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Charles D. Patterson

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West Virginia Libraries

WEST VIRGINIA UNIVERSITY
JUL 7 1965
LIBRARY

WEST VIRGINIA LIBRARIES

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1965

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WEST VIRGINIA LIBRARIES is the official organ of the West Virginia Library Association. It is published quarterly in March, June, September and December. Contributions and other communications should be addressed to the editor and should be received no later than the first day of the month in which an issue is to appear. Subscription is included with membership dues. Annual subscription to non-members is one dollar.

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THE REFERENCE LIBRARIAN AND REFERENCE SERVICE;
A STOCKTAKING AND MEDITATION

by

Ellen L. Sumner
Former Chief Reference Librarian
West Virginia University Library

"What business are you in?" This question was asked by a young high school girl who shared my umbrella while we stood in the rain and waited for a bus. She looked down at my briefcase which was filled with notes for a thesis. I merely replied that I was a reference librarian, but I realized later that this did not really answer her question.

Any true reference librarian knows that the way a question is asked often determines the answer. All printed material does not give the same answer to the same question because of varying dates of publication, differences in the amount and type of information available to the authors, and the bias of the authors. The answer yesterday may not be the answer today. There may be no answer at all to be found anywhere, and sometimes only an array of opinions may be available.

The taxi driver who drove me from the train to my first job in a university library asked if I was a teacher. Upon learning that I was a librarian, he revealed his disappointment, "Oh, I thought maybe you was one of the teachers." I classified him as an ignorant man, and not merely because of the grammar. The conductor on the train was nearer the truth when he said, "A librarian is something like a teacher." A

university professor once called the reference department and asked, "Is your name Sherlock Holmes?" This was a more exciting and flattering view of the reference librarian, but it is only one facet.

The Work of the Reference Librarian

Librarians are not agreed as to just what constitutes reference service for the concept changes because needs, opportunities, and available tools change. The definition depends, too, upon the kind of library being considered and the number and type of readers served.

In 1915 William Warner Bishop considered reference work to be "the service rendered by a librarian in aid of some sort of study," and defined the reference librarian as "an interpreter of library resources," and reference books as "dictionaries, almanacs, catalogs, cyclopedias, compendia," and other books held in the library for consultation.¹

Alice B. Kroeger said reference work is "that part of library administration which deals with the assistance given to readers in their use of the resources of the library."²

The public believes that the chief duty of the reference librarian is to provide the answers to whatever it needs to know.

Simple questions, such as the spelling and pronunciation of a word, the address of an association, or the population of a city, may be answered in a few seconds. Others may require considerable time for searching. Someone in a small town needs to have an unusual, primitive drill identified and

mails a photograph to a university library. In high school and college libraries many of the questions asked by students follow the class assignments and have to do with writing book reviews and locating material for term papers, but there are those who come in looking for solutions to personal problems. A student rushed frantically into a university library a few days before Thanksgiving and said, "I've got to find out how to cook a turkey." He was given a cookbook for his youngwife Another student blundered about in the card catalog, asked where the books on medicine were located, and finally called for something on pregnancy. (He was probably married, too, for no reference librarian is that approachable.) The university graduate student and the faculty need assistance in locating research material. The chemical engineer in a special library asks for a list of articles on the subject of the research he is conducting so that he may profit from the work of others and not duplicate previous efforts. In public libraries the readers' advisor aids the public in selecting books to read for pleasure and for information.

The work of the reference librarian consists of much more than assisting people to find information in response to specific inquiries. By means of classes and informal instruction the students in schools and colleges learn the chief reference sources and methods of securing information they need. Books not owned by one library may be borrowed from another through interlibrary loan, and photocopies of periodical articles may be secured from other libraries. Indexes, union lists, and bibliographies may be compiled in the reference

department. The reference librarian is concerned with the entire operation of the library, for he must know how to find out why the reader has failed to secure the material he needs and whether a book is on order. Closed stacks present problems because the reader using the card catalog cannot always tell from subject headings and titles which book he needs.

Subject division rooms may be of great benefit to readers, but if subject specialists are not available they may be sources of annoyance and bafflement. They may serve no other purpose than to cut up the library's collection and place it in separate rooms. There is the possibility that after a while the subject specialist becomes less aware of material in other subject divisions which contribute to his own field. Some libraries of this type have found it necessary to add a general information desk for the bewildered reader.

The reference librarian is concerned with building up the library's resources to take care of its public. Through contact with the users of the library and their questions, he learns of present and future needs, and requests material to be ordered. He tries to secure the best reference collection possible for the community to be served, but he realizes that the entire resources of the library are equally important.

Reference librarians often ponder the question of how much assistance should be given to requests for information. The special libraries, which usually have a clientele of one kind and in which requests for information are of the same type and on the same subject, are the ones which have most often stressed equal treatment of all reference questions. At the opposite pole, reference librarians who deal with students

recognize the necessity for instruction in self-help to prevent the whole reference service from breaking down. The educational function of the academic library is important. Fortunately many readers are eager to proceed on their own when taught to use the library. The reference librarian does not usually refuse to aid a drowning person, nor is he shocked at occasional glimpses he receives of the ignorance and shiftlessness of the human race. He is always the chief advocate for the reader and seeker of information.

The Continuing Education of the Reference Librarian

When the weary student leaves library school after examining thousands of reference sources, reading hundreds of books, and writing countless term papers, he should not hold the illusion that now he may relax. At the last meeting of a reference class we were asked the questions, "How do you propose to keep up with the new developments in the field of librarianship and the world of learning? How will you continue your education?" The teacher read to us a brief biographical sketch of an Englishman whose epitaph was: "He died learning."

The reference librarian reads the professional journals, literary journals, newspapers, news magazines, book reviews, and books old and new. To keep from becoming a dull person he reads fiction for recreation. He knows the best sellers, current events, the issues of his locality, and the problems confronting his state, the nation, and the world. Perhaps librarians should look for questions as well as for answers.

Today we are faced with complex problems brought about by the information explosion, the population explosion, the

increasing industrialization and the urbanization of our society, conflict between scholars in science and the humanities, the expanding role of the Federal government in all areas of life, and the new machine age of the computer. Librarians have become uncomfortably aware that the problems of civilization are the problems of libraries.

The New Breed

The educational background of the traditional reference librarian has been a broad foundation in the humanities and the social sciences, and the emphasis in most library schools has been upon reference sources in those areas. The librarian in a subject division reading room usually became a subject specialist in one of those two fields. Little attention was given to the development of specialists in the pure and applied sciences.

When the United States government became concerned over the space race and scientific and industrial progress, the demand for librarians specializing in science and technology increased rapidly. Through grants the National Science Foundation has influenced bibliographical control in these fields. The development of electronic computers has made possible the storing of vast amounts of information which may be retrieved instantly. Computers are used in the compilation and rapid printing of library catalogs, indexes and bibliographies.

If the National Foundation for the Humanities and Arts is established by the Federal government, we should see some interesting developments in librarianship. Computers are being used to compile bibliographies, indexes, and concord-

ances in the humanities, and bibliographical control in this area should be improved. The creation of the Foundation may be of most significance, however, as a recognition that the creative arts of civilization are as important as its tools.

The bound volume of Library Literature for 1961-1963 contains nine and one-half pages of references about information retrieval and information services, while two pages are sufficient to contain those about reference books, reference librarians, and reference services. The professional journals in librarianship frequently include articles asking whether the reference librarian is obsolete. The implications of the new science for library education have shaken the world of the traditional library school. In the new schools of "information science" and in some library schools, students are required to have backgrounds in algebra, calculus, and logic.

The term "reference librarian" has a broader cultural significance than that of "information scientist." The reference librarian is interested in the preservation of the records of the past as well as the availability of current information, in the interrelationship of all knowledge, and in the educational function of the library. He should cease trembling at the thought of the computer and make increasing use of the possibilities of mechanized information retrieval and the scientific approach of information science. If the information scientist is not to become a narrow, overspecialized creature, he might profit by acquiring a broad, general background prior to a restricted subject field.

No lone reference librarian can be all things to all library users. Few reference librarians will fit the descrip-

tion of an information scientist. However, we might consider information science to be a type of reference service, for both have the common aim of controlling and making information available. Both camps lose something if each regards the other with fear, suspicion, or disdain. Perhaps in the future our library schools will have enough vision and flexibility to develop a new breed of librarians who will resolve this unfortunate conflict.

No Library is an Island Unto Itself

It is not too visionary to say that it should be possible for any person anywhere in the United States to secure the information he needs if it is available from any source. The inhabitants of the small town without an adequate local library and the people of the most isolated rural community should not be deprived of adequate library service.

The resources of one library may be shared with another through interlibrary loan requests sent by mail, telephone and teletype. State library agencies and the larger public and academic libraries have formed cooperative agreements to lend books and supply photocopies to smaller libraries. The development of regional bibliographical centers and union catalogs, the compilation of union lists of serials, and the services of the National Union Catalog at the Library of Congress make it possible to locate almost any book needed.

Inquiries for information not available in the local library may be answered by referral to other libraries and to regional, statewide, and national centers of reference service. Through such developments as the Clearinghouse for Fed-

eral Scientific and Technical Information, the Federal government has become the major center for the distribution of information.

In March 1965 the medical libraries of Harvard, Yale, and Columbia universities announced that they were joining their catalog information by computer.³ This gives scholars in three libraries immediate access to the pooled resources. Such ventures are extremely expensive, but cooperative experiments may eventually benefit all libraries.

Librarians should publicize the cooperative reference services now available. If local businessmen are aware that the small public library in their town will write or call by telephone a larger library to secure sources of standards needed by a building contractor, statistics, or plans to remodel a store, they will probably be more willing to secure adequate financial support for the library.

With increasing demands for reference service in all types of libraries, particularly those used by students, instruction in the use of the library is important if all library users are to be cared for. Public libraries are unable to provide reference service for the crowds of high school students. It has been predicted that future students will come to college prepared to work on their own in the library in preparing long papers.⁴ This would be a fortunate situation, for it would then be possible for college students to learn something of advanced subject bibliography and a wider variety of reference tools. High school, public, and college librarians might profitably cooperate in formulating plans for and encouraging instruction in the use of the library.

Summing Up

The image of the librarian in the mind of the public may not be one we particularly like, but we are responsible. Reference librarians, more than any other type, through their service interpret the library to the public.

We will develop better reference tools and improve our cooperative efforts with other libraries; we will be aware of new technological developments which may be used to advantage in libraries; and we will look to our public relations. But above all, we should never forget the library user's need to know. No matter what definition of reference work we decide to use, we should not omit the word "service."

The little girl who stood under my umbrella asked a better question than she knew. We need to stop occasionally and ask ourselves what profession we are in. Today I would probably answer, "The most exciting business in the world. I'm a reference librarian. My business is civilization."

NOTES

¹William Warner Bishop, "Theory of Reference Work," Bulletin of the American Library Association, IX (June 1915), 134-39.

²James I. Wyer, Reference Work (Chicago: American Library Association, 1930), p. 4.

³New York Times, March 5, 1965, p. 1, cols. 3-5; p. 19, cols. 4-6.

⁴Harold Howe II, "Our Colleges Aren't Ready for Today's Students," Saturday Review, XLVIII, No. 20, (May 15, 1965), 79.

Statement by John E. Scott
Librarian, West Virginia State College
On H.R. 3220 and H.R. 3221
before the
Special Subcommittee on Education
of the
House Committee on Education and Labor
March 10, 1965

* * * * *

My name is John E. Scott. I am Librarian of West Virginia State College located in Institute, West Virginia. I am a former president of the West Virginia Library Association and presently serve on the American Library Association Council as representative of the West Virginia Library Association.

On behalf of the American Library Association, I am pleased to have this opportunity to state our support of H.R. 3221, a bill to strengthen educational resources of our colleges and universities and to provide financial assistance for students in post-secondary and higher education.

We are at a critical point, I believe, in our nation's history so far as higher education and college libraries are concerned. Much can and must be done soon to strengthen library service at our institutions of higher education if the essential needs of students and faculty are to be met satisfactory.

We, who live in Appalachia, know from first-hand experience some of the effects that automation is having on our country and particularly on many of our citizens who do not have the skills and education to adjust. We know that the opportunity to achieve higher education and advanced training

must be made more widely available. This need for more education and training is causing greater demands for more and better colleges.

In order to cope with the demands for improved and expanded educational services of every kind, college libraries of all types and sizes need more books, periodicals, sound tapes, documents, and other library materials. This is especially true of libraries at small colleges. Many of these institutions are struggling to keep their doors open with limited funds. Yet, it is very important that the libraries serving these colleges measure up to the minimum standards adopted in 1959 by the Association of College and Research Libraries, a division of the American Library Association. There is a direct relationship with the quality of a college library and the quality of its educational program. A first-rate college demands a first-rate library.

Very few college libraries are able to meet the national standards. These standards state that no college library can be expected to give effective support to the instructional program if it contains fewer than 50,000 carefully chosen volumes. A report by the U. S. Office of Education revealed that in 1962, 60 percent of college libraries had less than 50,000 volumes. Furthermore, the standards set forth:

The collection should meet the full curricular needs of undergraduate students and should be easily accessible to them. It should provide properly for the demands of graduate students in each field in which the institution offers the Master's degree. Also it should contain a generous selection of works to keep the members of the faculty abreast of the latest advances in modern scholarship and to assist them in their professional growth.

In the State of West Virginia, excluding the two universities, there are fifteen 4-year colleges and three junior colleges. As of June 30, 1964, only five of these colleges reported having book collections over the minimum of 50,000 volumes. Without even considering the size of student enrollment, you can readily see that two-thirds of the 4-year colleges in my State fall below the minimum standards and all three of the junior colleges fall below the 20,000 volumes recommended for them. I am sure that similar situations exist in most States. It is obvious that colleges must find additional sources of financial assistance to increase their collections substantially if they are to provide the kind of library service needed in today's society.

I strongly endorse Title II, Part A, of this bill which would provide grants to institutions to help alleviate this serious deficiency of library collections. The Higher Education Facilities Act of 1963 wisely aided in construction of academic libraries but library buildings must be stocked with the necessary books and other materials in sufficient quantity and quality to support the educational programs. The basic grant of up to \$5,000 provided in this bill would amount to a significant increase of funds for library materials for many of the small college libraries. In many cases this sum would more than double the present book budget of some small colleges. These colleges would also be eligible for desperately needed supplemental grants of \$10 for each full time student, provided they show the Commissioner of Education that, among other things, special circumstances are impeding or will impede the proper development of their library resources. They

must also furnish a general description of how a supplemental grant would be used to improve the size or quality of their library resources.

The quality of library service in higher education will be determined also in large measure by the quality of our library staffs. Faculty members and students have become more demanding on the library. They need and want more materials and services. Of the over 2,000 higher education libraries in the United States, approximately 1,200 do not meet the minimum standards of the American Library Association in regard to size of staff to serve college education properly. The standards call for a minimum of three professional librarians. A large number of these libraries have less than two librarians on their staffs and some have no professional librarian at all.

In my own State of West Virginia, this matter of staffing is a major problem. Only four of the fifteen 4-year colleges in West Virginia have library staffs with three or more professional librarians and no junior college has over one professional librarian. I want to stress the basic importance of Title II, Part B, in this bill, which will allow grants to institutions of higher education for training students in librarianship.

Another significant feature of H.R. 3221 is Title III, which provides for strengthening developing institutions. According to the Commissioner of Education 5.2 million students are currently attending colleges and universities, an enrollment which represents an increase of 3.6 million over five years ago. He projects that the enrollment in 1970 will be

7 million students. The tremendous growth of colleges and college libraries throughout the country is threatening us with increased library usage on a diluted basis. Some of these colleges are located in small, isolated villages and towns and are often called upon to serve people in the community in addition to its academic clientele.

To take care of these greatly increasing numbers of higher education students, we must have growing numbers of colleges and universities. According to the Office of Education, there are now about 2,300 institutions of higher education and more are being built. We have described previously the shortcomings of many of the established institutions, but it becomes dismaying when the Office of Education informs us that 10 percent of the total institutions granting Bachelor degrees are not accredited by any appropriate national or regional educational association. One of the elements required for accreditation is the quality of the library. These developing institutions are poor in endowment and alumni, often weak in admission policies, and meager in library services and facilities.

In this connection, attention should be called to the plight of Negro higher education as described in the Carnegie Corporation of New York Quarterly, January 1965:

... the combined library facilities of *all* the Negro colleges are smaller than the library facilities of any *one* of a dozen state universities. The faculties are harshly overworked and underpaid. Many teachers can do little reading, let alone research, under staggeringly heavy teaching loads they carry during the academic year.

To strengthen the various underdeveloped colleges is the urgent objective of Title III.

Title IV of this bill is of great importance to low-income families. In 1960, over 200,000 high school graduates failed to go to college because of lack of funds. Children from low-income families are finding it increasingly difficult to attend college and thousands must borrow to meet college expenses. In West Virginia, where one in three families lives on an annual income of \$3,000 or less, only one out of ten eighth-grade students ever graduates from college. This is not to say that low-income is the only reason why few West Virginians graduate from college but it certainly is one major factor for students in Appalachia. I am sure students from low-income families from other states have great difficulties too. The cost of college education has soared astronomically during the past decade. Many middle-income families as well may find it extremely difficult today to send three or four of their children to college at the same time.

It is clear that the college work-study program should be broadened and strengthened to enable an additional number of capable students from low-income families to attend college. The action you take will sharply affect the future of many of our citizens who have the potential, when properly stimulated, to make this a truly great Nation.

In the course of my testimony on this Higher Education Act of 1965, I have spoken in support of increasing and improving the books, periodicals, and related materials in our college libraries, of assisting in the training of competent librarians to service these collections, of the need for research, and of strengthening the weak and developing libraries. I have done this because the drastic developments in

science, technology, culture, international relations, and everyday living have created a massive problem which can be handled by improved colleges and universities which are aware and fully capable of meeting their responsibilities. Since the national interest is deeply involved, the Federal Government has a stake in the successful solution.

I urge your favorable consideration of this bill.

Thank you very much, Madam Chairman and members of the Committee, for the privilege of appearing before you.

WHEREAS, It was with deep regret that West Virginia Library Commission learned of the death of Mrs. Oliver H. Shurtleff on January 4, 1965. Her service as a member of the Commission from 1940-1960 was of inestimable value to the libraries of the State of West Virginia and deeply appreciated by the West Virginia Library Commission; therefore be it

RESOLVED, That the deep appreciation and feeling of loss by the West Virginia Library Commission be made known to her son, Edgar McCulloch Shurtleff.

/s/

Mr. Earl E. Rich, Chairman

/s/

Mr. O. R. Karickhoff

/s/

Miss Mary Ella MacDonald

/s/

Mrs. Harry G. Gillespie

/s/

Mrs. William B. Hopkins

/s/

Miss Dora Ruth Parks
Executive Secretary

WORKSHOP FOR STUDENT LIBRARY ASSISTANTS

Again this summer the Department of Library Science at West Virginia University will sponsor a Workshop for Student Library Assistants, open to high school young people who have been giving service in public or school libraries and who intended to continue in this capacity. Graduates of June, 1965 are also eligible if they plan to become librarians.

Participants will live in the halls of residence and eat at the Mountainlair during the week. Small group activities will be conducted in various areas of the campus, including the Library. There will be informal sessions, in which the student assistants will discuss their common problems and exchange ideas for doing their jobs. They will have actual practice in book repair, exhibit planning and execution, book discussion, use of reference books, story telling, operating audiovisual equipment and evaluating films and filmstrips. They will visit interesting spots on the different campuses of the University and meet attractive personalities among the students and faculty. They will have access to the recreational facilities of the Mountainlair in addition to the other social events, which are being planned.

Dates of the Workshop are July 25-31 and total fees, \$25.00 plus a small assessment for insurance.

Application blanks have been sent to the secondary librarians listed in the West Virginia Educational Directory and to those in neighboring states who had a representative

at the 1964 Workshop. If anyone in these categories was missed it was entirely unintentional. If this was the case and you are interested in having further information about the Workshop at this late date, you may write to:

Olive D. Lewis
Department of Library Science
West Virginia University
Morgantown, West Virginia

SUMMER STUDY IN LIBRARIANSHIP

The following West Virginia Colleges and Universities will offer courses in librarianship during the summer months.

CONCORD COLLEGE, Athens, West Virginia

First semester (June 14 - July 16)

| | |
|---|---------|
| Lib. Sci. 210 Reference and Bibliography | 3 hrs. |
| Lib. Sci. 331 Cataloging and Classification | 12 hrs. |

Second Semester (July 19 - August 20)

| | |
|--|--------|
| Lib. Sci. 332 Cataloging and Classification II | 2 hrs. |
| Lib. Sci. 340 Administration of School Libraries | 3 hrs. |

GLENVILLE STATE COLLEGE, Glenville, West Virginia

First semester (June 7 - July 9)

| | |
|---|--------|
| Lib. Sci. 414 School Library Administration | 3 hrs. |
| Lib. Sci. 428 Library Practice | 3 hrs. |

Second semester (July 12 - August 13)

| | |
|--------------------------------|--------|
| Lib. Sci. 428 Library Practice | 3 hrs. |
|--------------------------------|--------|

MARSHALL UNIVERSITY, Huntington, West Virginia

First semester (June 9 - July 19)

| | |
|--|--------|
| Lib. Sci. 315 Reference and Bibliography | 3 hrs. |
| Lib. Sci. 401 History of Books and Libraries | 3 hrs. |
| Lib. Sci. 404 Book Selection for Children | 2 hrs. |
| Lib. Sci. 405 Book Selection for Adolescents | 2 hrs. |
| Lib. Sci. 450 Library Practice | 3 hrs. |

Second semester (July 14 - August 17)

| | |
|---|--------|
| Lib. Sci. 301 Teacher and Library Service | 3 hrs. |
| Lib. Sci. 310 Organizations and Administration of School Libraries | 3 hrs. |
| Lib. Sci. Administration and Operation of Libraries | |
| Lib. Sci. Government Publication and Special Material | |

SHEPHERD COLLEGE, Shepherdstown, West Virginia

First semester (June 7 - July 16)

| | |
|--|--------|
| Lib. Sci. 306 Reference and Bibliography | 3 hrs. |
|--|--------|

Second semester (July 19 - August 21)

| | |
|--|--------|
| English 202 Backgrounds of Children's Literature | 3 hrs. |
|--|--------|

WEST VIRGINIA UNIVERSITY, Morgantown, West Virginia

One session only (June 14 - August 21)

| | |
|--|--------|
| Lib. Sci. 101 Reference and Bibliography | 3 hrs. |
| Lib. Sci. 203 Library Materials for Children | 3 hrs. |
| Lib. Sci. 205 Book Selection for Secondary Schools | 3 hrs. |
| Lib. Sci. 222 Field Practice | 3 hrs. |
| Lib. Sci. 223 Cataloging and Classification | 3 hrs. |
| Lib. Sci. 230 Library Resources for the School Curriculum | 3 hrs. |
| Lib. Sci. 309 Seminar | 3 hrs. |
| Lib. Sci. 310 Special Topics | 3 hrs. |
| Lib. Sci. 311 Problem Report | 3 hrs. |

WHO'S WHO IN LIBRARY SERVICE

Who's Who in Library Service, 4th Edition, a biographical directory of professional librarians, will be published in the Fall of 1966 under sponsorship of the Council of National Library Associations and other organizations, with the additional cooperation of library schools throughout the country. Questionnaires for this first revision since 1955 will be mailed to professional librarians in September. It is expected that the new edition will contain full biographical sketches of 15-20,000 likely respondents who are active or working librarians, archivists, or information scientists, connected with all types of libraries in the United States and Canada (the 1955 volume contained some 11,000 biographies).

Guidance for the inclusiveness of the project is offered by an Advisory Committee consisting of Gertrude L. Annan, Pauline Atherton, Harry Bitner, Robert H. Blackburn, David H. Clift, Jack Dalton, Elizabeth Ferguson, John A. Humphry, Bill Woods. The book will be prepared under the general editorial supervision of John H. Ottemiller, Associate University Librarian of Yale University. Lee Ash, library consultant, who was Co-Chairman of the Council which produced the third edition of Who's Who in Library Service will serve as editor; Martha Sullivan will be assistant editor. Shoe String Press of Hamden, Connecticut, will be the publisher of the volume which will be issued in new format.

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DATES TO REMEMBER

American Library Association Annual Conference,
July 4 - 10, Detroit, Michigan.

Workshop for Student Library Assistants,
July 25 - 31, Department of Library Science,
West Virginia University, Morgantown.

TRI STATE ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES
Fall Meeting: Saturday, 16, October, Pittsburgh Fich Art
Museum Library.

PLEASE NOTE THE CHANGE OF THE PLACE OF WVLA CONFERENCE

West Virginia Library Association Annual Conference,
November 4 - 6, The Greenbrier Hotel, White Sulphur Springs.

* * *

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The Hostesses and hosts promise each school librarian who visits the Hospitality Room a warm welcome, some refreshments, and a chance to meet new friends.

The room will be open starting Monday, July 5th. The room number and the hours will be posted in the lobby of the Statler-Hilton Hotel.