

versity of California and could be completed, preferably at a Midwestern or Eastern location, at an estimated cost of fifteen thousand dollars.

#### *Other Organizations and Publications*

The decade has witnessed the establishment of other organizations devoted primarily to the development of resources for research and the facilitation of their use. These include the National Archives, the American Association of Archivists, the Association of College and Reference Libraries, the Council of National Library Associations, the Canadian Library Council, the Historical Records Survey, the Survey of Federal Archives, and the Committee on the Conservation of Cultural Resources of the National Resources Planning Board. These organizations have been accompanied by the publication of the *American Archivist*, the *Journal of Documentary Reproduction*, *College and Research Libraries*, and the long list of publications issued in the American Imprint Series, the Historical Records Survey, and the Survey of Federal Archives.

The Library of Congress has likewise emphasized the importance of building up research materials through the appointment of fellows in 1940 and of councilmen in 1942. It has also begun the publication of the *Quarterly Journal of Current Acquisitions*, the function of which is the description of important additions to its collections.

The equipment of extensive laboratories for the photographic reproduction of materials, particularly at Ann Arbor, Cambridge, Chicago, New Haven, New York, and Washington, has played a similar role and has paralleled the publication of union lists of newspapers, manuscripts, foreign documents, and serials which in the course of the years have contributed so greatly to the advancement of the work of scholars.

It is in this growing list of indispensable bibliographical aids and facilities for research that *Resources of Pacific Northwest Libraries* will take an honored place.—Louis R. Wilson, *School of Library Science, University of North Carolina, Chapel Hill.*

## Higher Education for Negroes, with Special Reference to Library Service

*The National Survey of the Higher Education of Negroes*<sup>1</sup> fulfills a need in the literature concerned with education and library service. It consists of four volumes which report successively (1) an analysis of the social and economic factors as they relate to the educational needs and problems incident to the Negro's minority status, (2) the extent of educa-

tional facilities available as the result of general studies of colleges for Negroes, (3) an evaluation of the quality of Negro higher education on the basis of an intensive study of twenty-five selected colleges, and (4) a summary which includes implications for war and postwar adjustments and recommendations. If read along with the final report of the most comprehensive study of the Negro in America published under the title *An*

<sup>1</sup> *A National Survey of the Higher Education of Negroes*. Washington, U. S. Government Printing Office, 1942-43. 4 vols.

*American Dilemma*,<sup>2</sup> the survey furnishes an unexcelled overview of the problems faced by the Negro in developing a system of higher education to improve his status, overcome some of his handicaps, and become integrated more fully into American life.

#### *Higher Education for Negroes Inadequate*

The general approach of the survey is sound and the stress upon the socio-economic factors which condition the facilities for the education of Negroes seems wise. With a few exceptions the higher institutions designed especially for Negroes are located in the South, and more Northern Negroes go South for college study than Southern Negroes go North. Hence, most of the education of Negroes is received in that section of the country where educational opportunity is more generally restricted and economic handicaps are borne most heavily. Negro college students are, therefore, suffering not only because of their minority status as defined by a color caste but also because of their geographical location.

The reaches of this situation extend far beyond the Negro and the South, for great migration of white and colored people means that such education as they acquire goes with them and the repercussions are felt throughout the entire nation. With all the progress that Negro education has made since Reconstruction and especially since the survey of Negro education just prior to World War I, facilities are judged very inadequate in all the states where separate schools are maintained. There has been a multiplicity of effort in many places and complete absence of a beginning in others. There

has been a lack of vision coupled with the lack of funds. Where there are such vast needs to be met it is unfortunate that competition and waste are both widespread and obvious. In faculty competence, organization and conditions of service, curriculum and instruction, student personnel, administration, financial support, these institutions are judged poor by the standards of the North Central Association of Colleges and Secondary Schools. Pronounced individual differences, however, were found among the institutions. In fact a few institutions had outstanding facilities and ranked consistently high on the items evaluated. Enough evidence was obtained to warrant the assertion that with money and direction some adequate educational facilities could be developed.

#### *Library Service Restricted*

It is not hard to imagine the kind of libraries which are servicing the colleges and communities characterized. Investigations show that cultural and reading restrictions are concomitants of a low economic level. Where there is a low standard of living there will be few books, magazines, public libraries, bookstores, and publishing houses. The Southern region is an excellent demonstration that economic ability is a significant factor in library development, and Negro colleges add further evidence to this generalization. Most Negro college students come from homes of such restricted incomes that the chances of having books and magazines in their homes are limited. The privilege of having access to public libraries is almost nonexistent, while the facilities in elementary, secondary, and collegiate libraries are likely to be exceedingly meager. The fact that these stu-

<sup>2</sup> Myrdal, Gunnar. *An American Dilemma*. New York City, Harper, 1944. 2 vols.

dents make low scores on tests of general culture, reading comprehension, and general knowledge of the Negro should be no surprise. The Negro college library has inadequate facilities for helping them to overcome their handicaps and for assisting the institutions in developing first-class instruction and research. "Book collections of fifteen thousand volumes, book budgets of four thousand dollars, salary budgets of three thousand dollars, staffs of two or three workers, and one-room libraries do not provide the service needed by colleges and universities." The features in which these libraries are strongest seem to be the collection of basic reference books, the holdings of Negro books, periodicals, and newspapers, and the presence of professionally trained librarians, even though staffs are small.

#### *New Directions Ahead*

In the light of the survey, there are several directions in which the Negro college libraries will need to move. In the first place, administrators will need to associate money with libraries. In most instances finances have not been planned and appropriations have been spasmodic. Most of the buildings and book collections have been obtained through grants of the philanthropic boards. Since their incomes are being reduced and the scope of their projects narrowed, other and more regular sources must be canvassed. Federal subsidy seems to be the answer. The American Library Association, which has given support to current proposals for federal aid, can strengthen its support and see that legislation prevents racial discrimination.

Associated with the need of money, which is the crucial problem, is the need for consultation and guidance services. A

strong influence in the relatively good showing of the surveyed libraries in general reference books and professionally trained librarians already mentioned was the Hampton Library School. Through annual field trips, the director diligently and persistently worked with administrators of colleges as well as library school students and graduates, counseled on policies regarding libraries and librarians, and assisted in the selection of books. She took advantage of the college president's desire for accreditation to espouse the importance of library improvement. With changed conditions there is a need for new studies, forceful stimuli, and fresh assistance. In this area the Atlanta University School of Library Service finds an opportunity for expanded service. Its executive has already counseled and assisted a state institution in Alabama in a library program, and many projects are in process. Such services will be necessary if money is to be obtained from state and federal sources and then wisely spent.

A third direction toward which we should be looking is that of securing Negro librarians of higher calibre. The survey stressed the need for developing community programs through which the college may influence and lift the persons residing near its campus. The Negro college library may perform a unique function here. It may have to serve the general public as well as the college clientele. To serve an expanded college and community program a librarian of high mentality and good reading background, and possessing qualities of imagination and leadership, must be available. New developments in the locating of important collections of books, periodicals, pamphlets, and manuscripts; in the sponsoring of forums and discussions; and in con-

tributing bibliographies and reference aid, point to the need for improved personnel to serve persons of all races.

*Possibilities and Conditions of Improvement*

*The National Survey of Higher Education for Negroes* is a valuable document; however, there is a lack of consistency in treatment that produces the effect of an incomplete story or a sketchy drawing where desirable details are omitted. The published report, probably the most practical one that could be written at this time, bears testimony to the need for objective, evaluative techniques for education in general and library service in particular. More details would not alter the general picture, showing lack of availability of library services to Negroes. Nevertheless it would have been helpful to have included a more extended investigation of library situations in the third volume devoted to intensive studies. The writer of the chapter on library service in the second volume was conscious of the limitations of his section. It might have been a better contribution to understanding to have made comparisons of the approved Negro colleges with the standards of the North Central Association. Also, an intensive study could possibly have permitted a brief discussion of the library programs of a few advanced colleges, as a basis for showing the possibilities that lie ahead.

The summary volume is a most helpful one, and the chapters that give the implications of war and postwar adjustments and the recommendations are significant contributions to educational policy making and long-range planning. The organization of the recommendations into three major sections according to the groups of

people who could do something about them is timely.

The library must follow the direction in which the college leads. It cannot go beyond the limitations of finances provided, the administrator's policy, and the clientele's ability to profit by the facilities. It is greatly influenced by numerous groups of white people who exert influence through finances, community attitudes, or official position. The report has suggested that the Southern state universities may decide to admit Negroes or may develop regional institutions for them. If either of these alternatives is adopted, most libraries will develop collections for undergraduate use and, under the regional plan, a few institutions may attempt to become real universities. If each state attempts to do graduate work in separate institutions, the libraries will be put in the position of competing and will probably not have sufficient funds for the tasks set for them.

Whatever the decision made, the college must meet the needs of the Negro students who come to it. Serving their needs does not require the setting up of a special type of institution, a special curriculum, a special type of instruction, or a special technique of library service. The point is that education must take into account the past, the present, and the anticipated experiences common to most Negroes, not because of any inherent racial differences, but because of the socio-economic factors governing their lives. Upon the segregated college falls the special responsibility for helping the students to develop resources with which to combat discrimination and the stigma of inferiority. The Negro press in particular has created a literature, principally weekly papers, for identifying, exposing, and fight-

ing racism; and this reading matter is in great demand in the libraries. A few of the colleges are developing special collections and are helping white and colored patrons to obtain reliable and valid information on the race.

Negro education must be made realistic. The library stands in an excellent position to assist the student in obtaining an

understanding of the dual world in which he lives. It can help him to acquire techniques of adjustment and stability in a world based upon caste due to race and color, while he lives at the same time on the threshold of change, ready to cross into new opportunities for freedom and equality.—*Walter G. Daniel, Howard University Library, Washington, D.C.*

## Hispanic Source Materials and Research Organizations

*Handbook of Hispanic Source Materials and Research Organizations in the United States.* Edited by Ronald Hilton. With a foreword by Herbert J. Priestley. Prepared under the auspices of the Bancroft Library. Toronto, University of Toronto Press, 1942. 1 l., xiv, 441p. Lithographed from typescript.

THIS VOLUME records the results of a tour of the United States by Professor Hilton on a Commonwealth Fund fellowship in 1938 and is necessarily to be used with that date in mind. It is a summary of materials relating to the culture and achievements of the Hispanic peoples at home and abroad, in the old world and the new, as found in libraries, museums, private collections in the United States.

Instructive, stimulating, chastening, challenging, it serves as a friendly and experienced guide, sounding a bugle call for thought as to fitting use of the material here recorded.

It brings to mind thoughts of the homeland and of the early cave dwellers with their primitive wall paintings; of the westward movement of venturesome spirits from Phoenicia, *ex oriente lux*; of Hannibal and his legions, of Roman culture spread to the westward; of the Senecas,

Trajan, other worthies from Hispania; of great invasion waves welding those widely scattered blood and linguistic stocks so firmly and so divergently in a combination at once unified and fiercely individualistic; of the struggle for dominance between Mecca and Rome; of the tremendous influence of the victory of Rome as shown in the life and thought, in the buildings and art; of how that new product of the Far East—paper—was first made in Europe at Jativa; of how slow was the progress of printing and the development of native printers; of the stir in youthful blood as the ships of Henry the Navigator drove through uncharted southern seas; of the spread of the peninsular people over the new-found Western World and the whole of Oceania in that amazing age of discovery; of how Philip the Second and Charles the Fifth ruled and guided and governed so breathtaking a part of the world; of how British and French fought in the peninsula; of the country as a battleground in our own and recent generations; of how a constant scene of pastoral life combined with political and military upheavals to lay before us a tale and record almost without parallel the wide world over; of how commanding are its