

University library circulatory system of student study



Mrs. Marie Kennedy, Cataloger, and assistants, Mrs. W. K. Hall and Mrs. V. C. Williams, discuss new proposals for the department.

Library security system needed

A good library must provide a reasonable percentage of new titles, but if present theft trends continue at Chestnut Library, twenty per cent of the annual book budget will have to be used to purchase replacements. If this twenty percent can be saved, a better reference collection can be afforded and periodicals which are more necessary for research can be purchased.

Books are stolen for various reasons. Rush assignments in books which are in short supply pressure students into stealing. The use of and accessibility of books are encouraged by the librarians, but this also makes them more vulnerable to theft. The "disposable" paperback seems to have lessened the value placed on hardback books. Their cost is being ignored. Low salaries and short supply of librarians have made it necessary to operate at times with a very limited staff and proper surveillance has not been possible. Increasing use of the library with students rushing in and out as the classes change make it impossible for a busy librarian at the circulation desk to control what is going through the exit doors.

The paramount equipment needed for the library at Fayetteville State University is a security system to protect library materials from theft. The collection is diminishing at a rate which can not be afforded by this already inadequate library.

The system desired is known as "check-point" and is an invention which protects both books and unbound periodicals. Effectiveness of this system has been demonstrated in large and small libraries.

Financial summaries are sometimes necessary to show dollar justification for institutions, but other factors relative to library service may prove to be an even more important factor for the protection of the library's collection. Some of these factors are:

1. Professional time spent searching for a missing book, reselecting, re-ordering, re-cataloging and re-shelving.
2. Lack of library service for patrons who wish to consult a particular book which has been pilfered.
3. Some books can not easily be replaced, and some cannot be replaced at any expense.
4. Staff embarrassment and its related image of inefficiency when the desk attendant and others do not know the status of a book because it has been stolen.
5. Eliminates need for guards which have proven to be an expensive and unsuccessful answer to unauthorized removal of books and can not be afforded by our library.

At this time Governor Scott has recommended to the Advisory Budget Commission that funds for a security system should be granted to Fayetteville State University.

Patricia Crain



Mrs. P. T. Mitchell and Miss A. Hughley, Circulation Librarians, seem always to offer courteous and efficient service to students.

News and views of Chestnut Library

Edwards, Harry. BLACK STUDENTS. New York, The Free Press, 1970.

by Don Lee

Harry Edwards has written an exciting and accurate portrait of the Black Student Movement. Sensitively and concisely, he discusses its origins, its goals, its direction, and explains thoroughly the term "Black Power," analyzing such leaders as H. Rap Brown, Stokely Carmichael, Malcolm X, and others.

According to Professor Edwards, most of the Black Students are from middle class backgrounds. Their parents were interested in college degrees as "a symbol of good breeding and as a union card," but any education they received in the process of their degree getting was only of secondary importance. Their offsprings have been able to take the education they couldn't, he says.

The Black Student's concern with mastering "the substance of the

educative process" and their quest for intellectual development gives rise to "a new era of enlightenment between Afro-American youth and American society," or the Black Power movement. This spontaneous movement, between 1960-1966, according to the chapter "New Prophets and New Directives," had students catching up with and passing their mentors, Bayard Rustin, James Farmer, Whitney Young, Roy Wilkins, and even "the Rev. Dr. Martin Luther King Jr.," as the author refers to him emphasizing his role as preacher, who were somehow hard pressed by the Black Students.

The rise of Black Power, both on and off campus, resulted from honest necessity, Professor Edwards declares:

"...Through their experiences and observations in both North and South Black students came to realize that the enemy was comprised of forces much more extensive, complex, and interdependent than they had at first realized...in 1965... the national government immediately sent troops into Black communities with orders to 'shoot to kill any looter, sniper, or arsonist' in defense of the life and property of white racists.. Innocent Black children, Black women, and old folks were, upon

occasion, wantonly murdered. And the federal government was adjudged directly guilty of and responsible for these acts by Black Students, both north and south of the Mason-Dixon Line."

--Thus SNCC's move to officially advocate the notion that Blacks should be the only organizational representatives in direct contact with and working within the Black communities of America. Somewhat similarly viewed, racism in college curricula was attacked.

The author says that the evolved movement had particular meaning for Malcolm X's dictum that "any means necessary is justified" in the struggle to achieve Black liberation (don't kill a "fly" with "a sledge hammer" yet don't drive "railroad spikes" with "a fly swatter").

Harry Edwards is a member of the Department of Sociology at the University of California, Berkeley. Previously he taught at San Jose State College, where he was instrumental in organizing the United Black Students for Action, and at Cornell University. In about 200 pages, and nowhere on them do you find trite phrases or cliches, Professor Edwards does as much as anyone toward defining the Black Student Movement, and toward speaking interestingly for it.



Mrs. M. Hightower stops her busy schedule long enough to pause and to smile for photographer. She is engulfed in that vast array of periodicals for which she is responsible.

YOU'VE GOT A
RIGHT TO
READ. DON'T
BLOW IT!

Brothers and sisters,
Fathers and mothers,
Boys, girls,
Students, hardhats,
Policemen, militants,
Hawks, doves, lovers,
haters,
Soldiers, teachers,
Radicals, liberals and
conservatives,
And ball players of all
kinds,
Voters, politicians,
Truck drivers, intellectuals,
Builders, wreckers,
Artists, businessmen,
Straights and freaks,
Beautiful old folks,
And dazzling babes in
the crib.
You've gotta right to read.
Don't blow it.

Read for the know-how
and wisdom to build a
better world and read
for the facts. To heal
the conflicts that are
tearing our nation apart.
That's all.