

Emerging Institutions: Michigan State & Southern Illinois Universities

ing one; and the graduate and research programs of the university, in many areas, may certainly be considered young.

Michigan State University can be fully understood only in relation to its growth during the post-World War II period, and particularly for the decade from 1955 to 1965. In 1955, Michigan State University had 15,801 undergraduate students enrolled in 78 different fields of study; by 1965 the number of undergraduate students on the East Lansing campus amounted to 29,030, working in 161 different fields. During this same decade, graduate enrollment went from 2,089 to 6,421. The number of departments offering graduate work increased from 52 in 1955 to 77 in 1965. One other aspect of growth should be mentioned, viz., the increase in dollars attracted to the campus for the support of sponsored research and other non-state financed programs.

During the decade Michigan State added more graduate students, more undergraduate students, and more fields of study than most colleges and universities have added since their founding. One might even say that another large university had developed in East Lansing between 1955 and 1965. The effects of this growth can be shown by applying Verner Clapp and Robert Jordan's quantitative criteria for the adequacy of research collections.¹ Using only a portion of the formula, and applying it only to new programs and new students between 1955 and 1965, we should have added over 800,000 volumes since 1955, as shown in Table 1.

TABLE 1
*Quantitative Analysis of Collection Requirements
for New Programs: 1955-1965*

<i>Factor</i>	<i>Volumes</i>
Faculty increase, 1955-1965: +619	61,900
Student increase, 1955-1965: +17,561	210,732
Undergraduate majors, 1955-1965: +82	27,470
Graduate fields—	
for Master's work: +25	76,250
for Doctoral work: +19	465,500
Total needs for new programs	841,852

The Clapp-Jordan application assumes, of course, that the collections were adequate before the decade of the great growth. Unfortunately,

they were adequate only in selected fields. So we have not only a deficit in terms of recent years, but also a similar deficit for the earlier years.

The implications of this growth on library development are obvious. There was, and continues to be, a great demand for more research titles for the graduate programs and for more copies of standard titles for the undergraduate enrollment. Faced with the fact that there are always limited dollars, and that every time you buy a new title you do not buy an additional copy, the development of the collections has been difficult and frustrating.

The size of research collections is only one useful measure. Another measure, the quality of the collections, is more difficult to determine. No one has yet defined an adequate research library. We know that it is not achieved by sheer bulk alone, but at the same time we know that bulk is necessary. We know that there are libraries three or four times larger than others, but at the same time we know that they are not three or four times better. If we are concerned only with quantity, it is easy to compare libraries by applying the Clapp-Jordan formula (if it can be assumed that all libraries are counting the same things). However, if we are comparing quality in terms of the programs of each institution, the comparison then becomes subjective.

If it is true that a high portion of the research undertaken today requires only materials recently published, and if the new libraries have had strong acquisition programs for current materials, one might allege that their collections are more adequate than is implied solely by the use of quantitative standards. Research is certainly needed to fill in the Y (what portion of research) and the X (date of publication) in the above assumption. For illustrative purposes, if it could be shown that 60 percent of the research at institutions A and B is based upon materials dating back five or ten years, and if both A and B libraries have had similar acquisition programs for current materials, then library A would be equal to library B, regardless of total size, for 60 percent of the research users.

No matter what formulae are used, library collections are not built by slide-rule. We must be more concerned with the people who build collections and the types of books selected. Prior to the growth decade at Michigan State the collections strongly supported the biological sciences. These were the disciplines in which the major research programs at Michigan State University had been undertaken during the

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first hundred years. There were also surprisingly good collections in certain fields of American and English literature and in French history. Other fields represented the specialized interests of some members of the faculty; consequently the collections developed unevenly.

In 1955 Michigan State became a university. This was also the year the new library building was completed, planned on a subject-divisional basis. This type of organization had a great influence on the rapid growth of the collections during the ten year period. The collection has doubled in size since 1955. The library staff was primarily responsible for most of the selection. Henry C. Koch, then with the Cleveland Public Library, joined our staff as Humanities Librarian. Although his major interest was and is the humanities, Koch has recently been given added responsibility for the overall development of the collection. In this respect he, more than any one other person, had devoted most of his ten years at Michigan State to resource development. William Stoddard came from the University of Michigan's College of Business Administration Library to be Social Science Librarian; Catherine Muhlbach, a new member of the staff at that time, was responsible for developing collections in the fields of education and psychology; and Dr. Mladen Kabalin, then a recent graduate of Indiana University, was named Science Librarian. Although the staff worked closely with the faculty to define broad areas of growth, it was the activity on the part of the librarians that changed the nature of the collection from one strong in biological science to one in many fields.

Our overall plan was to make certain that we acquired on a current basis those English language publications believed to be of importance to our institution. The librarians were to select monographs published in the usual trade channels in the United States and Great Britain; the faculty members were to inform use of items published outside of the usual channels, and to recommend foreign language titles that should be included in the collections.

In 1960, when it became even more certain that the University was committed to developing a research collection, we attempted to develop an overall program for the acquisition of library materials, based upon certain assumptions regarding needs.

Science: The major need of the scientists is for serial literature, with special emphasis on current subscriptions and relatively recent volumes. The biological scientists also require back volumes, especially for taxonomic areas.

Social Science: Although social scientists have increasing need for serials, their main requirement is for contemporary monographic works. Current publications, along with strong special collections—e.g., documents, newspapers, and pamphlet materials—are essential.

Humanities: The humanist seems to have unlimited needs for library materials—for the old, the rare, and the unique. It would be safe to assume that the Library will never fully satisfy all of the needs of the humanist.

Within these broad subject areas, we identified three levels of resource development, as follows:

Minimum: At the minimum we must have available all library materials needed for the undergraduate program: trade and scientific books published in the United States and England, periodicals of sufficient general interest and importance to warrant inclusion in the usual periodical indexes, representative newspapers from Michigan and the U.S., U.S. government publications received as a result of our depository status, and selected United Nations and Michigan documents.

Basic research: The University should possess basic research collections in those areas in which we offer graduate degrees. Such collections should include books published in Western languages in our selected fields; advanced monographs and pamphlets in the English language, published outside of the usual channels; standard works of enduring educational value; recognized scholarly and scientific Western language periodicals in appropriate areas, particularly those indexed in specialized abstracting services and bibliographies; representative foreign language newspapers; Michigan documents; selected local and state documents; all publications from the United Nations and other international organizations; and selected non-depository U.S. documents.

Extensive research: In selected areas, to be determined by the Provost, we should attempt to develop outstanding research collections to include complete files of most journals in areas selected; copies of most twentieth century monographs for the social sciences; bibliographies and reference sets; and, perhaps most important, selected and unique special collections of primary and secondary sources.

If we were to develop collections to support the undergraduate, graduate, and research programs, we needed a far higher level of funding than we had. We found support for this, and it continues.

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However, we needed something more: time. It is obvious that research libraries are built only over a long period of time, not in one decade.

On the basis of the above assumptions, and with the previously stated goals, we made several generalizations concerning the development of resources: (1) It would be necessary to expand the number of subscriptions to new and scientific and scholarly serials. (2) Back files of serials, particularly for the biological sciences, would be sought and purchased. (3) Duplicate copies of monographs and serials were necessary for the expanding enrollments and the physical growth of the campus. (4) Publications in the various microforms would be acquired, especially in humanistic areas. Also, special attention would be given to acquiring one copy of the popular general circulation magazines on microfilm so that one complete copy would always be available. (5) Special collections—e.g., business records, international development pamphlets, Communist Party publications, early U.S. documents, and others—were to be developed. (6) Collections would have to be purchased *en bloc*.

Our staff, our aims, our assumptions, and our generalizations served us well during the decade. Our needs are now so changed, however, that we must once again review our collection development.

Michigan State does not have a detailed acquisition program. Whenever we have attempted to codify this, the dynamics of the University and the book market have found us in a constant state of revision. This is probably the same in all universities. The changing character of an acquisitions policy, written or assumed, can be shown by the development of our policy for collecting African materials. In 1960, the University entered into an agreement with the U.S. Office of Education for the development of an African Area Language Study Center. At the same time, in cooperation with the University of London, M.S.U. agreed to serve in a supporting role for the development of the University of Nigeria. Aware that we would soon have on campus people with interest in and research competencies for Africa, we attempted to develop a program that would permit us to spend our funds most wisely. At this time our holdings were limited.

The first step was to develop a written policy statement. The statement showed that on the general level we would collect trade publications in English, would make out-of-print purchases only of standard works, and would acquire only general periodicals. Our intention on this level was to serve the undergraduate programs for the Uni-

versity. A second level of collecting was defined to support work for master's degree research. This level was to be limited to Western language publications, it would include specialized journals and sets, and it would permit purchase of older reference and research sets. A geographical limitation to West Africa was identified. The subject emphasis was on the social, political, and economic development. A third level of collecting was for support of doctoral and faculty research. There would be no language restriction, but the vernacular emphasis would be on Ibo, Hausa, and Yoruba. Serial sets about Nigeria or published in Nigeria would be acquired; we would order selected newspapers, and we would attempt to purchase all publications produced in Nigeria.

This was the stated policy and it was effective in permitting us to concentrate, at least for the time being, on West Africa. The first break in the statement came when the Area Language Study Center changed its emphasis from Ibo, Hausa, and Yoruba to include other vernaculars. Not only were we faced with other vernaculars for Western Africa, but also for Eastern Africa. At the same time, the faculty members who had been recruited to work in the African Center had research interest in other areas. At their request, we were required to purchase major sets for other African nations. In the course of a few years, the entire staff of the Center had changed, and there were new faculty interests.

The final break in our African policy came about as a result of an opportunity to purchase a large collection. Although the major emphasis of the collection was on the Congo, there was a general coverage of all matters relating to Africa. After consulting with the faculty, it was obvious that we should make this purchase for Michigan State University.

So here we can see the factors which influence the development of collections, and Michigan State is certainly not unique in this respect. First there is a stated policy, or the Library's ideal of what should be done. This policy is then amended by the research needs and demands of the faculty. As with any relatively new graduate faculty, there is change. The emphasis and needs of one faculty member will not correspond with those of his successor. And lastly there is the opportunity to acquire collections.

Michigan State University is now in the process of changing its basic organization for providing library service. The divisional libraries were most useful for the development of collections, but

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proved less than satisfactory in providing reference service to large numbers of students and faculty. Since we are in the process of planning a new addition to the building, we decided to go back to the more traditional type of organization. To do this we will give up the advantages of the divisional library for the development of collections. We are now faced with the task of redefining our efforts for resource development.

Henry Koch has assumed general responsibilities for development of library collections. He will work in close cooperation with all of the other staff members mentioned previously, who fortunately have remained with us. Catherine Muhlbach has been designated to develop an undergraduate collection; William Stoddard has been assigned to building a Business Administration Library; and Dr. Kabalin continues in his efforts to develop the Science Library, the one division that will remain much as it has in the past. In recognition of another difficult book selection task, a new dimension has been added, the International Library. Dr. Eugene deBenko, formerly Acquisitions Librarian at Michigan State, has been given responsibility for the overall guidance in the area of developing resources for the non-western areas. Working with him, with the support of Ford Foundation funds, is a staff of bibliographers assigned to the areas of East Asia, South Asia, Africa, and Latin America.

Even with these reassignments we were faced with the fact that we had no one designated whose main interest was to select materials in the areas of the basic disciplines. Regardless of how an institution is organized, and no matter what its academic programs are, there can be no substitute for strong collections in those areas that we often refer to as the liberal arts. In all of the applied fields there is need for the basic core materials upon which to build. In recognition of the problem we have assigned two bibliographers, one for the humanities and one for the social sciences. This seemed to lead us naturally to the next step of establishing a book selection department. This department, not unlike a reference department, has specific duties: the development of library collections. The book selection department will work with and beyond the undergraduate collections, the international collections, and the science collections. It is our hope that the book selection department will develop the same degree of professionalization and competence that we have in cataloging, reference, and acquisitions.

The book selection department, or rather the responsibility for the

continued development of collections by the library staff instead of the faculty, was encouraged by a faculty committee:²

In view of the magnitude of the task facing the Library in terms of building up its collections, the Committee is convinced that the Library must take a greater responsibility for the acquisition program than heretofore. This is not to suggest that faculty members be deprived of the right to order materials that they feel are needed in the library for instructional and research purposes. However, it appears beyond question to the Committee that the faculty cannot carry this burden efficiently and adequately as the Library grows in size and complexity.

The Committee went on to define what it considered necessary steps to be taken by the Library:

- (1) The employment of specialists in several subject areas.
- (2) The development of a systematic program aimed at determining the lacunae in resources.
- (3) The development of a program whereby the Library might utilize on a temporary basis certain faculty members in resource development.
- (4) The encouragement of more systematic planning by departments and colleges for resource development.
- (5) The charging of the All-University Library Committee with a responsibility for encouraging library resource development within the University.
- (6) The perfection of procedures for informing the Library of all plans being evolved within the University which will call for expansion of library holdings.

We certainly concur with these recommendations.

When we look to the future development of the collections at Michigan State, we see many problems. Not the least of these is availability of resources. Reprint and microfilm projects are indeed making available items that would have been impossible to acquire even a few years ago. However, there are many titles we must have in our collections that are not available. The supply of these items, as is obvious to anyone who studies the catalogs, is steadily decreasing. This scarcity is accompanied by notable increases in price.

Situated as we are, in the midst of a region with many rich libraries, it is difficult to attain recognition as a library with important resources of its own. Often when we have applied for depository copies of materials, we have been told that they are already in the

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state, or the region. Many items that we might normally hope to acquire are unavailable because of the nature of our library. Similarly, all too often the prime opportunities to purchase will be offered first to older and better known libraries. Only by the expenditure of considerable funds and by the accumulation of many volumes, can we hope to be recognized.

A third problem, and certainly one that many libraries must face in the next few years, is the demand for additional copies of materials for mass circulation. We are now confronted by the fact that we must buy a third, fourth, or fifth copy of some periodicals, rather than three, four, or five new titles. The demands of the students on campus cannot be denied because of our ideal of the future. Even though our allocations for books and periodicals have increased five-fold in the ten year period, there is still not enough to do what should be done.

Closely paralleling library development at Michigan State is that at Southern Illinois University. While the two institutions are about the same age, Michigan State grew to university status from a land-grant college, Southern Illinois from a teachers' college. Michigan State had a slight head start in enrollment growth, with 15,000 students on its hundredth anniversary in 1955, while Southern Illinois did not reach that size for another six years. Today both schools have large enrollments (Michigan State 30,000; Southern Illinois 26,000), both support extensive graduate programs, and both have built million-volume libraries largely in the course of a decade. For both institutions the great acceleration in book buying began just ten years ago, following the opening of new library buildings. Both libraries were organized on a subject divisional basis, and at both the professional library staff took the initiative in the acquisitions program. Beyond this, the method and details of library expansion have varied with the organizational structure of the University, the nature of its program, and the personality of those in positions of leadership.

Southern Illinois University

In 1955 when I assumed the directorship of Southern Illinois University Library, President Delyte W. Morris expressed his hope and belief that this relatively small school (3,800 students), which had only recently moved from teachers' college to university status, would soon become a university in fact as well as in name. I was given a mandate to build a research library and was assured of the necessary support.

I inherited two valuable assets from my predecessor, Robert H. Muller: an excellent set of plans for a new library building, already under construction; and a sound, though small (160,000 volumes) book collection. While the building was under construction, we selected the professional librarians who were to head the four subject divisions in the new library (humanities, science, social science, and education) and were to play a major role in the building of the book collection. With their assistance we formulated a long-range acquisitions program.

The program called for raising the level of current book purchasing so that the Library would acquire the significant works in all fields covered by the University's program as these works were published. We considered this activity to be the province of the teaching departments, and adequate funds were allocated to them for this purpose. Through a prompting service, the library staff supplied the library representative in each department with information on new titles as announced by the American and British book trade. Ultimately, the prompting was expanded to include selected French and German publications. This service has been discontinued for American publications with the Library's recent arrangement to receive automatically the output of major American publishers. The acquisitions program also called for the systematic purchase of older works, back files of journals, and for expansion of the reference collection and national and trade bibliographies.

Responsibility for this development was placed in the hands of the four subject librarians, who had been selected for their knowledge of the literature in their respective fields. (Each division head holds a graduate degree in a subject field and is accepted as a colleague in that academic department.) Subject librarians were also given responsibility for purchase in greater depth for the fields selected for doctoral work, in each instance working closely with teaching faculties.

Subject librarians have been guided in their book selection by surveys of the various collections within their libraries, conducted jointly by the library and teaching faculties, and, in the case of a doctoral field, the further advice of an outside consultant. The late Clyde Kluckhohn, for example, surveyed the anthropology collection just a few weeks before his death. As an ex-officio member of the Graduate Council, the director of libraries is able to ensure that no graduate program is approved until there is evidence that it can be supported

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adequately by the Library. The University now offers doctoral programs in nearly all of the liberal arts and sciences, having faced the critical inspection of our own consultants as well as those from the North Central Association.

In 1957, with the Library settled in a finished portion of the new building, and after a year of planning, we began an accelerated book buying program. In that year the book budget was increased from \$80,000 to \$200,000. Funds for books have continued to rise annually, although at lesser rates. In the current fiscal year, if we include the special fund for developing the science collection at Carbondale and the library for the new campus at Edwardsville, the book budget exceeds a million dollars. This money has not come easily or automatically, and budget officers were often concerned with the heavy financial drain required to build up a research library. But it is a tribute to the university leadership that, despite the many other demands for funds, the Library consistently has been given a high priority.

During most of the period of concentrated library development, Southern Illinois University Library has been without the benefit of an all-University library committee, although one has recently been formed. An earlier Instructional Aids Council proved ineffective and was abandoned because it served too many agencies (the museum, statistical services, and the textbook rental program, as well as the Library) and was heavily weighted with administrators. Lacking a faculty advisory committee, we were forced to form the necessary faculty contacts on an ad hoc basis. Faculty have been kept informed of progress in acquisitions through an occasional *Progress Report*.

Approximately 50 percent of the Library's annual book fund is spent by the four subject librarians for retrospective buying; approximately 25 percent is allocated to some sixty-five teaching departments, largely but not exclusively for current books; and the remaining 25 percent is used for standing orders or is held by the director of libraries as a contingency fund for the purchase of special collections and for supplementing departmental book budgets that have proved inadequate.

En bloc purchasing has enabled rapid expansion in a number of areas at a comparatively low cost per volume. In recent years such collections have been bought with a view to dividing them between the older campus in Carbondale and the newer campus in Edwardsville, which is still in need of many basic books for an undergraduate

program. After ten years of heavy book buying and with the Library surpassing a million volumes, it is exceedingly difficult to find book collections that will not result in excessive duplication or serve only marginal interests.

The Library began its accelerated program from the premise that the professional library staff must take the initiative in building a research collection, working with teaching faculty wherever possible, but carrying the burden alone where a department had not yet assembled a faculty that was able or willing to cooperate. For, at the same time that the Library was expanding, academic departments were also expanding and upgrading their faculties. Since this academic progress was uneven, the extent of support that departments were able to give the Library was also uneven.

The direction in which any library moves in building special collections is the result of a combination of factors—strength of existing holdings, strength and specialization of faculty, presence of research programs and graduate studies, the bibliographic initiative of members of both the library and teaching faculties, and, not the least, the availability of collections for purchase. Today, with an able faculty in all departments and a distinguished faculty in some, there is a normal interaction of these forces operating in the building of the book collection. In the early days of our expanded book buying, however, decisions often had to be made by the library staff without faculty consensus, based largely on future expectations.

Our first *en bloc* purchase, the Alexander H. Krappe library of international folklore, reflected the support of perhaps a half-dozen faculty members in two departments and was an obvious addition. The 1960 purchase of the 7,000 volume library of Dr. José Mogravejo Carrión of Cuenca, Ecuador, grew out of strong interdisciplinary interest in Latin American affairs. It marked the beginning of the systematic expansion of holdings in Latin American history, government, literature, travel, and anthropology. The collection now requires the attention of a full-time Latin American bibliographer, Hensley C. Woodbridge, who is on joint appointment with the Library and the Romance Languages Department.

The Library moved into the field of twentieth-century literature, however, without the active support of the English Department, which had not yet developed faculty specialization. Concentration on the twentieth century was largely a library decision and came about in part because of a realization that literary manuscripts in any quantity

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for earlier periods were either unobtainable or out of range in price, but also because of the availability of a distinguished library in our back yard. This was the collection of James Joyce books and manuscripts, assembled by the late Dr. H. K. Croessmann of DuQuoin, a small town just north of Carbondale. To this fine collection was added the Joyce letters from the library of Charles E. Feinberg of Detroit. With the arrival of Professor Harry T. Moore on the English faculty and as the Library's consultant in modern literature, we moved further into the Irish field, adding substantial manuscript materials on Yeats, AE, Lady Gregory, Katharine Tynan, and various figures associated with the Abbey Theatre. By the time we were able to acquire the Caresse Crosby collection of the Black Sun Press and the complementary collection of American and British expatriate writers, assembled by Philip Kaplan of New York, we had the enthusiastic support of the English Department. Faculty members and graduate students have since been attracted to the University by the strength of library holdings in twentieth century literature. The humanities librarian and Joyce scholar, Alan M. Cohn, and the rare book librarian, Ralph W. Bushee, share the responsibility for building this collection, consulting from time to time with Professor Moore.

In the field of history it was natural to concentrate on the lower Mississippi valley, a region that figures prominently in the early history of southern Illinois. Furthermore, an interdisciplinary faculty seminar and research program, headed by the late Charles C. Colby, nationally known geographer, focused attention on this region. Collecting in this area, as well as the broader areas of British and American history, was directed by Social Studies Librarian John Clifford, who is also a member of the history faculty. The recent addition of a curator of historical manuscripts, Kenneth W. Duckett, will enable the Library to give greater attention to local and regional history and to support the publishing program of the Ulysses S. Grant Association. The University has entered into a contract with the Association for the publication of the Grant papers and the editorial office is housed in the Morris Library.

Another University publishing program, the *Collected Works of John Dewey*, prompted the assembling of Dewey and related materials, under the direction of the late Zella Cundall, education librarian, and her successor, Ruth Bauner. Close association of the Library with the University Press has resulted in the purchase of a number of manuscript collections because of their publication value.

An example is the Yeats and Lady Gregory letters to Lennox Robinson, now being edited by Professor Moore.

Special consideration was given to developing collections that cut across subject divisional lines: responsibility for a law collection, newspapers, and state and federal documents was assumed by the director of libraries; the publications of academies and learned societies were assigned to Ferris S. Randall, head librarian of the Carbondale Campus. The Library, thus far, has not felt the pressure to acquire more than a basic collection of works in non-western languages, and the University of Illinois Library's extensive Slavic program has relieved Southern Illinois of responsibility in this area.

In developing special collections we have been careful to inform our faculty that rare books and manuscripts were purchased from special funds earmarked for the purpose, and were not made at the expense of the more immediate book needs of on-going programs. We have also taken into consideration the strength of the University of Illinois Library, avoiding specialization in those areas where that institution over the years has assembled outstanding collections. Our association with the University of Illinois has been both close and cordial, despite the fact that Southern Illinois, in terms of interlibrary service, has much more to gain than to give. Reciprocal borrowing privileges between Southern Illinois University faculty and faculty of the St. Louis universities, all members of a metropolitan council on higher education, has likewise been beneficial to the faculty of the Edwardsville campus and has had some effect on our acquisitions policy.

It was not until 1966 that the Library chose to become a member of the Center for Research Libraries in Chicago. The early emphasis of the Center on storage of seldom used materials of member libraries was not applicable to the situation at Southern Illinois. The deciding factor in influencing us to join was the Center's program, under a National Science Foundation grant, of acquiring all journals abstracted in *Biological* and *Chemical Abstracts* that were not available in member libraries.

The Library has frequently taken advantage of special bibliographic interests of faculty, providing additional funds for the development of a field where a senior faculty member offered his services in developing the collection and where the department was willing to give him released time. Such buying, however, must relate to a larger area in which the Library is interested. Professor Boyd Carter of

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Romance Languages and Professor Ward Morton of the Department of Government devoted a substantial portion of their time over a period of years to such activity. We have also provided book buying funds to certain faculty members traveling abroad.

Since it was not possible to move in every area of knowledge with the same thoroughness we have concentrated in the humanities and the social sciences and, to some extent, in the biological sciences, leaving the physical sciences and technology for future development. This postponement could be justified by the fact that these fields were being held back by lack of laboratory facilities, which, in turn, delayed the development of faculties and programs. A special appropriation of approximately a million dollars, to be spent over a period of three years, has recently been provided for use largely in expanding the physical sciences collection at Carbondale and developing the new Edwardsville Library. To assist in the former we have secured the half-time services of a professor of chemistry who is working with Science Librarian Robert G. Schipf in the analysis of book and journal requirements in the light of existing utilization studies and departmental plans.

As with many new university libraries, we have found it useful to acquire many early and rare works on microtext and have subscribed to such projects as the *Short-Title Catalogue*, *Evans' American Bibliography*, the British Parliamentary papers, the early American and British journals, depository and non-depository federal documents, and a number of daily newspapers. We regret that the present wave of reprinting scholarly journals did not begin ten years ago, before we had invested in the less desirable microtext forms.

Recognizing the need to supplement our appropriated budget with private gifts of rare books and manuscripts, a Friends of the Library group was organized in 1958. Unlike many older universities with a source of wealthy alumni, we have had to seek patrons outside the ranks of our own graduates. A number of outstanding gifts have come to the Library from our friends to provide what Charles Feinberg, himself a generous friend, terms "frosting on the cake." Among the major gifts (more than "frosting") is a collection of some 8,000 volumes, largely first editions, of late nineteenth and twentieth century American and British fiction, the gift of Philip D. Sang of River Forest, Illinois. R. Buckminster Fuller, a distinguished member of our faculty, has presented his archives to the Library.

A new dimension was added to the Library's acquisitions program

in 1957 with the creation of a second campus in the highly populated areas of Madison and St. Clair counties, across the Mississippi River from St. Louis. After eight years of temporary quarters, the new campus at Edwardsville was opened last fall, with the Elijah P. Lovejoy Library one of the first two buildings completed. Starting with a small collection of books from defunct Shurtleff College at Alton, the collection for the Edwardsville campus has been assembled under the direction of Head Librarian John C. Abbott, with a rapidity that has amazed even the staff. In eight years the collection has grown to almost 200,000 volumes, a total which it had taken the Carbondale library eighty years to collect. While the Carbondale library is now supporting doctoral programs in most of the liberal arts and sciences, the Edwardsville library, employing much the same acquisitions techniques, is working toward the support of master's level programs.

In the interest of a "one university" concept the decision was made to develop the Library as a single research collection, divided in its location between two campuses. Preliminary to the decision, Ferris S. Randall conducted a comprehensive survey of library needs and resources of the two campuses. In addition, two outside consultants, Dean Robert B. Downs of the University of Illinois and Professor Maurice F. Tauber of Columbia University, were called upon for advice.

The following policy statement, reflecting the "one campus" decision, was adopted to govern the library acquisitions program in the years ahead:

The Library will support to the best of its ability any teaching or research being conducted or contemplated on either campus. New programs, particularly at the graduate level, should be approved by the Graduate School only after careful consideration of library resources.

To provide adequate library support of a course, a curriculum or a program, the bulk of library materials needed for student and faculty should be available on the campus where the work is being conducted. It is not practicable either in terms of convenience to the reader or in terms of library mechanics to borrow from the other campus on a large scale books and journals that are needed for class assignments and for collateral reading. Furthermore, the same works needed to support class assignments on one campus are likely to be needed on the other campus. Duplication of library materials on the two campuses at this level is essential. Inter-campus borrowing should be confined to the more specialized and esoteric requirements.

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Highly specialized or expensive books and journals and works that will be used infrequently will not be acquired on one campus if they are already available by borrowing from the other. In the case of scholarly journals, extensive back files normally will not be duplicated. A photocopy of the desired article will be supplied for faculty and graduate students at the other campus.

In attempting to support research by individual faculty members, the Library will purchase books and other materials, provided they contribute to the general development of the collection. But isolated volumes of research materials will not be purchased if they can be borrowed from the other campus or from other university or research libraries. Where it is necessary to make extensive use of a specialized collection located elsewhere, the faculty member should plan to spend time at that Library, whether it is at the other campus of Southern Illinois University or at another university. Travel funds should be made available within reason for this purpose, as a less expensive method of supporting faculty research than duplicating a collection that would seldom be used.

In order to prevent unnecessary duplication in book ordering and to encourage inter-campus borrowing, complete author-title catalogs of the two campus libraries will be made available in book form on both campuses. (The Carbondale section of this catalog, 39 volumes, has been published.)³

It is a familiar story that increases in book budgets have not always been accompanied by comparable increases in processing staff. This has been the case at Southern Illinois and we have had the inevitable cataloging backlog. The situation is gradually being righted with the addition of staff. In the meantime, a pre-cataloging system has made all books immediately available.

Some years ago, in planning the new library building, a decision was made by a faculty committee to discourage the creation of departmental libraries outside the main building. We have thus far been able to hold to this resolution with surprisingly little faculty opposition. By avoiding the expense of maintaining departmental collections we have been able to concentrate on a single centralized collection.

As in the case of Michigan State, however, large enrollments have required added copies of many standard works. While subject librarians have been purchasing multiple copies, they have been reluctant to divert large sums from the purchase of new titles. Consequently, a special fund for buying duplicates has been given to the circulation librarian who, in administering the reserve book service, is in a posi-

tion to observe the heavy demands on certain titles. Some relief from duplicate buying is to be found also in the book rental system for undergraduates. The Library, which administers the system, can transfer additional copies of textbooks (including standard works of fiction and books of readings) as needed to the reserve book room.

Michigan State has come to the decision that the subject divisional organization, which served that library well as it did Southern Illinois during a decade of rapid development of the collection, can no longer be justified, and a return to the traditional pattern of central reference is planned with the move to a new addition to the building. A book selection department will take responsibility for the development of the collection. This has not been the experience at Southern Illinois, where divisional reference and book selection will continue to be linked, and the order department will continue to serve primarily as the business agent in book buying. The growing demand for general reference service for the large number of undergraduates will be met (1) by creation of an undergraduate or general studies library in the main building, and (2) by a reference station at the central card catalog where inquiries emanating from use of the catalog can be directed to the appropriate subject library. The latter service has been put into effect. In the more distant future a high-rise storage building, connected by tunnel with the main library, is planned for housing the seldom used volumes in all fields, as designated by the subject librarians. As far as we can now see, the subject divisions (with science being divided into two libraries—biological and physical) will remain the heart of our library organization.

While it is dramatic to report that Southern Illinois University Library has grown in the past decade from 160,000 volumes to more than a million volumes (the student body has grown in the same period from 3,800 to more than 26,000), we have reason to believe, as we talk with new faculty members who have come from older, well-established universities and as we work with consultants in various fields, that the quality of the collection has fully justified the large amount of money and the time and talent of library and teaching faculties that have gone into the acquisitions program.

Emerging Institutions: Michigan State & Southern Illinois Universities

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