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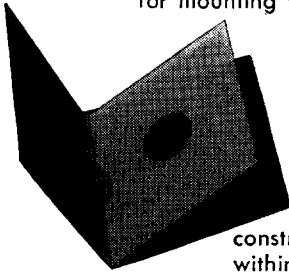
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The Role of Library Services In Fundamental Education Field Programs

DR. DOROTHY WILLIAMS COLLINGS, Educational Liaison Officer
Department of Public Information, United Nations, New York City

FLEXIBILITY OF APPROACH is essential if library services are to measure up adequately to their potential role in making technical assistance effective. I should like to consider this main theme from the point of view of the needs faced by field workers and villagers working together at the grass-roots level for better living through field programs of fundamental education.

Fundamental Education

First the factual and conceptual frame of reference within which the problem is set should be reviewed. Here the basic questions are: what is fundamental education, why is it needed and how does it fit into the over-all pattern of economic and social development, particularly through technical assistance?

Fundamental education is a term first proposed by an international committee of experts called together by UNESCO in 1947 and since made widely current through international usage. Fundamental education may be defined as the kind of minimum and general education that aims to help adults and children who do not have the advantages of formal education understand their immediate problems and to provide them with the attitudes and skills needed to enable them to participate fully, as individuals and citizens, in the social and economic progress of their community.¹

Fundamental education thus represents the emergency educational aspects

of the problem of stimulating economic and social development. It is necessarily broad in scope and, although based on local needs, it includes generally the following fields: health education, the control or eradication of endemic disease, better sanitation and hygiene, improved mother and child care and welfare, agricultural extension work, the development of handicrafts and small industries, the organization of co-operatives, literacy teaching, and other aspects of cultural and vocational adult education. In itself a remedial measure, it is deeply concerned with the extension and improvement of adequate universal free and compulsory school education, as the only ultimate solution to the problem of satisfactory education for all.

Why is fundamental education needed? The latest available data compiled by UNESCO indicate that in many areas of the world the majority of the population is illiterate and a reasonable estimate is that half the world's people still cannot read or write.² The same study further indicates, on the basis of data covering 109 countries and territories, that at least half the world's children of school age (5-14 years inclusive) were not receiving any kind of school education in the year 1952 and thus are growing up to be adult illiterates.³

Moreover, these data tell only part of the story. The greatest obstacles to social progress—poverty, ignorance and disease—form a tragic circle, each being in part the cause and in part the result of the others. The fact is that more than half the earth's people are chronically hungry, sick and poor.⁴

Paper presented before the Social Science Division, June 6, 1956, at the SLA Annual Convention in Pittsburgh, Pennsylvania.

They suffer from mass diseases like malaria and yaws which modern science knows how to control and cure. They live in substandard housing and work for starvation wages. They cannot read or write because they have never had the opportunity to learn. They have an average life expectancy of about 30 years. Most of them live in remote villages or in the teeming slums of cities in economically underdeveloped areas in much of Latin America and most of the countries of Asia, Africa and the Middle East. These are chiefly newly independent countries, many of which are faced with conditions of political unrest as well as with the stresses and strains attendant upon economic and social change.

Every government is now wrestling with these problems according to its abilities. But economic and social development is a long, difficult and expensive process and demands in general far greater resources, both human and material, than most of these countries can provide by themselves. Mutual aid provided through the joint efforts of the world community is urgently required.

These realities are the reasons for the operation of the many bilateral, regional and international programs of technical assistance in today's world.

Library Services In Field Programs

For effective operation, two distinct types of library services are required by field programs of fundamental education: (1) special library services to meet the needs of the technical and specialized field work experts and the demands of leadership training; and (2) public library services for the whole community, including both children and adults. In practice, these two types of library service must often be combined, but in fact the materials, services and skills required by each type of service are so distinctly different that the practical necessity of

combining them into one operation simply further complicates an already complex situation. Thus, for purposes of clarity, I shall indulge in the luxury of considering them as separate operations.

I shall also refer rather frequently hereafter to the program of the Arab States Fundamental Education Centre (ASFEC), now operating in Egypt under the joint auspices of UNESCO, the United Nations and the other specialized agencies in collaboration with the Governments of Egypt and the other Arab States. Illustrations could equally well be drawn from other field programs; it is simply that I know the ASFEC program at firsthand.

Special Library Services

The function of the special library in field programs of fundamental education is to provide the technical materials and services needed by field work experts (e.g., public health doctors and nurses, sanitary engineers, agricultural extension workers, adult literacy teachers, etc.) and their local counterpart personnel to assist and illuminate their programs of social and economic planning, action and leadership training.

Naturally the materials and services needed depend on the particular program concerned. For instance, the essential functions of UNESCO's Arab States Fundamental Education Centre in Egypt are:

1. To train leaders to take charge of fundamental education in the Arab countries. The total student body at any given time consists of 160 mature men and women selected and sent in teams by the governments of their respective nine Arab countries for an 18 month period of training.
2. To devise and produce printed and audio-visual materials for use with adults and children in programs of fundamental education adapted to the needs of Arab countries.
3. To establish and operate a regional clearing house for the exchange of re-

In a newly established village library, a UNESCO trainee utilizes a kerosene-operated projector to present an educational filmstrip to an interested audience.

search, information and documentation within the Arab countries and with relevant agencies active or interested in fundamental education in other parts of the world through appropriate means, including publication where necessary.

The Centre's internationally recruited staff of experts numbers about 30 people, including some from Arab countries and others from many different parts of the world. The Centre's method of work in leadership training for fundamental education comprises three main elements: classroom instruction, laboratory and workshop sessions (especially for the production of printed and audio-visual materials) and practical demonstrations and field work in 14 nearby villages.⁵

Library materials and documentation are needed in the ASFEC program, as they would be in most other field programs, for the following purposes:

1. To provide an understanding of the basic principles that must be taken into account if fundamental education is to result in desirable social change. In this connection, for example, the penetrating volume edited by Margaret Mead and entitled *Cultural Patterns and Technical Change*, (Paris: UNESCO, 1953, 348 p. Reprinted as a Mentor book by New American Library, New York, 1955, 352 p.) is of first priority importance for policymakers or field workers in technical assistance.
2. To provide essential background facts and understanding of the country and region concerned. This is particularly important in international work, where the experts, although highly skilled in their professional fields, have usually never before been in the country they are helping and thus have little precise knowledge or understanding of the country or its people. Understanding of the community and the



UNESCO: Arab States Fundamental Education Centre.

culture is a requisite to the success of fundamental education programs, as to any aspect of technical assistance.

3. To provide suggestions for improving the methods, techniques and materials needed daily in the practical field work and demonstration programs. For example, in the field of adult literacy teaching a great deal more is known about the psychology of adult learning and the nature of the reading process than is commonly made use of in most literacy campaigns. A book such as Dr. William S. Gray's new study, *The Teaching of Reading and Writing* (Paris: UNESCO, 1956, 284 p., Monographs on Fundamental Education X), which embodies the findings of an extensive international survey made for UNESCO, would be invaluable in this work. As another main problem, there is in most countries a notable lack of suitable printed and audio-visual materials for adults just emerging from illiteracy. Some of the drab, uninteresting and indeed pedagogically unsound materials now in use would have to be seen to be believed. Yet some remarkably excellent, varied and inexpensive materials have been produced in such places as Mexico, Puerto Rico, Brazil and the Sudan which were found most suggestive in the Centre's program of producing attractive primers, follow-up read-

ers, posters, flash cards, wall newspapers, films and filmstrips for use in fundamental education programs throughout the Arab countries.

Sources Of Information

As in other special library service, most of the materials needed in the ASFEC program, as indeed in most programs of technical assistance, are generally both difficult to locate and to secure. The main sources include:

1. Government publications selected from among those issued in the country or region in which the field program is located and from countries in other parts of the world. Typical items include the national census of one or more countries; reports and special studies of the ministries of education, health, agriculture and social welfare; laws relating to the above fields; handbooks and official government manuals; and similar material.
2. Selected publications of the United Nations and its specialized agencies, especially UNESCO, FAO, ILO and WHO. UNESCO's monthly *Education Abstracts* and its special international bibliographies on such subjects as health education, literacy teaching and agricultural extension work are the basic bibliographic tools in this field. Other UNESCO publications such as the *World Handbook of Educational Organization and Statistics*, *International Directory of Adult Education*, and the series, *Monographs on Fundamental Education*, are indispensable. So also are such UN publications as the annual *Statistical Yearbook*, *Demographic Yearbook* and *World Economic Report* and such special studies as the *Review of Economic Conditions in the Middle East*; FAO's *Agricultural Development Papers* and WHO's *Expert Committee Series*.
3. The importance of journals in a field still as new as fundamental education must be stressed, e.g., UNESCO's quarterly *Fundamental and Adult Education*

Bulletin; Overseas Education and Community Development Bulletin, both issued in London; the *Indian Journal of Adult Education* and *Kurukshetra*, published in India; *Adult Leadership*, published in the United States, and other periodicals of like nature.

4. Some commercially published periodicals and pamphlets.
5. Selected textbooks and teachers guides, especially those intended for adult classes as well as some for elementary schools.
6. Unpublished materials, including typescript reports of field work projects completed or in progress, mimeographed documents and university theses and dissertations, are also important sources of data on fundamental education.
7. Audio-visual aids, including films, filmstrips, photographs and recordings.

These materials must first be gathered from sources around the world and then they must be processed for ready use. In most field programs which are international in character, processing involves not only the cataloging and classification of sizable quantities of material in the various categories indicated, but also the translation and reproduction (usually by mimeograph but occasionally by printing) of key items into the working languages and the preparation of needed abstracts and bibliographies.

For example, in the ASFEC program in Egypt, a dictionary-type card catalog serves as a guide to an open-shelf collection comprised chiefly of materials written in Arabic, English and French, with a scattering of items in other languages, e.g., Spanish. A sizable amount of teaching materials needed in the leadership training program on such topics as methods of conducting community surveys and techniques of making and using audio-visual aids in teaching are translated, particularly from English into Arabic. These topics illustrate fields in which there is still an acute shortage of original material produced in Arabic. Similar shortage, it is

safe to say, will be found in needed types of materials in other languages in many countries or regions of the world where technical assistance programs are in operation.

As a further step in the process of leadership training for fundamental education, the ASFEC program, through its production division, also creates printed and audio-visual materials (including posters, charts, filmstrips and films) needed in programs of fundamental education, and disseminates them, through the Centre's regional clearing house, to the various Arab countries of the Middle East. Two quarterly journals are also issued regularly—the Arabic editions of UNESCO's *Education Abstracts* and *Fundamental and Adult Education Bulletin*, as are teaching manuals, study kits, and other aids.

It should be emphasized again that the ASFEC program has been referred to not because it is unique but because it provides a practical example of the kind of special-library materials and services that have proved useful in the field and that can serve considerably to strengthen the effectiveness of technical assistance programs at the leadership level.

Public Libraries Services

At the grass-roots level, effective programs of fundamental education must begin with felt needs. For example, they may and often do start with control of a top priority health problem existing in the area, such as malaria or bilharziasis, or with various means of securing more food or cash income quickly, such as beekeeping or rabbit raising, or with a public works project, such as road building. However, in such programs aimed at helping people to solve their daily problems, sooner or later the ability to read and write is found to be essential.

Once large-scale literacy teaching has begun, the need for public library service becomes manifest. It is clearly illog-

ical to expend the considerable amounts of time and money necessary to teach people to read and write without then furnishing them with the means of using and increasing their newly acquired skills through the provision of carefully selected printed and audio-visual materials and assistance in their use.

In general, the public library located in a fundamental education area will seek to serve these main purposes:

1. To support and reinforce the fundamental education program, both in general and in specific elements.
2. To provide effective services for children and young people, including service to schools.
3. To provide needed information and reference services.
4. To provide, where needed, adequate services for special groups, e.g., women and girls or special language groups, in order to ensure service to the whole community.

Since typical programs of fundamental education are located in areas where effective public and school libraries simply do not exist, as a start the agency or body administering the program usually has to stimulate the planning and provision of library service, in collaboration with the villagers. This should be done on a demonstration basis for a limited period only (usually 3 to 5 years). Meanwhile, every effort should be made from the very beginning to enlist the active interest and support of relevant government authorities so as to ensure the continuity of the program once the demonstration period is over.

It is not possible to discuss in detail here the procedures and problems involved in the development of public library service in fundamental education areas. Fortunately, however, a considerable and increasing body of field experience and recorded data exists which would well repay careful study, both by librarians and by administrators responsible for the planning and implementa-

tion of technical assistance programs. In particular, attention is called to the important work and publications of UNESCO in this field.⁶

Summary and Conclusions

Considering fundamental education as a typical field work subject, let me sum up some of the ways libraries can help make technical assistance effective:

1. A far wider and more effective range of what may well be termed special library materials and services are needed in many, if not most, such field programs of technical assistance than are now provided.
2. In most field work areas, it may be safely taken for granted that if such materials and services are not planned for and developed by the program itself, they will not be available.
3. The provision of useful documentation processed for ready use, adds another dimension to technical assistance. Also, the very considerable *expertise* such documentation contains can remain in the country whereas after a limited time individual experts leave.
4. The provision of special and public library services in the context of appropriate field programs of technical assistance makes possible a dramatic demonstration of the role dynamic li-

brary services can play in improving the skills and knowledge needed for better living. Hence field libraries would not only serve to enhance the effectiveness of the immediate technical assistance program but also they could give important impetus to the course of library development everywhere.

CITATIONS

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 4. *Preliminary Report on the World Social Situation*. New York: United Nations, 1952, 180 p.
 5. *Sirs-el-Layyan: Light and Hope for the Arab World*. Paris: UNESCO, 1955. 26 p.
 6. For full discussion, see the UNESCO publications published in Paris: *Libraries in Adult and Fundamental Education*, 1951, 179 p. (especially p. 103-49); *Development of Public Libraries in Latin America*, 1952, 196 p; *Development of Public Libraries in Africa*, 1955, 154 p.
- For examples of specific field programs, see, GARDNER, FRANK M. *The Delhi Public Library Project* (UNESCO Occasional Papers in Education, No. 16), 1952, 26 p; WILLIAMS, DOROTHY G. Library Programme of the Arab States Fundamental Education Centre, Egypt, *Fundamental and Adult Education Bulletin*, vol. 6, no. 4, October 1954, p. 146-51.

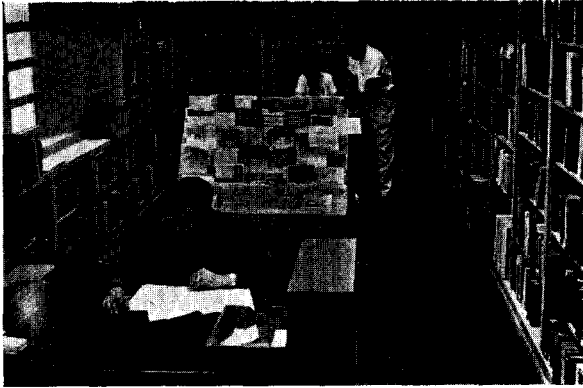
A Special Library In An Arab Culture

MARY ELIZABETH HARTZELL, Librarian

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dom of Saudi Arabia. These questions may be matters of current interest, historical subjects or problems likely to arise in the future in the fields of government, religion, law, sociology, geography and archaeology. The personnel of the division includes Arabists,



Seal—Aramco

The author, Mary Elizabeth Hartzell (rear), helps a client with a research problem in the Arabian Research Division Library in Dhahran, Saudi Arabia, while her part-time Arab assistant (foreground) checks in a new technical periodical.

translators, specialists in political affairs and an archaeologist.

The work of the division requires that a well-stocked reference library be available at all times. For this reason the library is located in the same suite of offices as the rest of the staff. The materials include books, periodicals, maps, newspapers and microfilm.

The scope of the collection includes standard reference works and materials of all sorts on Arabia, Arabs, Islam and the history, geography, anthropology, sociology, archaeology, religion, literature, languages and art of the Middle East. There are approximately 7000 items in the library. Books and periodicals circulate to company personnel, with occasional limitations imposed by the immediate requirements of the division's research program.

Modified Dewey Decimal Classification

The library is classified according to a modified form of the Dewey Decimal Classification. As every librarian knows, that classification is designed for Western concepts of the fields of knowledge and makes very scant provision for the Eastern world. The modifications used in this library are intended to compensate for that fact. The principal differences occur in 000, 200, 400, 800 and 900. Even if the library were to be consolidated with a scientific and technical collection, this modified system would

still work because no changes have been made in 300, 500, 600 and 700.

The modified sections are as follows (only those numbers which differ from Dewey and are in actual use are shown):

- 014 Catalogs of manuscript collections, arranged alphabetically by city (followed by country where necessary); e.g., 014/C—catalogs of manuscript collections at Cambridge, England. 014/I—catalogs of manuscript collections at Istanbul, Turkey.
- 100 Philosophy (philosophy of Islam to be classed with Islam in 240)
- 200 Religion
- 210 Natural religion
- 220 Christianity
- 230 Islam
- 230.9 History of Islam (as a religion only)
- 231 Koran (original and all translations)
- 232 Commentary on the Koran
- 233 Concordances to the Koran
- 234 Muhammad the Prophet
- 239 Legends of Islam, Koran, Muhammad (includes Muslim tales of Jesus, Mary and other figures from the Bible)
- 240 Islam, theology and philosophy
- 241 Sunna theology and philosophy
- 242 Shi'ah theology and philosophy
- 243 Other heresies and sects
- 244 Religious orders, e.g., Mevlani dervishes
- 245 Pilgrimages, shrines, personal religion
- 250 Muslim society

- 250.55 Muslim society in Iran*
- 250.66 Muslim society in Egypt
- 251 Shari'ah (Muslim law)
- 251.1 Hanbali school of law
- 251.2 Hanafi school of law
- 251.3 Maliki school of law
- 251.4 Shafi' school of law
- 251.96 Shari'ah in Africa
- 252 Hadith (Traditions of Muslim law)
- 253 Government
- 254 Relations with non-Muslim societies
- 255 Morality and ethics
- 260 Judaism
- 270 Other religions
- 300 Works on Muslim economics, taxation, law in Muslim countries which is not part of Shari'ah (e.g., civil codes of Turkey and Egypt), marriage, divorce, children, the status and customs of women and allied matters are classified in the appropriate sections of the 300 schedule.
- 400 Philology
- 420 Arabic and other Semitic languages
- 420.1 Inscriptions
- 421 Arabic writing (but see 745.6 for calligraphy as an art)
- 422 Etymology and semantics
- 423 Dictionaries
- 424 "Modernization" of Arabic (e.g., discussions of modernizing vocabulary and style of Arabic for writing about science, technology and political economy)
- 425 Grammar
- 427 Dialects, patois, slang
- 428 Texts and readers for learning Arabic
- 429 Other Semitic languages
- 430 Iranian languages, divided as in Arabic
- 440 Turkish languages, divided as in Arabic
- 450 Languages of India
- 460 Germanic languages
- 461 English
- 462 German
- 463 Scandinavian languages
- 464 Dutch
- 470 Greek, Latin and Romance languages
- 471 Greek
- 472 Latin
- 473 Italian
- 474 Spanish
- 475 French
- 480 Slavic and other languages of Europe
- 490 African languages
- 491 Hamitic
- 491.2 Coptic
- 491.3 Berber
- 495 Collections, festschriften, on Oriental linguistics
- 800 Literature
- 820 Semitic literatures
- 821 Arabic literature
- 821.01 Criticism
- 822 Arabic poetry (regardless of country of origin)
- 823 Fiction, including Arabian Nights Entertainments
- 824 Essays
- 825 Oratory
- 826 Letters
- 827 Drama
- 828 Anecdotes, sayings and other forms of literature not included above
- 829 Other Semitic literatures
- 830 Iranian literature (as Arabic)
- 840 Turkish literature
- 850 Indian literature
- 859.11 Pakistani literature
- 859.12 Pakistani poetry
- 860 English literature (including American)
- 870 Latin, Romance, Greek literature
- 880 Slavic literature
- 890 African literature
- 900 Geography and history
- 913 Antiquities
- 913.51 Antiquities of Arabia
- 913.54 Antiquities of India
- 913.55 Antiquities of Iran
- 913.56 Antiquities of Turkey (subdivided as 915.6)
- 913.60 Antiquities of Africa (subdivided as 916)
- 914 Geography of Europe
- 915 Geography of Asia (including books on the Middle East as a region)
- 915.1 Arabia (the peninsula)
- 915.2 Kingdom of Saudi Arabia
- 915.21 Hejaz
- 915.211 Mecca
- 915.212 Medinah
- 915.22 Nejd
- 915.23 Eastern Province (formerly called al-Hasa)
- 915.24 Asir
- 915.25 Rub' al-Khali
- 915.3 Yemen and South Arabia in general
- 915.31 Aden Colony and Protectorate
- 915.311 Socotra

* Perhaps 259.55 would be a better adaptation here. Several such changes are under consideration.

- 915.32 Hadhramaut
- 915.321 Dhufar
- 915.33 Muscat
- 915.34 Oman
- 915.35 Trucial Coast
- 915.351 Qatar
- 915.36 Bahrain Islands
- 915.37 Kuwait
- 915.4 India (Peninsula and Union)
- 915.45 Pakistan
- 915.459 Pashtunistan
- 915.46 Himalayan states
- 915.47 Kashmir
- 915.5 Iran
- 915.55 Caucasus
- 915.56 Turkey and the Ottoman Empire
- 915.61 Syria
- 915.62 Lebanon
- 915.63 Palestine (Biblical and Mandate)
- 915.64 Jordan
- 915.65 Israel (modern state only. See 260 for Jews)
- 915.66 Iraq
- 915.67 Armenia
- 915.68 Kurdistan
- 915.7 Afghanistan
- 915.75 Central Asia
- 915.79 Russian Asia
- 915.8 Ceylon
- 915.83 East Indies
- 915.85 Southeast Asia
- 915.87 Far East
- 915.9 Oceans and seas around Asia
- 915.91 Mediterranean Sea (includes islands, e.g., Cyprus, Malta)
- 915.911 Black Sea
- 915.92 Red Sea
- 915.93 Indian Ocean
- 915.94 Persian Gulf
- 915.95 Eastern Seas
- 916 Africa
- 916.1 Morocco
- 916.2 Spanish Morocco
- 916.3 Algeria
- 916.4 Tunisia
- 916.5 Libya
- 916.6 Egypt
- 916.61 Suez Canal
- 916.62 Sinai Peninsula
- 916.7 Sudan
- 916.8 Ethiopia
- 916.81 Eritrea
- 916.82 Somaliland
- 916.9 Sahara
- 916.91 Remainder of Africa
- 920 Collective biography
- 92 Individual biography
- 930 Ancient history (subdivided as 915)
- 950 History of Asia (including Caliphates and Crusades)
- 951 Arabia and the Arabs
- 952 Saudi Arabia (divided as 915.2)

- 953 Yemen and South Arabia (divided as 915.3)
- 954 India (divided as 915.4)
- 955 Iran (divided as 915.5)
- 956 Turkey and the Ottoman Empire (divided as 915.6)
- 956.3 Palestine (including Latin Kingdom of Jerusalem)
- Remainder of 950 as 915.
- 960 History of Africa (divided as 916)

It can be seen from the above schedule that local considerations have played a large part in setting up a classification scheme for the Arabian Research Division library. Comment on each section follows:

000

014 is the only exception here. Catalogs of Oriental manuscripts are extremely heterogeneous in subject matter. Arrangement of them by geographical location of the collection is the simplest system. To arrange by person requires the cataloger to make too many decisions regarding author, editor, compiler or owner. An example is the collection at Cambridge University, once published under E. G. Browne and now continued under A. J. Arberry. Arberry is also the editor of the Beatty collections in Dublin.

100

The library's collections in philosophy are almost entirely Islamic.

200

The effects of local conditions are immediately evident in this section. It must provide for the ramifications of Islam, with only a small part for comparative materials. Many subdivisions were necessary, but it was considered desirable to avoid the long numbers which the use of Dewey would entail. Moreover, it will never be necessary to use the other 200's in this library as Dewey uses them.

In considering a classification for Islam it is necessary to remember that religion, philosophy and law are almost inseparable to the Muslim. The classical works of Islam cannot easily be separated under such heads. The Koran, as

the revelation from God, stands by itself, above all else. The classification of the other aspects of Islam represents an attempt to reach a workable compromise between the all-embracing view of the classical Muslim scholar and the somewhat more logical ideas of the West on how to arrange a library. At the same time, some regard had to be paid to the rapidly emerging literature on modern Islam and its problems, written by Muslims who have been influenced by Western practice.

Broad classification has been followed in most cases. If we ever find ourselves faced with a roomful of books on the "two-and-seventy jarring sects," it will be time enough to worry about close classification. The four schools of the Shari'ah (Muslim law, 251) offered a ready-made division, of which immediate advantage was taken.

300

This section works very well as Dewey has laid it down. The collection is small and will enlarge only as works on each country appear.

400

Here is another section which required adaptation for use in a library devoted to Arabic matters. The library's books on Western or Indo-European languages are confined to dictionaries and a few works on English usage. But dictionaries and grammars of Arabic are endless. They began with the first spread of Islam and have increased with every generation. To Arab grammarians and lexicographers we must add modern Orientalists and linguists who study the local dialects as well as the classical tongue. For one or two shelves of European languages, we have ten or twelve of Arabic. The academies of Cairo, Baghdad and Damascus add volumes every year. We therefore relegated English and other languages to an obscure place at the rear and gave Arabic, Persian and Turkish a wider range of numbers.

500 And 600

Science and technology remain the same in any tongue, so it was not found necessary to alter Dewey. Where geographical divisions are required, the local adaptation is followed. This collection is a small one, including such books as there are on the natural history of Arabia and a selection of standard texts and handbooks for the use of the staff of translators.

700

Dewey is followed here also. The collection is a selective one and does not require close classification.

800

Like the 400 section, literature has been extensively realigned. The profession of letters is traditionally a highly honored one in Asia, and Arabic literature has a long and profuse history. Poetry is still considered the highest form. Impromptu contests and verse-capping are still practiced in both town and tribe. Poetry is, therefore, the most numerous category after religious works. Early Arabic poetry is important for research on the Arabs because it reflects forms of language, social conditions and history antedating the rise of Islam and of written classical Arabic.

While providing for the classical approach to Arabic literature, the classification scheme had also to take into account the rise of modern Arabic literature, in which the drama, short story and novel are now taking their places. This is especially true in Egypt.

No attempt has been made to distinguish between the literatures of Egypt, Syria, Lebanon, Iraq and various states of the Arabian Peninsula and North Africa, for all of which classical Arabic is the literary language. Such a distinction could be introduced easily by applying Dewey's principle of mnemonics and adding geographic numbers.

Works by authors of Turkish birth or residence who wrote in Persian are classified with Persian literature; e.g., the poetry of Jalal al-Din Rumi, born of

a Central Asian family, lived in Konya under the Seljuq Turks, wrote in Persian, is classified 832.

900

Geography and history have been drastically realigned within the continental divisions. 5 still means Asia and 6 means Africa, but there the similarity ends. The Arabian Peninsula was our first responsibility. Classification was somewhat complicated by the fact that material on Arabia is also concerned with Arabs, who range over large areas outside the Peninsula, and with Islam, which covers many nations whose peoples are not Arab. Consequently, some arbitrary lines have been drawn.

The geographical section presented no great problems. History is another matter. Here the classification may seem quite arbitrary, and so it is. The history of Arabia and the history of the Arabs have been lumped together because they are usually published that way. The history of the Caliphates is treated as part of the history of Asia because it includes countries and peoples not Arab. Further experience may indicate that this distinction should be discarded and the history of the Caliphates included with the history of the Arabs. The history of the Crusades is another borderline case, where local usage suggests that it belongs with the history of western Asia. The history of Muslim Spain uses the regular Dewey number for the history of Spain.

The history of Turkey contracts instead of spreading. Here 956 represents the history of the Seljuq and Ottoman Turks in Asia Minor and neighboring areas except Iran, and the further divisions represent the modern successor states of the Ottoman Empire as it stood at the end of the First World War. Histories of Turkey, empire and republic, are placed in 956. Histories of Syria, whether Ottoman or not, are placed in 956.1; e.g., Hitti's *History of Syria*. Histories of Iraq are placed in 956.6; e.g., Longrigg's *Four Centuries of Modern Iraq*.

The history of Muslim Africa is easily arranged. Provision was made for East Africa because of its close contacts with Arabia throughout history. The remainder of Africa is of interest mainly as an area of Muslim missions, and such books more often fall in the 200 section.

Antiquities and ancient history are used only where extremely scholarly works in these fields might confuse the collection of more modern periods. Very detailed, scholarly studies of the ruins of Baalbek and Palmyra will fall in 913.561 and 913.562, but Haddad's guides to the sights of Lebanon and Syria are classed in 915.61 and 915.62. Rostovtzeff's *Social and Economic History of the Hellenistic World* falls in 938, not in 950.

This classification schedule has been in use for over four years, with minor adjustments as the need arose or experience suggested. The most likely area of further change appears to be the 200 section. However, Islamic literature, as distinguished from Arabic secular letters, is sufficiently inclusive in its point of view to indicate that great caution should be exercised before it is divided too closely. Even this brief review of the schedule has suggested a number of changes to the author and has shown up numerous small and large wrinkles which need smoothing out.

Cataloging The Library's Materials

The library's catalog is the conventional dictionary type, with entries by author, title and subject. Library of Congress printed cards are used as far as possible. In addition to books, periodicals are analyzed and entries made by author and subject for pertinent articles. This is necessary because there is no adequate index service for the area covered. Material in European languages is quite well surveyed. The better journals in Arabic now need to be carefully reviewed for the same purpose.

The catalog system also includes an author and title list of Arabic books, a

shelf list, and a card bibliography of the Library of Congress collections on the Middle East as far as cards are now available.

In the main catalog the principal problems are the form and transliteration of Oriental names and special subject headings. There is an endless need for cross references of personal names. The system of transliteration for entries in the main catalog is the one recommended in the *ALA Cataloging Rules*, with three exceptions.

No macrons or dots are used. Those who know Arabic can do without them most of the time so far as the catalog goes, and those who don't know Arabic will never know the difference! The principal requirement in the transliteration system is that words be readily transliterated back into the Arabic alphabet. This can almost always be done. For cataloging purposes, phonetics do not enter the picture.

The form of an Arab name to use for entry is not nearly so simple. Writers who have established a name according to Western custom are treated in the Western manner, with entry under the surname: e.g., Hitti, Philip Khuri; or either of the Houranis. Hourani, however, can be spelled Hurani and often is. A "see-also" is a must. There are a number of authors writing in English or French who use the surname Husaini—which can appear as Huseini, Hosseyni, Housseyni and about six other spellings, all pronounced nearly the same. A man has the right to spell his name as he pleases, so his own usage is followed and the necessary cross references are added. This problem does not arise in the Arabic author cards because there is only one way to spell each of the vast majority of Arab names in the Arabic language.

In the Arabic author catalog, the principal problem is the determination of the form of the author's name. Family surnames are rare to the point of non-existence. For this reason it has become customary to enter under the di-

rect form of the author's name, relegating all by-names to the rear. However, a thorough knowledge of the components of an Arabic name is necessary in order to pick out the correct elements for entry on a catalog card. There is also the matter of length. The full name of the theologian Ibn Taimiya requires three lines of a single column of the *Encyclopaedia of Islam*. We usually stop with the father, adding *kunyas* and other descriptive names as seems necessary, and the dates according to the Western calendar. In this particular instance we would settle for "Ahmad ibn 'Abd al-Halim . . . Ibn Taimiya . . . al-Hanbali, Taki al-Din, 1263-1328."

Ibn Taimiya and the historian Ibn Khaldun provide two excellent examples of another problem. Should Arab authors be entered under the direct form of their names only, or should exceptions be made for authors who are best known by some other form? In actual practice, this library uses Ibn Taimiya and Ibn Khaldun, with their dates. Cross references are made from the direct form of the names. This type of exception is used sparingly, however. Either form requires cross references from the other and from all other possible forms of entry. Whatever form is chosen, the same form appears in both the main catalog and the Arabic author, title and shelf lists. In general, the *Encyclopaedia of Islam* and C. Brockelmann's *Geschichte der Arabischen Literatur* are used as authorities for form of names and dates.

Although Arabs do not use family names, there are families that have names. Examples are the Al Sa'ud (ruling house of Saudi Arabia), Al Bu Sa'id (ruling house of Muscat) and Al Sudairi (prominent Saudi family). The "Al" in this case is not the Arabic definite article, "al-", meaning "the", but the Arabic word meaning "house of" or "family of", or even "dynasty." When it is necessary to enter these in the catalog, they appear as "Sa'ud family" and "Sudairi family."

The subject headings used in the catalog follow the Library of Congress list, with appropriate additions. For example, there is an important type of underground irrigation canal in the Middle East which is called a *qanat* in most places but is also known as a *falaj*. We use the word *qanat*, with "see" references from *falaj* and canal. There are many terms peculiar to Arabic literature and Islam which are very useful as subject headings and they are employed where necessary.

Periodicals, atlases, maps and microfilm are kept in separate files, and their classification has so far been a simple affair. Periodicals are arranged alphabetically by title (with Arabic items transliterated) and are filed in Princeton files. Atlases are shelved flat on the trays of a standard atlas case. Maps are filed by country in horizontal plan files. Microfilm is divided into two files—long runs of newspapers in one and single titles in the other, by author. Current files of Arabic newspapers are kept in binders and shelved by title.

Periodicals are recorded in a Kardex, in which all Arabic titles have been transliterated so as to keep the record in one alphabet.

Other Library Operations

The binding of books cannot now be done in the vicinity of the library because good binding materials are hard to obtain. In general, when purchasing books from Cairo or Beirut, the book order includes instructions to have all books purchased in paper covers bound in boards and buckram before shipping to Arabia. Occasionally a small shipment is sent to Mecca or to Beirut for binding. Such shipments, however, involve much paper work, many formalities with the local authorities, and air shipment, and we keep them at a minimum. The actual cost of binding, not including shipping, is reasonable and need not exceed one dollar a volume.

Pamphlet binders are used in many cases, especially for small monographs, reprints and photostats. This keeps the pamphlet file very small, and such material is used more often because it is found on the shelf with larger works on the same subjects.

The library system of the company is still rather informal. The three professional librarians, R. F. De Angelis (New York), F. J. Harsaghy (Dhahran, Central Technical Library), and M. E. Hartzell (Dhahran, Arabian Research Division), maintain informal liaison at all times. Exchange of information, services and materials is continuous. The Arabian Research Division Library provides information and material within its subject field to all parts of the company, whether requested by a library or an individual. The Arabian Research Division lends material within the company's field operation only. Nothing is lent outside the Kingdom because of the time, distance and shipping formalities involved.

Non-company visitors are always welcome in the library. An Arab friend or two are usually in the reading room. They may be local neighbors or travelers from other parts of the peninsula whose friends bring them in to see the library. From time to time a local government official calls for information.

We have attempted to keep the changes which have been made within the framework of a familiar system. As the library grows, and it is growing with alarming speed, other modifications may seem desirable. We feel, however, that it should remain basically as it is, pending possible establishment of a "Middle Eastern Dewey" by the new library associations and the large university and public libraries of Cairo, Beirut, Damascus and Baghdad. Libraries are a growing concern in the Middle East, and their experience and opinions will be of increasing interest to all librarians faced with a collection such as that of the Arabian Research Division.

Assignment In Ankara

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ANKARA, chosen in 1923 to be Turkey's capital city, is today a populous mixture of the old and the new, the good and the bad and of the long history of Asia Minor and present day Anatolian Turkey. Reminders of the Hittites, Greeks, Romans, Ottomans and of Atatürk are visible all over the city in museums, monuments, temples, mosques, walls, fortresses, public buildings and narrow streets. On the other hand, national government offices, foreign embassies, multiple-apartment houses, cinemas, night clubs, trolley buses and dozens of newspapers constantly remind the people of the import and the impact of the present.

All this by way of saying that setting up a modern, relatively well organized commercial-industrial library in Ankara can be one of the most rewarding, one of the most fascinating, and at the same time one of the most frustrating experiences known to man; known to this man, at any rate.

Dr. Lawrence S. Thompson has described the libraries and the library movement in Turkey at some length and in some detail in an article entitled "Libraries of Turkey" (*Library Quarterly*, vol. 22, July 1952, p. 270-284). Since his report a few more American-inspired office libraries have been set up in faculties of universities and an Institute of Librarianship has been established in the Literature-History-Geography Faculty of Ankara University with the cooperation of the ALA and the Ford Foundation.* Slowly and, it is hoped, surely, by demonstration and admonition, by consultation and

education, gradual improvements are being made in the existing traditional patterns of Turkish libraries and of Turkish librarianship.

As interest in modern library services and techniques is increasing, more and more requests for information and for help are coming to the National Library, to the United States Information Service libraries in Istanbul and Ankara and to the Institute of Librarianship at Ankara University. Information, guidance and moral support these libraries can give, but on-the-spot physical help and the necessary continual personal direction for extended periods of time they can not give—there just are not enough hands or hours in the day, much as these groups wish there were.

One such request for guidance and for on-the-spot direction came to the Institute of Librarianship at Ankara University in the early fall of 1955 from the Secretary General of the Union of Chambers of Commerce, Industry and Commodity Exchanges of Turkey. He was quite concerned about the effectiveness of the Union's growing collection of books and periodicals and he hoped something could be done to transform the primitively organized collection into an up-to-date working reference library and information center. Furthermore, he was prepared to back and promote the necessary project and, what is equally important, to obtain the money (Turkish lira and United States dollars) to pay for it.

It was just about the same time that Elmer Grieder, director of the Institute, learned I was coming to visit a friend in Istanbul on my way back to New York from Tokyo. Through my friend, he wrote to me while I was

* Ludington, Flora Belle. Kütüphanecilik bölümü. *Library journal*, vol. 80, January 15, 1955, p. 122-3.

still somewhere east of Suez (and a bit south) to find out if I would be interested in at least visiting Ankara and the Union of Chambers of Commerce to make a preliminary survey of the library situation and perhaps to suggest a plan of action.

By the time I reached Port Said it was agreed that I would stop off in Ankara long enough to make a preliminary survey. After I had spent several days with the Union and had returned to Istanbul presumably en route to New York, I agreed (somewhat reluctantly I must admit) to stay in Turkey for three months to undertake the job of organizing the library, the job my own survey said should be done as soon as possible. Everyone concerned agreed that three months was not long enough, but even that short time postponed my expected though non-dated arrival in New York by just that much; besides I was beginning to feel the need to be "re-charged" both intellectually and economically. But back I went to Ankara, full of professional purpose and public spirited helpfulness, for what turned out to be three mighty busy months.

The Union's Position In Turkey

The Union of Chambers of Commerce, Industry and Commodity Exchanges of Turkey was established by law with certain important responsibilities aimed primarily at encouraging and developing Turkish industry, commerce and economic life generally. One of its duties is to act as liaison between member chambers and the Government and between member chambers and their foreign counterparts. Another is to prepare industrial and commercial reports, either on its own initiative or on request, for use by both foreign and domestic manufacturers, bankers, business men and other interested groups in assessing actual and potential marketing and manufacturing needs inside and outside Turkey. Still another responsi-

bility is to advise Turkish government bodies on laws, regulations and other matters dealing with commerce and industry in any and all fields, including such currently important measures as industrial standardization, agricultural products grading, materials allocation and industrial and minerals development.

The membership of the Union is made up of all the chambers of commerce, chambers of industry, commodity exchanges and combination bodies of these three that are in the country—131 different groups in 1955. The headquarters staff consists of graduate engineers, trade and commerce experts, industrial and business advisors, translators, technical writers and editors, a liaison section, personnel and financial section, secretaries, clerical help, the required number of *odacilar* or office boys to run errands and to bring the morning and afternoon Turkish coffee, and, most recently, a librarian. The Secretary General, a dynamic, Swiss-educated lawyer, is chief administrator, policymaker and arbiter. The professional men are all university-trained in Turkish universities and in universities in France, Germany, Switzerland, England and the United States.

The librarian, a former teacher of English incidentally, had been a translator-typist who was assigned the job of keeping track of the books and periodicals which came to the Union in ever-increasing numbers. She had received guidance, help and encouragement from the American Library in Ankara, the Institute of Librarianship, the National Library and from friends in other libraries in Ankara but like most librarians in Turkey she was otherwise untrained in library matters.

As a quasi-governmental organization, the Union receives many official government publications, Turkish and foreign, and many OEEC and UN publications in both English and French. Since it is the top body in Turkey among the chambers of commerce and

similar agencies, it receives most publications of Turkish groups as well as a great many of national and local trade and commerce groups all over the world; many of these publications are received in exchange for the Union's own weekly newspaper.

As a trade, commerce and industry promotion agency, the Union must have the outstanding economics and business papers from England, France, the United States and wherever else seems necessary. For a time it was also receiving as a gift from the ICA a miscellaneous assortment of American trade journals, apparently chosen by the simple expedient of copying all the titles from random pages of Ulrich. Because the Union is concerned with industrial production and minerals exploitation it must have the necessary technical journals in the fields of its immediate interest. The Union's staff engineers, lawyers, economists and other experts must also have basic background, research and reference works in the broad areas in which they are advising, promoting, developing, consulting, cautioning and preparing definitive reports.

The Union's Library Problems

In truth, the Union's library had no problems which could not be solved by adequate housing and equipment, bibliographic and procedural organization and trained personnel. The same can be said for any library in the world! The major difference, however, is that outside the United States and, to some extent, Western Europe and perhaps Russia, even the very concepts of organization, training and the library itself (as we know it) do not exist except in

Miss Gülten Gökay, librarian of the newly established library of the Union of Chambers of Commerce, Industry and Commodity Exchanges of Turkey, checks the shelf list file in the desk especially designed and built for most efficient library use.

those few places where Americans and UNESCO personnel are introducing these ideas. But only the ideas exist; there still are no physical, tangible, observable, operating indigenous libraries in our sense of the term "library," with, to be sure, a few exceptions. Building one of these "exceptions" was my assignment in Ankara.

Books, magazines, pamphlets and newspapers had been coming to the Union for some time before it was generally felt some arrangements should be made for keeping records of their receipt and location in the building. Any staff member could order what he wanted with the expectation that when the item came, it would be shelved (if he had shelves), put, placed or stored somewhere in his own office. Eventually, however, the cupboards, desk drawers, shelves and side tables all were full in one office or another, and the overflow had to be put somewhere else, usually into one of the secretaries' or typists' rooms. These, too, in time filled up, so some publications found their ways into the basement storage room along with duplicate copies of Union publications, stored stationery and other supplies.



The first recording of holdings, therefore, was made of the publications already in the building. These were all numbered and entered in a large record book by title with other necessary information about the publication noted in designated spaces. The location within the building was entered in its column, the only clue to the whereabouts of the item and a not too satisfactory one since books and magazines had a way of being somewhere else when they were hunted. New acquisitions were added as they were received, numbered as they came in and "located" in some office. Occasionally duplicates showed up because different persons had ordered the same titles. Frequently desired publications could not be found in their recorded locations. It was becoming apparent that something should be done about a proper acquisition procedure and, what was more important, adequate housing for the acquisitions.

As time went by, other records were started: a rudimentary author-title file on varicolored cards; a limited subject file by extremely general topics with a work occasionally classified by the first word in its title, a rather usual procedure in many libraries I visited; a card record of periodicals received and a record of the persons to whom the periodicals were routed when they were received. After the part-time librarian was appointed, a correspondence folder was assembled and added to in an effort to centralize library-like activities.

These steps were in the right direction, but because of the part-time aspect of the work, the lack of properly designated lines of authority and responsibility, the impossibility of centralizing orders, the inadequacy of the classification scheme, the incompleteness of basic records, the nonexistence of any centralized space set apart as a library, and the inexperience of anyone available in Ankara who might possibly do something about the deficiencies, matters continued to go from bad to worse.

It certainly was no one's fault that these conditions existed in such a minor part of the organization as the library. They existed other places, too, and not only just in Ankara, Turkey. The ideas of *order* and of *system* as we know them are not the universal attributes of all men as some of us are wont to suppose. Nor, I should add, are such concepts as time schedules which must be adhered to. The wonder is not that jobs are done so poorly, but that, like Dr. Johnson's dog who tottered acceptably on his two hind legs, they are done at all. Perhaps the real wonder is that someone was concerned about trying to improve conditions as he found them in that minor part of the organization. But, as I have implied earlier, the Secretary General is an exceptional person.

Attempts At Solutions

If the Union's new library and information center could have appeared full blown, like Minerva from the brain of Jupiter, everyone concerned would have been satisfied. Planning, building, moving, training, typing, lettering, cataloging and so on all take time, yet everything needed to be done at once and three months seemed such a short time. Accordingly, the first few weeks were quite automatically apportioned into blocks of hours each day during which some part of the project would be concentrated on. No small portion came to be devoted to public relations of one sort or another: trying to obtain decisions, answering questions on English semantics, meeting visitors, establishing the location of the library (that took three weeks itself) after refusing various basement rooms and out-of-the-way spaces, waiting while the muezzin cried the time for prayer, having Turkish coffee or tea mornings and afternoons, and other semi-professional time-fillers.

Nothing could be done about designing, much less building, shelves and library furniture until the room had been designated, so other matters were taken

care of first. A centralized order and acquisitions procedure was established very early. Request forms for purchases were printed and distributed to the staff. Order forms in triplicate and in both Turkish and English for overseas purchases were printed. Arrangements were made with selected dealers to handle book and periodical orders. An order file was organized and simple accounting procedures were developed.

Each morning for a set period training sessions were held with the librarian to discuss present day ideas of librarianship, filing, answering questions, classification, and so on, always trying to demonstrate clearly and simply just what is meant when we use certain terms. From time to time libraries in Ankara were visited to point out good (and bad) features in their operations and to learn from their experiences by simplifying, eliminating, avoiding, improving their more traditional procedures.

Emphasis was placed on classification and cataloging problems and on the form of the eventual card catalog itself. Until our own copy of the 15th edition of Dewey came, we borrowed one from the Institute and concentrated on classifying books from their contents rather than from the title as many of the other libraries did. We settled on Dewey rather than UDC or some other system simply because it would serve easily and well. The National Library itself was in the process of adopting a classification scheme and the odds were in favor of the DC, and if DC were adopted in the National Library it would probably be adopted in other Turkish libraries. In addition, the DC was being translated into Turkish which meant even broader use in the country.

We did make a few adjustments to the local conditions; the DC is, after all, primarily a system for classifying American works in American libraries, not Turkish. In law, for instance, we interchanged United States law and Turkish law, and in the geographical section we gave Turkey a whole num-

ber (955) which we exchanged with Iran (956.1 in the Union's scheme). A few numbers were expanded as in Dewey the 14th, the 338's, for example, one of our busier classes.

Akers' *Simple Library Cataloging* was our cataloging guide which we followed rather strictly with only a very few local exceptions. After considerable study and consultation we decided on a classed catalog as being most suitable under the given conditions: 1) the expected development of the library into an information center for the Union; 2) the complete absence of accepted or standardized subject headings in Turkish; 3) the apparent impossibility of translating many English, German and French terms into Turkish with the same connotations; 4) the heavy emphasis on non-Turkish materials in the library; 5) the necessity of having a Turkish subject index in spite of these other facts since Turkish is the one language common among all users; 6) the expected method of use of the library so that the librarian could quickly gather together all information on a particular topic which a staff member might request by telephone; and 7) the economic fact that a small number of books must serve many purposes, thereby requiring more complete analytics.

The catalog consisted of an authority section filed alphabetically, a classified section filed numerically (alphabetically within numbers) and a subject index to the numerical classes. The index included all possible terms for each of the numerical classes because definitions of terms in many of the fields represented were not yet established in Turkish and those that were, were not too well known. The cards in the classified section have their class numbers in the upper right-hand corners and their call numbers to the left of the first few lines of text. To the present index will be added the pertinent sections of the translated index to Dewey when it is finally available, perhaps making it possible to eliminate

some of the more colloquial terms currently being used.

Everything in print in the library is being classified, and all complex works are being analyzed. Many of the books in the library are in the LC author catalog, a copy of which is in the National Library, so these books were quickly classified from LC cards, allowing for local ground rules. The others were treated as separate problems for our discussion sessions; those in Turkish, old or new, were identified by experts in the Union as being on one or more subjects which could be found in Dewey and then classified along with the rest. Some attention was paid to the geography of the information since questions frequently were asked about conditions in certain countries; accordingly, provision was made in the classed catalog for country breakdown of subjects. Similarly, form divisions were used for periodicals, trade directories, statistics and other like materials.

After a handsome conference room, 14 by 17 feet in size, was selected as the location for the new library, shelving had to be designed, built and installed as did the card catalog case and an acceptable, convenient librarian's desk—to say nothing of book ends, pamphlet boxes, shelf labels and other necessary equipment. These projects took time, first sketching them and then discussing the items with carpenters or any one else who might be prepared to make them. Five carpenters were in on the bidding for the wood work, for instance, and it took two weeks to select one.

The catalog cards themselves had to be cut from sheets of heavy paper and then punched, and, for good reason, done over again. The desk was built to include small drawers for a shelf list and the order file, larger drawers for the periodicals checking record cards and for stationery and supplies, a storage space for the old accession book, and an open shelf for useful books such as Dewey, Akers and Jackson's *Technical Libraries*. A few persons felt the

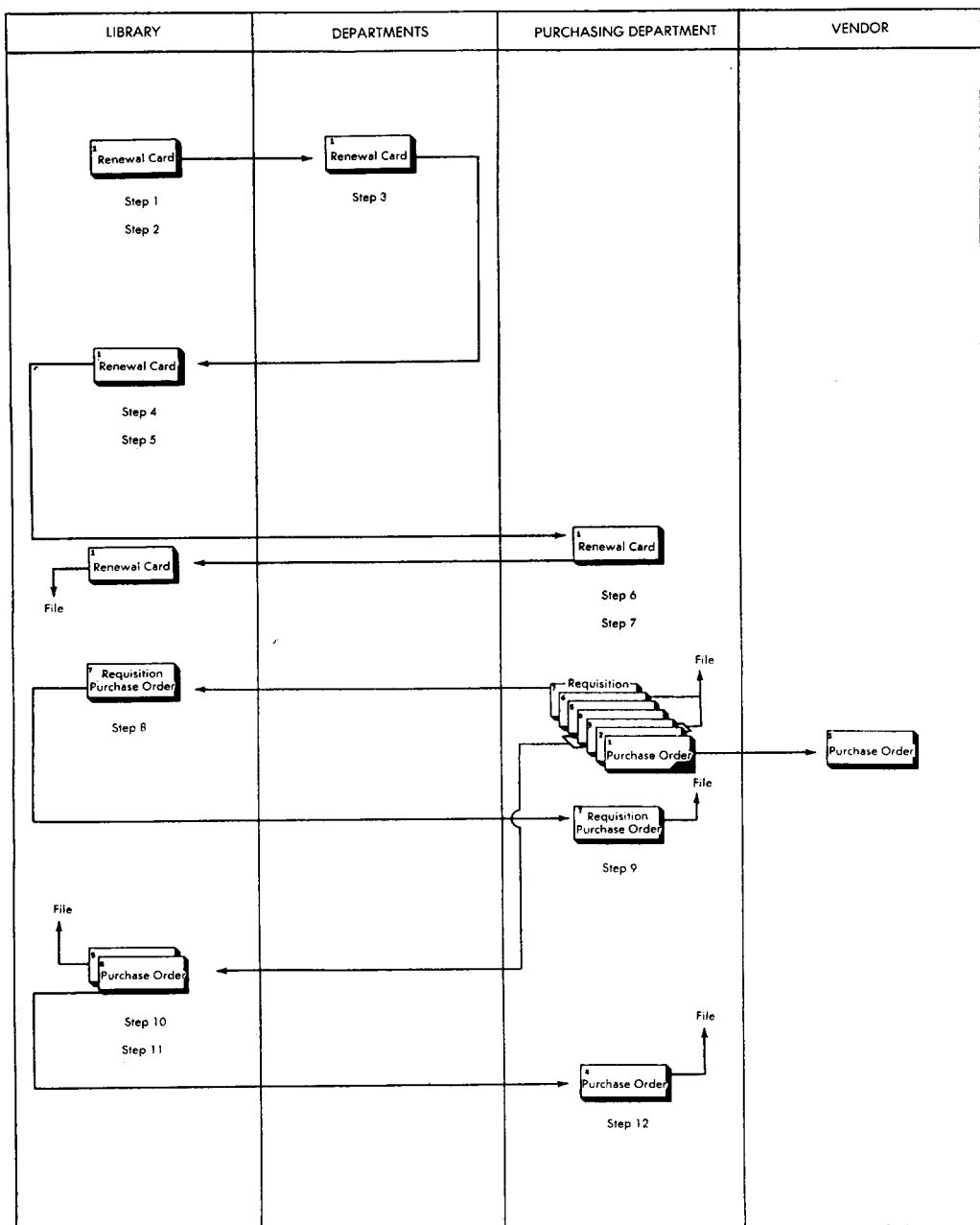
desk was larger than the librarian's position allowed, but these objections tended to die down after it was shown that convenience and usefulness rather than prestige were the deciding factors in the design of the desk.

A simple circulation system was instituted and arrangements were made to route important current periodicals and newspapers. A complete, point-by-point staff manual was drawn up with suggestions for further improvement, development or change as the occasion arose. Articles were published in the Union's paper on the general importance of good libraries and on the particular importance of the Union's library with suggestions for the establishment of similar libraries throughout Turkey. Occasional visitors were shown what was being done and were encouraged to ask questions, make comments and to build better libraries.

It must be emphasized that without the continuing interest and cooperation of all members of the Union and especially of the Secretary General, Dr. Cihat Iren, the project could not have been virtually finished within the three months allotted; a few odds and ends were left well-begun. The continuing interest of many of the librarians in Ankara, especially Dr. Adnan Otügen and his staff at the National Library, made the work seem a bit of a cooperative effort. And, of course, the encouragement and professional help from Mrs. Emily Dean, librarian of the American Library in Ankara, and from Elmer Grieder, director of the Institute of Librarianship in the University, were invaluable.

On top of all that, the Union, and I, were fortunate in having such a willing, interested, patient and apt librarian to work with as Miss Gülten Gökay who is carrying on the work in the library. With its expected 5,000 volumes of books and 125 current periodicals, the Union's library may well set the pattern for the Turkish special library of tomorrow, with modifications, of course.

Flow Chart Of Procedure For Renewing Periodicals



A Periodicals Renewing System

MRS. MARION D. MINARD, Librarian, Shell Oil Company, New York City

WITHIN the last three years the volume of material and the attendant clerical details for renewing periodicals had increased at least 60 per cent and covered 1170 periodicals. Simplification was necessary.

A 5 x 8 renewal card was prepared, in duplicate, for each periodical. Each form contained the briefest possible information, including department originating order, date and extent of subscription, price, vendor code number, and columns for marking renewals or cancellations for five years. The original cards were filed according to departments originating the orders; the duplicates were filed alphabetically by periodical title and served as a control while the originals were in circulation and as a reference throughout the year.

Each September the original cards are used to renew or cancel subscriptions by the procedure outlined on the accompanying flow chart:

Step 1: Periodical renewal forms for all subscriptions expiring at the end of the year are extracted from the file.

Step 2: Cards are sorted into sections for each department and sent to the administrative manager of each department, with a covering memo, for decision whether to renew or cancel.

Step 3: Administrative manager distributes cards to each sub-department manager. They check the cards for periodicals to be renewed in black and x in red those to be discontinued. Administrative manager approves all subscriptions and cancellations in a blanket letter and returns letter and cards to the library by October 1.

Step 4: Cards are sorted into renewal and cancellation piles, and the duplicate renewal forms are made to conform with cards returned by departments.

Step 5: Renewals are approved by the librarian and office service manager. Original cards are resorted according to vendor and then sent to purchasing department for procurement, along with a blanket requisition covering all subscriptions to be renewed.

Step 6: Purchase orders (7 copies of each) are typed in the purchasing department. Copy 7 of each order serves as a requisition form.

Step 7: Requisition copy 7 is sent to the library for approval and the periodical renewal cards are returned to be filed again in a departmental file.

Step 8: The librarian and office service manager approve requisition copy 7 of purchase orders, thus giving substance to the renewal cards for internal audit and other review purposes, and return them to purchasing department.

Step 9: The purchasing department files the requisition copy, number 7, as well as copies 2, 3 and 6. Copy 1 of purchase orders are sent to vendors and copies 4 and 5 go to the library.

Step 10: After the first issue of each subscription has been received in the library, librarian signs copy 4 of the purchase order and returns it to the purchasing department.

Step 11: Copy 5 of each purchase order is filed in the library.

Step 12: Purchasing department matches copy 4 with open copy and files them by established procedure.

This procedure, established with the help of the methods and procedures department, eliminated three lengthy, separate typings. A complete set of cards is typed only once every five years. The clerical time saved after the first year of setting up this procedure was enormous.

BOSTON:

From Beacon Hill To Research Row

IT IS QUITE an order to compress a large and complex city into a few pages. Boston, as everyone knows, is an old city; yet it is also an ever-changing city striving to keep up with the times. Some visitors have said that in appearance it is one of the most English or European cities in the United States, yet travelers from abroad would quite likely emphasize the differences. Thus Boston is a city of contrasts, where historic Faneuil Hall (its lower floors, incidentally, still used as a public market) is now in the shadow of an elevated highway and the towering John Hancock Insurance building overlooks the romanesque Trinity Church.

Like most metropolitan areas today, Boston is faced with growing pains and traffic problems. In fact, this condition is worse here than in many places, because the city is contained on three sides by water and because (as everyone knows) the streets were laid out in very crooked fashion on old cow paths. I take with a grain of salt the story two girls from Wyoming told me about how they drove into Boston via the Sumner Tunnel and were in Plymouth before they dared to stop. But the traffic problem is one reason for the widespread demolition and highway construction going on, which the visitor notes even as he steps out of the South Station. As might be expected, the efforts to ease motor traffic congestion and to improve dilapidated areas sometimes conflict with the interest in preserving historic buildings, but so far the two seem to have been kept in balance.

Boston is unique in being a large city surrounded by other cities which, if by themselves, would also seem large. Thus, just across the Charles River, is Cambridge, important for industry as well

as for education, and nearby are Somerville, Everett, Malden, Waltham and Brookline (still technically a town), to mention a few. Many of the colleges and an increasing number of industrial plants are in the surrounding towns.

The Statler Hotel, Convention Headquarters, is pretty much in the heart of things, and a few minutes walk will take one to a number of points of interest. A lovely and relatively peaceful spot, within sight of the hotel, is the Public Garden, a miniature Central Park. I feel sorry for the grown-up who is too old to enjoy a ride on the swan boats in the lagoon. The Public Garden is distinct from the adjoining Common, which, dating from the time when it really was a common grazing ground for cattle, is much more plebian. Also not far from the hotel is the architecturally interesting Copley Square, with its quartet, the Boston Public Library, the Old South Church (not to be confused with the real Old South), Trinity Church and the Sheraton Plaza Hotel. A short walk farther west brings one to the Christian Science Monitor Building, with its walk-in transparent world globe.

The ladies will doubtless soon discover the various specialty shops in the Back Bay area in the vicinity of Copley Square. The larger stores are along Tremont and Washington Streets, east of the Common. One of the first things many visitors to the city seem to want to see is Filene's bargain basement.

A short walk up either the Beacon Street or the Park Street side of the Common brings one to Beacon Hill, the State House and the Boston Athenaeum. It is not true, as one of the sightseeing bus drivers is supposed to have said, that the Athenaeum serves tea to the public every afternoon, but

This statue of one of Boston's most famous revolutionary patriots, Paul Revere, stands appropriately in a square near the Old North Church from whose belfry hung the lantern signaling that the British were about to march to Concord and Lexington.



Trans World Airlines, Inc.

I am sure that many visiting librarians will want to see it. The Legislature, aware of the wisdom of preserving the old flavor of the Hill, recently provided that no architectural changes are to be made without the permission of a board of experts. I doubt if this includes the old and uneven brick sidewalks, but there was a time when the ladies of the Hill even rose to defend them.

A short walk from Park Street in the other direction takes one to the market district, to the North End, where the Old North Church looks down on a newer Italian colony, and to the water front, where T-Wharf provides a home for artists and restaurants, as well as fishing boats and sea gulls.

A pleasant way to see any city is from a convenient body of water; the Charles River provides that opportunity in Boston. Motor launches leave from the Boston side near the Hatch Music Shell at regular intervals and furnish a leisurely half-hour ride up as far as the Harvard Stadium. On the Cambridge shore one sees Research Row, a designation which would include Godfrey L. Cabot Company, National Research Corporation, the various Massachusetts Institute of Technology buildings (some with Greek domes) and other establishments. On the Boston side are the Massachusetts General

Hospital, the various homes and apartments along Beacon Street and the new campus of Boston University. Farther up the River, on the Cambridge side, are the Harvard Houses and across from them, the Harvard Business School. Another fine way to observe the layout of a city is to go up in some tall building; the Observation Tower of the John Hancock Insurance building is ideal.

If one wants to go much farther afield, public transportation is necessary. To the newcomer, Boston's subway system may seem fearful and wonderful, but the key is Park Street (not to be confused with Park Square which is near the Statler Hotel). Here, on the upper level, trolleys, which eventually come out into the open, proceed to such places as Symphony Hall, the Art Museum and the Harvard Medical School. On the lower level runs the subway from Cambridge to Dorchester, which starts at Harvard Square and passes the South Station.

There are places in Boston to interest persons of many tastes. Fortunately a night at the Pops is being planned; these concerts are one of the musical highlights of the season. The Fenway will be a mecca for art lovers for here are located the Museum of Fine Arts and the Gardner Museum. The latter contains the collection of the fabulous Mrs.

Jack Gardner; its courtyard, filled with flowers, is a special attraction.

Speaking of flowers, the Arnold Arboretum in Jamaica Plain should be especially beautiful at the end of May. It is operated by Harvard University and maintained as a public park. Those interested in natural history and science will want to visit the Museum of Science, located on the causeway at the lower end of the Charles River Basin. A number of garden-type factories, many specializing in electronics, are springing up along Route 128, a new highway circling the Greater Boston area.

Many visitors are attracted by the large number of colleges in the area. Boston University and M.I.T. in Boston and Cambridge respectively have already been mentioned. Northeastern University and Simmons College are also in Boston, while Harvard and Radcliffe are in Cambridge, though Harvard spills over into Boston too. Harvard Square is very much a business center, but the Yard, though not called a campus, is still a pretty good example of one. Boston College is attractively situated on a hill, just over the line in Newton. Tufts is on another hill in Medford, and Brandeis, the newest of

them all, is building up its modern campus in Waltham. In addition to the three chapels at Brandeis, the new chapel and auditorium at M.I.T. are also of considerable architectural interest. These institutions, together with the research departments of the various industrial companies, make this area renowned for its research facilities.

Some may wish to prolong their stay in order to visit historic Concord and Lexington, Marblehead and Salem, Cape Ann with its artists and its fishing boats, and Cape Cod with its beaches. Or they may want to use Boston as a springboard for tours to the White Mountains of New Hampshire and the rocky coast of Maine. Shore dinners may attract some, or a visit to some historic or scenic spot may intrigue others. We trust that information about places to eat, libraries to visit and tours will be available at the time of the Convention. Meanwhile, be assured that the old canard that Bostonians are cold and unapproachable is thoroughly exploded. In fact, it is said that New England is a second home for all Americans; come and prove it so.

ROBERT W. LOVETT, *Convention Committee*

Spanish Special Librarian Arrives Under Jointly-Sponsored Program

Miss Maria Serrallach, chief librarian of the chemistry department at the University of Barcelona for 18 years, is the fourth of six librarians to come to the United States under the Jointly-Sponsored Program for Foreign Librarians. This program was planned and arranged in 1956 by the International Relations Committees of the Special Libraries Association and the American Library Association and the Department of State, International Educational Exchange Service. Each participating librarian spends approximately 11 months as a visiting staff member of an American library which provides a maintenance allowance and the opportunity to gain professional library ex-

perience. The International Educational Exchange Service is responsible for international travel expenses and one month of travel in the United States.

Miss Serrallach will spend 11 months on the staff of the University of Notre Dame Library. She is the author of *Bibliografía Química*, published in Barcelona in 1946, and since 1941 has been a well-known reference authority on microfilming and photocopying. She is also a certified translator of French and German and has organized and supervised translation groups in Barcelona. Her articles on librarianship have appeared in *Bibliotecario* and *Afinidad*.

MRS. ELAINE AUSTIN BLEDSOE, SLA Member
on Jointly-Sponsored Program Committee

The 22nd Session Of IFLA: A Report

THE TWENTY-SECOND MEETING of the International Federation of Library Associations (IFLA) took place in Munich, Germany, from September 2-4, 1956. The program included meetings of the Federation Internationale de Documentation (FID), International Association of Agricultural Librarians and Documentalists, International Association of Medical Librarians and Documentalists, International Association of Music Libraries and International Organizations for Standardization. About 60 members of the IFLA Council and 20 to 30 observers took part in the sessions.

The opening address of the IFLA President, Dr. P. Bourgeois, Director of the Swiss National Library, was largely concerned with two general topics—developments in international bibliography and the future of the scientific journal. Dr. Bourgeois discussed new bibliographical undertakings on an international scale. One of them was the bibliography of the various entertainment groups or, if you wish, show business, now being prepared by a new section of IFLA. He also spoke about the financial difficulties of an international group of theological libraries in trying to start a similar undertaking in their own field of endeavor.

Important reports were presented by various committees. According to the report of the Committee on Cataloguing Rules, the following will be subjects for future investigation: sources for subject headings, control of cross references, headings for geographical names and changes of names. The Committee on Periodicals and Serial Publications expressed the wish that national selective bibliographies of current periodicals be published and that lists of duplicates be organized with a view to facilitating international exchange.



Karl A. Baer, SLA representative to the conference, chats with Dr. T. P. Sevensma, Secretary of IFLA and Director Emeritus of the Library of the University of Leyden.

The joint IFLA-FID Committee on Professional Education has ceased its activities following the publication of the results of the investigation of Madame Briet. The Executive Bureau of the Council has now decided on follow-up investigations concerning points affecting both education and recruiting.

Various groups like the hospital libraries and the agricultural librarians and documentalists made important decisions concerning their publications—newsletters and abstract journals.

The Union Catalogues Section presented a lengthy report on the development of union catalogues and international loans. It was interesting to see the overwhelmingly passive balance of the Iron Curtain countries in this field. The ratio was about 10-1.

The standardization of library statistics was another problem that came up for discussion, and various suggestions were made to supplement the statements and suggestions made in the UNESCO publication entitled *International Statistics on Libraries and Book Production* (March 14, 1956).

KARL A. BAER
SLA Representative to IFLA

Have You Heard . . .

Members in the News

MARY ANGLEMYER has resigned as assistant editor of the Dewey Decimal Classification to serve for one year as research and library specialist in UNESCO's Fundamental Education Centre, Ubol, Thailand. Miss Anglemyer was director of library service in the USIS Library in Bangkok, 1949-53.

LILLIAN HAMRICK, head of the reference section in the Library of Congress' Technical Information Division for five years, has been appointed assistant chief of TID.

HELEN JANE JONES recently became librarian of the National Cash Register Company, Electronics Division, Hawthorne, California. She was formerly with the Lockheed Aircraft Corporation, Missile Systems Division Library, Van Nuys, California.

ANNE J. RICHTER, book editor of the R. R. Bowker Company, has been selected by the nearly 1000 members of the Women's National Book Association as the recipient of the 1957 Constance Lindsay Skinner Award which is given annually to a woman who has made an outstanding contribution to the world of books.

Coming Events

ASLIB ANNUAL CONFERENCE. The Conference and the Annual General Meeting will be held at the Grand Hotel, Scarborough, England, May 20-22, 1957.

NATIONAL MICROFILM ASSOCIATION will hold its annual meeting April 1-3 at the Sheraton Rochester Hotel in Rochester, New York.

SYMPOSIUM ON SYSTEMS FOR INFORMATION RETRIEVAL. The School of Library Science, Western Reserve University, and its Center for Documentation and Communication Research will present, with the Council on Documen-

tation Research, a demonstration of systems for the organization, storage and retrieval of recorded information and a symposium on information-handling problems and techniques. The three-day program, April 15-17, is an outgrowth of the Conference on the Practical Utilization of Recorded Knowledge held in January 1956, and will bring together 20 or more information systems devised or adapted by their users to meet specific problems. Machines will also be demonstrated but working systems will be emphasized. A model information center will be set up on the university campus and answers to questions asked in Cleveland will be routed to various mechanized information files in the United States and abroad. In this way both high-speed transmission methods and rapid searching techniques will be shown in operation. Special Libraries Association is one of the professional organizations co-sponsoring the symposium and demonstrations.

TWE-STW Merger Approved

Officers of the Association of Technical Writers and Editors (TWE) and the Society of Technical Writers (STW) announced a merger of their organizations following a two-day joint national convention held in New York in November 1956. At the same time preliminary discussions were held with a third professional group, the Technical Publishing Society (TPS), and it was agreed that steps be taken to implement the merger of all three groups.

The Executive Board and Advisory Council

of Special Libraries Association will meet at the Sheraton-McAlpin Hotel, New York City, on February 28, March 1 and 2, 1957.

Conference on Scientific Information

The National Science Foundation, National Academy of Science—National Research Council and the American Documentation Institute have announced plans for a jointly sponsored International Conference on Scientific Information, to be held in Washington, D.C. in November 1958. Papers and review panels will concentrate on seven general areas: scientists' requirements for scientific literature and reference services; abstracting and indexing services for storage and retrieval of scientific data; effectiveness of monographs, compendia and specialized information centers in storing and retrieving information; characteristics of existing systems for organizing data for storage and search; problems in designing new systems for information storage and retrieval; theory of organizing knowledge for storage and search; and research and training in scientific documentation and operation of information services. Participation in the conference will be limited to 150 specialists in the fields to be discussed. Further information about the conference may be obtained from Dr. Alberto F. Thompson, Executive Secretary, International Conference on Scientific Information, National Academy of Sciences—National Research Council, 2101 Constitution Ave., Washington 25, D.C.

Letter to the Editor

We are now planning a comprehensive reprint and photocopy service for *Management's DocuMation Preview* readers. Photocopies will be made immediately on our premises from a master copy of each article. We are currently thinking in terms of a charge of \$1 for a reprint or five page photocopy.

Incidentally, your readers may be interested to know that a limited number of copies of my paper, *The Preparation of Printed Indexes by Automatic Punched-Card Equipment—A Manual of Procedures*, Johns Hopkins University Medical Indexing Project, March 24, 1953, 16 p., are available upon request.

EUGENE GARFIELD, President
DocuMation, Inc.
Woodbury, New Jersey

Harvard to Publish Source Books

Harvard University Press will publish and distribute the series of *Source Books in the History of the Sciences*, originally published by McGraw-Hill. Three volumes in the series are now available: *A Source Book in Astronomy*, *A Source Book in Mathematics* and *A Source Book in Chemistry*. Several out-of-print volumes in the series will be re-issued and others are in preparation.

Ten Commandments

The following ten requisites for map librarians were compiled by Ena Yonge, map curator, American Geographical Society. They were reprinted from a past issue of SLA's *Geography and Map Division Bulletin* in the hope that they will apply to—or at least amuse—other librarians.

1. Have the strength of a Goliath.
2. Be at least 6 feet all (map drawers and atlas shelves are on the up and up, as there is no room to spread sideways).
3. Be as stubborn as a mule (never let a map or a consultant get the better of you or out of your sight!).
4. Have the patience of a saint (for the same consultant).
5. Be a mind-reader (for the same consultant).
6. Be a diplomat (see above).
7. Be a combination Sherlock Holmes and Scotland Yard (to track down lost maps and to deal with recalcitrant borrowers).
8. Be able to understand all languages, both written and spoken.
9. Be a general handyman (to deal with broken map cases, torn maps, broken down files, etc.).
10. Be a bloodhound of the first order (needed for map acquisition work).

Special Subject Issues Planned

The May-June SPECIAL LIBRARIES will be a special issue devoted to tools and techniques of medical libraries and librarians. A second special issue concentrating on biological science libraries is scheduled for late fall or early winter.

Off The Press . . .

Book Reviews

INFORMATION FOR ADMINISTRATORS: A GUIDE TO PUBLICATIONS AND SERVICES FOR MANAGEMENT IN BUSINESS AND GOVERNMENT. Paul Wasserman. Ithaca, N. Y.: Cornell University Press, 1956. 389 p. \$6.

Until this very scholarly yet readable book came off the press in 1956, there were only two comprehensive guides to business information sources in existence. The first of these, Coman's *Sources of Business Information*, appeared in 1946. The second, Manley's *Business Information: How to Find and Use It*, came out in 1955. This latest guide, however, goes a step further and covers the field of public administration as well as that of business.

While aimed at people active in business and government as well as at students in those fields, this book is an absolute "must" for business, social science and research libraries as well as for all library schools. And, although the author disclaims its value for skilled researchers, many of these, too, would find its content illuminating and valuable.

The author, presently librarian and associate professor at Cornell's Graduate School of Business and Public Administration, was formerly assistant to the business librarian and then chief of the science and industry division of the Brooklyn Public Library. From this rich background he has absorbed the philosophy of administration as well as a practical knowledge of sources in its many areas. These he has skillfully blended into a work that might be considered definitive.

Wasserman's approach is somewhat different from those of Coman and Manley. While Coman's approach was by subject and Manley's partly by media and partly by subject, Wasserman's is a three-way affair. Some chapters are arranged by topic of study, *i.e.*, business administration, public administration, legislation and regulation, local areas and international information; others by sources of information, *i.e.*, trade associations, chambers of commerce, business and governmental research organizations, government, periodicals, services, newspapers and reference books; and still others by type of investigation, *i.e.*, statistics and research, and libraries.

Each type of information source is explained in detail and, where necessary, definitions are included. Many examples are included under each type, each with an excellent annotation.

The book is liberal with cross references and footnotes, has an accurate and usable in-

dex and contains seven useful appendixes. Among these are lists of depository libraries, field offices of the U. S. Department of Commerce and the Small Business Administration and bureaus of business and government research in American universities.

From the viewpoint of this reviewer, the information contained in this valuable manual is both reliable and accurate. Only one error was found and that was one of omission rather than of commission. In the appendix entitled "Bank Publications on Economic Conditions in Foreign Countries," there are, strangely, no listings for Great Britain, though it is widely known that several British banks issue excellent economic reviews.

In summary, this is a scholarly, comprehensive and accurate compendium of information sources, logically arranged and easy to use. It should be on the next book order of many special librarians.

MARY P. MCLEAN, Librarian
Business Library, Newark, New Jersey

LIBRARY ASSISTANCE TO READERS, 2nd rev. and enl. ed. Robert L. Collison, New York: John De Graff, Inc. 1956. 125p. photos. \$2.75.

Mr. Collison's manual does what every text in the field of library science should do—it communicates the spirit and philosophy of library work by setting down simple, practical rules for the everyday work of the librarian, in this case, the reference librarian. I feel that this, rather than abstract theorizing, is the only successful way of approaching the subject. While the book is not concerned with special library work in particular, it is quite suitable as an introduction for a new assistant, no matter if he is immediately concerned with reference work or not. Even those of us who feel that we are more advanced can only gain by thinking over once more such statements as: "Combination of good selection and good research is best foundation for good reference work" . . . "Vertical files must not be considered at any time the proper place for material which would otherwise be thrown away" . . . "Every piece of printed material issued by a library should be a worthy ambassador of the service available to readers."

The book is divided into four parts: the library, publications, advisory work with readers (which includes reference work) and one section discussing reference material which has been newly introduced in this second edition. The stress in this as in all other chapters is, of course, on British publications and

conditions. This, however, does not diminish the intrinsic value of the book as a means of supplying "general educational background" in library work.

KARL A. BAER, Chief Librarian
National Housing Center, Washington, D.C.

SLA Authors

BROWN, ERNESTINE. Seattle Solves Problem of Standards and Specifications. *Library Journal*, vol. 82, no. 1, January 1, 1957, p. 33-5.

HENRICH, MARGARET MARY. A Cataloger's Quandary. *The Catholic Library World*, vol. 28, no. 1, October 1956, p. 26-8.

PHELPS, EDITH M. The Kristine Mann Library. *Stechert-Hafner Book News*, vol. 11, no. 3, November 1956, p. 25-6.

RICHARDS, JOHN S. Regional Library Associations. *Library Journal*, vol. 81, no. 22, December 15, 1956, p. 2883-9.

SHERA, JESSE H. The Librarians' New Frontier. *Library Journal*, vol. 82, no. 1, January 1, 1957, p. 26-8.

STEBBINS, KATHLEEN B. Problems in Personnel. *Wilson Library Bulletin*, vol. 31, no. 4, December 1956, p. 324-30; 323.

TAUBER, MAURICE F. The Contributions of Louis Round Wilson to Librarianship. *Wilson Library Bulletin*, vol. 31, no. 4, December 1956, p. 315-23.

WESNER, JEAN P. Library Staff—Our Greatest Asset. *Wilson Library Bulletin*, vol. 31, no. 4, December 1956, p. 331-3.

New Serials

LIBRARY RESOURCES AND TECHNICAL SERVICES. The official publication of the American Library Association's newly organized Resources and Technical Services Division, *Library Resources and Technical Services*, merges the former *Journal of Cataloging and Classification* and *Serial Slants*. The publication, which will be published quarterly in January, April, July and October, will include material relating to the selection and acquisition of library materials, the development and coordination of library resources, and other library activities within the field of interest to the new division. Non-members of ALA may place subscriptions at \$5 through magazine agencies or direct to the American Library Association, 50 East Huron Street, Chicago 11, Illinois.

THE SOVIET JOURNAL OF ATOMIC ENERGY. Consultants Bureau has announced that its translation of *Atomnaya Energiya* (**SPECIAL LIBRARIES**, September 1956, p. 337) will be issued monthly in 1957, rather than bimonthly.

RECENT REFERENCES

Library Literature

THE LIBRARY OF CONGRESS: A Selected List of References. Washington, D.C.: Reference Dept., General Reference and Bibliography Division, Library of Congress, 1956. 26 p. pap. 35 cents. (Available from Card Division)

Published writings on the background of the Library of Congress and the nature and extent of its collections, activities and services.

PATRONS ARE PEOPLE: How to be a model librarian, rev. ed. Sarah L. Wallace. Chicago: American Library Association, 1956. 56 p. pap. 80 cents.

Several chapters and new illustrations have been added to this witty and popular account of dealing with ticklish library situations.

PUBLIC LIBRARIES FOR ASIA: The Delhi Seminar. (UNESCO Public Library Manuals, No. 7). Paris: UNESCO, 1956; New York: UNESCO Publications Center. 165 p. pap. illus. \$1.50.

A survey of the present situation and recommendations for development of public library services in Asia.

PUBLIC LIBRARY SERVICE: A Guide to Evaluation, with Minimum Standards. Chicago: American Library Association, 1956. 96 p. pap. \$1.50. Supplement, *Costs of Public Library Service in 1956*. 24 p. pap. 65 cents. Combined price, \$2.

Presents 70 guiding principles and about 200 standards to implement them.

RECRUITING LIBRARY PERSONNEL; AUTOMATION IN THE LIBRARY: Report of the 41st Conference of Eastern College Librarians Held at Columbia University, November 26, 1955, (ACRL Monographs No. 17). Chicago: Association of College and Reference Libraries, 1956. 52 p. pap. \$1.25.

TWENTY-FIVE YEARS OF THE WASHINGTON LIBRARY ASSOCIATION. Helen Johns. Palo Alto, Calif.: Pacific Books, Box 558, 1956. 184 p. \$3.50.

A history of growth and achievements, with chapters on the Association's influence on state legislation and institutes of government.

Bibliographies

A BIBLIOGRAPHY OF THE ART OF TURNING AND LATHE AND MACHINE TOOL HISTORY with Additional References to Books and Periodical Articles Which Are of Interest in Relation to These Subjects, 2nd rev. and enl. ed. Sydney G. Abell, J. Leggat, Warren G. Ogden, Jr., compilers; translations by Henry Herbert Kolm. South Lincoln, Mass.: Warren G. Ogden, Jr., Winter Street, R.F.D., for The Society of Ornamental Turners, 1956. 98 p. mimeo. \$1.50.

COMMUNITY FACILITIES: A List of Selected References (Bibliography Series no. 1.) Washington, D.C.: National Housing Center Library, 1625 L St., N.W., 140 p. pap.

Sections include community growth and problems, governmental relations, planning for the future, financing community facilities, legal aspects, schools and other facilities.

HEALTH EDUCATION: A Selected Bibliography (Educational Studies and Documents no. 19). World Health Organization. New York: UNESCO Publications Center, 1956. 48 p. pap. 40 cents.

Miscellaneous References

ABSTRACTS OF DISSERTATIONS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY 1940-1955. College Station: Graduate School, Agricultural and Mechanical College of Texas, 1956. 248 p.

HISTORY OF THE SECOND WORLD WAR (United Kingdom Military Series) J. R. M. Butler, ed. THE MEDITERRANEAN AND MIDDLE EAST, vol. 2: The Germans Come to the Help of Their Ally (1941). Major-General I. S. O. Playfair. 392 p. 1956. \$5.04; GRAND STRATEGY, vol. 5: August 1943-September 1944. John Ehrman. 634 p. 1956. \$6.05. London: Her Majesty's Stationery Office; New York: British Information Services, 30 Rockefeller Plaza. (Prices quoted apply only to libraries)

THE INTERNATIONAL WHO'S WHO. 20th ed. London: Europa Publications Ltd., 1956. 1051 p. \$18.50

A PICTORIAL HISTORY OF MEDICINE. Otto L. Bettmann. Springfield, Ill.: Charles C. Thomas, 1956. illus. \$9.50.

A survey of medicine from Egypt to 1900 in graphic and text form. Over 900 pictures. Includes an index and bibliography.

POTTER'S NEW CYCLOPAEDIA OF BOTANICAL DRUGS AND PREPARATIONS, 7th rev. and enl. ed. R. C. Wren. New York: Pitman, 1956. 400 p. illus. \$10.

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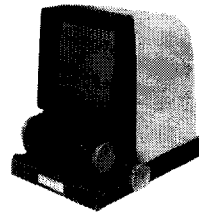
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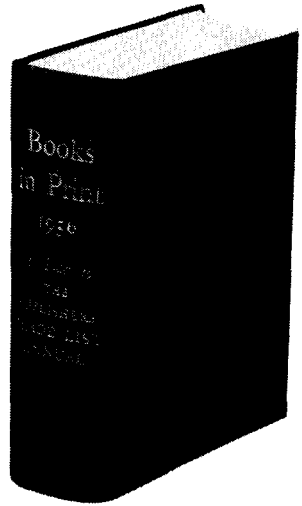
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