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# BULLETIN

of the

## RHODE ISLAND LIBRARY ASSOCIATION

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Vol. 36

October, 1964

No. 2

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### FALL MEETING

of the

## RHODE ISLAND LIBRARY ASSOCIATION

THURSDAY, OCTOBER 29, 1964

PROVIDENCE PUBLIC LIBRARY

Providence, Rhode Island

# PROGRAM

- 9:00 A.M.** Registration and Coffee Hour
- 10:00 A.M.** Welcome from Providence Public Library, Mr. Philip B. Simonds, Jr., President, Board of Trustees
- Reports:
- Miss Elizabeth G. Myer, Director, Dept. of State Library Services, and her Staff
- Dean Edward J. Humeston, Jr., U.R.I. Graduate School of Library Science
- 11:00 A.M.** Business Meetings – R.I.L.A., C.L.A., S.L.A., M.L.A.
- 12:30 P.M.** Box Luncheon – Providence Public Library
- 2:00 P.M.** Mr. George Troy, Literary Editor, Providence Journal:  
“The Merry Craft of Book Reviewing”
- 3:00 P.M.** Mr. William J. Harrington, Representative of Lester Burdick Insurance Co.
- 3:15 P.M.** Film – “The Lively Art of Picture Books”
- 

## THE PROVIDENCE PUBLIC LIBRARY

The Providence Public Library is a corporation chartered by the State of Rhode Island to provide free library service to the people of Providence. It is governed by a Board of twenty-five Trustees including the Mayor of Providence, *ex officio*.

The library was opened in 1878 in a room in the Butler Exchange with less than 11,000 volumes. In 1880 it moved to larger quarters on Snow Street where it remained until March 1900 when it took possession of a new Italian Renaissance building on Washington Street. An extensive addition on Empire Street, authorized by a \$1,950,000 city bond issue, was dedicated in January 1954.

In addition to the Central Library there are eight Branches and a Bookmobile which serve the people of Providence. The library also has a management affiliation with the Elmwood Public Library. Under agree-

ments with the Department of State Library Services the library's collections and services are available freely to libraries and individuals throughout the state.

The library possesses 523,000 volumes, a complete file of U. S. Patents, it is a depository for selected Government Documents and subscribes to 1,000 current periodicals. It is widely noted for its special collections in the fields of American Whaling, Architecture, Civil War and Slavery, Early Children's Books, Irish Culture and Printing. It loans over a million volumes and answers 100,000 factual and research questions each year.

Its operating income is derived from three main sources: 40% from endowment and contributions, an equal amount from the City of Providence and 20% as a grant from the State of Rhode Island.

## PRESIDENT'S MESSAGE

"Things are much better than they used to be."

It is admittedly unfair to attribute a single attitude to an entire state, but the title phrases of this article is as peculiarly Rhode Island to me as Johnny Cake. No one can dispute the statement. We have made great strides, and as our new Department of State Library Services begins to function we are certainly in midstride of our greatest step.

Let us pause then, with our best professional foot extended but not yet planted, and examine the myriad clouds, only a few of which are silver lined, on our horizon.

### **New Public Library Program**

Last spring we felt embarrassingly wealthy as we contemplated a new program providing nearly \$1,000,000 in spending in support of libraries. Now in the cool light of fall we can see that this new state program will provide about \$.70 per capita in state aid for services. If we include local expenditures for library services, it would probably be safe to say that nowhere in the state would support for library services exceed \$2.00 per capita for the population to be served. This is far below what our professional standards tell us is required.

It is now also apparent that funds needed for library construction will exceed funds available.

### **School Library Standards**

The new school library standards, even though lower than those recommended by the School Library Advisory Committee, have not been fully implemented. Local expenditures for school library services remain woefully low. School librarians are critically needed in most communities. It should also be considered that the

new standards are in two stages; part effective in 1964, and higher standards effective in 1967. Current levels of school library support will, in most cases, provide little or no progress toward meeting the standards which go into effect in 1967.

Certainly the recent announcement of the appointment of a school library supervisor in the State Department of Education is a heartening development and we can only hope that leadership from the state level will accelerate the progress at local levels.

### **Library Services for Higher Education**

Within the metropolitan area, close observers have long felt that library services for the University of Rhode Island Extension Division were greatly inadequate. Within the past year two major new programs—the Graduate Library School and Rhode Island Junior College have begun. Undoubtedly these students will also be inadequately served until the state provides sufficient resources to support these programs.

### **Graduate Library School**

In welcoming Dean Humeston and his faculty we must also acknowledge that this program is one for which demand may well exceed supply, both in input and output. The tremendous increase in student enrollment over the previous year is encouraging, but at the same time there must be posted the question of whether or not the school's growth can keep pace with the students' growth. On the output side there is the certain demand for more and more graduates which burgeoning professional activity both within and without the state requires.

## Library Trustees

From a number of indications we must be concerned about the greatly misunderstood role of library trustees in this state. Local officials seem generally uninformed about the duties and responsibilities of trustees and trustees fearing involvement with "politics" do not seek contact with officials. In too many cases, the only consistent contact between library trustees and town and city governments is an annual request for a slight (usually too slight) increase in the town budget for libraries.

As citizens, trustees expect officials to be familiar with all local services, yet as trustees we do not encourage them to become familiar with the library and its problems.

As we begin a new year our agenda of old, unsolved business would appear to include at least the following:

1. Local expenditures for public library service must be increased.

2. Library organization and housing remains an unsolved problem.
3. School libraries continue to be inadequate or non-existent. Communities must increase local effort for school libraries.
4. The number of professionally trained school librarians remains critically low.
5. There remain distressing gaps in library resources to support higher education.
6. Continued support must be given to the Graduate Library School if it is to meet the needs of students seeking admission and the demands for professional librarians.
7. Library trustees must clarify their own role in local library service and interpret this role to local government.

In short, my friends, "Things are much better than they used to be", but they are still a long way from being as good as they should be.

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### A DEAN DEPOSES

By E. J. HUMESTON, JR.

*Dean of the University of Rhode Island Graduate School of Library Science*

Asked to write a "message" for the *Bulletin* but being no prophet, pundit, sage, or seer, how do I proceed? As simply and directly as possible by saying, as Dean of the fast-growing University of Rhode Island Graduate School of Library Science, that the faculty of the School and I want and need and will do our best to enlist the interest and support of all librarians in the State—indeed in all New England. Their ideas and their assistance and their pride in the strength of the School's program are the deep concern of each one of us.

Our goal is sound, enlightened, forward-looking library education for all who can use it to increase their effectiveness as present or future members of the library world.

A few words about our present picture and plans would certainly seem to be properly admissible in a new dean's message. It is a pleasure, then, and exciting to report to you on enrolment for the fall semester: On September 21 our records listed more than 147 individual students and a total of 215 registrations for the eight courses offered, which represented respectively increases of 73 and 80 per cent over the enrolment for the spring of 1964. And 24 of the persons taking our courses call states other than Rhode Island their homes. Don't

take these numbers as final, please. The deadline for this piece was too early in the semester for an official count, and we think we fared even better. In any case, it should be crystal-clear that we are on the move and well started on the School's first official year.

Faculty-wise we have expanded, too, and now have four full-time persons on the staff. Associate Professor Helen T. Geer, former ALA Headquarters Librarian and Editor of *Library Literature*, and most recently Assistant Librarian of Wheaton College, is new to the School, as is Assistant Professor Benjamin F. Page. Coming to us from four years as a teaching assistant in the Illinois Library School, Mr. Page has completed all course work and preliminary examinations for the library science doctorate there. Noted last only because she is not completely new to our numbers is Assistant Professor Lucy Salvatore, a graduate of Pembroke College and holder of the M.L.S. from Illinois. Our school library specialist, she taught part-time during Dr. Ashton's regime and will handle placement matters in the school library area. Since the other persons teaching part-time for us have mostly done so before, I will not name them here.

Finally the future. At the moment two words strike us as most important here — accreditation and flexibility. We shall be constantly and earnestly concerned with both. The School will ask to be visited by the Committee on Accreditation just as soon as it believes itself thoroughly and properly prepared for and has every reasonable chance of being accredited after such a visit. We are convinced that next spring would be too soon. Suggesting no tentative date, we stand on our statement above. Clearly, we are as interested in accreditation as everyone else. It is not about to skip our minds!

Any school should be flexible, a new one especially so. Without attempting to spell that out, let me say only that we will welcome and be on the lookout for new thoughts, procedures, concepts, ideas, and suggestions. So much for an introductory message. We look forward to meeting new people, new problems, and new satisfactions. Wish us well and God-speed.

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**SHALL WE THROW AWAY THE  
ACCESSION BOOK?  
YEA OR NAY?**

Yea

By MRS. GLADYS HELLEWELL, *Librarian*  
*North Kingstown Free Library*

Upon examining its accessioning processes ten years ago, the North Kingstown Free Library discarded its accession book, finding that its useful functions could be accomplished more quickly and easily, and thus with less expense, by other methods. Experience in the past ten years has borne out the value of this decision.

The original purpose of an accession book was to record in one place a unique accession number for each book together with the author, title, publisher, price, source, date acquired, and the ultimate disposition of the book, whether lost or discarded. However, by placing all these facts on the shelf list card not only is *all* information about the book given together, but a time consuming step is eliminated. In addition, any danger of losing this information is greatly lessened since the shelf list is far less likely to be misplaced than a ledger.

In order to have a statistical record of the growth of the library, the Classified Summary of Additions and Withdrawals is used. Recorded in this are the number of books acquired, lost, and discarded in each of Dewey's classifications, and other categories during each month. This provides a quick inventory of both the total holdings in each class, and the

number acquired and withdrawn in any given period. Therefore, the function of an accession book in providing a statistical count of volumes has been replaced by a detailed method which takes less time to record and provides needed information instantly.

In regard to the argument that the ledger provides a chronological record of the library's growth and gives the order in which volumes are added to the library and the disposition of each, it must be pointed out that the value of such highly questionable virtues certainly cannot equal the cost of maintaining the ledger.

Thus, the North Kingstown Library has found that the elimination of the accession book and the substitution of faster and more meaningful methods has not only gained money in time saved, but all of the necessary information provided in such a ledger is not more easily obtained. Definitely there have never been any regrets in discarding this tool.

### Nay

By NADINE C. HOUSTON, *Librarian  
South Kingstown High School Library*

Regardless of resistance to being "reduced to a number, individuals are represented by a series of digits from Social Security numbers to license plates. Each of these has the basic purpose of identification. The school librarian needs a quick and easy method of distinguishing books, and she finds the accession number a simple solution for the following reasons:

1. Most school libraries must rely on student assistants for the charging and slipping of books. Many times these assistants are more fired with enthusiasm than blessed with accuracy. The matching of accession numbers is a technique even the youngest can master.
2. "Required reading" lists de-

mand that the school library have multiple copies of the same title. Often there is the problem of determining which copy was charged. In inventory the returned or the long lost copy and the missing and misplaced copy need to be identified. The school librarian finds the accession number an easy solution for these and similar "duplicate copy" confusions.

3. Many call numbers are identical in a school library since Cutter numbers are not used. Books of fiction are not classified but are arranged alphabetically by author and title. This simplified classification is quite sufficient except in slipping books. Since the book card and pocket bear only the surname and brief title, there may be errors made among the many identical and similar names. The accession



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number is a tool for quick verification of the proper card.

For the school library the advantage of simple classification, unclassified fiction, dispensing with copy numbers, and simplicity in checking accuracy, outweigh the disadvantages of using accession numbers.

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### Yea

By JONATHAN S. TRYON  
*Head of Reader's Services*  
*Rhode Island College Library*

The practice of accessioning books has been on the decline for some years now. It came as a great surprise to this writer to find that the procedure is not only vociferously defended in some quarters but is considered by these people as indispensable.

The accession record, it is true, provides in one place a unique serial identification number for each book in the collection as well as information on cost, source, publisher and other bits of data which can be included if one wishes. The purposes of this record are, generally speaking, three: (1) to provide a complete record of each item added to the library which can be consulted when the item itself is not at hand, (2) to provide a chronological record of the library's growth, (3) to provide a source for tabulation of growth statistics. Now, it is undeniable that the accession record provides information, part of which is indispensable and all of which is nice to know. The matter, however, is not so much one of eliminating records as it is the combining the functions of the accession record with those of other processes which must be carried on. It seems obvious that the shelf list can easily be made to perform the first function listed above. The order form can just as easily be made to perform the third function above. The second purpose listed above could hardly be called essential and could well be forgotten.

Those who feel it needed could press the order form into extra service and keep this information, too. Thus, the accession record can be eliminated by making other truly indispensable records do double duty. Space does not allow a description of how these records can be adapted to do the function of the accession record. Only a minimal amount of ingenuity would be required, however, to find ways in which the task can be accomplished.

Ultimately, the choice to maintain or discontinue this record must be based in economics. Can a library afford the luxury of what is really a duplicate record merely for the convenience afforded by that record? It would seem that any library answering in the affirmative must be complacent not to think that the time and money involved could be spent better in other directions.

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### Nay

By ANNE MAXVILLE, *Librarian*  
*St. Joseph's Hospital Libraries*

The first time I saw a real library—before most of you were born—I was promptly introduced to the ACCES-SION BOOK (hereinafter referred to as the AB). This was because I could type (the only member of the staff who could and this was my only perceptible qualification for the job, for who could know I was to have a life-long love affair with a book — any book?) The College Library was abandoning a hand-written Book and starting typewritten loose-leaf pages. Not until I went to Library School several years later was it ever whispered that the AB was not sacred. My college Library had kept the AB in the safe because this was our proof to the insurance company in case of fire of how many books we had had. (1) It is easier to keep the AB in the safe than the shelf list; or, what do the non-ABers use for insurance purposes?



In Library School (1932), the AB was still recommended but casual mention was made that some people were saying it was not really necessary. On our "Trip" from Champaign to Windsor, Canada, I found only one non-ABer library. This one used a cumbersome arrangement in which invoices were pasted in a bulky book, each page being numbered by a rotating stamp. Thus each book shared its accession number with other books on the same page. I thought of our row of slim ABs in the safe at home and was unconvinced.

From 1932 to 1964 I have looked coldly on the AB, demanding of it justification of its existence. I frequently crisscrossed the U. S. and, any place I could persuade the chauffeur to stop, I checked the Library for a non-ABer. I never found one.

I came to Providence in 1952 to bring two medical libraries up to accreditation standards. My chance; I would see if I could do without an accession book. Now, twelve years and eight libraries later, I am still using an AB and still questioning. In one of these libraries there was neither AB nor shelf list, but there was a fair catalog of LC cards with class number (not DC). To the end of my stay there I never really knew which copy a given book was, what would turn up tomorrow or five months hence, whether or not I

should look further or if this were all. I could not tell a library book from a departmental purchase. State accreditation required me to list the titles of the books which had been purchased in the last school year; national accreditation required a five-year span of the number of titles and volumes. By removing temporarily all main entry cards and building up a shelf list or AB, I could answer titles but not volumes or dates. (2) How simple it would have been had I had an AB to give a complete history of the Library.

Every time I am called on to use the AB, especially in emergencies (of which my professional life has a continuous procession), I say, "Was this trip necessary?" The answer is not only "Yes", but "Thank St. Librarius, I have one to consult."

For instance, we were visited this week by a representative of the American Medical Association for accreditation of Residents. The Library is an important factor in Intern and Residency accreditation. I had, of course, long since filled in the usual forms. But what was his first question? "What books have you added this year?" (What, not, How many?) He had only to flip some pages and exclaim with approval as he met titles he knew. I could have gotten this information from a shelf list or from Bills Paid and Bills Unpaid, but not

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in an instantaneously usable form. I am told some people make lists of new books which they keep on file for a year. I like better to have a file which is permanent and with which I can change my "year" from calendar, to fiscal, to school, as the occasion requires and it often does.

As long as I am being paid as librarian, I shall, I think, continue to use an AB; but when I retire and catalog my personal library, I am going to start off without one and see how fouled up I get. P.S. The three existing manuals or handbooks for a medical library don't even mention an AB.

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### R.I.L.A. BULLETIN

#### The "New" Director Reports

By MISS ELIZABETH G. MYER

The whole outlook for library users, librarians, and trustees in Rhode Island changed for the better in the spring of 1964, when the General Assembly enacted and Governor Chafee signed significant library legislation (H 1337A). The searching study entitled *Library Cooperation*, authored by John Humphry and Lucille Wickershaw, was published by the Brown University Press in March 1963, and the Report of the Legislative Commission on Libraries was submitted to the General Assembly in January 1964. Indisputable evidence therefore existed that Rhode Island needed drastically to improve its library service in conception, methods, and standards with substantial support. H 1337A accomplished this, following sound recommendations of the documents cited, and encompassing requirements under the Library Services and Construction Act that had been passed by Congress and signed into law by President Johnson February 11, 1964.

Within the framework of this library law, the Department of State Library Services came into being July

1st to develop the Statewide library program that would correlate services available, including the community library, the regional libraries, the principal public library, and the university research center. Local, State, and Federal funds are supporting, on a matching basis, the Statewide effort to attain quality library service for all Rhode Island citizens.

The State agency submitted its State Plan for Services to the Office of Education on June 26th, and received approval. It is now preparing the State Plan for Construction to be similarly submitted. It has designated Barrington, Providence, and Westerly as regional libraries and has signed agreements with them for providing free public library service to their regions. By the time this article goes to press it expects to have signed agreements with the Providence Public Library and the Brown University Library to act respectively as the principal public library and as the research center. The interrelationship and the modus of cooperation have been established.

Superseding all previous extension services, including Public Library Services in Rural Areas, the Department of State Library Services coordinates public library service at the State level. Operating at present out of headquarters in the Roger Williams Building, the agency should soon have more functional space. Consultant service in being offered at headquarters or "in the field". Workshops and institutes will be held. Book review-*in*o, selection, and ordering meetings will be held. A model collection is being maintained for examination, plus a professional collection accessible to all librarians. Cooperation with the Consultant of School Libraries of the Department of Education and with the Dean of the U.R.I. Graduate Library School will proceed. Audio-visual service to the public libraries

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is being developed through contractual arrangements with the State's Division of Instructional Services.

The past three or four months have seen some primary objectives realized. The vital State Plan for Services, essential to eligibility for Federal funds as of July 1st, was submitted and approved. Recommendations for suitable headquarters were submitted to the Administration. Applications for the grants-in-aid to cities and towns were mailed out in July as well as a sample constitution for library councils, to facilitate return of the completed applications. Bookmobile service was continued, with planning in prospect for areas lacking adequate library service.

It takes people to move books. It takes people with training and experience to implement a program of the breadth and depth of Rhode Island's new library law. The Department of State Library Services has been exceedingly fortunate in attracting highly qualified personnel for the new Statwide program, to provide guidance and information, to develop the services in the State Plan, to unify the library resources within the State and to strengthen them. The best economy in the world is the utilization of talents, education, and experience for the widest, most qualitative benefit. It is good economy to have people who know their jobs, who know what to do and how to do it.

Books can stand idly "hodge podge" on shelves, or they can be properly assembled and adroitly used during the maximum hours of service, by wise direction, utilization, and interpretation of dedicated librarians and trustees. Rhode Island has its share of these devoted citizens. It now has a sound Plan for Statewide service. It is developing the mechanics under leadership that has high, definite objectives. It is inspired by the spirit of cooperation.

If we can accept the need for change, if we can enter into our compacts of cooperation, we can, together, improve our library services open to every Rhode Island citizen, and make our beloved State a model of good library service for all.

Highly favorable comment on Rhode Island's modern library law is coming from other States well beyond our borders. It is now our opportunity and our happy duty to move forward strongly, from planning to achievement.

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### NARRAGANSETT PENMAN

By CHON DAY

Ever since I was a little fellow, or girl, as the case may have been at that time, my ambition was to draw and live on an island. So here I am at Rhode. As the Chamber of Commerce says, it's a good place to work and play. I find I work better than I did when I lived in New York. In New York you hang around with other cartoonists who find fault with editors and somebody says no editor will buy anything lampooning the clergy or even consider using a convict idea.

Up here in Westerly, I don't hear any of that. I draw cartoons having fun with the clergy, and editors buy them, and I've never had a kickback from a clergyman. I sell ideas having to do with convicts. In fact, I receive gags from the Federal pen in Leavenworth, an inmate who is putting in sixty years for, he tells me, some real nice bank jobs.

I'm glad to be about 140 miles East of the public sewer system known to the New Yorkers as subways, far enough away from the agonized screams of pedestrians being maimed by taxis, the smells of team gangways of ferry boats and humans gasping for oxygen. Of course, there are hazards here in Rhode Island such as sea gulls, but a Swamp Yankee scientist

is working on that and may come up with something transparent soon. With my wife and two of my three sons, I live in a 90 year old house that used to be a private kindergarten. The doorknobs are only 27 inches from the floor, and are just right for a person three feet tall.

The badgered expressions on the faces of my characters I have lifted from our postman, who has to worry about bringing me some checks once in awhile . . . while I'm quahauging, crabbing, fishing, or attending clam-bakes.

I like to fool around with the stove on dull days and have worked out a few recipes that seem good, to me anyway. Real fattening ones.

My father wanted me to be a civil engineer, so I entered Lehigh in 1926. The only thing I learned was that I didn't want to be a civil engineer. The dean was sure I probably would never make the grade, anyway. He asked what I wanted to be. "An artist," I replied. "Well, go ahead," said the dean, "You've got a head start on most students. They don't even know what they want to be when they're seniors."

So I went to the Art Students' League for a couple of years.



## RHODE ISLAND SCHOOL LIBRARY SERVICES

By CHARLOTTE CONANT HARTMAN,  
*School Library Consultant*

The librarians of Rhode Island are to be congratulated upon the progressive things that are happening in the state library services. It is a privilege to have the opportunity to help in this development.

With the support of the State Department of Education, the Legislature and others concerned, the school libraries should begin to carry more of their share of the library load. Many excellent libraries have been functioning in the high schools, with fewer in the junior high schools, but elementary school libraries have been merely token collections, mostly in the classrooms.

The basic problems for each, ranging from a slight to total need are concerned with adequate quarters, collections and personnel. At least there won't be any more beautiful

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new school buildings built without space for the library. The new standards are increasing the sums on the budgets for library books and other materials. Finding qualified librarians to supply the needs of all the new school library positions may take time; although with the Graduate School of Library Science we have the training facility.

The libraries that are provided in the high schools may be too small to hold even a modest collection of books plus a small number of the student body. With the growing number of children in the elementary schools, kitchens, and auditoriums are being used as classrooms. Libraries may be lucky to find a large closet or the corner of a corridor. However many new school buildings are being planned that will have libraries and will also relieve the crowding in others.

Some of the school systems have been forced to ask for waivers from the 1964 school library standards as they may be unable to find room for a library or they may be unable to find qualified librarians. However, inability to find the funds for books will not be allowed. It will still take time to build up even minimum collections in many cases, but selections are being made. Questionnaires are coming in to my office regarding the situation in each of the about three hundred and fifty schools, and I shall be visiting as many of them as possible.

From the Humphry report, in 1960 there were only ten school librarians with a masters degree in library science, and less than a fifth of the public schools of the state were served by librarians. While almost two hundred students are now enrolled in the graduate classes of the University of Rhode Island's Library School, probably many of these are practicing school librarians. We will need many

more librarians for the schools within the next few months and years. Can you help find us more librarians for our schools?

The ideal school librarian is a real paragon: with a knowledge of all subjects; a gifted teacher with the training of all teachers in the schools; and a professional librarian with a masters degree. Many of the librarians who do not meet all of the training qualifications are using their summer vacations to study as well as carrying extension courses during the year.

Yes, there are many problems to be solved and much work to be done. The growing numbers in the Rhode Island School Library Association are working collectively and singly to solve the problems and accomplish the many tasks.

I do appreciate all of the friendliness and cooperation I have received during the month I have been in Rhode Island.

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## ANY DAY

By ERNEST A. HOGAN, O.P.

*Librarian of Providence College*

Since Providence College was founded forty-five years ago, the library has been located in Harkins Hall. As the student body increased, new space had to be found for the library. Finally, with the great increase in the enrollment of Providence College, the Administration realized that a new library must be built since even the whole third floor of Harkins Hall would not be adequate for our needs. Remote plans have been made. Soon these plans will become proximate plans. Hence, the Librarian is searching for any information concerning new libraries while trying to evaluate his own library.

Before the door of the library is opened at 8:00 a.m., some Dominican will ask if the books on the Reserve Shelf have been used by his students or what would be a good time to use the audio-visual materials that day. As the door of the library is closing at night, a Dominican will ask if the books which he ordered have arrived yet or when these books will be available.

The best known member of the Dominican Order is Saint Thomas Aquinas, 1225-1274. Down through the ages Saint Thomas Aquinas has been known for his sanctity and his learning. Hence, our most valuable books are found in the Thomistic Collection. Within recent months the Saint Thomas Aquinas Foundation has been established to edit critical editions of all of the works of Saint Thomas Aquinas. Scholars in all parts of the world will join in this vast project. Many of the reference questions at this library pertain to the teachings and writings of Saint Thomas. New books are still being printed so that we might know better

the mind and teaching of our Dominican Brother.

Through the years a good collection of works pertaining to the history and activity of the Order of Preachers has been built up in our library. The official name of the Dominicans is the Order of Preachers. As Dominicans we wish to learn more and more about our predecessors. Our collection of micro-film began when some of the Dominicans who did research work sent us copies of micro-film which they had used in their projects. This collection enables the library to answer questions that people want to know about Dominicans and their way of life. Our most recent reference question concerned the life and work of Saint Hyacinth, the Dominican.

Love of Greek and Latin has been fostered by the Dominicans from the thirteenth century. Hence, our collection in these languages is very representative.

It seems that no room would be adequate to hold all of the reference works that would be of great value in a library of a Liberal Arts College. Because of limited space, our reference collection is small but discreetly selected.

In the fields of literature and science, the Librarian depends upon members of the lay faculty for guidance and help in book selection. Because of their zeal and help, the selection of books in these fields has been improved greatly.

As the school year begins it is necessary to train student library assistants. A manual has been prepared for this purpose. Checking for accuracy must be done. Meanwhile books are being ordered, received and processed. Then the Library of Congress cards will arrive and the staff will faithfully and cheerfully do their part to make the Providence College Library a better library.

## **AUTOMATION AND LIBRARIES A BRIEF REPORT**

By **LOUIS VAGIANOS,**

*Assistant Librarian,*

*Brown University Library*

For years now library literature has been swollen with reports about the new revolution, automation, and its impact on libraries. We have been assured that equipment is now available to us, at prices we can well afford, for converting many of our present systems into more effective and efficient operations. We have been reminded that now is the time; that any wavering or delay in our commitment would be costly and would reflect thinking unworthy of imaginative and dedicated professionals. We have been urged to throw ourselves into this new era without reservation, especially since it will relieve us of

clerical drudgery and free our time for professional, thus more noble, undertakings! Be unafraid of the future, we are exhorted, fear is the product of ignorance.

Those of us who took this message to heart and have had our ears to the ground and nose to the grindstone have gained an added by-product, another language, one which has provided our cocktail party conversations with a whole new dimension. Who among us who claims to be literate and knowledgeable can deny the importance or survive in these jungles without at least an elementary understanding of the "new words", meaningful words, such as hardware, software, jellyware, noise, bits, core storage, on line, on time, down time — one can go on and on. There can, however, be little doubt that in the past, much has been written, more

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has been said, almost nothing has been done.

Anyone following the literature closely must be aware that a change is in the air. Graduate Library Schools have begun wholesale revamping of their curriculums. Some have appointed mathematicians and computer experts to their faculty. "Working Conferences" where librarians who have done some automating in their libraries present progress reports and ask for suggestions, have become more common. Two such conferences were offered at the University of Illinois in April and June of this year. IBM has committed itself, with all its resources, to helping libraries begin. Free library mechanization seminars are being offered. A very vital library bureau has been activated, staffed by competent personnel who understand library problems and are willing to spend a great deal of their time and energy helping to resolve individual library problems with local librarians. This, one hopes, will stimulate other organizations into taking a more active interest.

Already much is being accomplished and is available in published form for your appraisal. Most of the information can be obtained from your IBM representative, the Council on Library Resources, or the University of Illinois Graduate Library School. All of it can be found and examined in the Brown University Library. What does it include? Briefly:

#### CIRCULATION CONTROL

Decatur Public Library  
Detroit Public Library  
UCLA  
Southeastern Illinois University

#### SERIALS CONTROL

Purdue  
IBM (White Plains Library)  
University of California (La Jolla)

#### ACQUISITIONS CONTROL

Penn State University  
University of Toronto  
Decatur Public Library

#### CARD PRODUCTION AND BOOK CATALOGS

Columbia, Harvard, Yale Project  
University of Toronto  
State of Maryland Library Services

A total system is being planned at Florida Atlantic and Pacific University. More important, many, many other libraries have automated systems, including government installations and special libraries, and have published their findings.

In reviewing any of the above installations you should discover that machines are now fulfilling many of the promises made for them. Some at seemingly prohibitive costs; others at very reasonable ones. In all cases they have satisfied someone's needs and improved some operations. They have also brought with them some of

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their own special problems. It is clear that they are useful and should be considered by all responsible librarians. They are not, however, a panacea. No poorly supported, administered, or staffed library will be salvaged by a machine unless the causative forces are determined and corrected first.

### ON BEING A VISITOR

By ASTA SAASK

The magnolia bloomed again and again and still the Visitor had not left the city of Providence . . .

She felt almost as if she was losing something of her status, because, after all, how long is a visitor to be considered a visitor? There are, of course, many different kinds of visits varying in length from case to case. All visits are, however, of a more or less defined period; the week-end guest leaves when the week-end is over, the summer guest when the fall comes and the party guest—let us hope so—when the party ends. But what about the exchange Visitor from abroad who came in order to study and work at a library and to get to know America and who planned to stay only one year, but failed to leave when the year was over?

Well, even this kind of a visit has its limits and regulations and if the visitor herself is nonchalant about her status and if even her host is inclined to be forgetful, there are official instances that keep an eye on the length of such kind of visits. If the visitor has behaved tolerably well during the first year she easily gets a permission to see one more spring. Next time it is with hesitation— even if she still is well behaving— that she is allowed to enjoy still one more, but finally the time will come when she is reminded that she really never was losing but only forgetting her status. She is definitely not going to see the magnolias in bloom once more . . .

The Visitor becomes fully status-conscious again, European, and fully aware of, that soon, when talking and thinking about America, she has to use the past tense. Some of the impressions and memories of the stay she will cherish solely in her private mind, but many of them she will convey to her people.

She will tell them about the library attended; from Miami Beach, where the orchestra played a Swedish hambo beneath the swaying palms, up to Burlington, Vermont, where still at the end of April there was snow in the mountains. About the gradual overcoming of language barriers; there were quite unexpected consequences when, in the beginning, she answered every question with a smile and "yes, thank you". About the courses taken in American literature and library science at several universities. About the library work performed at the different departments

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of the excellent John Hay and Pembroke libraries—the open houses and library orientation exercises for freshmen every fall.

She also will tell about the surprising climate of New England; of the winter day when the snow was so deep that traffic was paralyzed a whole day and she missed her skis when fighting her way to work through the snow; or of the tropically hot summer days when the library closed early in the afternoon and everybody was allowed to stagger home for a siesta; there was the day it suddenly started to rain so heavily, that she had to go barefoot back to the library after lunch. And about all the libraries, museums, theaters, lectures, dinners, parties, convocations etc. visited and revisited!

The Visitor is going to try to explain events that for most people at home are only abstract clichés: “the American way of life”, the procedure of political conventions, the organization of a university community, Peace Corps activity, TV and advertising . . .

And she will try to fuse life into places that for most of her friends are names only; the picturesque Greenwich village, menacing Harlem, Bohemian Provincetown, foggy Cape Cod, the Library of Congress etc.

And all the stories from real life that have to be told; of Vito Piccolino, the lovebird, of Stanley the cat, who looked like “a portuguese worker” and whose hospitalization bill went up to \$46; of Phi-Phi, the asthmatic Boston terrier, who was “his mama’s little darling” and . . .

Stop! It is too early yet to tell memories. Still the Visitor lives in the Present, makes new experiences, studies and works and meets friends here.

Who knows if later on in the future, when all the stories are told, the

memories remembered and when the longing for magnolia blossoms becomes overwhelming, the Visitor might not become restless enough to start another visit?! Because to be a visitor is an extremely nice way of life.

Mrs. Asta Saask has been in the U. S. on an exchange visitor program since fall 1961 working as Librarian at Pembroke College Library. She is going back to Sweden in March, 1965.  
Ed.

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**AUDIOVISUAL  
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DEPARTMENT OF EDUCATION**

By EVERETT V. MAXWELL

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agencies in many areas of instruction; one of these is audiovisual communications. These latter services are coordinated by the Audiovisual Communications Section of the Division located at Rhode Island College. This article will describe these services and point out how librarians might take advantage of them.

### State Film Library

The film library has approximately 2,000 16mm sound motion pictures. All are educational films. Presently, these films are available to all public schools in the state. In addition, the library serves other non-profit educational agencies when possible. All films are purchased on the basis of recommendations from teachers and administrators of Rhode Island schools or specialists in subject areas.

Films are loaned for a one-week period, always a Monday through Friday. There is no fee for the films, but the borrower incurs the cost of return postage. The library is currently using an IBM film booking system, and when a school or agency becomes a "regular customer" it is given a code number and receives a supply of pre-punched film order cards. Arrangements for film service may be made by writing or calling the film library at the following address:

Audiovisual Communications Section  
Rhode Island Department of Education  
600 Mount Pleasant Avenue  
Providence, Rhode Island  
TE 1-1150

### Tape Library

The Audiovisual Communications Section maintains a library of pre-recorded tapes. These are all educational recordings and cover several of the school curricula areas. Schools or agencies desiring tapes must supply a blank tape of the appropriate length onto which the master will be recorded. Information may be obtained by phoning the Section office.

### Workshop Services

The personnel of the Audiovisual Communications Section are competent in all areas of preparing and presenting audiovisual media. Agencies desiring information on such tools as tape recorders, television, overhead projectors, slides, exhibits, programmed instruction, and other types of media may contact the Supervisor of Audiovisual Communications. Information packets or a workshop on the particular media may be arranged.

### Related Services of Rhode Island College

Rhode Island College has two services available which the Audiovisual Communications Section encourages and assists Rhode Island educational agencies to use. The College and the Section have cooperated in establishing a programmed instruction laboratory adjacent to the Curriculum Center in the Adams Library. This laboratory contains copies of many types of programmed instruction and teaching machines. In addition there are regular exhibits of new developments in educational communications.

The Audio-Visual Center of Rhode Island College houses an extensive library of educational filmstrips. Although these filmstrips may not leave the campus, outside groups are invited to use the collection for previewing filmstrips. Arrangements for visits

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to either of these resources may be made through the Audiovisual Communications Section.

### Services to Libraries

The Department of Education and the newly created State Department of Library Services are presently exploring ways to cooperate in expanding the services of the Audiovisual Communications Section so it might better serve the public libraries of the state. At present these services are limited because of the needs of school programs. Public librarians may, however, contact the Audiovisual Communications Section for information on all services described above.

### School Libraries

All services of the Section are available to school libraries. In addition it is hoped that the school library and the school audiovisual program will work closely to integrate the use of written and audiovisual media in the classroom. Information on such cooperative programs in other areas and assistance in establishing such programs is available through the Supervisor of Audiovisual Communications. Librarians and audiovisual coordinators alike should read the statement of the several groups interested in such cooperation on Page 59 of the *Standards For School Library Programs* of the American Library Association, 1960. Those librarians in schools where no coordinator of audiovisual services is available might also find the statement on Page 11 of interest.

The important objective in the service programs of libraries and audiovisual centers is to serve the teaching and learning needs of the faculty and students. All types of media are necessary and the smooth cooperation of all individuals involved in media work is absolutely necessary.

## SELECTING A CHARGING SYSTEM

By HELEN T. GEER,

*URI Graduate Library School*

Selecting a suitable charging system for a library—be it public, college, special or school, large or small is a problem for any librarian. So many factors are involved; so many questions have to be answered; so many elements studied. For instance, a librarian might ask these questions: Is it absolutely necessary to know at all times to whom a given book is charged and for how long? If not, perhaps one of the transaction card systems would be the answer to the existing circulation problems. Would the borrowers be willing to write out the charge slips for books borrowed? Would more errors occur if this were done? If the answer is "no" to these questions, a system where the borrower participates in the operation might be appropriate. Would the use of a machine be accepted by the staff? And would the cost of it really outweigh the money now spent for clerical assistants? Is a registration file or are borrowers' cards necessary? These are just a few of the questions that should be answered before a decision is made to change from the present charging system to a different one. In addition, the making of cost and time studies is most important in any decision made about circulation procedures.

What are the requirements of a charging system? In the first place, it should be *economical* in relation to the total library budget. This includes the installation and operation costs. It should be *simple* enough for the staff to understand and operate and for the public to use as well. An efficient and well-managed system, but at the same time simple, understood by both patrons and staff makes for good public relations both outside and inside the library. *Accuracy* is

another requirement for a charging system. It should produce accurate and legible records. A certain amount of *speed* should be involved in any system in order for the procedures to be done in the minimum amount of time. Another requirement is the provision for adequate *control* of the materials charged out. In other words there should be some way to secure the return of the items not brought back within a reasonable amount of time after the due date. Ability to secure a *total number count* of all materials is still another requirement. And, finally, the system should be adaptable for both branches and main library operations for varying loan periods, for all types of borrowers (adults and children, students and faculty), and for all types of materials (pamphlets, films, recordings, clippings).

There are two types of charging systems: book card and transaction card. In the book card method there can be borrower and non-borrower participation. The Detroit Self-Charging system and the tab system used in college libraries are examples of the borrower participation type. The original Newark system, in which the borrower does not sign his name, the Gaylord, Sysdac, and Dickman systems are non-borrower participation types of charging systems. The last three, of course, use machines (The Sysdac and Dickman machines are sold by the Bro-Dart Company).

Transaction card systems can also be of the borrower or non-borrower participation type. An example of the former is the Kaiser Circulation System or Self-Charge Transaction System as it is sometimes called. This system, which was devised by Walter Kaiser, director of the Wayne County Public Library in Michigan, was chosen by George Fry and Associates in their Study of Circulation Control Systems as the one which "combines

the greatest number of time reducing factors and which is the most economical system in the greatest number of situations."

Photographic, audio, punched card machine, and charge plate systems require no borrower participation. This makes it easier for the public to use, but they are more complicated for the staff to operate. The Recordak Junior, Regiscope, Brodac and Diebold are the machines which have been used successfully in libraries. The Fry study has pointed out that the Recordak Junior and the Regiscope systems are equal in staff time requirements to the Kaiser Circulation System, but are most costly because they involve expensive machines and more materials. The Regiscope system, as many of you know, is being used at the Providence Public Library.

In conclusion, may I emphasize again the importance of a thorough study of library objectives and requirements before changing to a different charging system? Time and cost studies should be made. It must be remembered also that it is not always practical to install a machine if the overall cost is too great. Reading some of the literature on the subject, especially the George Fry study mentioned before and talking with librarians who have studied some of the systems are worthwhile methods to follow when you are contemplating a change in your circulation procedures.

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