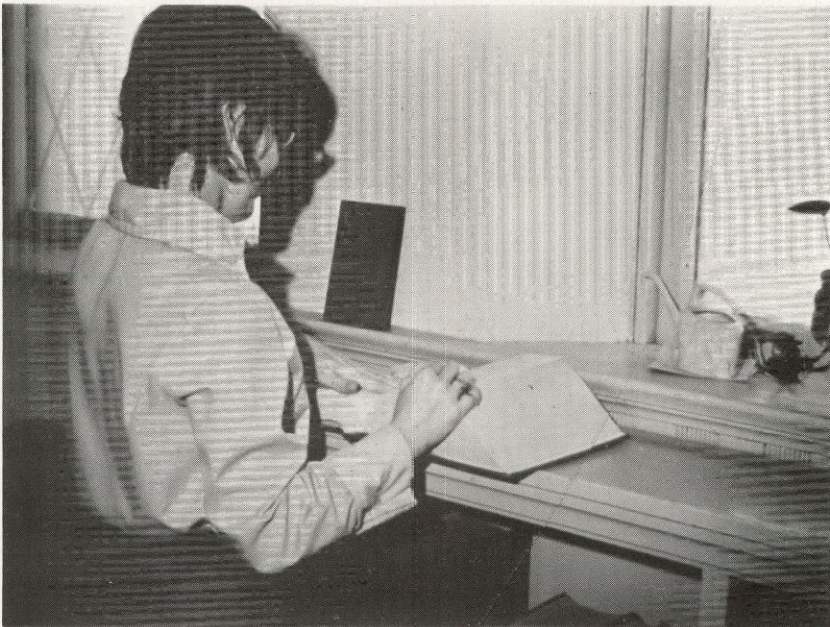
The degree to which the Texas State Library Communication Network has succeeded is not, first of all, a triumph of communication technology but a demonstration of the belief of librarians in Texas from library directors to network personnel in such a network and their desire to make it work—and work well.

The communications and exchanges of materials between the public libraries in Texas are immense and, as indicated, are steadily increasing.

What does the future hold for this information exchange network of which Texans can be justifiably proud?

Surprisingly, since the network is supported through federal funds, it would stop operation as soon as these funds were no longer available. To avoid this possibility, local funding is desirable so that each unit of the network is self-supporting.

Assuming that librarians of the state and the communities which the libraries serve believe that the service the network offers is valuable and



A Size II or community library receives requests from the smaller libraries it serves by telephone. Mrs. Fay Lowery of Beaumont receives such a request. She checks the card catalog for availability of the item and a member of the staff checks the Cumulative Book Index to verify a title.



If a request cannot be filled in the Size II or Major Resource Center, it is sent to the Texas State Library. It may be filled there, or Major Resource Center libraries may be queried until the item is located.

will support it if necessary. network volume will continue to increase and service continue to improve.

The basic structure of the network has not changed since it began operation, thus demonstrating the good judgment of its originators. To add more major resource center libraries to the network might increase the possibility of a request being filled but it might also increase the time between the patron's asking for, and receiving, materials. To reduce the number of major resource center libraries would undoubtedly produce results opposite to those just mentioned.

The function of the Texas State Library as a switching center or coordinator of requests received from and sent to the various major resource center libraries may sometimes seem to slow the progress of a request, but this role must be considered in light of the chaos which would result if each library could contact whichever library or libraries it chose at whatever time or times it desired.

The future development of the Texas State Library Communication Network would seem to be to make a very good public library network into one of the very best networks of its kind. This will be done by refining those policies and procedures which have proved to be effective, discarding those policies and procedures which have proved to be ineffective and continuing to develop new policies and procedures based on those circumstances unique to Texas and on newly emerging technological developments in the library communications fields.

Progress of the network thus far indicates that libraries in Texas are already working to make this goal a reality.

UNITED STATES GOVERNMENT PUBLICATIONS ON MEXICAN AMERICANS

by Julienne C. Sprague

Julienne Sprague is documents librarian at the Texas State Library. As a regional depository for Federal Documents, the Texas State Library is charged with responsibility for providing service to individuals or to libraries in the southern half of the state. Texas Tech University serves as regional depository for the northern half of Texas.

According to the United States Commission on Civil Rights, the term "Mexican American" refers to persons living in the United States who are themselves of Mexican origin or whose parents or more remote ancestors came to the United States from Mexico or whose antecedents resided in those parts of the southwestern United States which were once part of Mexico or New Spain. This is the most common designation used in the southwestern states. Others are "Spanish American," "Latin," "La Raza," and "Latin American.¹ The Mexican Americans have been in the United States for a long time. As early as the sixteenth century, the Spanish American, Spanish Colonial, or Hispaño group, as it is variously called, settled in what is now the United States. In 1598, nearly a decade before the English settlement at Jamestown, the Spanish settled north of what is now Santa Fe, New Mexico. Although the largest and earliest settlements were in New Mexico, there were others in the eighteenth century in California and Texas. The first census of the United States in 1790 did not include Mexican Americans, but it is estimated that at that time there were 23,000 Mexican Americans living in the area which later become California, Arizona, New Mexico, and Texas.

The 1910, 1920, and 1930 censuses counted Mexicans in the United States as a separate race. There were 1.3 million Mexican Americans in 1930. In 1940, Mexi-

can Americans were among the 1.6 million "persons of Spanish mother tongue" listed. In the 1950 census, the classification again changed—this time to "Persons of Spanish Surname"—and a special report was issued bearing that title (C 3.950-7/6: 2C). The total at that time was 2.3 million; by 1960 it had risen to 3.5 million, including Puerto Ricans and other persons with Spanish surnames living in the Southwest.

The recent influx of persons from Puerto Rico, Mexico, Cuba, and other areas of the Americas has changed the composition and distribution of the Spanish-speaking population of the United States. A special subject report was published as a result of the 1960 Census of Population which was also entitled "Persons of Spanish Surname" (C 3.223/10: 960/v.2/pt.1B). Another subject report was entitled "Puerto Ricans in the United States" (C 3.223/10: 960/v.2/pt.1D), thus separating Puerto Ricans. The "Persons of Spanish Surname" report presents statistics on selected population and housing characteristics of the white population of Spanish surname in the five Southwestern States in which this population is concentrated—Texas, Colorado, New Mexico, Arizona, and California. It is this 1960 report that is used as a basis for the information found in other reports such as the "Profile of the Region," published by the United States Department of Health, Education, and Welfare Regional Office in May, 1970; "Low-Income Families in the Spanish-Surname Population of the Southwest" (A 93.28: 112), published by the United States Department of Agriculture in April, 1967; "Rural People in the American Economy" (A 93.28: 101), published by the United States Department of Agriculture in October, 1966; and many others. The 1951 Report of the President's Commission on Migratory Labor in American Agriculture (Pr 33.15: Ag8) established that the Mexican migrant workers live in substandard conditions (regarding housing, health, and employment) and how they are forced to accept substandard wages.

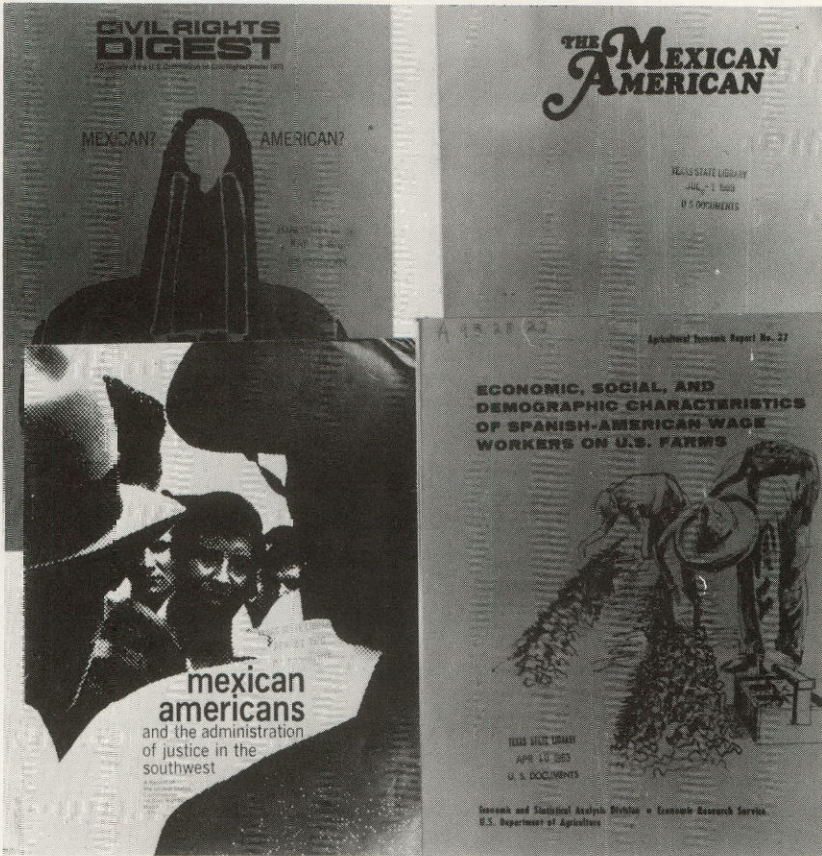
In addition to separate reports on the subject, many articles have been written on Mexican Americans in recent years. The two periodicals of particular interest to educators which are published by the United States Department of Health, Education, and Welfare are *Children* and *American Education*, of which the latter has some particularly good articles. Many of these have been issued as separates. "Speak up, Chicano, The Mexican-American Fights for Educational Equality" (FS 5.238: 38007) is one of those reprinted from the May, 1968, issue of *American Education* and is available for 10 cents from the Superintendent of Documents. "Se Habla Español; Help for Spanish-Speaking Youngsters" (FS 5.230: 30020) is another, reprinted from the May, 1967 issue of *American Education* and also available for 10 cents. Many of these individual articles have been combined into "Viva la Raza, Mexican-American Education, a Search for Identity" (FS 5.238: 38011). This publication

is available for 35 cents and includes "Uprising in the Barrios," "Mama Goes to Nursery School," "Speak up Chicano," "School Bells for Migrants," "Learn a Lito English," and "Se Hable Español." *American Education* is issued ten times a year and is available for \$7.00 a year or 70 cents. This publication covers preschool to adult education, new research and demonstration projects, major education legislation, school and college bond data, grants, loans, contracts, and fellowships.

Another periodical which tackles the problems of the Mexican American from a different angle is the *Civil Rights Digest*, published quarterly by the United States Commission on Civil Rights. The articles in the *Digest* do not necessarily represent commission policy but are offered to stimulate ideas and interest on the various current issues concerning civil rights. This publication is available for 35 cents an issue. The *Civil Rights Digest* presents problems of all minority groups. For instance, in the Spring, 1970, issue, Tony Abarco, a Spanish interpreter and translator for the courts of Nueces County, Texas, wrote "Equal Administration of Justice, Reflections of a Spanish-Speaking Interpreter." The Fall, 1970, issue of *Civil Rights Digest* includes such articles as these: "The Second-Largest Minority: a News Correspondent's View," by Bernard Shaw; "The Way Beyond Bilingual Education," by Thomas P. Carter; "Go Talk to the Principal," by Peter H. Patino; "Chicano Studies: a Challenge for Colleges and Universities," by Corinne J. Sanchez; and "Chicano Studies: Research and Scholarly Activity," by Ernesto Galarza and Julian Samora.

The *Monthly Labor Review* and *Manpower* present the problems as they pertain to labor, employment, underemployment, and unemployment. The *Monthly Labor Review* is published by the Labor Statistics Bureau of the Department of Labor and is available for \$9.00 a year or 75 cents an issue. It supplies the kind of information suggested by its publisher and title—statistics and information as they apply to labor. *Manpower* magazine is the official monthly journal of the Manpower Administration of the United States Department of Labor. It is distributed without charge to personnel of the national and regional Manpower Administration offices and, by special arrangement, to state employment security agencies. It is also available by subscription at \$7.50 a year or 65 cents a single copy. It includes such articles as "Job Bias and the Invisible Minority" in the October, 1970, issue.

The *Public Health Reports* tackle the problems from a different angle. This periodical is published monthly by the United States Health, Education and Welfare Department, Public Health Service, Health Services and Mental Health Administration and is available for \$6.50 a year or 55 cents for a single copy. An example of the type of article covered by this publication is the one written by Dr. William E. Morton in July,



1970, entitled “Demographic Redefinition of Hispaños.”

In June, 1967, the Inter-Agency Committee on Mexican Affairs was established to hear solutions to Mexican American problems, to assure that Federal programs have reached the Mexican Americans and provided the assistance they needed, and to seek out new programs necessary to handle problems unique to the Mexican American community. The committee consisted of the heads of seven major executive departments and agencies. Its chairman was Vicente Ximenes, who was confirmed as commissioner of the Equal Employment Opportunity Commission in June, 1967. Most of the early efforts of the Inter-Agency Committee went into preparing for a Mexican American Conference which was held in El Paso in October, 1967. The conference was in the form of a hearing, in which representatives of the more than 1,500 Mexican Americans who attended told the President’s Cabinet about the problems of the “barrio.” These hearings were published as testimony presented at the Cabinet Committee Hearings on Mexican American Affairs held in El Paso, Texas (October 26 to 28, 1967).

In March, 1969, the Inter-Agency Committee issued an excellent bibliography dealing primarily with the sociological and economic aspects of La Raza rather than bilingual teaching materials or other specialized references. This publication, entitled *A Guide to Materials Relating to Persons of Mexican Heritage in the United States* (Y 3.Sp2/7: 2Am3.970) also includes a list of Spanish language radio and TV stations for the five southwestern states. The types of materials listed in the bibliography were classified into six broad categories: Books, reports, hearings, proceedings and similar materials; periodical literature, dissertations and other unpublished materials; bibliographies; and Audio-Visual materials. This bibliography makes a good starting point for any who are working on the subject of Mexican Americans.

In addition to the *Guide to Materials Relating to Persons of Mexican Heritage in the United States*, the Inter-Agency Committee issued *Spanish-Surnamed American College Graduates* (Y 3.Ap2/7: 2Am3/968) in 1968. The *Spanish-Surnamed American College Graduates* is a valuable informational booklet. It provides the names of college graduates from California, Colorado, Nevada, New Mexico, Texas, Wyoming, and New York. The six southwestern states are thoroughly documented, but the state of New York is only partially covered. These three publications represent the published work of the Inter-Agency Committee.

Because the Inter-Agency Committee needed a sense of continuity in order to perform its advisory and advocative roles effectively, legislation was introduced to make it a statutory agency. Included in the bill was a new agency name: "The Cabinet Committee on Opportunities for Spanish Speaking People." The new agency title reflected the expanded scope of the committee. The committee's legislative mandate directed it to encompass the affairs of all Spanish-speaking Americans, i.e., Mexican Americans, Puerto Ricans, Cubans, etc. On December 18, 1969, Congress passed the bill establishing the new committee—Public Law 91-181 (GS 4.110: 91-181).

The Cabinet Committee on Opportunities for Spanish Speaking People's major areas of concern are advocacy of equal employment opportunities for the Spanish-speaking in the Federal government, equitable distribution of federal services, programs and funds to meet the needs of the Spanish-speaking, and provision of technical assistance in program areas designed to meet the unique needs of the Spanish speaking. The committee's major program concerns are in the areas of economic and manpower development, housing and community development, legislative and legal affairs, communications and research, and limited government placement services. The committee is an advisory body which is essentially involved in assisting other federal agencies to develop and initiate programs for the Spanish-speaking people. The Cabinet Com-

mittee is an independent office in the executive branch of the federal government. It is responsible to Congress through the President. It has been authorized for five years, after which time new legislation must be enacted to keep it in being. The committee is made up of those Cabinet-level members and others whose departments and agencies provide resource assistance and who, by law, must meet four times a year to review the state of affairs concerning the Spanish-speaking American. Members of the committee include, with the chairman, the following: Secretary of Agriculture; Secretary of Commerce; Secretary of Housing and Urban Development; Secretary of Labor; Secretary of Health, Education and Welfare; Director of the Office of Economic Opportunity; Secretary of Treasury; Attorney General; Administrator, Small Business Administration; Chairman, Civil Service Commission; Commissioner, Equal Employment Opportunity Commission.

Until recently, the main efforts of the Cabinet Committee have been to act as a lobbyist, within the Federal Government, to improve the Federal allocation of funds to the Mexican American community, to increase the number of Mexican Americans employed within the Federal Government; and to seek to resolve individual complaints.² In the January-February, 1971, issue of the Cabinet Committee's *Newsletter*, the present chairman, Antonio F. (Tony) Rodriguez of San Antonio, Texas, indicated that he plans "to alter its previous emphasis on programs and place a greater stress on its advocacy and ombudsman roles."

Another bureau of the federal government devoted exclusively to Mexican Americans was the Mexican American Affairs Unit of the Office of Education. On January 10, 1970, the Mexican American Affairs Unit was transferred from the Bureau of Elementary and Secondary Education to the Office of the Deputy Assistant Secretary for Intradepartmental Educational Affairs. The title of this unit was changed to the Office for Spanish Speaking American Affairs.

On November 27, 1970, the Office for Spanish Speaking American Affairs was placed in the Office of Special Concerns of the Commissioner of Education. During recent months the Office for Spanish Speaking American Affairs has concentrated its efforts on the brokering and development of several educational projects. A new publication, *Puerto Rican Organizations in the Mainland United States*, is now available for distribution from the Office for Spanish Speaking American Affairs. The publication lists many categories of organizations which include educational, civic and community development, business and economic development, and youth organizations. In order to keep the Spanish speaking community informed on Office of Education programs, information bulletins from various publications within the Office of Education are being translated into Spanish. In addition, a list of currently pro-

duced educational materials pertaining to Spanish speaking people was compiled and will soon be available from the Office for Spanish Speaking American Affairs.³

Interest in Mexican Americans as a group was displayed in a few early documents but the number of documents published on this subject has experienced an upsurge as the public interest has intensified in recent years. Generally, the areas of interest in Mexican Americans can be classified into the following subject areas: (1.) education, including the education of migrants, (2.) labor and migrant labor, (3.) civil rights and justice, and (4.) population characteristics. The United States Documents section of the Texas State Library is compiling a bibliography of Federal documents listed on the above topics. A card file is being made so that, as new documents are published, they can be added to the file. This list will include documents that are not necessarily found at the Texas State Library but that might be available in another library. Lists can be typed from the cards upon receipt of a request from either an individual or a library. These lists will be updated periodically.

References

1. CR 1.2: M57/2 "Mexican-Americans and the Administration of Justice in the Southwest," p.iv.
2. CR 1.2: En2/971 "Federal Civil Rights Enforcement Effort, a Report of the United States Commission on Civil Rights, 1971."
3. Report for Office for Spanish Speaking American Affairs, February, 1971, p.4.

Bibliography

DEPARTMENT OF AGRICULTURE Economic Research Service

Economic, Social, and Demographic Characteristics of Spanish-American Wage Workers on U.S. Farms. 1963. 21 p. A 93.28: 27.

Approximately 40 per cent of the Spanish-Americans did migratory farm wage work in 1960. Only 9 percent of all other farm wage workers were migrants. This report highlights the social and demographic characteristics as well as the estimates of employment and earnings.

Termination of the Bracero Program; Some Effects on Farm Labor and Migrant Housing Needs. 1965. 29 p. A 93.28: 77.

Prepared at the request of the Farmers Home Administration which administers a program of loans for rural housing, including housing for migratory farm-workers.

Rural People in the American Economy. A 93.28: 101.

This report states that "the incidence of poverty is high among American Indians." A section is devoted to Spanish-speaking people.

Low Income Families in the Spanish-Surname Population of the Southwest. 1967. 29 p. A 93.28: 112.

Gives demographic characteristics including residence, nativity, mobility, sex ratios, fertility, and dependency. Also gives economic and social characteristics

such as income distribution, labor force participation, industrial composition, occupational pattern, educational level, housing and amenities, and cultural traits.

Domestic Migratory Farmworkers; Personal and Economic Characteristics. 1967. 31 p. A 93.28: 121.

Spanish-Americans accounted for 25 percent of all migratory workers. In this study, Spanish-Americans are included in the "white" category.

Spanish-Surname Farm Operators in Southern Texas. 61 p. A 93.28: 162.

The Economic Research Service, in conjunction with the Bureau of the Census, has developed information on the characteristics of Spanish-surname farmers in 14 Texas counties where many live. The Agriculture Division of the Bureau of the Census identified some 3,600 Spanish-surname farm operators from the 1964 Census of Agriculture questionnaires in the 14 counties.

DEPARTMENT OF COMMERCE

Bureau of the Census

We the Mexican Americans; Nosotros Los México Americanos. 16 p. C 3.2: M57

Intended to be used as an introduction to the census questionnaire. Printed in English and Spanish, it stresses the importance of counting Mexican Americans.

U.S. Census of Population, 1960; Vol. 2, Subject Reports, Persons of Spanish Surname. 1963. 202 p. C 3.223/10: 960/v.2/pt.1B.

Presents statistics from the 1960 Census of Population on the social and economic characteristics of persons of Spanish surname in five southwestern states—Arizona, California, Colorado, New Mexico, and Texas.

U.S. Census of Population, 1950: Vol. 4, Special Reports, Persons of Spanish Surname. 1953. 70 p. C 3.950-7/6: 3C.

This report presents statistics on selected population and housing characteristics of the white population of Spanish sur-

name in Texas, Colorado, New Mexico, Arizona, and California.

Economic Development Administration Industrial and Employment Potential of the United States-Mexico Border. 1968. 286 p. C 46.2: In2/3.

A study to determine how new employment opportunities can be created by expansion of industry in U.S. communities located along the U.S.-Mexico border.

UNITED STATES COMMISSION ON CIVIL RIGHTS

Federal Civil Rights Enforcement Effort. 1971. 400 p. CR 1.2: En2/971.

"This report does not deal primarily with the substantive impact of civil rights laws. . . . Rather, it has attempted to determine how well the Federal Government is doing its civil rights enforcement job—to pinpoint for one period of time (March-June, 1970) the posture of a number of Federal agencies with key civil rights responsibilities."

The Mexican American. 1968. 69 p. CR 1.2: M57.

This paper presents the type and range of problems facing the Mexican American community and suggests ways in which some of these problems are peculiar to the community.

Mexican-Americans and the Administration of Justice in the Southwest. 135 p. CR 1.2: M57/2.

"Our investigations reveal that Mexican American citizens are subject to unduly harsh treatment by law enforcement officers, that they are often arrested on insufficient grounds, receive physical and verbal abuse and penalties which are disproportionately severe. We have found them to be deprived of proper use of bail and of adequate representation by council. They are substantially underrepresented on grand and petit juries and excluded from full participation in law enforcement agencies, especially in supervisory positions." *For All the People . . . By All the People; A Report on Equal Opportunity in*

State and Local Government Employment. 1969. 277 p. CR 1.2: P39.

State and local governments are the largest single group of employers in the United States for which no comprehensive information is available on the racial and ethnic composition of their work force and the only large group of employers in the nation whose racial employment practices are almost entirely exempt from any Federal nondiscrimination requirements, except the Fourteenth Amendment. Although it is applicable to minority groups, the figures given are for Negroes primarily. There are, however tables of Spanish American employment in the Appendices.

Civil Rights Status of Spanish-Speaking Persons in Kleberg, Nueces, and San Patricio Counties. 1967. 32 p. CR 1.2: Sp2.

The Texas State Advisory Committee to the U.S. Commission on Civil Rights held a two-day open meeting in Corpus Christi on April 15-16, 1966, to collect information regarding the civil rights problems and progress of Latin American citizens in Kleberg, Nueces, and San Patricio counties. Among the areas examined were voting, employment, school desegregation, apprenticeship and training programs, anti-poverty programs and Negro-Latin American relations.

Civil Rights in Texas. 1970. 51 p. CR 1.2: T31/2.

This report breaks down the problems as they apply to education, administration of justice, employment, and economic security—making recommendation which will help the minority groups (black and Mexican Americans).

Hearing Held in San Antonio, Texas, December 9-14, 1968. 1969. 1296 p. CR 1.8: Sa5a

Gives the testimony of Dr. George Sanchez, Senator Joe Bernal and others.

A Summary of a Report of the United States Commission on Civil Rights. For All the People . . . By All the People,

A Report on Equal Opportunity in State and Local Government Employment. 1969. 28 p. CR 1.10: 18.

Summarizes the more lengthy report of the Civil Rights Commission. Includes a table entitled "Distribution of City Employees-Spanish American, all other" in San Francisco, Oakland, and Houston.

Equal Educational Opportunities for the Spanish-Speaking Child; Bilingual and Bicultural Educational Programs. 1970. CR 1.10: 27

Provides a brief outline of Federal education programs of most interest to the Spanish-speaking community.

"La Raza-Today Not Mañana," *Civil Rights Digest, Spring*, 1968. CR 1.12: 1/1.

Discusses the October, 1967 Cabinet Hearings at El Paso on Mexican American Affairs, giving the background of other meetings held in Albuquerque, etc., as well as the El Paso conference entitled La Raza Unida.

"Congressional 'si' on Bilingualism," *Civil Rights Digest, Spring*, 1968. CR 1.12: 1/1.

Discusses the Bilingual Education Act, Title VII, of the Elementary and Secondary Education Amendments of 1967. "Special Education Classes, Barrier to Mexican Americans?" *Civil Rights Digest, Fall*, 1968. CR 1.12: 1/3.

Discusses the disproportionate placement of the Mexican American school child in classes for the Educable Mentally Retarded.

"Jury Duty in California," *Civil Rights Digest, Winter*, 1969. CR 1.12: 2/1.

Discusses the inequalities in jury selection in California.

"New Accent on Civil Rights; The Mexican American," *Civil Rights Digest, Winter*, 1969. CR 1.12: 2/1.

Discusses the hearing held in San Antonio, Texas, on December, 1968, by the Civil Rights Commission. There is a one page article and the rest is pictures of witnesses, etc.

"Mexican American Farmers: Victims of Neglect," *Civil Rights Digest, Spring*,

1969. CR 1.12: 2/2.

Mexican American farmers are severely disadvantaged in comparison with Anglo farmers, indicating that agricultural programs and policies must turn greater attention to Mexican American farmers.

"Pride and Prejudice: A Mexican American Dilemma," *Civil Rights Digest, Winter*, 1970. CR 1.12: 3/1.

Includes a chart entitled "Characterologic of Interpersonal Styles: Attributes of Most People Living in the Cultures of Poverty" and discusses the false stereotypes of the Mexican American.

"Will the Real Mexican American Please Stand Up?" *Civil Rights Digest, Winter*, 1970. CR 1.12: 3/1.

Discusses the need for the Mexican American to accept himself for the person he is and to accept his responsibility to himself and to society.

"What Price Ingles," *Civil Rights Digest, Summer*, 1970. CR 1.12: 3/3.

Discusses the problems met by Spanish American students who speak no English and various projects and programs by the schools.

"The Second Largest Minority; A News Correspondent's View," *Civil Rights Digest, Fall*, 1970. CR 1.12: 3/4.

Gives the history of the Spanish-American heritage in the U.S., including the treaty of Guadalupe-Hidalgo. Includes the problems as they pertain to Mexicans, Puerto Ricans, and Cubans as well as the true "Spanish" settlers.

"The Way Beyond Bilingual Education," *Civil Rights Digest, Fall*, 1970. CR 1.12: 3/4.

Based on a keynote address given by Thomas P. Carter at the Bilingual Education Awareness Institute in Phoenix, Arizona in October, 1970.

"Chicano Studies: A Challenge for Colleges and Universities," *Civil Rights Digest, Fall*, 1970. CR 1.12: 3/4.

Discusses the work of the Chicano Studies Institutes (CSI) to develop standards for curriculums leading to undergraduate degrees in Mexican American studies.

"Chicano Studies: Research and Scholarly Activity," *Civil Rights Digest, Fall*, 1970. CR 1.12: 3/4.

Excerpted from a position paper prepared for the Chicano Studies Institutes in the summer of 1970. Discusses the problems involved in both graduate and undergraduate research, discussing the handicap of a paucity of reading materials.

GENERAL SERVICES ADMINISTRATION

Public Law 91-181! An Act to Establish the Cabinet Committee on Opportunities for Spanish-Speaking People, and for other Purposes. 1969. 3 p. GS 4.110: 91-181.

In addition to establishing the Cabinet Committee on Opportunities for Spanish-Speaking People, this act established a nine-member Advisory Council on Spanish-Speaking Americans.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Report from Mexican American Affairs Unit. 1969. 8 p. FS 5.2: M57/3

Gives the legislative status of educational programs important to Mexican Americans, including an explanation of Titles I, III, IV, VII, and VIII of the Elementary and Secondary Education Act. Includes a list of Mexican Americans recently appointed to administrative posts in government agencies in Washington and a list of filmstrips on improving educational opportunities for the Mexican Americans.

"Mama Goes to Nursery School," "School Bells for Migrants," "Learn a Lito English," "Se Habla Español," Reprints from *American Education*, May 1967-March 1968. FS 5.220: 20109.

Four articles tell about the special problems Mexican American children and migrant children have in school and recent attempts to correct them.

Directory of Consultants on Migrant Education. 1970. 90 p. HE 5.2: M58/7/970.

Lists consultants who are knowledgeable in the field of migrant education and available to help plan, develop, and implement new approaches to strengthen and improve the quality and effectiveness of migrant education programs. *Report from Office for Spanish Speaking American Affairs*. 1970. 15 p. HE 5.2: Sp2/5.

Includes an explanation of Follow Through, Educational Talent Search, Upward Bound, and Project Head Start. Also has a list of recent articles and books on the Mexican American. *Malabar Reading Program for Mexican Children, Los Angeles, California*. 1969. 21 p. HE 5.237: 37053.

Part of an independent study of exemplary programs for the education of disadvantaged children completed by the American Institute for Research in the Behavioral Sciences, Palo Alto, California, under contract with the U.S. Office of Education.

"Speak up, Chicano, the Mexican-American Fights for Educational Equality," *American Education*, May, 1968. 4 p. FS 5.238: 38007.

Discusses the progress made in the methods used to deal with Mexican American students and the need for more bilingual teachers.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office for Spanish Speaking American Affairs

Report. 1971. 19 p. HE 5.2: Sp2/5/971
Discusses new developments and publications such as *Puerto Rican Organizations in the Mainland United States*. Lists such things as the highest concentrations of Spanish-surnamed students by state.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

"Address Prepared for Delivery by Samuel J. Simmons, Assistant Secretary for Equal Opportunity, U.S. Department of Housing and Urban Development, Board of Directors Meeting, Jobs for

Progress, Operation SER." 1970. HH 1.7: Si4/5.

Discusses HUD's involvement in the problems of the Mexican Americans and Spanish surname people.

DEPARTMENT OF LABOR

"Job Bias and the 'Invisible Minority,'" *Manpower*, October, 1970. L 1.39/9: 2/10.

Discusses the findings of "Spanish-Surnamed American Employment in the Southwest" in Arizona, California, Colorado, New Mexico, and Texas.

Bureau of Labor Statistics

"Job Gains of Mexican-American Men; Movement Away from Agriculture has Provided these Workers with Better Pay and Job Status," *Monthly Labor Review*, October, 1968. L 2.6:91/10.

This report compares the figures in the census from 1930 through 1960 and occupational progress of Mexican-American men with that of Negro men.

Manpower Administration

Directory for Reaching Minority Groups. 1970, 225 p. L23.3:66.

Lists, alphabetically by state and city, the names, addresses, and telephone numbers of the organizations and people who are able to reach minority groups to tell them about affirmative action programs for job training and job opportunities as well organizations which have statewide or region wide contacts.

OFFICE OF THE PRESIDENT

Commission on Migratory Labor

Migratory Labor in American Agriculture. 1951. 188 p. Pr 33.14: Ag8.

Identifies migratory workers and presents their problems as they pertain to employment, housing, health, welfare, and safety, child labor, and education. **Equal Employment Opportunity Commission**

Spanish Surnamed American Employment in the Southwest. 1970. 247 p. Y 3.Eq2: 2 Sp2.

Provides statistical information on the job patterns that prevail for this minor-

ity group in the southwestern part of the United States. The report demonstrates that, in the region studied, Spanish surnamed Americans are underrepresented and underutilized in the labor force. The report gives information which can provide new insights into how and why the discriminatory job patterns have evolved.

They Have the Power—We Have the People: The Status of Equal Employment Opportunity in Houston, Texas. 1970. 103 p. Y3 Eq2: 2P87.

This report on employment practices in Houston, Texas is based on three days of public hearings conducted there by the Equal Employment Opportunity Commission in June, 1970.

Inter-Agency Committee on Mexican American Affairs

A Guide to Materials Relating to Persons of Mexican Heritage in the United States. 1969. 186 p. Y 3.In8/23: 10/M41.

An excellent basic bibliography dealing primarily with the sociological and economic aspects of La Raza. The types of materials have been classified into six broad categories: Books; Reports, Hearings, Proceedings and Similar Materials! Periodical Literature; Dissertations and Other Unpublished Materials; Bibliographies; and Audio-Visual Materials. (The latter includes Spanish language radio and television stations.

The Mexican American; New Focus on Opportunity. 1968. Y 3.In8/23:1/967-68.

A report on the activities of the Inter-Agency Committee on Mexican American Affairs for the year ending June 30, 1968.

Cabinet Committee on Opportunity for the Spanish Speaking

Spanish Surnamed American College Graduates. 1970. 331 p. Y 3.Sp2/7: 2AM3/970.

This directory was prepared with the hope that it would become a widely used handbook for talent recruiters. It contains information on more than

3,000 Spanish surnamed graduates for 1970.

Directory of Spanish Speaking Community Organizations. 1970. 228 p. Y 3.Sp2/7: 2D62.

Lists 207 organizations that are non-profit-making corporations.

The Spanish Speaking People of the United States: A New Era. 1970. 24 p. Y 3.Sp2/7: 2N42.

Outlines the history and activities of the committee and presents the problems of the people served by the committee and presents the problems of the people served by the committee.

UNITED STATES CONGRESS

Senate Hearings

Availability and Usefulness of Federal of Federal Programs and Services to Elderly Mexican-Americans. 90th Congress, 2nd Session.

Outlines the problems, saying that California has 40 per cent of all people of Mexican-American descent in the U.S.; Texas has 37.9 per cent. However, California has 20 million people while Texas has only 11 million.

Equal Educational Opportunity. 91st Congress, 2nd Session.

"In Texas, 14.8 per cent of the people under the last census have Spanish surnames, but of those killed in action in Vietnam from Texas, 23.4 percent have Spanish surnames . . . 10 percent more people with Spanish surnames being killed out of the total number serving from Texas . . ." Senator Yarborough stated. Outlines the critical issues in the improvement of Mexican American education.

Migrant and Seasonal Farmworker Powerlessness. 91st Congress, 1st. and 2nd Session.

Broken down into Who Are the Migrants?; The Migrant Subculture; Efforts to Organize; Farmworker Legal Problems; Border Commuter Labor Problem; Pesticides and the Farmworker; Manpower and Economic Problems; and Who is Responsible.

“RICHARDSON PUBLIC LIBRARY-- AN EXCITEMENT”

by Louise Herring Frederick

When the Richardson Library opened for business in its new and handsome quarters on December 1, 1970, it began offering not only an ultra-modern facility but a new package of library services as well.

Without abandoning the traditional obligation of a library to provide books and other printed materials, Richardson Public Library has added records, films, microforms, reproductions of painting and sculpture, cultural exhibits, expanded programs and much, much more.

It is now a multi-media center, where service is the watchword. This new concept for Richardson is compatible with a general trend in public libraries, evident in the sixties and accelerating in the seventies. It emphasizes the provision of resources and innovations to meet the changing educational, recreational, inspirational, and cultural requirements of people. The building brochure caption reads “Richardson Public Library—An Excitement.”

The new Richardson library is a \$2-million, four-story structure—the first building in a proposed Civic Center complex at U. S. Highway 75 (North Central Expressway) and Arapaho Road. The site is the geographical, transportation, and population center of the 50,000 residents, half of whom are of school age. The city itself, a separate municipality literally across the street north of Dallas, is often termed the electronics capital of the world.

It is a city primarily of new dwellings (median home value in 1970, \$24,800; median rent, \$171 a month) filled with young families wherein graduate college degrees are commonplace. Inhabitants migrating from every part of the world have intermingled quickly and with mutual respect with a small core of natives, whose soil-loving ancestors founded the city almost one hundred years ago (1873). The streets perpetuate family names.

These, then, are the affluent, well-educated, forward-looking people whom the library serves. They have big plans for their city. Scheduled to appear near the library in the Civic Center are a city office building, auditorium, museum, theater and town hall.

Building Design

The library building is of modular design, a modified square of textured concrete and great expanses of bronze solar glass. The third floor overhangs the others with a copper clad roof capping the whole.

Flexibility and spaciousness were the prime objectives from the draw-



Information Desk at Richardson Public Library

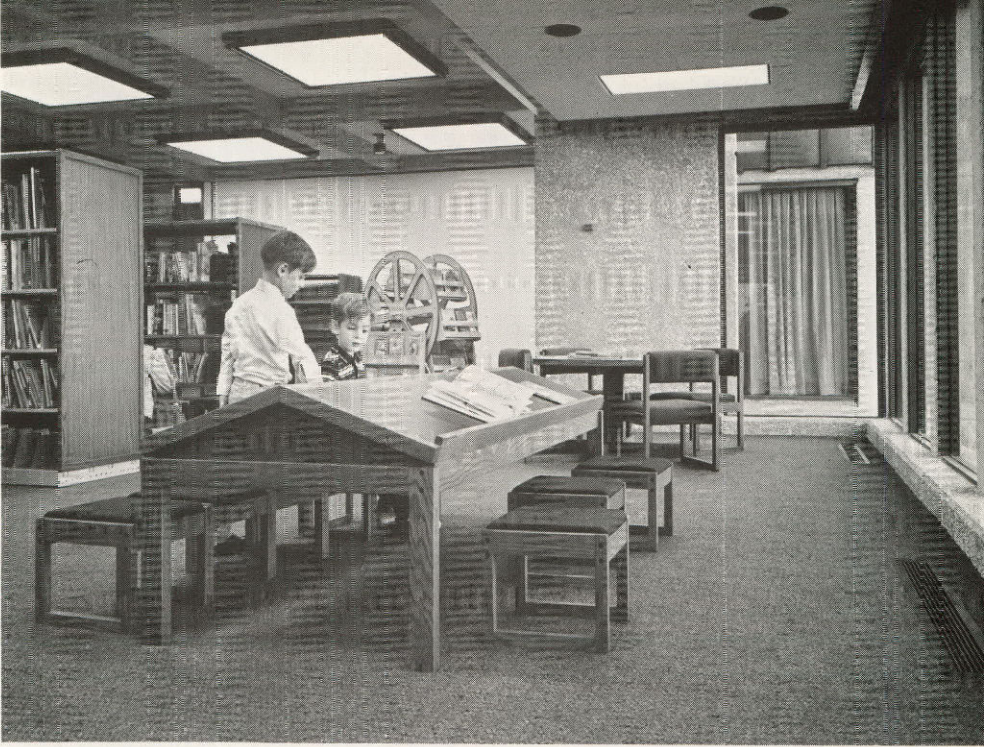
ing board stage. The transition from outside to inside is accomplished almost imperceptively. The same brick paving carries the clientele into the lobby from the terrace.

Piece de resistance on the ground floor is a huge fireplace, its copper hood extending through the "well" area, a light-and-air giving space which penetrates all the three above-ground floors—a key architectural feature of the building. Comfortable sofas and lounge chairs abound here. Within easy reach are some 300 magazines and 25 newspapers, including representative publications from England, France and Germany.

All circulation facilities, including a big desk where materials from all over the library are checked out, are on the first floor. A meeting room with a seating capacity of 100 plus is on this floor and has already proved itself to be a practical and popular addition to community life.

The core of the services is centralized on the convenient first floor. The information desk at front center gives quick ready reference and referrals to other departments. The reference desk to the right augments service—both guidance and reference—in fiction, philosophy, religion, language, literature, biography, history and general reference. The preponderance of children in Richardson dictated that the children's department be immediately accessible on the first floor to the left of the entrance. Also, it needed to be adjacent to the fireplace as is the young adult department on the far right.

The library user reaches the second floor by elevator or stairs. In the brand new audio-visual department he may choose from 209 art prints



Early Books Section on the First Floor

and 68 pieces of sculpture. Loan period for these is six weeks, long enough for a child to become thoroughly familiar with the gaunt features of Abraham Lincoln as reproduced on canvas or bronzed bust or for a family to decide if a Picasso or Van Gogh is best suited to its tastes and home decor. Here, also, are available films, projectors, phonorecords, tapes and cassettes.

The second floor has the library's expanding business section, well-filled during the lunch and evening hours with pursuers of Dow-Jones information. Other business and technological publications are on this floor, as are those in the arts, the social sciences and the natural sciences.

In the initial and current phase of the library development, only the ground floor (with 21,500 square feet) and the second floor (with 15,500 square feet) are completed. The basement, except for a 1200-foot finished area housing the technical processes department, and the third floor are shells. In the second phase of development, these two floors will be utilized, the basement to include a large auditorium and the third floor to have study rooms and the local history archives.

The finished portion of the building is seven times larger than the tiny but functional library (310 E. Tyler) occupied 11 years, and the city-owned residence (323 E. Main) across the alley, occupied by technical processes for four years. It was hoped that this half-finished building could serve three years, but already there are times when every chair is occupied. Space alone makes possible offering services not feasible in the former arrangement.

Practical for Service

Almost every day something is going on in the first-floor meeting room or in the smaller, luxurious conference room on the second floor. These happenings include library-sponsored programs for all ages—story hours, film viewing for families, business seminars, staff talks on reading interests, presentations by exhibitors. Also, city departments use library meeting rooms for classes, operational training, and seminars. Civic and cultural clubs compete for reservations for occasional meetings.

The spaciousness of the new quarters allows an especially important cultural contribution to the people of Richardson—continuing art shows featuring area artists. These are staged in cooperation with the Richardson Civic Art Society, whose members have obliged library visitors with gallery talks on both the art offered for circulation and the originals on display and information on art education for various ages.

Warm, welcoming earth colors—greens in fern or diplomat cypress, cavalier poppy, viceroy festival and charcoal—prevail throughout the building. Except for the foyer and lobby paving, every inch of the first and second floors is carpeted in tweed, which gives a golden glow with flecks of brown, orange, yellow, green and black. All seats are upholstered, and many chairs have arms. Stack ends and panels of red oak add to the warmth. Green, growing plants, including a twelve-foot tree emerging from a six-seat fiber glass planter in the well area, are everywhere. The building's beauty is achieved in space, proportion, light and color. The only ornamentation is redwood carving trim on the doors. The three front double doors display all the signs of the zodiac and the other few doors have one sign each.

Richardson Public Library as it now exists did not just happen. It is the result of long planning and teamwork by the present and past city councils, library boards and staffs. City Manager Robert B. Sherrill, Jr., provided steady guidance for the building program. Marguerite Anderson, city librarian since 1964, coordinated every phase of the operation.

No one, certainly not Miss Anderson, claims the library has reached the ultimate in achievement. It has a long way to go, but it has come a long, long way.

The Library's Background

As a branch of Dallas County Library, it began in 1947 in Miss Jessie Durham's Cash Dry Good Store, 108 East Main. A city ordinance in 1959 authorized it as a city department, and a \$100,000 bond issue provided the first building. Friends' gifts furnished it.

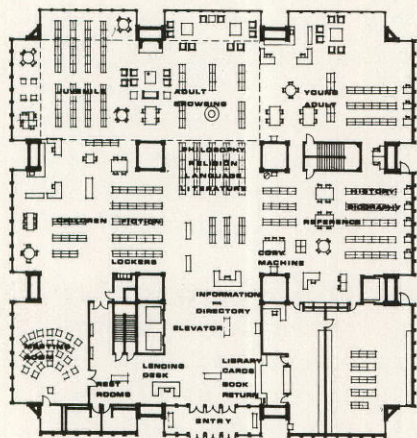
Growth has been the constant factor with the library and with everything that touches it. Just keeping pace with minimum demands has pro-

vided constant pressure. During the 24 years of the library's existence, the city of Richardson has grown from under 3,000 to over 50,000. City charter dictates that the library serve the area—and the entire area has grown. In the eternal race to keep abreast of demands, the library staff has been increased to 36 (32.5 full-time equivalent) men and women from only 6 FTE in 1964. The per capita expenditure has increased from less than \$1.00 in 1964 to \$6.32 in fiscal 1971.

In spite of anticipation and preparation, in spite of forewarning statistics and efforts to cope with their predictions, nobody was quite prepared for the overwhelming response which has greeted Richardson Public Library at 900 Civic Center Drive.

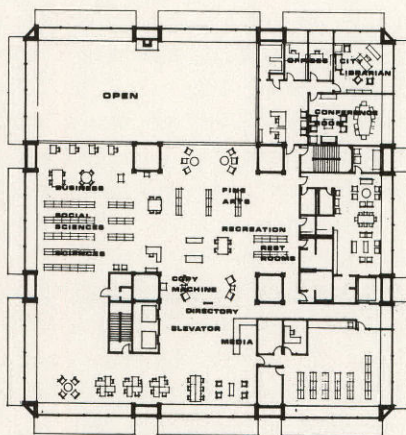
During December, 1970, and January, 1971, new registrations tripled those of the same periods in the preceding year. Information questions asked in public service tripled. Circulation, averaging during January 1,273 items per day, was up 54 percent. Staff members aided by volunteers mustered every ounce of energy and continuously applied it just to keep up with operations. Total number of registered users leaped to 47,000. Book use was so heavy, especially by children, that it became necessary to impose a limit on the "easy" books. Scores of visiting groups toured the building.

In the midst of the "keeping up," plans are going ahead for continued expansion. Book stock—now at an inadequate 54,329 volumes—will be upped to 67,500 this year, Miss Anderson says. The media section is to be equipped with a reel-to-reel tape recorder, turntable for serious record study, television monitors, and some two dozen listening stations over the two floors. The department has a sound-proof studio and control room. It was expected that the console will have over six channels.



GROUND FLOOR · LEVEL 1

0 5 10 20
FEET



SECOND FLOOR · LEVEL 2

0 5 10 20
FEET



Above is a view of the exterior of the new building. To the right is one view of the stack area ready to be filled with still-needed expansion.

With Plano Public Library as the strongest of its Size III users, Richardson Public Library handled 201 Texas State Library Network transactions during the last six months of 1970. Richardson relies as necessary on the Major Resource Center for the area, Dallas Public. Richardson Public Library is the contracting library for the ten-member North Texas Film Cooperative which serves a population of 370,000.

Also, Richardson has agreed with Garland and Mesquite to participate in a centralized processing project. The staff has been active in task forces and committees concerned with Dallas Area Library Planning Council of Goals for Dallas.

Richardson Public Library will continue to be an excitement. Citizens response is typified by this letter from a manufacturer to the architect. ". . . I can only say that I am delighted and proud to have this fine building in Richardson — in spite of the fact that it does not have [nameless] Elevators. In my humble opinion, this is a most outstanding building. It is not only attractive, but functional—and what better praise could a building have from a taxpaying citizen."



CONTENTS: LIBRARY BOOKS
MAILED UNDER SECTION
135.215 POSTAL MANUAL

TEXAS STATE LIBRARY
TEXAS ARCHIVES AND LIBRARY BUILDING
BOX 12927 — CAPITOL STATION
AUSTIN, TEXAS 78711