

Texas Libraries



Moore Memorial Library, Texas City

VOLUME 19 - NUMBER 2 - FEBRUARY, 1957

Texas State Library

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—From **TEXAS** statutes.

Texas Libraries

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CONTENTS

The Library-Community Project: An Experiment in Adult Education, <i>by Ruth Warncke</i>	21
A Library Studies Its Community, A Bibliography, <i>by Eleanor Phinney</i>	25
The Library-Community and Texas, <i>by Dorothy Kittel</i>	28
Adult Education Resource File	30
OUR PUBLIC LIBRARIES	
The Moore Memorial Library—Texas City, <i>Mrs. Virginia Schwartz, Librarian</i>	31
Libraries Over the State	33
Notable Books of 1957	36

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The Library-Community Project

An Experiment in Adult Education

Ruth Warncke
Director, Library-Community
Project

Editor's Note: This article originally appeared in the *ALA Bulletin*, November, 1955.

Four states, Kansas, Maryland, Michigan, and Tennessee, have become the focal points for a two year nation wide experiment in library adult education. Eighteen state agencies applied for grants under the project, which was made possible by a grant from the Fund for Adult Education to the American Library Association. Operation began on September 1.

The four states were chosen by the ALA Adult Education Board not only on the merit of their applications, but because they represent different geographical areas, types of state agency organization, types and size of pilot libraries, and kinds of development in adult education. What happens as a result of the project in each of these states will be significant to other libraries in the country.

Some aspects of the project are common to the four states. In each state the state library extension agency administers the project. Each state has a project director. Each has selected a pilot library for experiment and demonstration. Each will develop other activities on a state wide basis, and will make full use of the educational resources within the state.

The pilot library will make community study to determine the nature and extent of the educational resources for adults, and the educational needs and interests which are not being met. A careful re-

view of the results will be made in relation to legitimate library functions in the field of adult education. A library self study will indicate the scope of the activities the pilot library can undertake. With this basis, the library can plan and begin the operation of a continuing adult education program.

Since the pilot library will have no increase in staff or budget to undertake the project, the state project director will explore the resources of state colleges and universities and other educational institutions and associations for services, materials, and advice available to local libraries. The citizens of the pilot community will be asked to assist in planning and executing the community study, and in establishing the public relations program for the project. The Board of Trustees in each instance has promised active cooperation.

The kind of adult education activities to be developed in each pilot library cannot be predicted. Ottawa, Kansas is a small city with a relatively stable population of about 10,000. The library is in a Carnegie building, large for the size of the community, in excellent condition, and with extensive space for activities. The library has been an important institution in Ottawa since the days when the town supported the second largest Chautauqua in the country. Ottawa Public Library will develop a different kind of program from

the one which Hackley Public Library in Muskegon, Michigan will plan.

Hackley has outgrown its downtown building in Muskegon, an industrial and trade city on Lake Michigan. The comparatively large staff and collection at Hackley are strained to meet the needs of a community which has grown rapidly since World War II and looks forward to new growth as a port on the Great Lakes Seaway.

The county library in Wicomico County in Maryland, and the Regional Library at Clinton, Tennessee face different circumstances which will affect their planning for adult education activities. The Wicomico County Library is located in Salisbury, a town of 20,000 and serves, with a bookmobile and deposit station, another 20,000 people in the rural area surrounding it. A trading and business center for four counties, Salisbury is growing and changing with the recent establishment of new industries. The county library, with an outgrown building, feels the pressure of the changing community.

The Clinch - Powell Regional Library operates on funds appropriated by the state legislature, and under a contract between the regional board and the Tennessee Library and Archives Commission. Five counties belong to the region, in which there are 27 small libraries. A bookmobile serves the libraries and deposit stations. Since the essence of the regional library program is in the relationship between the regional library and its local units, the La Follette Public Library was chosen as the focus of the community study.

At a conference in Chicago, September 7-10, the project personnel from the four states dis-

cussed the principles on which the Library-Community Project is based. They constructed a list of basic educational needs of adults, ranging from the need to know how to meet the problems of family living to the need to understand world political problems. From this and similar lists available in educational literature they will determine what they need to know about their own communities before any study is begun.

Mrs. Grace Stevenson, director of the Office for Adult Education, emphasized at the Chicago conference that the interpretation of library adult education is a broad one. The library that provides a good collection of materials to meet educational needs is performing an adult education service. All other services are built on this, and they are legion—exhibiting subject collections, providing lists, offering reader guidance informally or through a special position or department, helping clubs and organizations to plan materials centered programs on educational topics, providing institutes for program planners, cooperating with other agencies in developing community adult education activities, sponsoring discussion groups or other types of programs in the library, and many others. Each library, Mrs. Stevenson pointed out, will develop those activities which meet its community needs and are within the scope of the library's human and materials resources.

In addition to its pilot library activity each state will develop a broader program. At some stage, each will use the experience of the pilot library as a demonstration for the other libraries in the state, either at a state association meeting, or in a special workshop.

Workshops or institutes on other aspects of adult education such as leadership training, film usage, or community study, will be developed as the librarians in the state exhibit need and interest. At least one state is planning a survey of library adult education activities within the state as one part of the project.

Since the library and the community interests and activity are of equal importance in the Library-Community Project, each of the four state agencies invited four representatives of the community to join them in Chicago for the last day and a half of the conference. Trustees, university and agricultural extension representatives, library association officers, school administrators and adult educators joined in discussions of the use of community resources, plans for statewide meetings, and the use of the consultant.

The consultant service of the project has several facets. Each state will have a continuing consultant from the headquarters office of the project, who will keep in constant communication with the state project and assist wherever possible. Muriel Javelin will serve as continuing consultant in Michigan, Eleanor Phinney in Maryland, Robert E. Lee in Tennessee, and Ruth Warncke in Kansas. Len Arnold, ALA Consultant on Public Relations, will give continuing assistance in this. Since each of the project consultants has special experience in such fields as community study, leadership training, film programs, work with the aging and program planning, each will be available as needed in the other states. Where the skills of a subject specialist not available in the public service institutions of the state are needed the national

project budget will permit the employment of such a person.

Consultant service will be available to libraries outside of the grant areas also, within the limits of the project funds and staff. The service is designed to assist libraries and library associations in planning and executing activities which will develop knowledge, skills, and interest in adult education, and will motivate the participants to undertake adult education activities. To avoid duplicating of effort, all requests must be made through a state library agency.

The Library-Community Project is built on the experiences of the other adult education projects developed by the American Library Association with grants from the Fund for Adult Education. Without the facts from the survey on adult education in public libraries, the demonstration of locally sponsored discussion groups provided by the American Heritage Project, and the experiment with varied programs in 20 communities under the Adult Education Sub-grant Project, the new project could not have been constructed. It is fitting, therefore, that one of its responsibilities is to continue the American Heritage Project in eight areas. Of these, Ohio, adult and young adult, and the young adult programs in Georgia, and in the Greater Boston area will be in their second year. Connecticut, New Jersey, Washington, and the Watertown Region of New York will be completing their third year.

The libraries and communities which participate in any part of the Library-Community Project will contribute to a body of knowledge which should be of use to the entire profession. Successes and failures will be equally meaningful. From it we should learn

something of how-to-do-it, but more important, what-to-do, and above all, why.

A MEASURE OF PROGRESS

From the January, 1957, "News" of the LCP

Two-thirds of the way through a twenty-four months' experiment, we pause to take a searching look at what has been happening in the LCP. Luckily, just as we are assessing and evaluating our progress, *Public Library Service: A Guide to Evaluation with Minimum Standards* has been published by the American Library Association and is being put into the hands of librarians throughout the country. Our pleasure in reading it has been two-fold: 1) we have been given a wonderful opportunity to measure the validity of what the Project is doing against the thoughtful professional thinking of our colleagues and 2) we have felt enormous satisfaction to find reflected in the standards much of the philosophy which has been built into the goals and scope of the Project. In the introduction of *Public Library Service*, Mr. Gerald Johnson has eloquently set forth the justification of the adult educational objectives of the library program.

"The public library is a way of escape from the narrow area of our individual lives into the field, finite, no doubt, but unbounded, of the wisdom and experience of all mankind."

"It is not enough to train the rising generation to meet their new responsibilities, for irreversible decisions must be made before they come to maturity. It is the quality of American men and women who are already of voting age that will tell the tale."

"If the United States is to con-

tinue to lead the world, the people of the United States must continue to expand their mental horizon; and their best means of doing so is by constant, intelligent use of the public library."

In the body of the text itself we find reaffirmation for our belief in library-community study and co-operation.

"The public library should be closely integrated with the community it serves.

"Communities differ, as do people. A service institution such as the library must be closely related to its constituency, to the predominant interests of local people, to their beliefs and aspirations, and to their problems. The library must know of and work with the organized groups and established institutions which the people maintain. It must study other sources of information and ideas, and avoid unnecessary duplication of existing facilities while supplementing and filling gaps in the available intellectual resources. Community knowledge may be arrived at by a study of surveys already made by other agencies, through co-operation with other organizations in a new study, or by a library-initiated community analysis."

"Continuous and periodic study of its community should be made by the library in order to know people, groups, and institutions thoroughly, and to keep up with developments and changes."

"The community-related library should be in regular touch with other agencies, should be informed at all times of the activities of these agencies, and should design its program in re-

lation to their services.”

“The library provides materials and services for groups and institutions. The library should have thorough and up-to-date information about organizations in its community, including personnel, purposes, and activities. The effective library will have systematic, recorded knowledge of human and physical resources in and near its community, and will serve as a clearing house for such information. The same

information serves the library in meeting organizational needs. Services which may be given to such groups are assistance in program - planning, counselling on resources, providing materials, lists, display, films and other library materials related to group programs, providing speakers and discussion leaders from the library staff, and inviting groups to visit in the library and become informed about its services.”

A Library Studies Its Community

A Bibliography

By Eleanor Phinney,

Research Assistant, ALA Office for Adult Education
and Consultant, Library-Community Project

June 1956

The following titles have been examined and used in planning the Library-Community Project. They are recommended as providing background and techniques for determining adult educational needs in the community.

Toward an Understanding of the Community and Its Educational Needs

Annals of the American Academy of Political and Social Science, Nov., 1955. *The Public School and Other Community Services.*

Much of what is said here about the relationship and responsibility of the school to the community also holds true of the library. The paper by Gordon W. Blackwell, *A Sociologist on School-Community Relations*, pp. 128-135, is particularly helpful.

Brunner, Edmund deS. and Hal-lenbeck, W. C. *American Society:*

Urban and Rural Patterns. Harper, 1955.

Clear, readable undergraduate text in sociology whose aim is to “indicate the usefulness of a sociological point of view in playing one’s role as a citizen or as a professional worker in the community.” Part III, *Kinds of Communities*, will help in understanding what individualizes a community and how to analyze the composition of its population.

Havighurst, Robert J. *Human Development and Education.* Longmans, Green, 1953.

Enlarged revision of his *Developmental Tasks and Education.* Essential to an understanding of the basic educational needs of the adult; see especially Part Four: *Adulthood and Old Age.*

Kempfer, Homer. *Adult Education.* McGraw Hill, 1955.

Chapter 3, *The Developmental Tasks of Adults*, is a compact pres-

entation of this concept, and may serve as a substitute for the above.

Planning a Community Study

Kimball, Solon T. and Pearsall, Marion. *The Talledega Story; a Study in Community Process*. University of Alabama Press, 1954.

A team of sociologists observed and analyzed the development of a community action program; this description illuminates both the successes and failures of the procedures used.

Knowles, Malcolm S. *Informal Adult Education*. Association Press, 1951.

Overall discussion of both the philosophy and administration of informal adult education programs. Chapter VIII gives practical, step-by-step suggestions for planning and organizing programs to meet the needs of the specific community.

Sanders, Irwin T. *Making Good Communities Better; rev. ed.* University of Kentucky Press, 1953.

In this list, the best single handbook (which the author calls a "headbook") on working in the community—well organized and practical. Especially helpful on interpreting community survey. See Part II, *How Communities Show Differences*, and Part VI, *Procedure for Civic Leaders*, which contains sections on how to find community specialists, how to map communities, how to get the facts, and how to use community surveys.

Sanders, Irwin T. *Preparing a Community Profile; The Methodology of a Social Reconnaissance*. University of Kentucky, Bureau of Community Service, 1952.

Describes procedures used by teams from the Bureau of Community Service. Although some of these depend on professional tech-

niques, much of this can be adapted to lay use.

Warren, Roland L., *Studying Your Community*. Russell Sage Foundation, 1955.

The most complete guide to methods of community study listed here. The methods described, the outline of topics and the detailed questions give a good basis from which a community study may be developed.

Young, Pauline V. *Scientific Social Surveys and Research; 2d ed.* Prentice-Hall, 1949.

More technical in approach and expression than the above. See Chapters XIX and XX, *Study of Community Life in Urban and Rural Natural Areas*.

From the Library Standpoint

Carnovsky, Leon, and Martin, Lowell, eds. *The Library in the Community*. University of Chicago Press, 1944.

Although he refers to the use of 1940 census figures and other now outdated materials, Lowell Martin's paper on *Community Analysis for the Library* still remains the best brief discussion of the subject of community study in all its various applications by the library. The papers entitled *The Suburb*, *Life in the Small City*, *Life in the Country*, and *Community Survey*, although colored by the war years in which they were written, also contain much that is useful.

Kelley, Grace O. *Woodside does read*. Queensborough Public Library, 1935.

Reports both methods and findings of survey undertaken as preliminary to establishing a new branch library. Contains a study of the area "in terms of population, physical background, social groups," etc. Has particular value as an example of studying an area

within a larger political unit.

McDiarmid, E. W., Jr. *The Library Survey*. A.L.A., 1940.

Provides information on the library survey in all its phases and applications. For community analysis, the most useful chapters are Chapter 1, *The Survey Method*, and Chapter 2, *The Community Backgrounds for Library Service*, which reviews the factors that are important to an understanding of the community background.

Moshier, L. M. and LeFevre, H. S. *The Small Public Library*. A.L.A., 1942.

Chapter I, *The Library and the Community*, contains brief but suggestive material on the community's organization, social trends to be watched for, and the kinds of information to be sought in a survey.

Supplementary Titles

(Suggested as substitutes for the foregoing, or as additional material)

Adult Leadership, v.4, no. 1, May, 1955. *Workshop: Building Better Communities*, pp. 9-25.

Grinnell, John Eric and Young, R. J., eds. *The School and the Community; Educational and Public Relations*. Ronald Press, 1955.

Chapter 3, *Learning About the Community*, while written from the point of view of gaining background for improving public school programs, points out the essential features of any community survey.

Kempfer, Homer. *Identifying Educational Needs of Adults*. (Office of Education, Circular no. 330). Govt. pr. office, 1951.

Study of the "practices followed by administrators of adult education programs in community colleges and local school systems as they attempt to find out what educational activities to provide," which involved setting up criteria

for good programs. Useful also for statements on the population segments to be served, and for discussion of the means of coordination and cooperation with other educational agencies.

Poston, Richard W. *The Community Framework for the Public Library*. In Wisconsin Free Library Commission. Sixth Institute on Public Library Management. *Informal Education Through Libraries*. The Commission, 1954, pp. 22-25, and *Supplement: the Complete Papers*, pp. 11-20.

Research Bulletin of the National Education Association, vol. XVI, no. 1, Jan., 1938. *Population Trends and Their Educational Implications*.

Same, vol. XIX, no. 5, Nov., 1941. *Schools and the 1940 Census*.

Same, vol. XXIX, no. 4, Dec., 1951. *Schools and the 1950 Census*.

Will be helpful in the interpretation of findings.

Sumption, Merle R. *How to Conduct a Citizens School Survey*. Prentice-Hall, 1952.

"Shows how a community can organize and conduct a school survey which will give the board of education a long-range plan for meeting the educational needs of the community." Chapters 3, *An Outline of the Survey—What to Find and How to Find It*, and 4, *How to Study Your Community*, will be useful to both layman and librarian, particularly in interpreting findings.

Wayland, Sloan, and others. *Aids to community analysis for the school administrator; published for the Cooperative Program in Educational Administration, Middle Atlantic Region*. Bureau of Publications, Teachers College, Columbia University, 1956.

Designed to show "how readily available data may be used by a

school administrator" to acquire the basic knowledge of his community needed in planning the provision of facilities, development of personnel, improvement of school program and general community relations. While the language and approach is that of the professional educator, the points covered and the interpretation of statistics are pertinent to library-community study.

Except for the reprint of the Martin paper (see below) the LCP Office does not have copies of the above titles for loan or distribution. Single copies of the following reprints, however, are available from this office on application.

ALA Bulletin, April, 1954. Adult education issue.

Martin, Lowell. *Community Analysis for the Library*. (Reproduced by the Library-Community Project, American Library Association,

from *The Library in the Community; Papers Presented Before the Library Institute at the University of Chicago, August 23-28, 1943*, edited by Leon Carnovsky and Lowell Martin. This material was edited for use in this project by Nettie B. Taylor, Division of Library Extension, Maryland State Department of Education, Baltimore.)

Phinney, Eleanor. Library-Community Project Moves Ahead, *Library Journal*, Jan. 15, 1956, pp. 123-125.

Stevenson, Grace T. *The Role of the Public Library in Adult Reading*; offprint from the 55th yearbook of the National Society for the Study of Education, Part II, *Adult Reading*, 1956.

Warncke, Ruth. Library-Community Project; an experiment in Library Adult Education, *ALA Bulletin*, November, 1955, pp. 556-558.

The Library-Community and Texas

by
Dorothy Kittel

To help men and women already of voting age make irreversible decisions intelligently is one of the major functions of the public library. As public librarians we are particularly concerned with providing materials on which informed decisions are based. We want to stimulate and encourage the use of library materials. But also we want to be able to define our goals in clear and specific terms and to know the needs of the people with whom we work, in

Miss Kittel is on the Dallas Public Library staff and is currently the chairman of the Adult Education Committee of the Texas Library Association.

order to plan effective library programs. We know we don't have all the answers but, as good librarians, we know how to find help in seeking answers. An obvious source of help is the American Library Association Library-Community Project.

Between September, 1955 and December, 1956, Library-Community Project staff members participated in twenty-nine library institutes, workshops and conferences in sixteen states and in the biennial conferences of the New England and Southeastern Library Associations. Their efforts have been directed toward an increased understanding of the library's

function as an adult education agency and an increased knowledge of the means of performing this function.

The Committee on Adult Education of the Texas Library Association felt that the experience and knowledge of the Library-Community Project staff would be invaluable in training us to analyze the resources and needs of our communities and in suggesting ways of utilizing our resources and meeting the needs more completely. The TLA Executive Board approved the Committee's proposal to request help from Library-Community Project. The Committee asked for LCP assistance in two activities: in planning an institute on the library's role in adult education, and in making surveys of two pilot libraries: the Grand Prairie Memorial Library and the Dallas Public Library.

"What does adult education mean to you?" is the big question we shall try to answer in the Institute being held in Dallas on March 26 and 27. A panel of four public librarians will discuss in the first session such issues as: the library's responsibility to meet the expressed needs of its users; its responsibility to stimulate the public to use its services for intellectual growth, the possibilities of fulfilling its educational purpose if it cannot sponsor group discussions, film forums, etc.

In the second session we shall first look at our libraries, their present resources, and how we use our resources to further the library's educational goal. Then we shall try to find out about the other community agencies with which we work. We shall ask questions of representatives of community organizations such as

the YMCA, women's clubs, municipal governments, religious organizations, public schools, newspapers, and county home demonstration programs. What are their goals, programs, areas of interest, etc.?

In the third session we shall consider "Why do we look at our communities?" and "What do we look for and where?" The second question will be answered by a panel of experts: Ruth Warncke, Director, Library - Community Project; Mrs. Dorothy Holcomb, Coordinator, Adult Education Services, Fort Worth Public Library; Roy Dulak, Executive Director, Dallas Council of Social Agencies; and John T. Eastlick, Librarian, Denver Public Library and President, Public Libraries Division, American Library Association.

In the final session we shall examine a case study of a library to find out "How we look at what we find?" How do we use the community study data to promote our goal of making the library an effective adult education agency?

The pilot library surveys will demonstrate the techniques of studying large and small communities in order to develop and improve library services in the area of adult education. The committee thinks it would be fruitful, too, to explore the possibilities of cooperation in adult education for libraries operating under different governmental units. On April 11, Miss Warncke will return to Texas to plan community surveys with the staffs and boards of the Grand Prairie Memorial Library and Dallas Public Library.

Our purpose in the Institute and in the surveys is to help libraries become a more effective instrument in the continuing education

of adults in Texas. For, to quote from Gerald Johnson, "If the United States is to continue to lead the world, the people of the United States must continue to ex-

pand their mental horizon; and their best means of doing so is by constant, intelligent use of the public library."

Adult Education Resource File

A new resource of especial interest to librarians interested in developing adult education programs of all kinds is now available at Headquarters of the American Library Association.

The Resources Committee of the Adult Education Section of the ALA Public Libraries Division has just completed a year-long task—finding and bringing together in a file the names of more than 450 librarians and non-librarians who have had important experience in adult education as consultants, researchers, speakers, panel members, discussion leaders or resource people. The committee chairman is Robert S. Ake, Public Library Consultant, Connecticut State Department of Education.

The new Adult Education Resource File classifies these persons by their specialties: (1) Community study (delineation of trade areas, development of questionnaires, analysis of population,

etc.); (2) Leadership training for community service, group techniques, and discussion methods using films, recordings, printed materials, etc.; (3) Program planning and services for special groups (the aging, labor, family, etc.); (4) Evaluation of programs and services (establishment of goals, collection of data, tabulation, analysis, etc.); (5) Other adult education services (film production and use, public relations, etc.)

The ALA Library-Community Project is now enabled to give prompt reply to requests for help in locating resource people—in all parts of the country—from non-library groups as well as from public, school, college, and special libraries to serve as consultants for workshops, institutes and other types of library meetings. Inquiries should be directed to Miss Ruth Warncke, Director, ALA Library-Community Project, 50 East Huron Street, Chicago 11, Illinois.

He that lives reading, has everything within his reach. He has but to desire, and he may possess himself of every species of wisdom to judge and power to perform.

William Godwin

Our Public Libraries

The Moore Memorial Library—Texas City

Mrs. Virginia Schwartz, Librarian

Like Texas City, an industrial center with an estimated population of 30,000, the Moore Memorial Library sprang from humble beginnings and continues to grow.

The library is named in memory of Colonel Hugh B. Moore, who with his wife, led the library movement in Texas City. In addition to rendering numerous energy consuming services, they donated \$2,500 to furnish the building. Mrs. Moore has been honored with permanent membership on the library board composed of the Texas

City Civic Club president, a library chairman (appointed by the president) and the club treasurer.

A room was set aside for the library in the first city hall, built in 1928. The Civic Club sponsored the project which initially included less than 1,000 books with an average daily circulation of 44. Currently the library, still governed by the Civic Club, is housed in a story-and-a-half brick building which the city purchased in 1948.

In the main room are located



Main Desk



Picture book corner in Children's Department

the circulation desk, card catalog, magazine table and the Mikeska Memorial Shelf, with its technical and engineering volumes. The family and friends of H. J. Mikeska, former president of the Texas City Terminal Company who lost his life in the 1947 disaster, established the fund which makes the collection possible.

The children's department is located upstairs, with alcoves for teenagers and children of "picture book" age. During the busy period Mrs. Winnie Hightower, the assistant librarian, assists the children in book selection and with school assignments.

Children's and young people's reading is stressed. Each Wednesday morning during the summer months, known as "Children's

Morning, the five to seven year olds listen to stories while the older children hear book reviews and work toward reading certificates. The city offers a variety of recreational activities and the 150 children who participate regularly in the reading story program testify to the fact that the library plays a prominent role in the overall effort.

The library also sponsors a "Great Books" discussion group which is now in its third year. There is not enough room for many activities in the present building because most of the space must be used for book stacks.

The City Council realizes the need for a new building and plans are now in the talking stage. It is located in the city's 25 acre park

with the new city hall and recreation building, the proposed library would be across the street from the \$2,250,000 high school and near two elementary schools and a junior high. This site would also provide adequate parking facilities.

The Civic Club sought recently to focus attention on the library and its needs, by sponsoring a "Know Your Library Time." A window display in the Texas City National Bank publicized the library as did posters placed in several stores. The librarian spoke about the library to several organizations. Members of the City Council were guests at a combina-

tion coffee and "visit to the library" hour.

The library is open 9 a.m.-6 p.m. Monday through Friday, and Saturday 9 a.m. to 1 p.m., or 53 hours a week. Staff members include the librarian, assistant librarian, Mrs. Hightower, Mrs. Verna Danforth and two high school girls, who work during rush hours.

A new registration system installed in 1953, indicates 5,662 registered readers. In 1956 the circulation was 79,376 as compared to 17,053 in 1948. When the new building is complete the library hopes to expand its service to meet the needs of a growing community.

Libraries Over the State

AMARILLO A bookmobile large enough to carry 2,000 books was presented to the Mary E. Bivins Memorial Library by the Amarillo Chapter of American Association of University Women. The bookmobile is a large walk-in type van with spill-proof shelves. City shop crews have added a number of extra innovations, including a card meter, bench and lights, and a step at the rear. It will make rounds to designated points outside a two-mile radius from the main library. Locations for two-hour stops are at schools and shopping centers.

BEEVILLE Work has begun on the foundation for Bee County's new library building which is scheduled to be finished within 120 working days. The building is being erected as a memorial to the late James R. Dougherty by a grant of \$60,000 from the Dougherty Foundation.

BROWNFIELD The organization of Terry County Friends of the Library has 114 members and is seeking several hundred more. The county chapter of Friends of the Library is governed by a nine-man board of directors, comprising four officers and five elective members. The purpose of the Friends of the Library chapter is to promote interest in and use of a county library.

CORPUS CHRISTI A \$500 cash gift was given to La Retama Public Library as a tribute to an early day Corpus Christi resident by Miss Marie M. von Blucher. The gift was designated the Felix A. von Blucher Memorial Fund for the Corpus Christi collection of local history. Miss von Blucher wished to honor the memory of her grandfather, who settled in Corpus Christi in 1849 and participated actively in civic affairs of Corpus Christi. He played an important role in the development of that city and South Texas.

DALHART By this coming mid-summer or fall Dallam county expects to have a new 140 x 46 foot one-story, air conditioned building. Plans for the building have been drawn and the Dallam County Library is to occupy the east end of the structure. The new building will also have four offices for rent to government agencies. The library will have three times the present space occupied by the library in the court house.

So many people have borrowed books from the **EL PASO** Paso Public Library's bookmobile in the last few weeks of operation that the library circulation will be 20 per cent above last year's if the interest continues. The 20 per cent increase would increase circulation by 130,000 books a year. The response to the bookmobile has surprised library workers and if the demand keeps up El Paso will need another bookmobile.

On the eve of "Forgiveness Week," when you can return overdue books without paying any fine, a book, which was checked out more than 50 years ago, found its way back to the **FORT WORTH** Fort Worth Public Library. The book contained a slip showing it was due back on March 9, 1906.

Galveston's **GALVESTON** Rosenberg Library received national publicity this month in the current issue of **Library Journal**. The local library is the only public library to be featured in this issue—the annual reference issue of the magazine. The article emphasizes the modern service and the historical material available at the library, first made possible by Henry Rosenberg, who left the greatest part of his vast estate for the organiza-

tion of a free public library. This library—the first free public one in Texas—opened its doors in 1904 with a collection of 7000 books. Today, the library houses 232,000 volumes. In addition to a wealth of historical material, the library contains a reference collection equal in size and scope to collections of many fine university libraries.

Live Oak County **GEORGE WEST** Library, in operation for a year, has 474 registered readers who borrowed 6,396 books; and the branch in Three Rivers has 244 readers who borrowed 1,729 books. Since its opening on November 19, 1955, 71 books have been donated and a set of World Books Encyclopedia, plus 174 new books, were donated by the Twentieth Century Club.

A new addition to the **GLADEWATER** Gladewater Public Library is now under construction, at a cost of 10,444 to Gregg County, and should be completed sometime in April. The extension is being made on the north side of the present building and will be used as a reading room. Funds for the undertaking are furnished by Gregg County.

The Friends of the **HOUSTON** Houston Public Library have given the library a photocopying machine, a device which will make it possible for researchers to obtain materials in their original form which might not otherwise be available since many reference books may not be checked out of the library. This machine will make available within 45 seconds, clear, dry copies of written, typed or printed matter.

Trustees of the **KERRVILLE** Kerr County Public Library are circulating a petition

for the library to be supported as a regular county agency, according to Article 1679, of the Revised Civil Statutes of Texas. For some time the library has been included in the Community Chest and the board members of the Chest believe it should receive its support from the county. The move is being made to have it placed legally under county maintenance.

Two requests for funds
KINGSVILLE for the development of Richard M. Kleberg park and for the building of a new public library building were made to the Kleberg County Commissioners Court and the City Commission in a meeting at the county court house. Both requests, if granted, would take the voting of a bond issue by the voters of the county. Estimated cost of a new library building, with furnishings and air-conditioning, is \$125,000.

Mrs. Hazel B. Falconer,
MARLIN widow of Dr. Bolivar L. Falconer, long time benefactor of the Marlin Public Library, has offered to purchase the home of the late Mrs. Nettie Allen and give it to the library for use as a library building and possibly a museum combined. The library board is considering the offer to determine whether it can accept the gift and fulfill such an achievement.

The annual membership
MIDLAND drive by the Friends of the Library got under way when a "guest" bookmobile stopped in Midland enroute to El Paso. The purpose of the drive this year will be to encourage more people to join the Friends, whose project is to get a bookmobile for Midland County Library. With a new public library building im-

minent, the group feels that an extension of the library's activity could be realized by a mobile unit serving families in outlying districts of the county.

Construction is progressing
ODESSA rapidly on the \$90,000 addition to the Ector County Library. The annex will more than double the space of the present library.

Shamrock Public Library
SHAMROCK continues to grow and now has 4100 volumes in its collection. Reports show that the library has 561 regular registered borrowers, that 10,560 books were checked out during 1956, and 599 new volumes were added during the past year.

A public service was
SWEETWATER added to County-City Library when the Music Club held a call meeting to present to the library a special record player with two sets of earphones. The club also presented the library with a record album, and several personal gifts of albums were given.

Planning ahead for growth
TAYLOR in population was stressed in the proposed new Taylor Public Library building at a meeting of the library board. The library is very much in the planning stage at this time, one committee working on a site; another on plans; one on publicity, and a fourth on financing.

Members of the Ele-
WELLINGTON mentary School Parent-Teachers Association raised \$474 in their recent drive for funds with which to buy library books.

Notable Books of 1957

Anderson, Marion. *My Lord, What a Morning*. Viking.

The famous contralto tells of her long struggle to become a concert singer. A genuine expression of a great artist and public figure.

Bemis, Samuel F. *John Quincy Adams and the Union*. Knopf.

A distinguished biography.

Bowers, Faubion. *Theatre in the East*. Nelson.

A lively but expert appraisal of the theatre and dance of the Orient.

Brooks, Van Wyck. *Helen Keller*. Dutton.

With rare grace and affection, an old friend of Helen Keller pays a poignant tribute to her remarkable spiritual courage.

Brown, John Mason. *Through These Men*. Harper.

Tempered observations on contemporary politics and political personalities.

Burns, James M. *Roosevelts The Lion and the Fox*. Harcourt.

A lion in nobility and strength, a fox in methods—thus the author of this fine biography explains the complex character and career of FDR.

Catton, Bruce. *This Hallowed Ground*. Doubleday.

The Civil War from the Northern side. Superb writing, skillful choice of relevant details, and a wonderful narrative sweep.

Ceram, C. W. *The Secret of the Hittites*. Knopf.

Archæology's exciting rediscovery of the powerful Hittite empire, lost to history for three thousand years.

Chafee, Zechariah. *The Blessings of Liberty*. Lippincott.

A challenging and timely discussion of the meaning and devel-

opment of traditional American freedoms.

Churchill, Winston. *A History of the English-Speaking Peoples*. Vol. 1, *The Birth of Britain*; Vol. 2, *The New World*. Dodd.

A memorable history, and an enduring record of our common race; illuminated by flashes of genius, character, and style.

Daiches, David. *Two Worlds*. Harcourt.

The two wonderful worlds of the author's youth: his native Scotland and his Jewish heritage and culture.

Donovan, Robert J. *Eisenhower: The Inside Story*. Harper.

A crisp and revealing examination of behind-the-scenes doings during the first three years of Eisenhower's presidency.

Ervine, St. John. *Bernard Shaw*. Morrow.

Solid, spirited, and laced with wit. An impressive centennial biography by a friend of forty years.

Forester, Cecil S. *The Age of Fighting Sail; The Story of the Naval War of 1812*. Doubleday.

Masterly account of great sea fights by a first-rate storyteller turned historian.

Gesell, Arnold L. *Youth: The Years from Ten to Sixteen*. Harper.

Recommendations covering the problems of youth at each stage of development.

Hersey, John R. *A Single Pebble*. Knopf.

Human strength and tragedy, revealed through a boatman's struggle in the terrifying gorges of the Yangtze. A short novel of classic simplicity and distinction.

Huddleston, Trevor. *Naught for Your Comfort*. Doubleday.

An absorbing and disturbing book about the degrading effects of South Africa's rigid segregation policy, as observed by an Anglican monk and citizen.

Hulme, Kathryn C. *The Nun's Story*. Little.

The struggle of a soul caught in a spiritual crisis behind the walls of a cloister. A profound experience, written with delicacy and sincerity.

Kendall, Paul M. *Richard the Third*. Norton.

Sound scholarship and a distinguished style characterize this definitive biography of the enigmatic King Richard III.

Kennedy, John F. *Profiles in Courage*. Harper.

A remarkable book about American statesmen who stood behind their principles even at the cost of their political lives.

Kirby, Richard S. *Engineering in History*. McGraw.

The story of the vital role of engineering in the developing story of Western civilization from its beginnings.

LaFarge, Oliver. *Behind the Mountains*. Houghton

A New Mexican childhood gracefully recaptured.

Maughan, A. Margery. *Harry of Monmouth*. Sloan.

Dramatic novel about Henry V and the colorful life that swirled around his royal court in fifteenth-century England.

Maurois, Andre. *Olympio; The Life of Victor Hugo*. Harper.

Masterly biography of the romantic poet and novelist who dazzled the literary, political, and social circles of nineteenth-century France.

Mead, Margaret. *New Lives for Old*. Morrow.

The Manus of New Guinea as a

case study of a primitive society in transition and trial.

Millis, Walter. *Arms and Men*. Putnam.

American military history and its influence on American life and policies.

Mills, C. Wright. *The Power Elite*. Oxford.

A provocative analysis of the decision makers in American life.

Moore, Ruth E. *The Earth We Live On*. Knopf.

The nature and origin of the earth, personalized by stories of the scholars and fieldmen who formulated the theories.

Moorehead, Alan. *Gallipoli*. Harper.

One of the tragedies of history, the famous Dardanelles Campaign of World War I. Superbly recreates the scene, the atmosphere, and the drama.

Moraes, Francis R. *Jawaharlal Nehru*. Macmillan.

A major study of the Prime Minister by one of India's leading journalists.

Muir, Edwin. *One Foot in Eden*. Grove.

A warmly inspiring collection of beautiful poems.

O'Connor, Edwin. *The Last Hurrah*. Little.

A charming political rogue dominates this wise and witty novel of an Irish-American mayoralty campaign.

Olson, Sigurd F. *The Singing Wilderness*. Knopf.

The land northwest of Lake Superior, one of the few remaining wilderness areas, pictured with simple beauty.

O'Neill, Eugene. *Long Day's Journey into Night*. Yale.

An autobiographical drama, a compassionate analysis of weaknesses and defenses in a tortured family.

Rossiter, Clinton L. *The American Presidency*. Harcourt.

The American presidency has seldom been described with greater wit, enthusiasm, and insight.

Rowan, Carl T. *The Pitiful and the Proud*. Random House.

Asia's many deep-seated problems seen through the eyes of an articulate member of one of America's minorities.

Russell, Bertrand. *Portraits from Memory*. Simon & Schuster.

Late appraisals, seasoned and favorable, of personalities of his time.

Seldes, Gilbert. *The Public Arts*. Simon & Schuster.

The far-reaching influence of TV, radio, and movies on our habits and attitudes.

Theale, Edwin Way. *Autumn Across America*. Dodd.

A tribute to the American autumn season written in beautiful prose by a fine naturalist.

Tharp, Louise Hall. *Three Saints and a Sinner*. Little.

Julia Ward Howe, her sisters and her brother, pictured against a rich background of nineteenth-century Boston and New York.

Toynbee, Arnold. *An Historian's Approach to Religion*. Oxford.

A history of the world's religions and the relation of that history to the spiritual dilemma of our time.

Warren, Robert Penn. *Segregation: The Inner Conflict in the South*. Random House.

Honest picture of the general climate of opinion on segregation, as reported by a Southern Pulitzer-Prize novelist.