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College and Research Libraries

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By FREDERICK C. HICKS

Professional Aspects of Law Librarianship

Dr. Hicks is professor of law and law librarian in the School of Law, Yale University.

Within my own experience I have seen public librarians as a class look askance at the professional standards of college and university librarians. They in turn have looked askance at special librarians and particularly at law librarians. To some extent each group was justified in its attitude of superiority. There was implicit in it, however, a fundamental error. We spoke glibly of professional development, as though all libraries should or could be poured into the same mold, to come out rounded into shape, and stamped with the hallmark of quality. There is of course a substantial substratum of technique and doctrine applicable to all libraries of whatsoever kind. We are all engaged in the same sort of work looking to the accomplishment of like ends. Where we differ is in the emphasis which we place in different kinds of libraries upon the various techniques used. This emphasis is determined by the purposes for which the respective libraries exist. We cannot evaluate the professional development of all kinds of libraries by standards set for a single dominant group, the public library, for example, because those standards were themselves chosen in response to special needs. We must ask, for each group, these questions: (1) professional development for what purpose; (2) for the benefit of what clientele; (3) to make useful what kinds of material?

What is "Professional Development"?

Failure to keep such questions in mind is one of the reasons why librarians are sometimes accused of fostering a kind of professionalism, the motto of which might be "Libraries for the Librarians," instead of "Libraries for the Readers." Too easily we fall into the error of making our card catalogs chiefly for our own use, adhering to the rule "let the reader fall where he may." Too easily also we adopt a professional attitude with regard to other types of libraries, which can stifle initiative within our own ranks. A larger number of general librarians know what a law library is like than was formerly the case, but still the number is small. It is significant that there was no course in law librarianship until the summer of 1937.

Failure to keep such questions in mind is one of the reasons why librarians are sometimes accused of fostering a kind of professionalism, the motto of which might be "Libraries for the Librarians," instead of "Libraries for the Readers." Too easily we fall into the error of making our card catalogs chiefly for our own use, adhering to the rule "let the reader fall where he may." Too easily also we adopt a professional attitude with regard to other types of libraries, which can stifle initiative within our own ranks. A larger number of general librarians know what a law library is like than was formerly the case, but still the number is small. It is significant that there was no course in law librarianship until the summer of 1937. It is significant not as an indication of the backwardness of law librarians, but as an evidence of the unpreparedness of library schools to give such training. Judged by the standards which I have mentioned, law librarians were not in fact, until a score of years ago, deficient in professional attainments.

I confess that after I became a law librarian, following seventeen years of experience in four other types of libraries, I was inclined to undervalue the profes-
sional achievements of my new colleagues. They did not habitually talk the language of library schools, or of other types of libraries. When they did use the phraseology, they sometimes gave it a different meaning. They were diverse in education, training and experience. Judged by general library standards, they did not constitute a professional group. But it soon became apparent that there were other and better standards by which to judge them. Almost to a person, they were doing that which is the foundation of all successful librarianship: adapting library techniques selectively to the books and clientele to be used and served. They were applying library skills, so far as they were useful, to their own particular problems, and steadfastly resisting the urge to adopt such skills indiscriminately, even at the risk of being thought to be unprogressive.

First Stage of Law Library Development

Only in comparatively recent library time have law librarians paid much attention to card catalogs, to subject classification, and to notation schemes for any kind of book classification. Why was this so? It was not because they were wholly ignorant of the value of such devices in the libraries where they were used. It was because they already had substitutes for them which in the state of law library development at that time were serving very well. Their books were listed, they were arranged, and they were referred to by something like call numbers.

At the time of which I speak, law libraries, with a few notable exceptions, were small, and they were used almost exclusively by lawyers, judges, law students and professors for the purpose of reading technical law. Made up largely of sets of books—statutes, reports and periodicals—and of treatises usually called for by authors' names, no great problems of shelf arrangement presented themselves. There was an actual classification according to an easily understood scheme which tradition had established. Call numbers were not needed because custom had provided substitutes—the "citations" used by lawyers.

The latter got their citations from printed digests and subject indexes. This great system of reference had already been developed by lawyers, legal writers and law book publishers, and did not need to be invented by law librarians. Law, for lawyers, was more elaborately indexed by subject in printed form than was any other class of literature. The test of a good law librarian was whether he knew this elaborate system of reference. This meant that he could concentrate most of his effort on reference work—the important job of making the contents of the books in his library available to readers.

Since so many of his necessary tools were already in printed form, it was natural for him to want his library catalog also to be printed, and so most law libraries made printed books of their catalogs, keeping them up to date on cards only until a supplement could be printed.

I have said that the books were classified, that is, grouped by criteria of similarity. The printed indexes to the contents of sets were, and still are, arranged chiefly by subject. This made subject classification of the books themselves of secondary importance. The lawyer was accustomed to work according to a routine—he found his references, then got or called for the books to which his citations referred. The librarian was expected to arrange the books so that each individual volume could be found as quickly as pos-
sible. This result, he had learned, could best be achieved when a "form" classification was used.

Thus the small law library for the exclusive use of lawyers had its own tight little professional system made up of (1) printed subject indexes, (2) printed lists of books kept up to date by card catalogs and printed supplements, and (3) shelf arrangement suitable for quickly finding individual books when they were called for by citations. The whole constituted a scheme for serving readers by bibliographical means which the latter understood and approved. For the kind of library which I have described, it represented a satisfactory stage of professional development. Moreover, this system still has merit for handling part of a modern law library's problems.

I look upon the above as an honorable chapter in the history of law library professional development, but I would be the last to say that it is sufficient today. New conditions demand that there be added other types of professional efficiency. Growth in size of individual libraries is of itself sufficient to call for new skills. But this growth has been brought about not merely by adding more law books. The scope of the libraries as to subject matter has been broadened in response to demands of readers. An interesting situation has developed in which lawyers are asking for non-legal and quasi-legal materials, while laymen are asking for legal material. The latter have become law book conscious, while technically trained readers are finding the traditional law book adequate for their professional needs. The first of these results may be attributed to steadily increasing activities of government agencies bringing law home to every citizen; the second is due largely to new methods of teaching and study in the law schools.

Thus, by the very standards which I have suggested for judging the degree of professional development in any library, the law librarian is forced to broaden his training in order to meet new needs. New kinds of books, and interest in aspects of law different from those disclosed by the printed subject indexes, call for more elaborate cataloging and classification, and widen the field of required reference work.

**Professional Organization of Law Librarians**

Development of the professional organization of law librarians has been in stages which parallel those of individual libraries. The formation in 1907 of the American Association of Law Libraries was in response to a demand for something different from what was then available to the members of the American Library Association. That association furnished some of the charter members of the new association, and some of them were not law librarians. These latter thought they saw in the technique and problems of law librarians something that might be of value to them in their general libraries. They were right in assuming that the bibliographical tools of the law are worth knowing about.

The first major enterprise of the American Association of Law Libraries was the preparation of a printed index, the *Index to Legal Periodicals*, now in its thirty-third volume. It does for legal periodicals in the English-speaking world what the Wilson indexes do for general periodicals in English. It is a subject index according to legal headings, following the general scheme of the *American Digest System*.
Although it is primarily a lawyer's tool, the headings are, in a surprising number of instances, the same as those used in the Wilson indexes (see "The Modern Medusa," *Law Library Journal*, 14:7-14, Apr. 1921). It filled a gap in the lawyer's bibliographical equipment, since no provision had been made for continuing the Jones index which then ended with the year 1899.

The second important enterprise was the publication of the proceedings of the annual conferences, a modest pamphlet which has now developed into the *Law Library Journal*, issued six times a year. In the early years of this periodical, one sees attempts to improve the morale of law librarians, make them conscious of common problems, and bind them together into a professional group. Fortunately for the future of the association, a high degree of success was attained. Without such a result, it would have been impossible to carry through the professional projects that had been initiated. Many important articles have appeared in the *Journal* on the technical processes peculiar to law libraries, but there has always been a preponderance of bibliographical material useful as check lists, and to improve reference service. Thus the publications of the association, and the nature of its discussions at conferences for many years conformed to the kind of professional equipment which I have described as characteristic of individual law libraries.

As times have changed, new emphases have come. Stirred by demands of readers for a different kind of service, stress has been placed on education for law librarianship. A standing committee, working with committees of other associations, has been active, and practical results have been achieved. In 1937, the Association of American Law Schools adopted an article of association which requires that all member schools shall have "a qualified librarian, whose principal activities are devoted to the development and maintenance of an effective library service." The next step, now under consideration, is the implementing of this article by determining what qualifications such librarians must actually possess. A report is also being prepared on the functions of law library positions of all grades, and on the training and compensation that should be associated with the respective positions.

Another practical result, partly at least attributable to the efforts of the American Association of Law Libraries, is the institution of a course in law librarianship, given first in the summer of 1937, by the Columbia University School of Library Service. A second course of one year's duration is announced for 1940-41, to be given cooperatively by the Law School and the School of Librarianship of the University of Washington.

Under recent presidents, the aims of the American Association of Law Libraries have been restated after prolonged discussion of a plan prepared by a committee under the chairmanship of William R. Roalfe, law librarian of the Duke University School of Law. The financial condition of the association has been improved (although this is a perennial problem), and a standing committee on planning has been set up. The whole tempo of the association has been quickened, and all of its members are conscious of the new requirements which new needs and conditions have placed upon them individually and as associates in a professional group.

**Experience in One Law Library**

I have been asked by the editor of *Col-
lege and Research Libraries to be specific in illustrating the trend of events in individual law libraries. I can do this best by describing briefly some of the developments during the last ten years in the library with which I am associated.

The ideal toward which we strive is indicated by guiding principles which are constantly reiterated to the staff, to the university administration, and to readers:

A library is a collection of books, properly housed, and organized for service.

It is our duty to anticipate the needs of our accredited clientele. Within the scope of the library, we are remiss if, when a book is called for, we lack it, or are unable to give satisfactory information concerning it.

The justification for library expenditures is the character as well as the extent of the use of its collections.

We aim to make the library notable for the completeness of its files, for nothing is so discouraging to scholarship as broken sets.

As many as possible of the more commonly used books should be on the open shelves in the reading room for consultation without formality. Stack service must be maintained at all times when the library is open.

The library must remain open as many hours as it will actively be used. [It is open during term time from 8 A.M. to 11 P.M., seven days a week.]

The reader is entitled to every courtesy, and to all the skill that a trained staff can bring to the task of enabling him to do his own work. The administration and the staff must be imbued with the spirit of service, and this should show in the conduct of all from chief librarian to page.

Staff and Organization

In an endeavor to approach the ideal set by these principles, all persons added to the staff during the last ten years, to fill positions of professional grade, have been graduates both of colleges and library courses.

The evils of over-departmentalization have been avoided, so that the library may function as a unit. In any library there are four major undertakings, (1) general planning and oversight, (2) getting the books, (3) recording and preparing them for use by readers, and (4) conduct of a readers’ service. These correspond to the four staff departments in this library:

1. General Administration. Policy, budget, recruiting the staff, salaries, payrolls, publicity, supplies, correspondence, statistics, approval of expenditures and bills.

2. Accessions Department. Orders, gifts, exchanges, handling of duplicates, checking bills, preparation of want lists and lists of duplicates.

3. Cataloging and Classification. This department has charge of all processes through which a book passes from the time it comes from the accessions department until it is ready for the shelves. This includes cataloging, classification, shelf-listing, dexigraphing, filing cards, marking, bookplating, mending, binding and rebinding. It is believed that these functions are so intimately connected that only delay and confusion result from dividing responsibility for them.

4. Readers’ Service. Reading room, loan desk, bookstacks, reference work, service to professors in their offices.

Cataloging

In the last decade the library has more than doubled in size. The card catalog, however, has grown from 129 trays to 670. This disproportionate growth in the catalog is partly due to the increase in the library itself, but chiefly to the facts that the scope of the library as to subject matter has been broadened, the whole library is in process of recataloging, and most important of all, the subjects treated in all books cataloged, legal as well as quasi-legal, are more fully represented than formerly.

A guiding principle in our cataloging is that every book which is retained on the

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shelves shall be fully cataloged and provided with subject cards for both its legal and non-legal aspects. We do not use a special legal subject heading book, because of the danger of limiting the catalogers' mental horizon to such a list. On the contrary, we use the most comprehensive list available, viz., *Subject Headings Used in the Dictionary Catalogues of the Library of Congress*, adding to it such legal headings as are needed. We do not, of course, cease to rely on the printed subject indexes (digests, *Index to Legal Periodicals*, etc.) referred to above. To do so, duplicating their entries in our catalog, would show a wasteful lack of skill in using our legal tools, and would make the card catalog unnecessarily costly. But we do bring out in the card catalog many aspects of the books which the scheme of such printed indexes does not cover. By this means and by keeping constantly before us the potential usefulness of all phases of our books, we have, through the card catalog, immensely enriched the collection.

**Classification**

We would gladly have adopted a Library of Congress scheme of law book classification if that had been available, and we do use in modified form its JX schedules for international law. After waiting for many years for the Library of Congress to publish its K (Law) scheme, the present writer reluctantly decided to make one of his own for use in this library. It was published in September, 1939, with the title *Yale Law Library Classification* (*Yale Law Library Publications*, No. 8) after having been in use, while being developed, for nearly ten years. At the outset, fateful decisions had to be made:

Should it be primarily a subject classification or should it be primarily a form classification? The latter was chosen, but with provision for some subject groups, and with the possibility of adding more.

Should we get up a complete scheme before we used any part of it? We decided to do it piecemeal, without regard to logical coherence in the scheme as a whole. We would not try to duplicate in our scheme for book arrangement, the subdivisions which lawyers have devised for the subject law. We would make a series of separate schedules for groups of books which, for whatever reason, we wanted to stand together.

The method of work is described as follows in the Introduction:

In deciding upon groups of books for which schedules were to be made, the reverse of the ordinary process was employed. A general policy [as mentioned above] was first adopted, but this was not followed by a vast scheme in which the relation of each group of books to all other groups was decided upon in advance. Although there are in fact three main divisions of the scheme (i.e. (1) special subject classes, (2) Anglo-American law, and (3) foreign law), the groups that make up these theoretical divisions are not tied together by common symbols, nor are they shelved together unless it happens to be convenient to do so. Having made up a group of like books (*like, according to the criteria of likeness which we adopted*) which should stand together, a symbol was adopted for that group, the method of indicating its subdivisions selected, and the scheme for constructing call numbers chosen. This process was repeated with other groups, one after the other, until the whole field had been covered.

A second section is made up of schedules for non-legal and quasi-legal books relating to history, philosophy, economics, sociology and political science, and a few other subjects. These schedules are simpler and less scientific than those used for
such subjects in general libraries, but they are required in order that call numbers may be made, and so that such books may not be forced into unsuitable legal schedules. Their only justification is that they serve a special purpose in this library.

Constructing classification schedules is no new experience for librarians, but there is a feature of the printed *Yale Law Library Classification* which is unusual. For each class, following the schedule, there is a subdivision on practice. Part of this deals with the method of applying the schedule, with directions for making call numbers, illustrated by examples. Another part deals with cataloging as applied to that class—the public catalog, the official catalog and the shelf list, author and other main entries, title and added entries, cross references, subject headings, forms for tabulated cards used for series and sets, and methods of cataloging and handling pamphlets and theses. Still another part deals with marking, stamping, bookplating and binding. Finally there are references to a few check lists and bibliographies useful in connection with the respective classes. This kind of material was added to the schedules because of the close relationship between cataloging, classification and preparation for the shelves, and because of the necessity for having in mind all phases of the work in relation to each class at one and the same time.

Present and Future Problems

Professional development in libraries has not reached its final stage. Particularly is this so in regard to the adaptation of skills to particular needs. It would be unfortunate if college and research libraries (including law libraries) adopted *in toto* the techniques which have been thought to be standard for other libraries. Librarians are usually not free agents. Even in the most prosperous of libraries, they are often forced to adopt substitutes for devices too costly for them to use. Perhaps some of these substitutes will turn out to be better than those which they replace. There is still opportunity to use initiative and imagination in library work. If anywhere the impact of problem on person can kindle a flame of invention, this flame should not be snuffed out by the imposition of set rules laid down by an authority which says, "This is the only way to do it."

The fact is that many problems heretofore thought to have been solved are again rearing their heads because of the growth of libraries. Mere bigness makes some techniques inapplicable. Free access to shelves is a fine idea, but it cannot be applied to all parts of our largest libraries because of the great cost of supervision. Connected with the idea of free access is that of subject classification. The larger a library is the less effective is such a grouping for the reader's shelf use. The classes themselves are richer in material, it is true, but at the same time, the amount of material on the same subject, which for good reasons is classed elsewhere, is largely increased. Subject classification could be applied to law libraries more extensively than is now customary, but would it be worth the cost? My point is that in no library can a subject arrangement bring together physically on the shelves all important material on a subject. I raise the question whether subject classification has not become a shibboleth by which to test excellence, erroneously leading us into costly excesses in library administration. Perhaps the conflict in most libraries is between close subject classification and
broad subject classification, rather than between subject classification and form classification. Certain it is, however, that close subject classification is a costly and time-consuming undertaking, and that its refinements provide the motive for frequent recategorization.

Must we not recognize the supreme importance to libraries of the card catalog, especially on the subject side? It is the only place where any near approach to completeness of information concerning the resources of the library can be reached. Even here we leave out all those fields covered by printed subject indexes—the kinds which for a long time were the law library's chief subject catalogs, and which, thanks to Mr. Wilson, are of growing importance in every library.

If, for the sake of argument, this is agreed to, then there arises the question of whether or not we can improve our card catalogs. Can we simplify them from the reader's point of view? Are we sure that the so-called "dictionary" type is the best form? And, if it is, how can we make it more easily usable? Certainly it is a misnomer, in large catalogs, to say that the cards are arranged alphabetically as in a dictionary. In this process of improvement and simplification, can we agree on a workable scheme for filing cards that we ourselves can understand without reference to the rule book? There is no agreement on so fundamental a thing as this, and the larger the catalog becomes, the more the user is confused. While I was writing these words, there came to my desk the Catalogers' and Classifiers' Yearbook, 1939. It contains articles with the following titles: "The Large Dictionary Catalog Faces Der Tag;" "Shall We Divide Our Catalog Vertically?;" "Crisis in the Catalog;" "Horizontal Division of the Catalog;" and, "The Public Catalog for Whom?" Another article begins with the question, "How far have we progressed since medieval days in the making of catalogs?" It ends with the warning, "Catalogers... should beware falling into a rut from which they might be unable to climb out." All librarians, not catalogers alone, might well take this caution to heart.

And finally, what shall be done about the cost of cataloging? How can this mounting expense be reduced without destroying the effectiveness of the catalog? The answers to these questions are now of as much importance to law librarians as they are to any other kind.
By THOMAS P. FLEMING and JOHN H. MORIARTY

Essentials in the Organization of Acquisition Work in University Libraries

Thomas P. Fleming is medical librarian and John H. Moriarty, general assistant, Columbia University Library.

THE PURPOSE of this article is to give a brief summary of the essential processes which are involved in university acquisition work. Further articles will treat in detail the organization and function of each process. If much that is seemingly obvious is touched upon here, it is because our experience has shown that some of the more elementary and basic principles of acquisition are frequently misunderstood, especially by those who hold executive positions without having had previous experience in this specialty.

The preparatory processes by which a book is made ready for the reader are threefold: (1) acquisition; (2) cataloging; and (3) book marking and/or binding. In a small library, these activities can be done as a unified process by a single individual. In the larger libraries, where the volume of work is greater, the preparatory activities are carried out by separate departments. However, this segregation of work is made at a cost, for such division necessitates additional records and, to a certain extent, duplicate handling. The function of acquisition affects all departments, and their work in turn affects it. Since all departments of the library make contributions to the work of acquisition, the acquisition specialist should foster and coordinate all such possible contributions.

The function of an acquisition department is to acquire such printed or manuscript material as may be required to meet, not only the present, but also the future needs of the institution which it serves. This may be brought about by purchase, donation or exchange; but each of these methods demands certain prerequisites and involves certain definite processes. Among these may be mentioned: (1) educational policies of the institution; (2) book funds; (3) selection; (4) searching; (5) placing an order or soliciting; (6) receiving and accounting; (7) accessioning and/or marking to show ownership.

The physical layout of a department plays an important part in its effective organization and function. It will be noted that the current trend in large library buildings is to have the catalog department follow the public catalog, wherever that may be located, while the acquisition department is attracted to the receiving room, which is usually located on the ground floor or basement. Adequate provision must be made for the receipt of mail, express and freight, as well as for
temporary holding of shipments awaiting invoices. There should be as part of the receiving room, or adjacent to it, a sizeable section of shelves to provide space for material received in quantity, which must be opened, examined and collated; gifts and other publications awaiting checking or decision as to their incorporation; duplicates awaiting final disposition and similar acquisitions. An outside loading or delivery elevator is an item of consideration, for many inland libraries receive shipments via carloading companies whose drivers are not required to make other than "store door" deliveries. The office layout of an acquisition department should contain a separate office for the chief, where book agents, faculty, and staff members may be consulted privately. Adequate quarters and equipment should be provided for searchers, serial checkers, gift and exchange assistants, typists, and accounting clerks.

Belt Line Should Be Established

Many libraries have failed to take advantage of what has been perfected in the business world in connection with business organization. Consequently, every effort should be made to have the latest office equipment and labor-saving devices: filing cases, dictaphones, visible file serial records, electric adding machines and calculators, as well as typewriters whose age is reckoned in months, not in years. Further, care should be exercised to see that the various processes involved in acquisition work follow in their proper sequence. From the time a title is considered until it is received in the catalog department, it should follow a path that does not cross itself. In other words, a belt line should be established, as in factories, where a product being manufactured does not cross back upon its own path or crisscross that path.

The various processes of acquisition are derived from the budget, which in turn is dependent upon the policies of an institution in regard to teaching and research. These policies and the present resources of the library determine fundamentally the kind of book budget upon which acquisition must depend. There are acquisition theorists who would allocate book funds scientifically, based upon a hierarchy or established subject fields and on the expected trade output in such fields. Such allocation may not be too unrealistic for the standard liberal arts college library, but for the specialized school and for the university it offers no assistance whatever. In universities, where the policies are defined, the distribution of the book fund follows as a logical sequence. All too frequently, however, institutions do not define such policies; or, if they do, the policies are not carried out. Often an institution is faced with the fact that the business school or the law school is its crown jewel, and that, consequently, the book collection in such a field must be kept standard or above par, regardless of other weaknesses in the collection. Where a "crown jewel" situation exists, the director of the library and the several department heads must face it and allocate book funds accordingly. (For a further consideration of this problem see the articles by Coney and van Patten.) Budget making and the distribution of funds in a university library are a definite process, in which the university administrator and library advisers from the faculty work with the director of libraries and the heads of his several departments.

The selection of material is another
process in which the faculty should play a very large role. In fact, the effectiveness of the library depends upon the extent to which the librarian can organize his faculty so as to use their bibliographical and specialized knowledge in building up purposeful collections. One practical device for this type of organization is the use of the form illustrated (devised by Charles C. COLUMBIA UNIVERSITY LIBRARY 19

To

Please check one of the following lines to indicate your opinion as to the importance for the University Library of the publication noted on the attached.

C. C. Williamson
Director of Libraries

☐ Very important—Immediate purchase recommended
☐ Important—Purchase recommended
☐ Fairly important—Purchase recommended if funds permit
☐ Of slight importance—Purchase may be deferred
☐ Probably worthless—Not recommended
☐ No opinion at this time—Would hold for more information

Comment:

(Signed)

Williamson), which can be attached to a book advertisement, a catalog, a book itself, or a periodical and routed with it to a member of the faculty.

It is by such means that the knowledge of a highly specialized faculty can be utilized in the acquisition of the subject material which scholars must have to do effective work. The acquisition department can be of great assistance by calling attention to old, as well as new, publications of possible interest to subject specialists. It knows, perhaps, more intimately the interests of certain of its faculty members and can, therefore, more easily cope with the flood of catalogs and circulars. All departments naturally assist in the selection of material. The reference department, through the examination of its interlibrary loan requests and its daily work, is perhaps the most potent factor.

The role of the faculty in selection is primarily confined to separates, rather than continuations and serials. Once the faculty has made its decision, it is not necessary that these be placed back for annual review, but occasionally the faculty should be requested to make a new appraisal of all the continuation orders to see whether they are still worthy of being continued.

Once an item has been selected for acquisition, either because of faculty recommendation, or because of the unquestionable importance of the material, the next process is searching. The mistake should not be made of considering this activity clerical. In any large library the work involves not merely the checking of the pending files in the acquisition department, as well as the official or general catalog, but also a knowledge of the special and often uncataloged collections inevitable in most large libraries. Generally, the knowledge of such collections must include the ability to see their subject ramifications. A searcher should realize that a collection of British history before 1800 A.D. will probably include Americana, but such realization is no clerical process. Some comprehension of corporate entry and a familiarity with series cataloging must also be possessed. The searching of expensive items usually involves investigation as to their probable location in nearby libraries. Such a procedure will avoid duplication of the more special material

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which may be available within reasonable distance. A competent searcher who systematically records the sources consulted will produce data which, when passed on to the catalog department, will considerably minimize their routine. Searching has other interdepartmental values as well. Because of the nature of the work, the searcher becomes one of the most frequent critics of the general catalog, reporting errors in form and filing, inconsistencies and other desirable adjustments. The alert searcher will also strengthen the collection by suggesting the purchase of essential bibliographies.

The fact that a desired item is not in the library and that its acquisition is authorized requires further action. It is here that the unique knowledge and ingenuity of the acquisition specialist comes into play. Shall the item be purchased, begged, or sought on exchange? The decision may be based on the nature of the material. One probably buys a British government annual report, begs such reports from American government agencies, and tries to exchange one's own with sister institutions. The question may be raised as to the purchase of domestic material from a local bookstore or a national jobber. A problem in discounts and services arises, only to be settled in actual situations. In handling foreign purchases particularly, a knowledge of agents' specialties, prices, and service must be built up and often relearned. A familiarity with the possibilities of telephone, telegraph, cable, mail, freight, and ship communication is basic. Foreign orders and shipments call for more than superficial knowledge of declarations, consular invoices, customs brokers, importation laws and fluctuating foreign exchange. It must be remembered that the book trade is a commercial world in flux, and no knowledge about it can ever be more than relative. We do not mean to imply that such knowledge is not possible and indispensable to the successful acquisition specialist, but that such knowledge is pragmatic, valid only in instances, and to be learned primarily in practice. Placing orders for books, dependent as it is upon an understanding of the book trade and other factors, is not to be trusted to the routine treatment given the purchasing of supplies for an educational institution. It must be performed by a subordinate under the control of the director of libraries. According to the law of some states, all purchases made by a tax-supported institution must be placed through its duly appointed purchasing agent. Libraries usually circumvent this by having the head of acquisitions also hold an appointment as assistant purchasing agent (in charge of books). The order forms used by the library can readily be adapted to meet the requirements of state purchasing laws. Although order forms will be treated in detail later, it must be emphasized here that clear and concise instructions to an agent may be the means of eliminating extra work in the department and thereby save several hundred dollars a year. Most agents will invoice and ship material in accordance with instructions, provided these are clearly and concisely stated.

Financial Records

In order to keep accurate financial records, acquisition departments all too frequently become involved in complicated and time-consuming accounting practices. Many such systems now in use were begun at a time when the library had a small appropriation, and where a little extra bookkeeping enabled the librarian.
proudly to announce, at a moment's notice, the status of any given fund. Increases in their library appropriations, however, involving multiple funds and endowments, have brought little or no change in library financial methods. In recent years, mechanical systems of accounting have been adopted by most universities, yet many librarians have refused to permit their budgets to be integrated with the general university system. These librarians labor under the mistaken idea that control of their funds will be lost if handled by the business office. In our opinion, the saving of staff time and the benefits accruing to the library through such integration entirely outweigh any theoretical "loss of control." In any event, experience has strengthened our belief that the accounting and most of the financial aspects of acquisition properly belong in the university business office.

The receiving of material is an activity which is a continual challenge to the acquisition specialist. It will be found that the receipt of domestic orders is fairly routine. Nevertheless, libraries, whose invoice procedures involve special official and governmental regulations, find that their instructions are often disregarded by the smaller bookstores. One frequently finds that small bookstore orders for supposed separates turn out to be series parts, or that special bibliographical features required in a title are ignored, or a wrong copy delivered. Such irritations come to be expected and can be satisfactorily handled by routine correspondence.

Much time and expense will be saved when ordering "antiquaria" from foreign booksellers, if explicit instructions are given to the dealers regarding the shipment of desired items, especially if they are bulky, and more particularly if the value is over one hundred dollars. At the time of ordering, a customs broker and a forwarding agent should be specified, and notification given that consular invoices are expected to be prepared where needed.

The accession book is the time honored method used by libraries to record volumes added to the library in the order of their receipt. For each item recorded, there is given a condensed description including binding, source and price. Since all this information, except binding condition, already appears on the order card and order sheet, many libraries have discarded the accession book and, in its stead, use either the order card or order sheets. Still others have found it efficient to transfer source, price, and order number to the shelf list card. This shelf list method is much to be desired. The necessity of keeping an accession book or of preserving order cards for long periods is thus eliminated.

Some Special Processes

When an item has been passed on to the catalog department, the work of acquisition is theoretically completed. The acquisition specialist is judged by his effectiveness with follow-up work, claims, acknowledgments, and careful supervision of the vital processes outlined in this paper. As would be expected, however, the activities of many libraries show a tendency to emphasize a specific acquisition process. One important university, for instance, is giving considerable time and attention to receiving through an exchange system many of its scholarly serials and checking on the whole scheme by careful cost records. Another university has been utilizing its favorable position in a Scandinavian community to persuade the Scandinavian countries to help in developing its collection of their official publications.
Still another is found to be concentrating some very logical thought on budget planning, to determine how to keep its very generously endowed book fund from distorting the nature of its already excellent collection.14

Many of the trial and error methods in university acquisition work would be eliminated if librarians, who have gained valuable experience in solving difficult or unique acquisition problems, would contribute articles which present, in detail, the reasons, methods and results of their particular activities. It is our intention to follow this preliminary paper with a series of articles treating in detail the organization of various acquisition procedures.

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By THOMAS FRANKLIN CURRIER

Preliminary Cataloging

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During the past few years the term "preliminary cataloging" has, at the Harvard library, been on our tongues with ever-increasing frequency. It denotes a process introduced to free the expert cataloger from certain mechanical and time-consuming work which simultaneously affords a preliminary survey of all books and pamphlets received, whether by gift or purchase, with a view to segregating duplicates.

Briefly described the process is as follows. Purchased books from the ordering department and all gifts are delivered to an assistant attached to the department of cataloging and classification, who checks them with the union catalog. This catalog combines, in one alphabet, the Library of Congress depository cards with the cards for books in the Harvard College Library and the university's numerous departmental and special libraries; it serves also as the library's official catalog. The checking just mentioned ordinarily determines by a single process: (a) if the piece in hand is a duplicate within the library system; (b) for non-duplicates, if there is a Library of Congress card that may be utilized for cataloging purposes; (c) if the form of name of the author (corporate or personal) has been determined for cataloging purposes by our own previous investigations or by the Library of Congress catalogers. The information thus obtained is noted on slips which are placed in the books. The duplicates are segregated for further consideration and the rest passed on to a rather highly organized typists' department. Here, girls trained to this work, type, from the books before them, preliminary catalog cards, containing the necessary data, transcribed mechanically without research. The books, with the cards inserted, are now distributed to the several supervisors in charge of the subjects concerned, who can thus attack the labor of placing them in the library's permanent collections with certain necessary or desirable information spread before them in convenient shape. Because of this preliminary process, the cataloger is relieved of the mechanical work of typing the initial or key cards, or (as an alternative) of making complicated notes for the guidance of a typist. The advantage of this method, as against making notes in advance for a typist to follow, rests in the fact that the cataloger does not have to project her imagination into the future and forecast what unexpected things a typist may do, but has before her an actual card, revealing just how the final card will appear as respects length of title, arrangement of matter, and the like.

To the point when the books come into the hands of the subject supervisors, mentioned above, the work has been done without research, the object having been to

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push everything along as rapidly as accuracy will permit, avoiding the delays incident to looking up lacking data and settling debatable points. It is believed, after several years' experience, that this combination of processes, covering the no man's land between accessioning and cataloging, is a notable step in reducing the cost of acquiring and absorbing library material and paves the way for placing greater responsibility on the cataloger, as will be described.

How Experiment Started

The first conscious experiment in this direction was made in the year 1925 when the library acquired an unusually large collection of the writings of German philosophers. A cataloger of moderate experience, but a high degree of intelligence, had been assigned to the task of cataloging these books. Short-handed as we were at the time, and with new accessions pouring in, some study of short cut methods of forwarding this important collection to the shelves instead of holding it until it could be taken up volume by volume in the normal retail fashion, seemed desirable. By our first experiment one of our best typists, who had some familiarity with German, copied the title pages on sheets of paper and these copies were edited by the cataloger. It was immediately evident that a skilled typist, with experience in copying catalog titles, could, by familiarizing herself with the simpler rules for collation, prepare a title sufficiently complete and suitable in form to enable her to type it directly on regular card stock. This would make it possible to use the card for the official catalog and thus save one recopying of the title. It was found that a high percentage of titles so prepared needed little or no editing, provided that the correct heading could be determined in advance. For our German philosophers, a list of correct headings was easily compiled, from which the typist worked. The notable success of this experiment—some 967 volumes were handled at a cost of 34½ cents a title—resulted in applying the method both to miscellaneous collections and to regular work. An accurate but moderately experienced cataloger was, therefore, assigned to the initial process of checking new accessions with the union catalog in order to provide the typist with exact headings, whenever these could be procured from the catalog without research. A large percentage of titles thus came through to the subject supervisor bearing exact headings copied from the catalog; some had presumably correct headings, also derived from the catalog, while for other entries, not found in the catalog, the title pages were themselves adequate. A minor quantity, only, came through without a heading that was either perfectly, or else essentially, correct. (The searcher now uses a special check to indicate that he believes he has found a heading absolutely correct.)

The system was then perfected by ruling that the person in charge of the preliminary searchers should look over the day's influx and eliminate snags, unusual material, and rare books. These should not pass through the preliminary processes, but be distributed directly to the subject supervisor concerned in each case, thus pinning on this supervisor greater responsibility for the physical care of such material while it is in transit, and for its suitable and prompt treatment.

As the method developed, it became evident that the subject supervisors should keep constantly in mind that the persons engaged in the preliminary checking were
not to be held responsible for anything except copying with perfect accuracy such data as headings and call numbers found in the catalog, comparing with care, title, date, and edition, for the purpose of revealing duplicates, and noting certain other matters that experience found useful. These checkers were not, when there was doubt in the matter, to attempt to prove identity of authorship, provide full names, search bibliographies, look up anonymys, or attend to other matters more properly the duty of experienced catalogers. It was not for the searcher to determine, for example, whether the book in hand by Frederick Law Olmsted was written by father or son. So far as cataloging was concerned, the prime object of the preliminary processes was to prepare, without research, a provisional card for the use of the subject supervisor. To this card she could devote the energy of scholarly editing without being hindered either by the mechanical labor of typing the initial card herself or by writing out notes from which the card could later be made by a typist—the marking of title pages for this purpose being, of course, taboo. Matters had to be adjusted, however, so that the provisional card would, in a sufficiently large percentage of cases, prove good enough to serve as the permanent official card for the union catalog, thus sparing the danger of errors from a second copying and waste of time from additional proof reading. Other information found and noted by the preliminary searcher was to be regarded as a by-product to be used with discrimination.

When the subject supervisor received books by such well-known authors as Abbott Lawrence Lowell or Henry Wadsworth Longfellow, she would be confident that the spelling of the names and the date of birth (or of birth and death) had been correctly copied from the catalog. She would not herself have to go to the catalog to verify the data and, from her knowledge of books and authors in her subject, she would be absolutely sure of the identity of the author. When, however, she received a book by a person with whom she was not familiar, even if the author’s name were as distinctive as Frederick Law Olmsted, it would be necessary for her to be constantly on her guard lest she (or, as usually happens, her successor) be humiliated, later, by a father-and-son confusion in the catalog. In fact, a competent supervisor will normally select from her day’s influx the books for which she deems it necessary to verify the searcher’s findings. This verification is the more essential if, as may happen when large gift lots are handled, some little time has elapsed between the time of preliminary searching and the cataloging, for a good catalog is perpetually in a state of flux.

Some Results

While the preliminary processes just described originated in a desire to simplify the routine of cataloging and decrease its cost, it became obvious that they would be of perhaps greater value in introducing a new routine in the matter of receiving, checking, and absorbing new accessions of library material. The two processes, (a) of determining the question of rejecting or retaining duplicates after a collection has been checked with the catalog, and (b) of making the necessary cataloging records after a decision as to duplicates has been reached, are, to a great extent, one and continuous. The person of good judgment, who has sufficient information about the book or collection to decide the first
matter is usually in a position, if trained and experienced as a cataloger, to attend to the second matter, often with but moderate additional labor and expense. This is particularly true of difficult material. The result then of this new method has been to pass on to the cataloger-classifier, who is responsible for a subject, a far greater share in deciding the question of whether duplicates in her field are to be rejected or retained. This procedure has been particularly useful when the staff is handling large collections devoted to some special topic. Furthermore, it centers the responsibility for sane and efficient treatment on those individuals who, from knowledge of the subject, technical experience, and familiarity with the library's collections, can best bear such responsibility. By having such additional duties placed on their shoulders, the persons concerned take greater interest in their work and increase their knowledge of the subject and of the library's holdings. They thus become daily more useful than if they confined their duties merely to recording what is put on their desks to record, after someone else has studied it and made essential decisions.

"Subject Supervisors"

During the period of incubation, while the method thus described was being worked out, there was considerable questioning by the heads of departments as to the wisdom of thus increasing the duties and responsibilities of those whose principal duties had hitherto been confined to the processes of cataloging and classification. It seems evident, however, both from the standpoints of economy and of satisfactory results that the decision as to retention of duplicates may, in large measure, be most appropriately apportioned to the catalogers and classifiers specializing in definite subjects, and that to these persons we might well assign the title "subject supervisor." It is well to emphasize the idea that not only must these persons have had past experience in cataloging and classifying, but they must also be the actual persons who are daily engaged in, or closely supervising, this work on their own subjects. The distribution of the vast influx of books to several persons, each more or less expert in her special subject, is, on the very face of it, a wiser practice than concentrating the responsibility on an accessions chief who attempts to cover the multitude of subjects within the scope of a large scholar's library and to deal with the many languages involved. Surely a policy is untenable whereby each department of the library (order, catalog, reference, etc.) has its own specialist in each field in which the library is active.

Running parallel to this increased responsibility of the subject supervisors has come the annexation, to a greater or less degree, by the supervisor in charge of the preliminary searching process, of the management of gift accessions, including large collections and the daily dribble. A minor, but essential, advantage resulting has been the diminution of books to which, on receipt, the library's marks of ownership have been overhastily affixed, the item being rejected after more careful scrutiny. At present, the library stamps and bookplates are affixed almost as the last process, and thus valuable material may be more easily earmarked for special care in the mechanical, and at times abused, process of stamping and plating.

It has been found that the preliminary searching thus described can be done suitably by the better grade of student assistants, each of whom puts some twelve or
fifteen hours a week into the work. It is wiser not to keep a person at the job too long at one period, since it requires close attention to detail which cannot be given by a person physically tired from long standing at the catalog. It is, moreover, necessary to have a sufficiently large number of persons assigned to this work so that current acquisitions may go through from day to day with the utmost promptitude, to save the occasional need for hunting for books that may be in process. It has, at times, been our custom to establish a list of persons who may automatically be taken from their regular work for an hour or two each, when there is danger of delay in handling the day’s accessions. The chief of the typing department in turn sees to it that work is so arranged that live and important books are pushed through her department immediately on receipt. It is our intention to have these live and current books in the hands of the subject supervisors within twenty-four hours after they come into the department. In this way each subject supervisor is made responsible for the prompt handling of books in her field. New English and American books have, in the past, usually been put into circulation from one to three days from the time of receipt in the department, with a full set of cards in both catalogs within an additional day or two. This speed depends largely on the exertions of the subject supervisor.

A word as to “continuations.” Normally, these are distributed at once to the serial division and are not handled by the preliminary searchers. As the serial division makes its record, it notes such titles (e.g. monograph series) as need analyzing. These titles are passed on to the preliminary searchers and go through the same routine as other monographs, being specially marked by a characteristic slip in order to procure prompt attention and speedy routing. Since the serial record notes them as received, they must not be delayed in the hands of the subject supervisors. Being already recorded as received on the serial records, there is the greater need that they should not be delayed in the later processes of acquisitioning and cataloging.

Duplicates thrown out by the preliminary searchers must undergo scrutiny, first by the supervisor in charge and, when desirable, by the subject supervisors or by specialists available, with a view to spotting valuable items not obvious to searchers inexperienced in such matters. The searchers are, however, instructed to notice, and set aside for inspection, all books with annotations on fly leaves or margins, that contain inserts, or that bear seemingly interesting autographs.

Savings

At Harvard, this combination of the preliminary search to determine the correct catalog heading and find possible Library of Congress cards, with the survey of material to reveal duplicate copies, has reduced a process, which in some libraries requires three separate searchings in two card catalogs, to a single comparison of the book with the union catalog. When it is remembered that the rate of such search is less than twenty titles an hour, the savings for a yearly accession of 50,000 titles might be as high as 5000 hours when three searchings are necessary. In the year 1938-39, at the Harvard library, it took 2370 hours to perform the preliminary searching for 39,982 titles, an average of only 16.9 titles an hour. At this rate the saving is greater, i.e. some 3000 hours for one searching saved, and 6000 hours for two. The saving in time is more than that
of two full-time assistants, or the equivalent of from $2000 to $3000 annually. Assuming, however, that for one-third of the titles further verification is necessary on the part of the cataloger, the saving might still be as high as from $1700 to $2500, for one as against three searchings. Additional saving results from this new method in the fact that the mechanical checking of titles with the card catalog and the typing of the first card are done by persons of less pay than the cataloger or subject specialist. So many elements go into this figure that it would be a difficult or impossible task to reduce it to exact statistics, but if we assume a saving of but two cents a title on these two processes we get an additional saving of $1000 on a yearly output of 50,000 titles. Another notable, but indeterminate, amount is saved by the elimination of conferences and discussions between subordinates and chiefs of the accessions and catalog departments, when questions arise as to individual items or lots. This, I am sure, will be acknowledged by those who have watched intimately the progress of work in the staff of a large library.

To sum up, the Harvard library, benefited by its combination official, union, and depository L.C. catalog, now unites two processes in its work of accessioning books. These two processes are, (a) the survey of new material with a view to discovering duplicates, and (b) a preliminary checking to prepare the way for cataloging. This checking reveals, as occasion offers, the correct entry heading, the existence of L.C. cards that may be used for cataloging, the location of copies in department libraries, and other useful data. Following this preliminary work, a skilled typists’ department prepares provisional cards for the cataloger, thus relieving the latter of the time-consuming labor of preparing her key card herself or of making complicated notes with a view to having the result reduced to card form by a typist. The annual savings for 50,000 titles added by this method might be from $2500 to more than $4000; moreover, it surely reduces the time needed to make new books available. Further, the subject supervisor who has a larger share in the duty of comparing duplicates and deciding what shall be rejected, acquires a more intimate connection with the development of the subjects assigned her, frequently gets more closely in touch with those of the faculty whose fields are concerned, and becomes increasingly the center of information for her own field of work. The placing of all books in her subjects promptly in her care pins down her responsibility for these books—a most useful procedure when a question suddenly arises as to the disposition or whereabouts of a given item or a special lot. There has been very little excited search for a missing item in our staff of classifiers and catalogers, and supervisors have become wary of disclaiming knowledge as to the whereabouts of a book or pamphlet in their particular fields, for it is becoming an axiom that a missing uncataloged book is always found just where it ought to be—in the subject supervisor’s hands.
Reference Work with Periodicals: Recent Progress and Future Needs

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Save the magazines—let the books burn!” a librarian wrote some ten years ago. Today, on all sides there is an increasing realization of the importance of periodicals. New studies and investigations are being conducted, and new indexes are being compiled. For the first time, a number of library schools are offering a separate course on periodicals.

These recent developments, in so far as they relate to the reference use of periodicals, are summarized in this article. In addition, a number of suggestions are offered with respect to future needs.

Indexes and Abstracts

With regard to existing composite indexing and abstracting services there are three main difficulties: incomplete coverage, duplication of titles, and the time lag between the publication of periodicals and the appearance of the indexes. These problems are now the subject of study by a committee of the Serials Section of the American Library Association. At a later date the committee intends to examine the question of the promptness with which new titles are admitted to the indexes. In this connection an excellent suggestion has been made by Henry Black, technical consultant for the Commonwealth College library:

The selection of periodicals to be indexed or covered by abstracting services is of serious interest not merely to libraries but to all organizations concerned with education, research, industry and government. It is our belief that selection can be handled satisfactorily only by a prominent body such as that proposed by the A.L.A. committee. However, to limit the group to librarians, as suggested by that committee, would be a mistake; for the problem is essentially a social one, and a representation should be required of all the various interests—library administrators and trustees, reference and research workers, scientific societies, special libraries, indexing and abstracting agencies, periodical publishers, and the main economic and political points of view.2

In addition to the work of the Serials Section committee there are a number of other encouraging signs of activity. The H. W. Wilson Company is preparing a revised edition of Poole's Index. In this edition the two main weaknesses of the index will be corrected: there will be (1) a systematic scheme for subject headings and (2) author entries.

At New York University a Work Projects Administration project is engaged in compiling an index to early American periodicals. When completed it will include 339 titles (7000 volumes) of which only a few are duplicated in Poole's Index. The years to be covered are from 1728 to

2 Library Quarterly, 10:52, Jan. 1940.
This valuable index should be published. If this is impossible, a number of libraries will undoubtedly wish to have it microfilmed.

Another very useful tool is being prepared at the University of California under the direction of Barbara Cowles. This is a subject index to the Union List of Serials. Two other studies are under way at the same school: an analysis of abstracting services treating of endocrine literature, and a comparison of the titles included in Ayer's, Willing's and Sperling's directories with those in the major indexing services. At the University of Michigan an analysis of the Agricultural Index and the Experiment Station Record is being made. At the University of Wisconsin, under the direction of the writer, a subject analysis of the titles in the Bibliographie der fremdsprachigen Zeitschriftenliteratur will soon begin.

No Satisfactory Index to Book Reviews

From the viewpoint of the general college and university library there is as yet no satisfactory index to book reviews. The Book Review Digest omits many books which are of interest to the larger libraries, and records only those reviews which appear immediately after the publication of a book. These two weaknesses are corrected in the Bibliographie der Rezensionen. Unfortunately, this publication is not issued promptly enough to be of use in locating reviews of recent books, and its arrangement is far too intricate for most library patrons. A third index, the Technical Book Review Index, cites reviews exclusively from technical periodicals and is therefore of limited use in general reference work.

It is doubtful if an American publisher could be interested in providing a new index to reviews which would satisfy the needs of larger libraries. Some time ago the writer had a brief conversation with Mr. H. W. Wilson who was skeptical as to the financial success of such a venture. A second and perhaps more feasible approach to the problem would be for American and English librarians to request the publisher of the Bibliographie der Rezensionen to speed up its publication and make its use less difficult.

Another important need is for an up-to-date check list of all periodicals which have ever been indexed. Ulrich's Periodicals Directory, it is true, provides a clue to those being currently indexed. It does not, however, show in what year the indexing of each periodical was begun, nor does it include discontinued periodicals. To meet this need the writer has sponsored a W.P.A. project which is expected to start this summer. If possible, this check list will be made available to other librarians.

A much larger and more important undertaking relates to the fact that the indexes are now so great in number and cover so many years that there is a growing need for an index to the indexes. This phrase "index to indexes" is not to be taken literally. What is meant is that many periodicals contain, in addition to articles and book reviews, a great amount of special reference material which, though indexed, is now very difficult to find. Examples of such materials are the dictionary of nineteenth century American authors in Blackwood's Magazine (1824-25), the periodic compilations in Editorial Research Reports showing for a Congressional session how each Congressman voted on important issues, and the list in the Bulletin of the National Research Council of private industrial research laboratories...
in the United States. For such items, and for similar items which are unindexed, there is needed a single-volume guide.

In this proposed project the periodicals would be alphabetically arranged and for each periodical there would be a list of its special reference features. A subject index would follow the alphabetical list. With such an arrangement, the publication could be used as a selection aid as well as a reference guide. Unfortunately, it is beyond the powers of a single person to compile a work of such great magnitude. The writer has made a start on periodicals in the field of history.³

Selection Aids

A variety of methods has been employed in compiling aids for the selection of periodicals. One fairly satisfactory method is to pool the opinions of a large number of subject specialists and librarians. This was the procedure followed in Lyle's *Classified List of Periodicals for the College Library*, and in Shaw's *List of Books for College Libraries*. This method is superior to a selection based purely on the opinions of experts, as was done in Fox's *Selection of a Basic List of Periodicals for a Teacher's College Library* (thesis, University of California, 1930), and to a selection limited to the opinions of librarians, as was done in Copeland's "Checklist for a Teacher's College Library" (*Peabody Journal of Education*, July 1934).

Any selection, however, which is based on personal opinions must be regarded with some suspicion. For this reason the statistical method, first employed for chemistry periodicals by Gross (*Science*, October 28, 1929), was a definite step forward.

³ A fuller description of this project will shortly appear in the *Wilson Library Bulletin*.

Gross' procedure was to choose a basic periodical and compute from this the footnote references to other periodicals. With this method it is possible to show somewhat conclusively which periodicals will be wanted by scholars. The chief weakness of the procedure is that the final results depend upon the choice of the basic periodical or periodicals. Nevertheless, the method has attracted considerable attention; similar studies have been made for periodicals in electrical engineering, civil engineering, geology, mathematics, agriculture, and medicine. It is to be hoped that further investigations will be conducted.

With respect to the selection of newly published periodicals, there is an especially difficult problem since statistical evidence of their usefulness is lacking. Nor is the problem solved simply by waiting until a periodical is taken up in a composite index. If a periodical contains material of a distinctive nature, it should be purchased immediately—whether indexed or not. Even though unindexed, a periodical can be put to extensive use. Another reason for prompt purchase is that after a few years early numbers of a periodical are almost impossible to obtain.

New periodicals are frequently described in the older periodicals. The description, however, is usually too brief to be of service in selection. Furthermore, it is a tremendous task to keep up with new periodicals in this manner. For these reasons it would be very helpful if journals like *College and Research Libraries* and *Library Quarterly* would publish compact reviews of important new periodicals. These reviews should be written by subject specialists. They should appear soon after a few numbers of a new periodical have been published.

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Interlibrary Loans and Microfilming

Two difficulties present themselves with respect to the interlibrary loan of periodicals. One is the cost of transporting a heavy volume in which only a single article is to be used and the second is the reluctance of librarians to lend materials which are frequently called for by their own patrons. Connected with this situation is the inevitable fact that as regional schemes of cooperation develop, more and more borrowing will become necessary.

The only solution, barring unforeseen developments, is the increasing use of microfilm. Before this can be really effective, a greater number of libraries must be equipped with the apparatus essential to the filming of materials. This is mainly a problem for larger libraries since they are most frequently called upon for loans. Fortunately, definite progress is being made. A recent investigation disclosed that of 57 libraries questioned, 34 were already prepared to film their materials and 2 more were about to institute the service. A number of large libraries, however, have as yet done nothing along this line.4

On the other hand, few of the smaller libraries have been equipped with reading machines. This is an essential step since it is from these libraries that a majority of the requests come for interlibrary loans. There is really no good reason why this step should be delayed. A serviceable reading machine can now be purchased for seventy-five dollars. Because of the money saved in transportation of heavy volumes, this machine will soon pay for itself. Furthermore, in this way a library can make available to its patrons much material which would otherwise be impossible to borrow.

In this same connection it is important to note that through Bibliofilm it is now possible to purchase on film entire sets of important periodicals. The cost of this service, if over ten volumes are wanted, is one-half cent per page.

Need for First-Hand Knowledge of Periodicals

It is unfortunately true that the majority of reference workers do not possess a first-hand knowledge of periodicals. Instead, there is an almost exclusive reliance upon the indexing services. This is a deplorable situation because it means that much reference material goes to waste.

The truth is that it is not even possible to use the indexes efficiently without intimate knowledge of the periodicals. Suppose, for instance, that a patron wishes examples of cartoons relating to the European war of 1914-18, and that the books containing this material are not available. Now it so happens that an excellent collection of these cartoons can be found in Current History, and these, of course, are indexed in the Readers' Guide. But if it does not occur to the reference worker that cartoons are contained in periodicals, will he make use of the composite indexes?

Suppose again that a college freshman is seeking a review of a history book. Through the Book Review Digest it is possible that he will find references to such periodicals as the American Historical Review, Nation, Current History, and the English Historical Review. Here the patron may well be advised as to which of these periodicals are too technical for his educational background. In other words, the librarian must be fully acquainted

with each of the periodicals, if he is to be of service to the patron.

Another good reason for not relying exclusively upon the indexes is that many important periodicals are as yet unindexed. Of course, the reference department cannot possibly maintain a comprehensive indexing of its own. Nevertheless, it is frequently possible to put a periodical to use simply by knowing its general nature. Thus, it is natural to presume that material on Mexican mosaics will be found in the periodical *Mexican Art and Life*. In effect, an unindexed periodical can be expected to contain certain material and be referred to in the same manner as an encyclopedia.

Besides being acquainted with the general nature of an unindexed periodical, a reference librarian will find it very useful to keep a record of any unusual reference items which it may contain. An example is the *Standard Rate and Data Service*, one of the few sources which reveals how many copies of a certain periodical are sold in a particular state. If a record of such items were kept on file in the reference department, as is done in some libraries, it would soon prove its worth.

For these reasons there is a very real need for reference workers to go beyond the indexes and to get into the periodicals themselves. There is no royal road to a knowledge of periodicals. They must be studied systematically and at great length. In addition, books about periodicals must be read, such as Mott's *History of American Magazines*, and Graham's *English Literary Periodicals*.

There is a pressing need for more adequate professional instruction in reference work with periodicals. This is not meant as a reflection upon reference teachers. Instead, it is intended to emphasize the fact that when reference books and reference periodicals are taught in combination, the latter suffer. In most instances, only a small percentage of the time is given to periodicals. Furthermore, the instruction rarely consists of more than a discussion of the periodical indexes. The periodicals themselves are usually ignored. This is an unfortunate situation, for without a first-hand knowledge of the periodicals, efficient reference work is impossible.

The proper solution, it seems, is to offer a separate course on reference work with periodicals. It could be given with greatest profit in the second semester of the first year's work. It should be offered as an elective to students who are especially interested in reference work.

Many library school directors will undoubtedly feel that there is no room for further special courses in the first year's curriculum. However, such a course could very well replace some now being offered. An example is the half year's instruction given at some schools on subject bibliographies. Bibliographies, of course, are very important, but their proper use is simply a matter of technique. It is not necessary to know all existing bibliographies. It is more important to know how to find them, and this can be, and is, taught in the reference course.

Perhaps the reader feels that an undue emphasis is here being placed on the reference value of periodicals. Nevertheless, let it be kept in mind that most libraries expend, exclusive of binding costs, at least 40 per cent of their book budget for periodicals. Thus, if libraries are to obtain a good return on their investment, periodicals must be put to the fullest possible use. Is this not reason enough to train students more adequately in the reference use of periodicals?

*JUNE, 1940*
From Normal School to Teachers College

Charles W. Hunt is secretary-treasurer of the American Association of Teachers Colleges and principal of the State Normal School, Oneonta, N.Y.

The normal school has become the teachers college. While a few institutions are still named normal schools, these will soon be gone. This transformation, which is much more than a change in name, has been amazingly rapid. During the first sixty years of their existence, the normal schools were poorly supported, isolated institutions. They have had, however, a significant central purpose which made them sturdy and fitted them into the American scene. The founders of this nation recognized that education for all the people was essential in a democracy. A citizen who could cooperate with his fellows in making a democracy work was essential. It was also implicit in their thought that the individual, and by that is meant all persons, should have an opportunity to become as much of a person as he could be in this new democracy.

When common schools were first established, it soon became apparent that the quality of the experience which children might have in them was dependent upon the quality of the teacher. It took about fifty years for the intellectuals to discover this and convince the people that a new kind of institution was necessary for the education of teachers. The first publicly-supported normal school was opened in 1839. By the end of the century these institutions had spread all over the country. They did not conform to any established academic patterns. They were folk schools.

With the great social changes characteristic of the last fifty years, the high school became an extension of the common school. The teachers college, close to the people, a part of the public school system, became increasingly the institution for the preparation of teachers in the high school as well as the elementary school.

To say that there had been no association among the leaders of the normal schools in the nineteenth century would not be true. Charles A. Harper has written in A Century of Public Teacher Education the history of these years. It is nevertheless true that organized association began about 1900 in the middle west. The American Association of Teachers Colleges was founded in 1917 by the presidents of five institutions in the middle west. This was a signal that the expansion and improvement of the teachers college as an essential part of the public school system, reaching from the first grade through the university, had begun. These far-seeing leaders recognized the need for an organization which would provide for the exchange of ideas and the improvement of their service. In the 23 years that have followed, the association has grown to a membership of nearly 200, distributed throughout the United States.
The institutions have had an honorable, if modest, history. But the new demands upon their resources have obviously meant expansion in student body and in buildings. Just as truly they have required new understanding of the place which the institutions should fill and consideration of the best ways in which needs might be met. The leaders had to educate themselves, administrative officers, faculty members, and boards of trustees. They had to present their needs to the public and obtain the necessary support for securing additional facilities of all kinds. The battle for a teacher, prepared to serve adequately the needs of his generation, had to be fought again as it was fought in the corresponding two decades of the nineteenth century.

Blueprints for accomplishing these changes had become familiar to the leaders in the middle west. The North Central Association, founded before 1900, had no place for teachers colleges and normal schools on its accredited list for colleges and had so many other concerns that it had no program for improvement of the teachers colleges. There was, however, no law to prevent the use of patterns in the American Association of Teachers Colleges which seemed to be producing results for other institutions in the North Central Association. Discussion in regard to standards for accrediting teachers colleges found a place in the program of earlier associations and was the focus of discussion with the founding of the American Association of Teachers Colleges. Committees were appointed. The executives of the association undertook the work of organizing desirable patterns toward which the institutions might grow. It was important to take the best which had been known in the practice of older types of academic institutions but at the same time to hold fast to the distinctive purposes for which the teachers colleges were founded. Proposals were made, discussed and modified. Finally in 1926 a set of standards was adopted, looking forward to establishing an accredited list of teachers colleges. It should be noted that the teachers colleges had the benefit of association with the university schools of education, whose leaders saw the significance of the enterprise and cooperated with it.

The establishment of an accredited list of teachers colleges was a device. The main value of the whole process lay in the education which came about for the executives and, more remotely, for all other persons connected with the teachers college program. It was the intent from the beginning that the program should benefit all institutions. All were put on the accredited list with their deficiencies noted and time was given for improvement before the more rigid standards would be applied. In 1927 the program of accrediting began.

Readers who have come this far may be willing to look at the whole picture for a little longer before we come to the discussion of the library program in detail. The standards set up the following requirements:

**Standards**

An institution must have for its central purpose the education of teachers. It must admit only graduates of a standard four-year high school. It could allow no credit for teaching experience toward the college degree. Each student must complete 120 hours of work for graduation. A reasonable ratio of students to faculty, to be determined by later study, must be maintained. In this standard as in others, it was expected that continued study would lead to the modification of the standard and moving goals be characteris-
tic of the program. The faculty must have a minimum preparation of the master's degree. The maximum teaching load for the staff was set at 16 hours a week. A training school for practice teaching was a specific requirement. The curriculum must exhibit sequence of courses and there must be segregation of immature from mature students. Requirements for safeguarding health and developing health habits were set up. The living conditions of students must receive adequate consideration. The library must have 15,000 volumes well distributed, but more of this specific requirement later. General requirements for laboratories and shops were made. The location, construction and care of buildings were considered, and adequate financial support required. A general requirement made it possible for the accrediting committee to judge the general tone of the teachers college on less tangible elements than those directly mentioned in the standards. The administration of the accrediting plan allowed for local differences but made improvement by all necessary.

**Administration Made More Effective**

The standards have been modified since their first adoption and their administration made more effective. Twenty-four studies offering objective evidence for necessary changes have been printed in the Yearbooks of the association. These studies have been made by individuals or committees usually under the supervision of the standards committee, which now has in progress studies on publicity, extension programs, health, curriculum, student personnel, and library. A standard in regard to tenure has been recently added.

So much for a general statement. I shall not attempt to list the changes which have come about in the institutions. The first accredited list was published in February 1928, and none of the institutions fully met the minimum standards. The number has increased to 158 institutions and all meet the minimum requirements of the standards. It would not be fair to attribute all changes to the adoption of standards and the accrediting process. It would be agreed among the executives that this device has been one of the major influences in the education of all concerned in the improvement of the institutions.

In 1928 a bachelor's degree was typical for faculty preparation. One out of five in the faculties today has a doctor's degree. One out of three has sixty hours of graduate preparation. Almost all members of the staffs have the master's degree, including the teachers in the campus school. The importance of the training school and of student teaching has been continuously stressed and definite standards enforced. Significant developments have occurred in the health area. All students are examined by a physician annually, some form of hospital care is provided, and instruction in health is given to all students.

One further word before going to the specific question of the library. To appreciate the progress made in teachers colleges it is necessary to visit the institutions. The campuses have been widened, building programs have been in evidence nearly everywhere. The quality of the student body has improved. In 1928, 25 per cent of the graduates received the bachelor's degree; 75 per cent were at the two-year level. In a little over a decade this situation has been reversed.

If a librarian has been patient enough to read thus far we shall now reward him with details in regard to the library. The first objective study made on which to base a program of improvement concerned
the standard for libraries. It was made by G. W. Rosenlof, who was then a graduate student at Teachers College, Columbia University, for his doctoral thesis and was made under the direction of Edward S. Evenden. He collected information about:

- Number of books and their classification
- Number of periodicals
- Types of library indexes, reader's guides, and other aims
- Records of accessions
- Library personnel
- Policies of duplication
- Support of libraries
- Training school, seminar, departmental and textbook exhibit libraries
- Physical plant and equipment
- Library administration

The first report was made in 1928 and was printed in the Yearbook of the association. Even the summary and conclusions of this study are too long to quote. Those who are interested may refer to the Yearbook. The number of books reported by 59 schools showed a range of from 5335 to 101,414, the average for all schools being 16,934. Two-thirds of the schools reported fewer than 15,000 books. The professional collection represented from 6.7 per cent to 26 per cent of the total libraries, the average for all schools being 14.3 per cent. Duplication ranged from 1.3 per cent to 52.5 per cent. The range for the number of periodicals was from 40 to 305. The typical librarian had completed a four-year college or normal school course and had approximately one year of technical library training with some teaching experience. The library staff was found in most instances to be altogether inadequate to the need. No uniformity was found in regard to the budget for libraries. The method of its handling indicated that the library was not typically considered to be of major importance.

Result of Study

As a result of this study the following standards were recommended:

**Books**—Each teachers college shall have a live, well distributed library bearing specifically upon subjects taught. There should be at least 15,000 volumes, exclusive of all public documents, distributed approximately as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General library economy, etc.</td>
<td>7.5</td>
</tr>
<tr>
<td>Philosophy and psychology</td>
<td>5.0</td>
</tr>
<tr>
<td>Religion and bible stories</td>
<td>2.5</td>
</tr>
<tr>
<td>Sociology and education</td>
<td>20.0</td>
</tr>
<tr>
<td>Languages and philology</td>
<td>2.5</td>
</tr>
<tr>
<td>The sciences</td>
<td>7.5</td>
</tr>
<tr>
<td>Useful arts</td>
<td>7.5</td>
</tr>
<tr>
<td>Fine arts</td>
<td>5.0</td>
</tr>
<tr>
<td>Literature</td>
<td>20.0</td>
</tr>
<tr>
<td>History and geography</td>
<td>20.0</td>
</tr>
<tr>
<td>Fiction</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Not more than 15 per cent of the total number of books should represent duplicate copies.

This library shall be administered by one or more professionally trained persons who have a minimum academic training and who hold a bachelor's degree or its equivalent. Preferably these shall be persons who have had some teaching experience.

**Periodicals**—Each teachers college shall have a well selected library of periodicals including not only locally but nationally well known and recognized periodicals. These should be well distributed as to the various subjects of the curricula and interests of students and faculty. Such a collection should not be less than 125.

Each teachers college shall provide for a textbook exhibit library, consisting of all accepted and standard textbooks and other library material.

Each teachers college shall have a training school library of not fewer than 2000 well distributed books of both general cultural and special reference nature. These should preferably be housed in the training school under the administration and supervision of a special training school librarian.

Each college should have a definite annual appropriation of not less than 5 per cent of the total college budget exclusive of
capital outlay to be used exclusively for library purposes distributed in such a manner as to give due regard to each of the items properly included in a library budget. Such items and their proportionate share of the budget for library purposes are suggested as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and wages</td>
<td>55</td>
</tr>
<tr>
<td>Library supplies</td>
<td>2</td>
</tr>
<tr>
<td>Travel</td>
<td>1</td>
</tr>
<tr>
<td>Printing and publications</td>
<td>2</td>
</tr>
<tr>
<td>Binding and repairs</td>
<td>5</td>
</tr>
<tr>
<td>Books</td>
<td>25</td>
</tr>
<tr>
<td>Periodicals</td>
<td>5</td>
</tr>
<tr>
<td>New equipment</td>
<td>5</td>
</tr>
</tbody>
</table>

What has happened as a result of this program of improvement? Again it will be impossible to give the answers in detail. Those who are interested may consult the files of the Yearbooks. An index of the entire file was first published in 1938 and printed in the Yearbook. It would be necessary to visit the campuses of our teachers colleges to appreciate fully what has happened during this period and what the present status of our libraries truly is.

The Carnegie Corporation became interested in the libraries of teachers colleges as it had been interested in those of arts colleges and junior colleges and made grants to 29 institutions for the improvement of their collections. One of the inspectors for the Carnegie Corporation was Foster Mohrhardt, librarian of the Carnegie Library at Washington and Lee University, Lexington, Va. His interest in this problem has led him to compare the original findings of Dr. Rosenlof with the data submitted in the annual reports for 1939, a ten-year span. I quote from this as yet unpublished study:

Before presenting the comparison showing the ten-year development, it should be pointed out that a larger and more representative number of colleges are included in the 1938 statistics. It seems possible that many of the schools which did not supply information to Dr. Rosenlof were reluctant to fill out the questionnaire because of their inadequate library support and facilities. The 1928 results, therefore, probably show a flattering picture of the condition at that time.

<table>
<thead>
<tr>
<th>Item</th>
<th>Teachers Colleges and Normal Schools 1928</th>
<th>Teachers Colleges and Normal Schools 1938</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vols. in Library</td>
<td>Range 2,007-101,414</td>
<td>Range 10,720-148,500</td>
</tr>
<tr>
<td></td>
<td>Median 9,200</td>
<td>Median 28,108</td>
</tr>
<tr>
<td>Per Cent of Duplicates</td>
<td>Range 1-3 52.5</td>
<td>Median 2-45</td>
</tr>
<tr>
<td></td>
<td>Median 14.8</td>
<td>Median 11</td>
</tr>
<tr>
<td>Budget for Books and Periodicals</td>
<td>Range $250-$9,450</td>
<td>Median $1,950</td>
</tr>
<tr>
<td></td>
<td>Range $526-$13,221</td>
<td>Median $2,745</td>
</tr>
<tr>
<td>Total Library Budget</td>
<td>Range $1,500-$39,106</td>
<td>Median $1,865-$38,106</td>
</tr>
<tr>
<td></td>
<td>Median $6,750</td>
<td>Median $9,888</td>
</tr>
<tr>
<td>Per Cent of Holdings in Education</td>
<td>Range 3-5 42.3</td>
<td>Median 3-5 40</td>
</tr>
<tr>
<td></td>
<td>Median 15.1</td>
<td>Median 15</td>
</tr>
</tbody>
</table>

Even when it is admitted that teachers college libraries in 1928 were far below what they should have been, a study of the development over the period from 1928 to 1938 is impressive. The increase in the median for book holdings from 9200 volumes to 28,108 volumes is particularly significant. Possibly it was influenced by the emphasis of accrediting bodies, but even so it is an unprecedented development. This tripling of the library book stock was probably a most healthy and provocative influence. Teachers college administrators had to meet many problems arising from this. The readers' demands on the libraries increased. Housing facilities became crowded and inadequate, and a practical test was made of the abilities of the librarians.

The decrease in the percentage of duplicates is commendable, and a further decrease is recommended. Teachers college budgets are still far too small to permit the heavy buying of duplicates which is so common. Medians for both the total library budgets and the book budgets have increased over 40 per cent in this period. If this trend can be continued for the next decade, these libraries will reach a level where they can provide the service needed by the faculty and students.
A Technical Research Laboratory for the Library

Percy E. Clapp is on the staff of the Reference Department of the New York Public Library.

The Sixth edition of Industrial Research Laboratories of the United States, published by the National Research Council, lists 1769 laboratories. These range from those of the great corporations, Du Pont, Eastman Kodak, and the Bell Telephone Laboratories with a staff of over 2000, to those of small firms with a staff of one or two. They include also the laboratories maintained collectively by industrial associations like the Institute of Paper Chemistry at Lawrence College. The Bureau of Standards, in its latest directory, lists 244 commercial testing laboratories.

The several states maintain 59 agricultural experiment stations and the United States, 8 regional agricultural laboratories, with recent provision for 4 additional regional research laboratories. In the forest service alone there are 12 forest and range experiment stations in addition to the Forest Products laboratory at the University of Wisconsin. The Department of Agriculture estimates that the allotment for industrial research in the United States for 1937 was $250,000,000. The appropriation for agricultural research for the year ending June 30, 1937 was over $35,000,000. This was slightly over one cent per dollar of income from these sources.

The same directory of the Bureau of Standards lists 200 university research laboratories. In them, in the laboratories of the great foundations, in the Bureau of Standards and other governmental laboratories, in the industrial, commercial and private laboratories is conducted the great body of American research.

Research Done in Field of Fine Arts

Research has also extended to cultural organizations. At the Fogg Art Museum, Harvard, and at several other art museums, technical research has in recent years been undertaken in the field of fine arts. In 1930 Charles C. Williamson both asked and answered the question:

What about research in the library field? A little sporadic work here and there by individuals that may possibly be classified as research. No organized or co-operative plans, or only the beginnings of such in two or three university library schools. No money appropriated anywhere, so far as I know, specifically for research in library service. Not a single person employed anywhere by a library or a library system to study problems of library service. No research fellowships. No research professorships.

An even decade has elapsed since the date of this sweeping indictment, and perhaps Dr. Williamson has understated the case for the library. Without entering the more strictly professional side of library service, there have been in recent
years most creditable studies along technical lines. Among them are the study of deterioration of paper initiated by Harry Miller Lydenberg, and the studies of microfilm in which Keyes D. Metcalf has long been active. The study of foxing of paper made by Thomas M. Iiams is notable. The measurement of 350,000 books by Henry B. Van Hoesen is basic. The work of the Joint Committee of the American Library Association and Library Binding Institute, and of the A.L.A. Committee on Library Equipment and Appliances is of genuine service. A survey like that made by Robert C. Binkley and outlined in his manual on Methods of Reproducing Research Materials is of great value in integrating and making available the practical results of research. Many libraries have conducted studies with valuable results which are unpublished, and therefore of limited usefulness. However, there is much in Dr. Williamson's statement that will still hold today.

Some Library Problems

That these studies have not solved all immediate problems is indicated by such recent articles as “Inventions and Books” by Ethel M. Fair in the Library Journal, “Tomorrow” by Dr. Lydenberg in the Library Quarterly, and the “Possibility of Discarding the Card Catalog” by Fremont Rider in the same publication. Paper is the basic stuff of books, and libraries use it in quantity. How much is made in accordance with specifications as thorough as the minimum specifications for class “A” library binding, and how often is it tested for compliance with them? Like questions may be asked about other components of books, the ink and adhesives. There are the conditions vitally affecting library buildings and their occupants, the lighting, the sound, the ventilation. Printing processes begin to shift from graphic to photographic. Photographic records displace descriptive records. Color becomes frequent, and the motion picture records action as well. Records of music and of speech itself begin to supplement the score and printed symbols of language.

All of these changes bring new problems with increasing need of modern laboratory facilities and of present day methods of technical research to solve them.

In any approach to the consideration and introduction of organized technical research in the library, there are a number of points which have important bearings:

Many problems are continuing problems. New problems arise as rapidly as older ones are solved.

While the results of much completed research may be used by libraries, there are plenty of problems peculiar to the library.

The Bureau of Standards can do much, but it cannot conduct the whole research of the nation. The library, like industry, needs to conduct its own research.

The library building is usually not equipped for research, and the library staff is not organized to devote enough time to it. A research laboratory and information service or clearing house might best be maintained at a university with access to its physical, chemical and psychological laboratories.

Regional Laboratory Might Be Practical

Each library has problems of its own, but most problems affect large groups of libraries and can best be solved collectively. A regional type of laboratory would be easily accessible to a compact
group of large libraries. Such a regional laboratory, serving a compact group of libraries, could well initiate organized library technical research, and later provide a basis for a comprehensive national organization.

To bring this important subject under consideration, it is proposed that a compact group of about thirty university and public libraries on the eastern seaboard establish a library technical research service and laboratory. This would preferably be situated at some centrally located university where scientific departments would be available without duplication. This service would conduct for its contributing libraries the established tests for paper and other library materials. It would make studies of and conduct experiments with paper, inks, adhesives, binding materials, library conditions, light, sound, air and ventilation, wall coloring and surfaces, floors, various forms of equipment, the physical form of the catalog as well as other technical problems of libraries.

The research and information service might begin with a staff of one person in charge and one technician. They would require an office, and a laboratory for testing equipment. With little delay a chemist should be added to the staff.

**Proposed Support**

It is proposed that the laboratory be supported cooperatively so far as possible by the group of participating libraries, and that the cost be distributed equitably among them, perhaps in proportion to their total library expenditures. Service to other nearby libraries might be given for a small annual fee. It is believed that operation could begin on a budget of about $7500. At the beginning, however, it would be advisable to encourage the frequent use of the laboratory as an educational policy rather than to restrict its use in the interest of small economies. While the laboratory should fit into the framework of the institution at which it is located, the selection of subjects of research might be made by a representative committee of the supporting organizations.

This research and information service might make a survey of the results of library research both unpublished and published. It might become a clearing house for unsolved library technical problems. It might integrate and coordinate the library technical research conducted independently with that conducted in the laboratory itself. It should make the results of its study available by publication or otherwise to its contributors and others. It should cooperate with the Joint Committee of the A.L.A. and Library Binding Institute, and with the A.L.A. Committee on Library Equipment and Appliances.

Such a laboratory and information service should, in due course of time, develop a body of knowledge as useful as that produced by industrial and other research laboratories. It should become a training class for library research workers. It should pay, or more than pay for its cost, tend to place technical matters generally upon the sound basis of fact, and result in a better library service.
The Encroaching Graduate Schools

Mr. Hare is librarian of the University of Denver.

If we agree that a university library capable of supporting research is one having the major part of the literature in those fields of graduate study offered by the institution, as well as a teaching, research and library staff capable of servicing it, then we may conclude that there are not more than a score of universities in the United States having adequate library resources to do graduate work in any considerable variety of departments.

It follows logically that any institution which cannot afford such library resources is misspending any funds used to maintain its graduate school. This is true particularly of any money invested in library research materials, namely, such materials as will be used almost exclusively by graduate students and faculty, and little, or not at all, by undergraduates. Indeed, it will be the contention of this paper that such expenditures constitute an encroachment upon the needs of the undergraduate body, to whose instruction all American institutions, except the few referred to above, should be restricted.

Furthermore, American librarians are partly to blame that this situation exists; first, because some have not had the courage to assert the weaknesses of their collections, and the sheer impossibility of giving adequate support to graduate study, and second, because those who have called attention to the ridiculousness of such programs of instruction have allowed themselves to be ignored by the other university authorities.

Librarian in an Advantageous Position

In any case, now when America is so seriously pondering the continuance of its several hundreds of colleges and universities, there is an opportunity for librarians to be of assistance in these deliberations, because the librarian is in the advantageous position of one who can advise his colleagues about the availability of resources which, of all things except money, should govern the policy of the institution.

The commonness of the supposition that a college or university must grant advanced degrees is attested by the fact that there is hardly such a school in this country which does not award at least the master’s degree. And yet the graduate students in the great majority of these institutions constitute a minor percentage of the total enrolment. And it is enrolment (tuition) which supports most of the endowed schools. Fifty to 90 per cent of the operating costs of these colleges and universities are paid by tuition, with the high percentages prevailing, whereas 40 per cent is generally considered a maximum consistent with high academic standards. The state-supported schools are hardly less mercenary, in the absence of adequate constitutional guarantees.

There is no valid reason for having a graduate school in many institutions. Alumni pride in the alma mater, like the
equally intangible and unreliable pride in its football team, is partly accountable. But the more culpable are the faculty and administrative officers, who apparently cannot believe that their school is the equal of its neighbor if it does not excel in enterprises: variety of courses in the undergraduate school, in order to compete for matriculations; and variety and superlativeness of advanced degrees awarded, apparently for the sheer impressiveness of their announcement in the baccalaureate ceremonies and catalogs.

Little Account Taken of Library's Resources

Willingness of a jealous, or docile, faculty, therefore, seems too frequently to have been the only criterion for decisions to give graduate instruction. No account, or too little, has been taken of the library's resources. And this, as said above, is largely the librarian's fault. He should have asked for a showdown in the faculty meeting when the issue was decided. True, he may not have been allowed there. His opinion may not have been considered important. Too often this is a correct appraisal. Certainly the absence of courage, either in faculty discussion, if the librarian is present, or later if he is not, has frequently resulted in poorly advised decisions to undertake advanced instruction.

But the point now is that the librarian must reveal to his colleagues the limits of the resources of the library. He should insist that, if a full program of graduate study is to be undertaken, he must have hundreds of thousands, not tens of thousands, of dollars to spend annually. That amount is spent on the libraries of the great graduate schools mentioned above—the score which have adequate library resources. See, for example, the multigraphed list of library budgets issued annually by the Princeton University Library.

Or, he may find it possible to show that only a limited number of fields of graduate study may be undertaken, allowing the neighboring schools to handle certain fields in which they may have strong library resources. But he must insist that the fields chosen for graduate study in his institution be supported before giving his approval to their adoption. This support, again, means very large amounts of money for books and capable library personnel, quarters, equipment, supplies, maintenance. The librarian should insist upon what amounts to a contract that the funds to afford his specifications be guaranteed.

A definite agreement should be arrived at with the neighboring schools about cooperation in thus dividing the responsibilities for graduate work. Misunderstandings could be costly. It is not unusual for a great research library to spend a quarter of a million dollars in building up the collection in one field over a period of a dozen years. If two schools in the same region duplicated purchases, even though they spent less than that figure, the waste would be unpardonable.

It is not without some justification that this matter of cooperation and its weaknesses is mentioned, for thusfar only limited progress has been made.

The several state consolidations of their respective systems of higher education represent very important progress toward intelligent cooperation. But few of these state systems have yet accomplished impressive transfer of schools, departments and divisions to the proper institutions. Meanwhile, the privately endowed colleges and universities continue to compete
with the state institutions, and with each other, by as extensive curricular duplication as possible. I refer here to graduate instruction in particular, enormously more expensive per student, or per any other unit, than undergraduate, which is duplicated in nearly all of these colleges and universities as a matter of course.

Correspondingly, it is evident that the great graduate schools cannot afford undergraduate schools. True, endowments do not support the graduate schools, and they must rely for sustainment upon the tuition paid by the undergraduates. But we are aware that this is hardly fair to the undergraduate. Obviously, the graduate school must be further endowed. How? Jointly by the states, by the federal government, and by philanthropy. Certainly it would be cheaper for many states to participate in a cooperative graduate school, perhaps by means of scholarships, than to support their own separate school, or schools, as is more often the case.

Thus, a considerable part of the money now spent on their own graduate schools would be freed for use in the undergraduate work, providing a higher quality of instruction there. Relieved of its graduate school demands (expensive source materials, as well as funded knowledge), the undergraduate library could maintain higher standards per dollar spent. A good undergraduate library is a comparatively small collection of useful books, easily and inexpensively administered and maintained. That is, a minimum of $25,000 per year would sustain such a library. “Number of volumes” is no longer considered indicative of anything except storage space. “Number of titles” is a valuable measure for a research library. But “number of useful titles” is the most reliable standard for an undergraduate library. The needs of teachers interested in research must be met by leaves of absence, and by interlibrary loans, photoduplication, and, of course, by occasional connived purchases.

The college and university librarian’s opportunity to give valuable advice and to participate in decisions and actions which affect the course of American education is in direct proportion to the importance of books in the scheme of education. Because instruction is impossible without them, only such study as can be so supported should be undertaken.

May one not reasonably conclude, therefore, that with the exception of the few great universities in this country which have the money to undertake graduate work in numerous fields, and the few cases where colleges or universities can afford a limited number of fields of graduate study (say, conservatively, five to ten thousand dollars per year per field for the library alone, plus a really adequate basic collection of books and periodicals), with the exception of these, instruction in American colleges and universities should be limited to undergraduate studies. The undergraduate curriculums should be planned, insofar as these schools remain vocational, to distribute the emphasis among the schools best equipped to handle the work. And, specifically, it is the librarian’s job to see that the consideration of equipment includes appraisal of library resources.
By SUMMERFIELD BALDWIN, III

Book-Learning and Learning Books

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when I first visited cleveland, a number of years ago, I was anxious to meet a professor at Western Reserve University, now a valued colleague, with whom I had been in correspondence. I called up his home, and was informed that I could find him at the library. “the university library?” I asked. “no. the public library, downtown. It’s just around the corner from your hotel.” the suggestion that I could find my man at a public library seemed rather like being told that I could find a needle in a haystack, especially since I did not even know what he looked like. but even worse: I could not imagine what such a learned individual as I knew the professor to be could find to interest him in a public library. my experience with public libraries in other cities had taught me that their collections were formed with almost everybody in mind except scholars.

however, I went to the public library, and boldly approached the information desk with my preposterous inquiry: “is professor so-and-so, of western reserve university, in the library?” the lady in charge did not even raise her eyebrows. “yes, I think so,” she replied. “He came in about an hour ago, and you will probably find him in the history room on the second floor.” you could have knocked me over with a feather, but I remembered to say thank you, and proceeded to the history room, again directing my inquiry (with rather greater confidence) to one of the librarians. “yes,” she said, “that’s professor so-and-so, in the overcoat, over there, bending over one of the tables.” like Stanley, in darkest Africa, I approached and offered the well known formula: “professor so-and-so I presume?” it was, and I got an invitation to dinner, on the spot.

I did not leave the public library, however, until my new friend had done everything possible to solve for me the other problem which had disturbed me when I first set out on my quest: what could a scholar find to interest him in a public library? he showed me, on the miraculously open shelves of the history room, the impressive collections in English history: the rolls series, complete, the multivolumed Calendars published by the Record Commission, the complete files of historical journals. he explained to me something of the program followed by Mather College freshmen who, every year, prepared a paper on the events of one month in the reign of Queen Elizabeth, based on original documents, and pointed out to me a number of his students sitting at different tables about the room, taking notes from various volumes of the Calendar of State Papers. “We have a good
deal of this material," he told me, "at the college library, too, but we try to make it a point to collaborate with the public library, and avoid as much duplication of these expensive sets as we can. Then, too, it's a good thing for the students to come down here, and learn to know what a remarkable public library they have here in Cleveland."

A Rare Experience

Here, indeed, was a situation wholly beyond my experience: a public library where university professors came, and were known by sight to the staff, and a public library which could and did collaborate with a university in building collections of the highest order of scholarship. Since I have been connected with the university, this first impression has been substantiated and deepened a thousand times. To have the pleasure of inhabiting a city where the teachers and students of the city's university are treated as if they too belonged to the "public," and should have their needs considered by the library buyers is a rare one. It would be hard to guess how great the influence of this generous and enlightened policy has been upon the public at large. A library with such treasures to offer becomes a kind of university itself, an ideal place for the cultivation of that art and hobby of amateur scholarship which our country is just beginning to practice.

One reaction of Cleveland's possession of this priceless and unique public institution can certainly be traced: the reaction upon Western Reserve University. Partly because Cleveland has such a library, Cleveland's university is, to an exceptional degree a "bookish" one, a university where students as well as teachers have come to realize that the art of printing, after all, was invented about five centuries ago, and that more can be learned by exploring the contents of printed books than by listening to professors repeat what anyone can read in a textbook. The "lecture system" of college education is an almost perfect illustration of an anachronism, and continues at all, some wag has said, because professors seem not yet to have heard of Gutenberg's invention. Lectures, we are told, probably by the same authority, are merely books so badly written that no publisher would think of printing them.

As a matter of fact, the very word "lecture" originally did not mean a talk at all, but a reading. It carries us back to the old days of higher education in the Middle Ages, when a man became a professor because he was well enough off to own a few of the incredibly expensive books, produced, of course, in longhand. Armed with his book, he proceeded to meet his students, and read to them from the text, occasionally pausing to explain the harder words. This reading was a lecture, in the literal sense of the word. The students, usually too poor to own the vellum on which to write, tried to memorize the text as it was read to them. Obviously, there is no need for lectures today. The teacher's problem is to get books into the hands of his students, and to get his students to read them. With such a public library as Cleveland possesses, this becomes an infinitely easier task than it is in most other cities.

This collaboration and interaction between Western Reserve University and the Cleveland Public Library has been possible because of certain changing concepts of the office of librarian, and the university has had not a little to do with these changes. Papal documents of seven
or eight centuries ago are full of references to the *bibliothecarius*, the "librarian" of the Roman church. But the functions of these librarians were very different from those of the librarians of the Cleveland Public Library. It was their business to keep the books and documents of the Roman church safe and secret. They were the dragon-like guardians of inestimably valuable literary treasures. This tradition that it is the chief business of a librarian to keep books away from people obviously has no place in a public library, and yet, incredible as it may seem, that tradition still persists, even in the public libraries of some of America's most enlightened cities.

**To Train Library Personnel**

Early in 1903, the late President Charles F. Thwing met Andrew Carnegie on a New York bound train, and the discussion naturally centered around the steel king's announced project to devote a very large proportion of his immense fortune to the building of public libraries. Like many other of America's builders, Carnegie's mind attached itself to the notion of the material housing of libraries. He had, apparently, given little thought to the question of how so many libraries were to be adequately staffed. To this problem, President Thwing now called his attention, and suggested—oh, these university presidents—that Western Reserve University was admirably located for the purpose of establishing a library school. The story then goes, that when they were on the ferry crossing the North River to Manhattan, Carnegie asked Thwing, "How much?" and the latter replied, rather hastily, "$100,000." Carnegie said, "All right," and the two men parted. The president used to say that he had never forgiven himself for not having mentioned five times the sum, since Carnegie never discussed the amount suggested. With this initial endowment, the Western Reserve University School of Library Science opened, in September 1904.

To understand how it happened that President Thwing had the foundation of a library school on his mind, we must remember that among the president's fellow-Clevelanders and admired friends was William Howard Brett, who, since 1884 had been librarian of the Cleveland Public Library. Born in 1846, in Braceville, Ohio, Brett was, at 14, librarian of the Warren, Ohio, high school library. He served as a musician in the Civil War, and studied medicine both in Michigan and at the Cleveland Medical College (later Western Reserve's medical school). His interest in books led him to take a job with Cobb and Andrews, local book dealers. It was from this position, where he made himself hosts of friends, that he was called to become Cleveland's librarian. The library had then only 46,000 books, and was located in the Central High School building.

The three great achievements of Brett's thirty-four years of service were (1) the innovation of opening the shelves to the public, (2) the establishment of branch libraries to serve the people who could not come downtown, and (3) promotion of the $2,000,000 bond issue to build the present library building.

**Mr. Brett's Influence**

Brett's advanced views as to the meaning of good librarianship, and his twenty years' experience in putting some of them into effect made a deep impression upon President Thwing, and Brett's presence
in Cleveland was almost certainly the special reason he had in mind for trying to secure a school of library science for Cleveland’s university. Carnegie was a great admirer of Brett. He wrote to him in 1914: “Dear Mr. Brett: First, cordial congratulations upon your noble work. You give me the value of the libraries, but if I were going to assess your value to Cleveland, I should have to add a cypher or two. . . . Remember what Franklin says: ‘The highest worship of God is service to man.’ Long life to you who have done so much to make it a heaven.” And so, when Western Reserve University opened its School of Library Science in 1904, William Howard Brett became the first dean, and helped to shape its policy and curriculum so that its graduates would be representative of the new type of librarian, whose object was to bring books to the people, not to keep them out of the people’s reach.

The list of officers of administration and instruction in the current catalog of the School of Library Science reveals at a glance that almost the whole teaching staff has been or is now connected with the public library. Dean Hirshberg was, for six years, reference librarian. Alice Tyler, dean of the school from 1925 to 1929 and now professor emeritus of library science, began her career under Mr. Brett, as catalog librarian. The other professor emeritus, for thirty-four years instructor and professor of library science is Linda Eastman, librarian of the Cleveland Public Library in succession to Mr. Brett. The present librarian, Charles E. Rush, is consultant at the school. May I quote him briefly: “Any newcomer to Cleveland is increasingly amazed to find it so extraordinarily book conscious. Credit for this community’s intellectual curiosity and strength must go to the schools, colleges, universities, and libraries. Western Reserve University with its libraries and library school is a fountain head of cultural growth and activity.”

One may also note that no less than 11 heads of the various divisions of the public library are listed as visiting lecturers at the school.

Miss Tyler was succeeded in 1929 as dean by Herbert S. Hirshberg. Dean Hirshberg writes: “The close connection between the school and the Cleveland Public Library was continued by the naming of Miss Eastman as counselor for the school, in which position she advises on all important matters of policy and sits as a regular faculty member in faculty meetings. . . .”

Prophets, it is said on the highest authority, are not without honor save in their own country. We of Cleveland perhaps do not fully appreciate that the obvious logic of an association between the university, the library school and the public library has been fully worked out only in Cleveland. There are plenty of great city libraries in the United States; there are other schools of library science (a few of them older) besides that of Western Reserve University, yet only in Cleveland are the university and the community conscious of the fact that the pursuit of similar ends is most efficiently subserved by collaboration. What could be more logical than the collaboration of a public library and a library school? The former offers all its experience in the difficult practical problems of getting and circulating the right sort of books in the best way. The latter offers all the great traditional lore of books, all the disciplines of the ancient science of bibliog-
raphy accumulated through thousands of years by the learned. The library can be not only a better public servant by taking the university into its confidence, but the university can turn out better librarians because it can and does treat the library as a great laboratory. As Dean Hirshberg has said: "Because our students get their field work in such an excellent library in the city, they are in demand all over the country." And every one of the 1500 students graduated from the school carries Cleveland's reputation as having a model public library into the cities and towns to which they go. All this is obvious, all this is logical, and yet only here in Cleveland have the community and the university followed the course which logic points out, and brought book-learning and learning books together.
Three committees of the Junior Members Round Table are working on problems of interest to college and reference libraries. These problems include local indexes in American libraries, lending collections of professional literature, and a plan for the exchange of duplicate material among libraries.

Chairmen of the committees are as follows:

Duplicate Exchange: John M. Connor, Medical Library, Columbia University, New York City

Lending Collections of Professional Literature: Walter H. Kaiser, Graduate Library School, University of Chicago


* * *

Special ballots for election of officers of the Association of College and Reference Libraries will be available at the A.C.R.L. information desk during the Cincinnati conference, May 26 to June 1. Members may vote at any time up to the general session, Thursday afternoon. Other members may vote at the business meeting when the polls will close. A check list of members will be available at the A.C.R.L. desk and at the business meeting. We hope it will be possible to announce the result at the close of the business meeting. Please note we have more than one candidate for the offices of treasurer and general director, and that in each case one name only is to be checked.

Arnaud C. Marts, president of Bucknell University, Lewisburg, Pa., has announced the gift of $150,000 toward a new building for Bucknell University Library. The building plans call for a $350,000 structure.

A special endowment campaign has been instituted to raise $750,000 for the Yale Law School Library to meet the conditions of the offer of John A. Hoober, Yale Law School ’91, of $250,000 toward a million dollar endowment.

Edward C. Starr, curator of the Colgate Baptist Historical Collection at Colgate University, Hamilton, N.Y., has completed a bibliography of Baptist authors, including little known items dating back to the seventeenth century and covering 65,000 authors. Mr. Starr is now endeavoring to secure a copy of each item for the Spear House on Colgate campus in which are already housed 150,000 pamphlets and 14,000 books relating to the Baptist denomination.

Columbia University Library, C. C. Williamson, director, recently held a convocation in celebration of the anniversary of the invention of printing in the Low Memorial Library building. Margaret B. Stillwell, librarian of the Annmary Brown Library in Providence, addressed the gathering on the importance of providing a refuge in this country for the precious collections of books and manuscripts in England and on the continent now threatened by war. Harry M. Lydenberg, director of the New York Public Library, also spoke on the importance of the printed page as a means of spreading our political, ethical, and religious ideas. A special exhibition of volumes of incunabula and early printing was held in the Low Library.

George Washington University Li-
The Field

Library, Washington, John R. Mason, librarian, has provided in its new library building a large room with broad tables as a writing laboratory for students in English composition. The work is done under the direction of the library staff and the faculty of English composition.

The first year's service of the browsing room in Willard Straight Hall, the student union under the auspices of the Cornell University Library, Otto Kinkeldey, librarian, has just been concluded. There was an average attendance of over 1300 each week, and every two weeks a new exhibit was set up. During the coming year, it is planned to have a weekly reading hour on Sunday afternoons.

Yale University Library, Bernhard Knollenberg, librarian, held a special exhibition in February of the manuscripts and notebooks of Sinclair Lewis, recently presented to the Yale Collection of American Literature by the author. The exhibition was preceded by a lecture on Lewis by Professor Emeritus William Lyon Phelps, centered about the notebooks for *Babbitt*, *Arrowsmith*, *Elmer Gantry*, and *It Can't Happen Here*. The notebooks offer a view behind the scenes of the library workshop. Each contains as many pages as an average novel, crammed with minute details about people and places. Other items in this special exhibit included "Launcelot," Lewis' first published work which appeared in the *Yale Literary Magazine* of March 1904; *Hobohemia*, his first produced play; and many other interesting items including presentation copies of his books, photographs, and translations of his works in eight foreign languages.

The Grosvenor Library, Buffalo, Augustus H. Shearer, librarian, has recently received a special collection of Buffalo theater programs covering the years 1889 to 1900. One of the items included is the world premiere performance of *Sherlock Holmes* with William Gillette.

Brown University Library, Henry B. Van Hoesen, librarian, is noting a large increase in circulation due to the better library facilities of the rejuvenated John Hay Library building, reported in a previous issue, and especially to the university's new four-course program which provides for more outside reading, writing, and independent study. The library recently had on display an exhibition of documents, manuscripts, and books relating to the history of Rhode Island, including among the rare items a book written by Roger Williams in 1643 as a guide to the language of the Narragansett Indians.

A rare copy of the *Chester County Times* published at West Chester, Pa., and containing the first biography of Abraham Lincoln has been presented to the William L. Clements Library of American History at the University of Michigan by A. H. Greenly of New York City. Randolph Adams is in charge of the Clements library.

A student library committee including four representatives from the three upper classes has been organized at the Pennsylvania State College Library, Willard P. Lewis, librarian. The first proposal planned by the committee was a contest inviting students to propose lists of the ten most interesting books published in the United States prior to 1939 not now in the library. A prize was awarded for the best list. The committee also sponsored a list of student hobbies to be lent.
by students for exhibition at the library. The Wednesday afternoon reading program in its eighth year drew an average attendance of seventy-five. Readings were given by faculty members and officers of the institution. The library is installing the McBee Keysort charging system which has seen such satisfactory use at Harvard University Library.

One of the nation’s outstanding libraries on labor problems and legislation has been presented to New York University Library, Robert B. Downs, director, by the Labor Bureau, Incorporated, an independent organization founded twenty years ago for research and economic service to labor unions and civic organizations. Included in the collection are national and state labor reports, files of trade union publications, reports of proceedings at labor conventions, and a large collection of official documents, such as transcripts of congressional hearings and government labor department publications. There are also many books and pamphlets bearing particularly on wages, hours, and working conditions; studies of the cost of living; form budgets; and arbitration briefs.

In celebration of the printing anniversary, an exhibition was held early in the year at the John Carter Brown Library of Brown University, Lawrence C. Wroth, librarian, with material relating to each of the significant anniversaries. The display emphasized books published in Mexico, South America, and the United States. The John Carter Brown Library has 70 of the 200 books known to have been published in Mexico in the sixteenth century. South America’s first printed materials were administrative documents, and the exhibition included the earliest known document dated 1584, an order from King Philip II of Spain requiring the adoption of the calendar of Pope Gregory XIII. Two other rare volumes were a copy of the Whole Book of Psalms, commonly called the Bay Psalm Book, published in 1640; and a copy of General Laws and Liberties of the Massachusetts Colony, 1672.

Of interest to librarians is a typescript illustrated with photographs and bound in Samoan Tapa cloth giving a careful record in 116 pages of the remarkable library building designed and constructed on the principle of native architecture in American Samoa by Paul J. Halloran, Dartmouth ’19. The book is the gift of the designer to Dartmouth College Library, Nathaniel B. Goodrich, librarian.

Harvard University Graduate School of Business Administration Library, Arthur H. Cole, librarian, has been greatly enriched by the gift of the George W. Kress Library on business and economics. This collection which includes more than 30,000 volumes has been assembled in a special Kress Room and is said to be one of the three greatest collections on historical business and economics. The others are the Goldsmith collection at London and the collection at Columbia University assembled by Professor E. R. A. Seligman.

Harvard University Library, Cambridge, Mass., Keyes D. Metcalf, librarian, has opened in the Germanic Museum the new Faber du Faur Library containing a collection of more than 7000 rare German books including first editions of Martin Luther, Frederick the Great, and Goethe. Four centuries of German drama, poetry, and the novel are included in the scope of this collection. The earliest volume was published in 1494, and the latest, in 1870. The donor is Curt von
Faber du Faur, a German playwright and literary critic, who lived in Italy from 1931 until very recently when he came to America.

Seton Hill College Library, Greensburg, Pa., Sister Melania Grace, librarian, is experimenting with a survey of student recreational reading for the current academic year. So far, the percentage of blank student cards is about 15 percent of the enrolment. Such students will be interviewed by the librarian in an endeavor to find out why they are not reading other than curricular materials.

At the exhibition celebrating the anniversary of printing held at Bard College Library, Annandale-on-Hudson, N.Y., Felix Hirsch, librarian, incunabula owned by the library were displayed, as well as many works printed by Aldus, Elzevir, Estienne, and representatives of the more famous private presses. The distinguished type designer, Frederic Goudy, gave the opening address and lent many rare items from his private collection.

The State Teachers College Library, Slippery Rock, Pa., Mrs. Alice E. Hansen, librarian, has set aside one of the rooms in its recently completed building as a Curriculum Materials Library. This collection will include state courses of study, educational bulletins, syllabi from Pennsylvania and other states, a textbook collection of several thousand volumes, and other miscellaneous materials.

The Newark Public Library, Beatrice Winser, librarian, announces that its reference assistants answered approximately 950,000 questions by telephone and at the information desks during 1939. Newark is in process of making an index to be added to the library's information file noting Abraham Lincoln's associations with New Jersey and important New Jersey collections of Lincolniana.

Announcement has been made of the gift of 3000 to 4000 rare books, representative of the great works of English literature from the early days of printing to the nineteenth century, to the reference department of the New York Public Library, Harry Miller Lydenberg, librarian. In addition to the gift, made by Albert A. Berg in memory of his brother, Henry W., a trust fund has been established for the administration of the collection which will be installed in a special reading and research room. The New York reference department will also receive a large collection of books, manuscripts, and papers after the death of Mrs. E. S. Harkness under the will of her husband, Edward S. Harkness, the famous benefactor who died recently.

The Maine State Library staff, Augusta, Oliver L. Hall, librarian, has been invited by the college librarians of Maine to meet with them twice a year to discuss problems and to prevent duplication of research and duplication of expensive sets.

The Massachusetts State Library, Boston, Dennis A. Dooley, state librarian, has just received a gift of twenty large scrapbooks containing newspaper clippings collected by Calvin Coolidge before he entered the White House. With the collection were included manuscripts of speeches delivered by Coolidge and clippings relative to public questions and public persons in whom he was interested. The collection was presented by Congressman Foster Stearns of New Hampshire, formerly state librarian of Massachusetts.

The reference department of the Public Library, Bridgeport, Conn., Julian A. Sohon, librarian, has recently had on exhibition a large and unusually interesting
collection of pottery, the work of Leon Volkmar of Bedford, N.Y. For two years, this department has been given the award for outstanding participation in American Art Week sponsored by the American Artists Professional League.

Because of the European War, attention of scholars interested in eighteenth century English literature has been centered on the famous R. B. Adam Library relating to Samuel Johnson and his era at the University of Rochester. This collection, valued at a million dollars, has been lent to the university for an indefinite period. Requests from scholars and collectors for information and for photographic and film copies have increased more than 25 per cent recently.

Providing for half a million volumes, 17 miles of bookshelf space have recently been added to the University of Illinois Library, Urbana, in a new $225,000 addition to the bookstack. The university has 1,175,700 volumes and is the largest state university library. As has been recently announced, Phineas L. Windsor is retiring this year as librarian and will be succeeded by Carl M. White, now librarian of the University of North Carolina, Chapel Hill. In addition to the libraries located on the main campus at Urbana, the university includes libraries of the college medical, dental, and pharmacy schools at Chicago. The medical library has recently received what is reputed to be the best private medical library in America from Dr. A. E. Hertzler of Lawrence, Kan., the famous "horse and buggy doctor."

The new library building of the State Teachers College, Winona, Minn., has been formally dedicated and named the Maxwell Library in honor of the late president. The seating capacity of the new building is 250—one-half of the college enrollment—and the book capacity, 80,000 volumes. Mildred Engstrom is the librarian.

The Deering Library at Northwestern University, Theodore W. Koch, librarian, has been given the special collection of 2000 books representing the work of feminine writers and assembled by the National Council of Women under the leadership of its chairman of letters, Mrs. Grace Thompson Seton. Mr. Koch prepared a special catalog for this collection. The collection originally included 100 books exhibited at the International Congress of Women in 1933 and has since been expanded to include over 300 titles representing the work of the women of all nations.

Iowa State College Library, Ames, Charles H. Brown, librarian, is planning the erection of a temporary warehouse to store 150,000 volumes of the less used collections in the library, pending an appropriation for the building of new wings for the library. The warehouse will be of steel construction, and the stacks will be so built that they may be eventually transferred to the permanent wings. Consideration is being given to an experiment providing separation of the graduate library from the undergraduate library.

"Catalog Questions Answered" is the title of a permanent display spread out since the beginning of the academic year on the catalog counters of the general library of the State University of Iowa at Iowa City, Grace van Wormer, acting director. The counters have been covered with glass underneath which have been placed sheets giving explanations, in non-technical language, of catalog rules or
methods, together with illustrations.

In January 1940 the rejuvenated library building at Simpson College Library, Indianola, Iowa, Inis I. Smith, librarian, was reopened with many important and enlarged facilities. Stack provision will now accommodate 48,000 volumes, an increase of 50 per cent; and the reading room seating capacity has been doubled—all of this for an expenditure of approximately $8000.

University of Missouri Library, Columbia, Benjamin Powell, librarian, held a special exhibit of 23 paintings of prominent American artists in January, including five paintings by John Steuart Curry, two by George Groz, who is noted for his picturing of the despair and chaos in Germany after the World War, and others by Doris Lee, Hobson Pittman, and several other outstanding artists.

University of North Dakota Library, Grand Forks, Della Mathys, librarian, is developing a Blue Key Library of books by alumni and faculty members. The latest volume to be added is the most recent work of Vilhjalmur Stefansson, *Iceland, the First American Republic*, describing that country which has had representative government since 930 A.D.

Kathryn N. Miller, cataloger at the University of Missouri Library, Columbia, and Marietta Daniels, head of the circulation department at Washington University Library, St. Louis, Mo., will be editor-in-chief and business manager, respectively, of the new *Missouri Library Association Quarterly* to be published by the association. There will be a number of special sections, including one devoted to college and university libraries.

Ohio State University Library, Columbus, Earl N. Manchester, librarian, has received as a gift the personal library of the late George F. Arps, long a member of that faculty. The collection is rich in the fields of education and psychology and includes outstanding works in German and French as well as English.

Two hundred unusual volumes in the fields of the Romance and Germanic languages have been given to the library of Hastings College, Hastings, Neb., Marguerite Nesbit, librarian, from the personal library of Dorothy Buck, formerly of the Hastings faculty.

Flora Stone Mather College Library, Western Reserve University, Cleveland, Elizabeth Richards, librarian, has recently opened a "playback" room with the cooperation of the music and speech departments. By the use of the new phonographic equipment with headphones, students may hear recordings of their own voices, or the correct pronunciation of foreign languages.

John Crerar Library, Chicago, J. Christian Bay, librarian, granted interlibrary loans during 1939 to 428 institutions located in all parts of the United States and Canada on 2401 requests and involving 2914 volumes. The library borrowed only 50 items from other libraries.

Tulane University Library, New Orleans, La., Newcomb College Library, and the Howard Memorial Library will be housed together in a new $500,000 building, construction of which has just been started on the Newcomb College section of the campus. The building will have complete air-conditioning and insulation against sound, moisture, heat, and cold. Other special features include a room for the reading, storing, and possible production of microfilm; a walled enclosure outside the build-
ing for outdoor reading; an attractive and comfortable indoor browsing room; and several special collection rooms, including one for the Howard Memorial Collection which will be shelved separately. Robert J. Usher, Howard Memorial librarian, will be director of the new combined library.

University of North Carolina Library, Chapel Hill, Carl M. White, librarian, is to receive, as a gift from Archibald Henderson, his special personal collection of materials dealing with the life and career of George Bernard Shaw. Presentation of the gift is to coincide with the university’s sesquicentennial celebration, beginning this year and continuing through 1945. Dr. Henderson, recognized as Shaw’s chief biographer and the greatest authority on his life and works, has spent thirty-five years in accumulating the collection to be presented. All of the works included will be autographic, containing some inscriptions appropriate to the work written and signed by the author.

The reference department of the Jacksonville (Fla.) Public Library, Joseph Marron, librarian, has completed a subject index and illustration index of the Daughters of the American Revolution monthly magazine from 1908 to date. This department has also completed a family index of all family histories and genealogies in 600 books in its collection. Work was done by Work Projects Administration clerks supervised by the reference staff.

Texas Christian University Library, Fort Worth, Mrs. Bertie H. Mothershead, librarian, is sponsoring a group of pre-library science undergraduates and is planning meetings for them once a month with addresses by prominent librarians from Texas and the southwest. This library has also recently opened a special collection room for the literature of the southwest. The walls are decorated with a border of cattle brands and paintings of southwestern scenes. The book collections include complete files of journals and books from that region.

The Oklahoma Agricultural and Mechanical College Library, Stillwater, reports the installation of a Curriculum Laboratory for students in education in which are placed copies of all textbooks authorized for use in Oklahoma schools. This library has also set up a rental shelf of current popular fiction and nonfiction. Payments for book rentals and library fines are made through the purchase of coupon books which are secured at registration time.

Southeastern State Teachers College Library, Durant, Okla., Mrs. Maude Cowan, librarian, has begun the maintenance of a traveling library, sending books to the rural schools in the southeastern district.

University of Texas Library, Austin, Donald Coney, librarian, has just received, as a gift from Mrs. Charles H. Mills of Corsicana, two large scrapbooks illustrating the public life of the late Colonel Roger Q. Mills, one-time Texas senator. These scrapbooks have been added to the special Mills Collection consisting of some 600 items about the senator which are in turn a part of the Texana Collection, the state’s outstanding repository of material about Texas.
to provide for current expansion. The wing will provide shelving for 35,000 volumes and includes, besides stack space, administrative offices, workrooms and staff rooms at a total cost of $13,200. A special exhibition relating to the anniversary of printing "from Gutenberg to Grabhorn" was held in the art gallery under the joint auspices of the library and art department with books chosen from the library's own treasure collections, supplemented by incunabula and other rare books lent by libraries in the Bay region. In connection with the exhibition, talks and addresses were given at various times—one by Joseph M. Gleason, of the San Francisco College for Women, entitled "The Hierarchy of Early Printers," and a radio address by Dr. Little entitled "Twenty-six Lead Soldiers—A Salute to Printers."

Washington State College Library, Pullman, W. W. Foote, librarian, has received as a gift two truckloads of books from the Argentine Republic dealing with history, politics, economics, social, and cultural development. It has also received from Mrs. Harriett Ward of Wenatchee two very rare volumes—*Detailed Account of Receipts and Expenditures Kept by a Merchant in New York City from the Years 1793 to 1816* and *The Seaman's Daily Assistant* published in London in 1778. This library has recently received 13 valuable original manuscripts and more than 1900 volumes as the result of purchases made in Spain. The collection largely deals with the history of Central America and the West Indies. The earliest of the original manuscripts is dated 1526 while several others are from the same general period. Included in the group is a valuable study of resources of Louisiana territory made about 1785. The collection was made possible through funds received from the Washington State College Friends of the Library Association.

The private, public, and business letters of Adolph Sutro have come into the possession of the Bancroft Library of the University of California, Herbert I. Priestley, librarian. The material reveals many of the outstanding happenings in the romantic and economic history of San Francisco, Virginia City, and the Comstock Lode.

The reference staff of the San Diego Public Library, Cornelia D. Plaister, librarian, has been indexing since January 1, 1930, the *San Diego Union*, files of which extend back, with its predecessors, to May 29, 1851.

Scripps College Library, Claremont, Calif., Dorothy M. Drake, librarian, is experimenting with a new plan of imposing no fines and no time limits for the return of books, reserve books excepted. In exchange for the privilege, the student council has accepted on behalf of the students the responsibility for returning books as soon as they are through with them or relinquishing the title if requested by some one else. Scripps College Library is also dividing its card catalog into two sections: one an author-title file, the other, subject.

Francis S. Bach-Personel

1939, has been appointed assistant in the reference department at Dartmouth College Library, Hanover, N.H.

Leland D. Baldwin, formerly connected with the library of the Western Pennsylvania Historical Society and later in charge of the University of Pittsburgh Press, has been appointed acting librarian
of the University of Pittsburgh, succeeding J. Howard Dice whose death was noted in March. Mr. Baldwin is the author of a number of recent books about Pittsburgh and western Pennsylvania.

Helen Bennett, librarian of the Education Seminar Library at the University of Minnesota, has been appointed librarian of Duluth Junior College, Duluth, Minn.

Mildred Bennett, Minnesota '35, has been appointed librarian at Gustavus Adolphus College, Saint Peter, Minn.

Mrs. Mildred H. Brode, formerly a supervisor of the spectroscopic project at Massachusetts Institute of Technology, is now assistant in the catalog department at Dartmouth College Library, Hanover, N.H.

Donald T. Clarke, Columbia '36, formerly in the Economics Division of the New York Public Library, has been appointed assistant librarian of the Harvard Graduate School of Business Administration, Boston.

Theodore Cutler, Minnesota '39, has been appointed an assistant in reference and circulation at the University of Missouri Library, Columbia.

Elizabeth B. Fry, Carnegie '39, is serving as substitute assistant librarian at Slippery Rock State Teachers College, Slippery Rock, Pa., for Ruby Frampton who is on leave because of illness.

Bertha Hughes, Illinois '38, has been appointed cataloger in the University of Iowa Library, Iowa City. Miss Hughes was formerly head of the catalog department at the Utah State Agricultural College, Logan. She succeeds Elizabeth Robb who resigned to become assistant in the fine arts department of Enoch Pratt Free Library at Baltimore.

Marianne Jelinek, formerly a teacher of bookbinding and leather work in Vienna, Austria, has become a specialist in book repairing at the Dartmouth College Library Bindery in Hanover, N.H.

Mrs. Oliver L. Lilley, formerly in the catalog department of the Dartmouth College Library, is now librarian of the Tuck School of Administration and Finance at Dartmouth.

Helena D. McGrew, Pratt Institute, formerly in the Theater Library of the New York Public Library, has been appointed to the Theater Library at Dartmouth College.

Fulmer Mood, librarian at the University of Redlands Library, Redlands, Calif., will lecture at the School of Librarianship at the University of California at Los Angeles during the summer of 1940.

Margaret Nicholsen, librarian of the State Teachers College Library at Bemidji, Minn., has resigned to take advance work at the Graduate Library School, University of Chicago. Miss Nicholsen has been succeeded by Eileen Thornton, formerly on the staff of the University of Minnesota Library.

Ellen Page, librarian of the Peter Aldred Memorial Room at the University of Pittsburgh, has resigned her position to join the staff of the children's department of the New York Public Library.

Mrs. Shirley Gale Patterson, formerly in the catalog and circulation departments at Dartmouth College Library, is now the first English department librarian to have charge of the special library in Sanborn English House at Dartmouth.

Hazel Rea, in charge of cataloging at the University of Redlands Library, Redlands, Calif., resigned from that position and is now an assistant on the staff of the University of Southern California Library in Los Angeles.

Homer E. Robbins has recently been
appointed director of the Library at Pomona College, Claremont, Calif., in succession to Ralph H. Parker who has gone to the University of Georgia. Dr. Robbins is also professor of classical languages and literatures at Pomona.

John R. Russell, head of the catalog division in the National Archives at Washington, has been appointed librarian at the University of Rochester succeeding Donald B. Gilchrist, deceased. Mr. Russell was formerly on the staff of the New York Public Library and the University of Michigan Library and spent a year in Europe as fellow in librarianship of the General Education Board.

Mildry H. Sluth, Washington '38, has resigned as junior librarian in the catalog division of the University of Washington Library to accept a civil service appointment as senior translator in the U. S. Navy Department.

Mortimer Taube, formerly at Rutgers University Library, has been appointed head of the order department at Duke University Library, Durham, N.C.

Maxwell O. White, Columbia '39, has been appointed superintendent of serials and exchange at the University of Iowa Library, Iowa City. Mr. White had previously been circulation assistant at the College Library of Columbia University in New York City. He succeeds Theodore S. Bland who resigned to accept the position of junior librarian in the Office of the Chief Engineers, U. S. Army, Washington.

Caroline Whittemore of the reclassification department of Dartmouth College Library will teach classification at the Columbia School of Library Service for the year 1940-41.

Elizabeth Whittlesey has resigned as acquisitions librarian at Carleton College Library, Northfield, Minn., to accept a position on the staff of the Davenport (Iowa) Public Library. She is succeeded by Elizabeth Eggleston, Columbia '38.

Adelaide P. Winslow, N.C. '39, is now assistant in the circulation department of Dartmouth College Library.

The following reporters help to make possible news from the field:

College and University Libraries

Maine, New Hampshire and Vermont—Louis Ibbotson, University of Maine, Orono
Massachusetts, Rhode Island, and Connecticut—Margaret Hazen, Massachusetts Institute of Technology Library, Cambridge
New York City—Nelson McCombs, Washington Square Library, New York University, New York City
Eastern New York—Helmer Webb, Union College Library, Schenectady, N.Y.
Western and Northern New York—Wharton Miller, Syracuse University Library, Syracuse, N.Y.
Eastern Canada—W. S. Wallace, Toronto University, Toronto, Ontario
New Jersey—Zaidee Brown, New Jersey State Teachers College Library, Upper Montclair
Eastern Pennsylvania—Herbert Anstaett, Franklin and Marshall College Library, Lancaster
Western Pennsylvania—Miriam Grosh, Geneva College, Beaver Falls
Northern Ohio—Elizabeth M. Richards, Flora Stone Mather College Library, Cleveland
Ohio—Edward A. Henry, University of Cincinnati, Cincinnati
Indiana—Hazel Armstrong, Indiana State Teachers College Library, Terre Haute
Illinois and Iowa—Isabelle Clark, Grinnell College Library, Grinnell, Iowa
Michigan—Charles V. Park, Central State Teachers College Library, Mount Pleasant

JUNE, 1940
Wisconsin—Anna Tarr, Lawrence College Library, Appleton
Nebraska and Minnesota—Emma Wiecking, State Teachers College, Mankato, Minn.
Kansas, Missouri, and Arkansas—David Jolly, Stephens College Library, Columbia, Mo.
Virginia, North Carolina, and South Carolina—Katherine Skinner, University of North Carolina Library, Chapel Hill, N.C.
Georgia and Florida—Edna R. Hanley, Agnes Scott College Library, Decatur, Ga.
Tennessee, Kentucky, Mississippi and Alabama—Mary E. Baker, University of Tennessee Library, Knoxville
Colorado, Utah, and Wyoming—Ralph E. Ellsworth, University of Colorado, Boulder
Texas and Oklahoma—Alexander Moffit, University of Texas, Austin
California and Nevada—Christian Dick, University of Southern California, Los Angeles
Washington, Oregon, and Idaho—Charles W. Smith, University of Washington, Seattle
Arizona and New Mexico—William H. Carlson, University of Arizona Library, Tucson

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PROPOSED REVISION OF THE A.C.R.L.
CONSTITUTION AND BY-LAWS

At its meeting of December 27, 1939, the Board of Directors of the Association of College and Reference Libraries instructed the association’s Committee on Constitution and By-Laws to prepare a new Constitution and by-laws based on the existing by-laws but in line with recommendations of the third Activities Committee of the American Library Association. The committee, since its appointment, has withheld action on various recommendations referred to it by members through the secretary of A.C.R.L. in view of impending large changes in the structure of its parent organization, the American Library Association. It has now embodied such of these recommendations as are consistent with the third Activities Committee recommendations in the following tentative draft of a new Constitution and by-laws.

This draft is tentative. It is subject to revision at a meeting of the committee in Cincinnati during the annual conference. It is published here with the expectation and hope that advice will come to the committee from members of the A.C.R.L. Suggestions for improvement may be sent to the chairman, in care of the University of Texas Library, Austin. Two documents should be read in conjunction with this tentative draft: the present A.C.R.L. by-laws (A.L.A. Bulletin 32: 812-15, Oct. 15, 1938) and the “Final Report of the Third Activities Committee,” Ibid. 33: 782-804, Dec. 1939).

DONALD CONEY, Chairman
For the Committee

Proposed Constitution

Article I. Name

Sec. 1. The name of this organization shall be “The Association of College and Reference Libraries, a division of the American Library Association.” (The word “college” is understood to include college and university. The term “reference libraries” is used to include such libraries as the Library of Congress, the John Crerar Library, the Newberry Library, the reference department of the New York Public Library, and the reference departments of other public libraries.)

Article II. Object

Sec. 1. The object of the association shall be to promote library service and librarianship in the kinds of libraries enumerated in Article I. The association shall direct and carry on a program of activities to advance (a) the standards of library service, in the broadest sense, in these kinds of libraries, and (b) the continued professional and scholarly growth of those engaged in work in these libraries.

Article III. Relationship to A.L.A.

Sec. 1. This association is organized as a division of the American Library Association under the Constitution and by-laws of that Association and its Constitution and by-laws (and any amendments thereto) are binding upon this association, insofar as they relate to divisions of the American Library Association.

Article IV. Membership

Sec. 1. Personal Members. Any person interested in, or associated with, the work of the kinds of libraries enumerated in Article I may become a member of this association by becoming a member of the American Library Association and by complying with other conditions prescribed in the by-laws.

Sec. 2. Institutional Members. Any library of the kinds enumerated in Article I, or any other institution or organization approved by the Board of Directors, may become an institutional member by becoming an institutional member of the American Library Association, and by complying with other conditions prescribed in the by-laws.

Sec. 3. Contributing and Sustaining Members. Any person or institution eligible to membership may become a contributing or sustaining member upon payment of the annual sums provided in the by-laws.

JUNE, 1940
Sec. 4. *Honorary Members.* On nomination of the Board of Directors, honorary members may be elected by two-thirds vote of the members present at any annual meeting of the association. Members of foreign library associations and those outside the library profession who have consistently aided the kinds of libraries enumerated in Article I are eligible to election as honorary members. Honorary membership shall be for life, subject to Sec. 5.

Sec. 5. *Suspension and Reinstatement.* The membership of any individual or institution may be suspended by a two-thirds vote of the Board of Directors. A suspended member may be reinstated by a three-fourths vote of the board.

*Article V. Officers*

Sec. 1. *Officers and Duties.* The officers of the association shall be a president, a vice president, a secretary, and a treasurer, who shall perform the duties usually attached to these offices.

Sec. 2. *Terms.* The president, vice president, and treasurer shall be elected from the membership of the association and shall serve for one year or until their successors are elected and qualified. The secretary shall be elected from the membership of the association and shall serve for three years, or until his successor is elected and qualified.

Sec. 3. *President-elect.* The vice president shall be the president-elect, and shall succeed to the office of president at the end of the president's term.

Sec. 4. *Representation.* The persons who are officers at any one time shall be chosen so as to represent as many of the various interests and groups in the association as is possible.

*Article VI. Board of Directors*

Sec. 1. *Duties and Authority.* The Board of Directors shall have general oversight and direction of the affairs of the association, and shall perform such specific duties as may be given to it in the Constitution and by-laws. It shall conduct all business pertaining to the association as a whole between annual and other meetings of the association, and shall have authority to make decisions for the association during the periods between all meetings. It shall decide upon the expenditure of all funds belonging to the association as a whole, and shall be authorized to allot such funds to sections and committees.

Sec. 2. *Members.* The board shall consist of the president, vice president, retiring president, secretary, treasurer, three directors at large, and the directors elected by sections. The chief officer (or, in his absence, the vice chief officer, or the retiring chief officer, in this order) of each section is an ex officio member without vote.

Sec. 3. *Terms.* The directors at large and directors representing sections shall be elected from the members of the association for three-year terms, which terms shall overlap so as to insure continuity of policy.

*Article VII. Meetings*

Sec. 1. *General Meetings.* The association shall hold an annual conference at such place and time as may be determined by the Board of Directors. Meetings may be called for any times by the board.

Sec. 2. *Section Meetings.* Meetings of the sections shall be held at the time of the annual conference, and may be called for other times by the chief officer or other controlling agency of any section with the approval of the Board of Directors.

Sec. 3. *Admission to Meetings.* General meetings are open to all interested in the work of the association. Sections may, with the approval of the Board of Directors, hold closed meetings.

*Article VIII. Sections*

Sec. 1. *Creation.* Any group of twenty or more members of the association, representing a field of activity in general distinct from those of then existing sections, may organize a section upon receiving approval from the Board of Directors. Sections shall be composed only of association members.

Sec. 2. *Representation on the Board of Directors.* Any section of 50 or more members shall elect from its voting membership one representative on the Board of Directors.
Sec. 3. Autonomy and Authority. Each section shall, with the approval of the Board of Directors, have autonomy in, and responsibility for, its own affairs and the expenditure of funds assigned to it by the Board of Directors. Each section may close its meetings to all but its own members. It shall have power to elect its own officers, to appoint committees relating to its own affairs, and to nominate its own representatives on American Library Association committees.

Each section may organize subsections on a subject, geographical, or other basis.

When conflicts of interest arise between sections, the questions shall be referred to the Board of Directors for decision.

Sec. 4. Selection of Section and Allocation of Vote. Members of the association may select the section or sections with which they wish to affiliate. A member affiliating with more than one section must establish his right to vote for sectional officers and director by designating the particular section in which he wishes to exercise this right.

Article IX. By-Laws

Sec. 1. Adoption and Amendment. By-laws may be adopted and amended by a majority vote of the members of the association present at any general session of any annual conference, upon a written recommendation of the Committee on Constitution and By-Laws appointed by the president.

Article X. Amendments

Sec. 1. This Constitution may be amended by a two-thirds vote of members present at any general session of two successive annual conferences not less than four months apart, upon a written recommendation of the Committee on Constitution and By-Laws appointed by the president, provided that notice of the proposed amendments is published in the official publication of the association not less than one month before final consideration.

Proposed By-Laws

Article I. Dues

Sec. 1. Personal Members. Dues for a personal member shall be the allotment to which the association is entitled from the American Library Association. Each personal member of the association must designate the association as the division of the American Library Association to receive allotment of American Library Association dues whenever he belongs to a class of American Library Association members from whose dues allotments are made.

Sec. 2. Institutional Members. Dues for an institutional member shall be the allotment to which the association is entitled from the American Library Association. Each institutional member of the association must designate the association as the division of the American Library Association to receive allotment of American Library Association dues whenever such allotments are made.

Sec. 3. Contributing and Sustaining Members. The annual dues for contributing members shall be $25; and for sustaining members, $100.

Sec. 4. Honorary Members. There shall be no dues for honorary members.

Sec. 5. Time Payable. All membership dues, other than those taking the form of American Library Association allotments, are payable annually to the treasurer during the first month of the fiscal year.

Sec. 6. Delinquency. Members whose dues are other than American Library Association allotments and which are unpaid on the first day of the third month of the membership year, and who continue delinquent for one calendar month after notice of such delinquency has been sent, are thereby dropped from membership. Dropped members are automatically reinstated on payment of dues for the year within which payment occurs.

Article II. Nominations and Elections

Sec. 1. Committees. A committee to nominate candidates for elective positions to be filled for the association as a whole shall be appointed by the vice president (president-elect), with the approval of the president, at such time as to enable this committee to meet during the annual conference preceding the one at which elections are to be made from the nominees.
This committee shall, as far as possible, represent the various groups and interests of the association.

It is the duty of this committee to select the ablest persons available for the positions to which nominations are to be made. In making its selection the committee shall keep in mind the following objectives: (a) the importance of developing leaders among the younger members of the association; (b) the desirability of rotating important offices among the various sections composing the association; (c) the necessity of securing a Board of Directors on which all sections will have as equal a number of representatives as is possible at any one time.

Candidates for elective positions for sections shall be chosen as each section determines.

Sec. 2. Reports. The Nominating Committee shall report nominations to the secretary not less than six months before the annual conference at which nominees are to be considered. Nominations shall be published by the secretary in the official publication of the association not less than three months before the annual conference.

Sec. 3. Nominations by Others. Nominations other than those by the nominating committees, signed by not less than ten members of the association, shall be filed with the secretary in the official publication of the association not less than three months before the annual conference.

Sec. 4. Right to Vote. All members of the association shall be eligible to vote on the elective positions of the association.

Only members with right to vote in the section concerned shall vote for its officers and the director who will represent that section on the Board of Directors.

Sec. 5. Elections. (a) Association. Elections to elective positions for the association as a whole shall be made by mail vote in such manner as the Board of Directors shall determine, provided that arrangements shall be made to insure the inclusion of sealed and qualified votes cast at the annual conference by any member in attendance whose ballot has not already been received. Announcement of elections shall be made only after these votes have been counted. The candidate receiving the largest number of votes shall be elected. In case of a tie vote the successful candidate shall be determined by lot.

(b) Sections. Elections to elective positions for sections shall be made as each section determines.

The election of directors representing sections must be reported in writing by a section's retiring chief officer to the secretary of the association before the adjournment of the annual conference. Any section failing so to report such election by this time shall lose its right to be represented on the board for the following elective year.

The election of chief officers of sections, and vice chief officers, if any, shall be reported to the secretary in the same way and at the same time.

Article III. Quorum

Sec. 1. Board of Directors. A majority of the voting members of the Board of Directors shall constitute a quorum.

Sec. 2. Association. Fifty members shall constitute a quorum of the association for the transaction of all business except elections to the elective positions of the association.

Article IV. Committees

Sec. 1. Authorization. Committees of the association as a whole shall be authorized by action of the association or the Board of Directors, except as otherwise provided in the Constitution and by-laws.

Sec. 2. Appointment of Committee Members. Committee members shall be appointed by the president (and he must appoint them) unless it is otherwise provided in the action authorizing the committee or in the Constitution and by-laws.

Sec. 3. Discontinuance. A committee may be discontinued only by the agency authorizing it.

Article V. Vacancies

Sec. 1. Elective Positions. Appointments to fill vacancies in elective positions of the association as a whole (except president and vice president) shall be made by the Board.
of Directors for the duration of the term of the office when that term is not more than one year. When the term exceeds one year, appointment shall be made until the next annual conference.

A vacancy in the office of president shall be filled, for the remainder of the term, by the vice president. This succession shall not prevent a person who succeeds to the presidency because of vacancy, from serving his normal term as president the next year, as is provided in the Constitution.

A vacancy in the office of vice president can be filled only by election as provided in the by-laws.

If vacancies occur in the offices of president and vice president within the same term, the Board of Directors shall elect as president one of the directors or the directors at large for the remainder of the term. At the next annual conference a president and a vice president shall be elected.

Vacancies on the Board of Directors shall be filled by election at the next annual conference after the vacancy occurs.

Appointments to fill vacancies on a committee of the association as a whole shall be made by the president, unless otherwise provided in the action authorizing the committee, or in the by-laws.

Article VI. Years

Sec. 1. Membership Year. The membership year of the association shall be the calendar year.

Sec. 2. Fiscal Year. The fiscal year of the association shall be the calendar year.

Sec. 3. Elective and Appointive Year. The term of office for elective and appointive positions of the association filled annually shall be the period beginning with the adjournment of the annual conference and ending with the adjournment of the next succeeding annual conference. Terms of office for elective positions occupied longer than one year shall be calculated from the adjournment of the annual conference.

This by-law shall not apply to the term of office of any person elected by the association to represent it on the American Library Association Council, or on any other American Library Association body, which may have terms of office differing from terms specified in these by-laws. In such cases the term specified by the American Library Association shall prevail.

Article VII. Rules of Order

Sec. 1. The rules contained in Roberts' Rules of Order shall govern the association in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and by-laws.
Book Reviews


“The thesis running through this volume has been that the primary task of the college library is to provide certain facilities for and to aid in carrying out the instructional program of the faculty. Other functions such as the provision of reading materials along noncurricular lines and even of books for faculty research, though desirable and important, are secondary to this main task. Yet for reasons which have been discussed, the program of the library and that of the faculty have not been a unit. There has been lacking a sense of common purpose and, consequently, attention to the problem of the most effective coordination of effort.”

The real thesis is stated in the last rather than in the first part of the above quotation. For librarians, the provocative section of the book is in the “reasons which have been discussed.” And the constructive contributions to the subject are the suggestions in Chapter XI, “Bridging the Gap.”

In the provocative part, librarians must reconcile themselves to the book’s limitation of scope to the college library’s “primary task” and also to having some of the other “secondary” functions made the scapegoats for the library’s failures in this task. When the author says “the question must be raised whether we need these large libraries,” he ought, in fairness, to add “for the libraries’ primary task.” Even so, the question would be provocative enough. Many sins are laid to the “rare book tradition” and the “influence of the great research libraries.” Largely because of these, “in the developments of the last 25 years more emphasis has been placed on the acquisition and preservation of library materials than upon their use,” collections of fourteen university libraries having increased 281.9 per cent during this period. Yet for five of these libraries, where consistent circulation figures for 23 years were available, the combined recorded circulation in 1936-37 was more than 5 times what it was in 1914-15!

This is wasting too many words, however, on questions of scope and perspective, which are, after all, irrelevant, since the choice in these matters is the author’s prerogative. It is true that too few undergraduates read outside their textbooks and that many of these few read too little. Reasons for this are well worth discussing and the author gives due attention to librarians’ efforts to improve the situation, though he does not always seem to interpret correctly the philosophy that lies behind them.

The chapter entitled “Making Books Accessible” seems at first to set up a straw man in debating “the open shelf versus the closed shelf form of book administration” or does the author know of a college library with all closed shelves, a college library in which there is not at least some compromise between open and closed? If there is such a college library, his only injustice to it is in ignoring the subject catalog (which is discussed later as one of the things that cost us too much), for this, equally with the author catalog, deserves some notice as a guide to the students’ “vague and tentative gropings” (whether the stack be closed or open).
and, not infrequently, is of more use to the student than looking on the shelves for books that are not there but in circulation. It may be that college presidents need to be convinced of the advantages of direct access to books in general; librarians do not. But that all students should have direct and unrestricted access to all books, if that is what Dr. Branscomb believes, will need more arguing to convince librarians in colleges of, say, more than 1000 students.

It is not clear how far Dr. Branscomb thinks the open access stack should go in including all the library books. He seems to favor “for introductory study, small open shelf libraries” (are the German “seminar libraries” really such?); he discusses with some sympathy the university’s college library of about 15,000 volumes and “house libraries” of about 10,000 volumes. He does not object to browsing rooms as such, but questions “whether they do not apply the best resources of the library to what is a useful but nevertheless a definitely secondary function . . . recreation and noncurricular reading” and, secondly, “whether the browsing room works.” (The browsing room is, according to the reviewer’s observation, so variable in quality, quantity, and administration as to call for more than the somewhat casual mass treatment given it here.)

The author looks with some degree of commendation on open-shelf reserves with, only if necessary, closed reserves of a minimum list of “indispensable readings.” And at this point the reviewer would like to record his individual gratitude to Dr. Branscomb for the help his book has given to one college’s efforts toward moving closed reserves to open-shelf reserves, changing or reducing open-shelf reserves to “suggestion shelves,” supplemented by more, bigger, and better reading lists. Also (cf. pp.163ff) more of the “indispensable readings” should be available in the student’s private library and in rental collections.

The familiar case of “centralization versus departmentalization” is fairly stated and note made of the trend toward divisional instead of departmental layouts, where complete centralization and complete open access are impossible. The advantages of the divisional plan per se are not discussed. Also, in the way of special library service, the author looks with some tolerance on such matters as the temporary classroom library or the office collection.

In “Books in Halls of Residence,” Dr. Branscomb sees not only the desirability of having books available to the student wherever he is but for a moment sees “the exciting possibility . . . that perhaps this may be the answer to the great problem of the noise, confusion and congestion,” and he would place books of assigned reading here. However, he pretty well disillusioned himself later on, except in the case of large universities where dormitories, “houses,” or colleges each house nearly as many students as a small college. But the disillusionment goes too far when he says (p.160), “If there are inherent difficulties in placing the most used books in residential libraries, it would seem that the plan of a single college library . . . to handle undergraduate reading may appear in the long run to be the wiser solution.”

After all, the librarian’s (and Dr. Branscomb’s) assumption is that the student’s reading should be increased in quantity and extended in range. Free access to all the books in the library is one way (though only one way) of doing
this. It probably is the best way in the case of such students as come to college with the curiosity, initiative, and energy to read, study, and hunt out material on their own, as also for students who achieve these intellectual traits in the course of their college work—e.g., in honors courses. And who would be rash enough to say that any of our college or university libraries is too big for such students? Dr. Branscomb does not; he quotes various opinions but concludes against any arbitrary limit.

Accordingly, when a library grows beyond the reading-room-and-wall-shelves or the alcove type of building, it does not make sense to say that it becomes a worse library just by reason of its size. And when the stack comes to outbulk the reading room collections, it does not make sense to move the whole student body from reading room to stack. The difficulties of administration, which Dr. Branscomb notes, are not the only objections to a wide-open-access stack, nor the best objections. The ineffective library is the little used one, regardless of size or ease of access to books (the least used library in the reviewer's experience, as it happens, was a combination of alcove-plan and open-access stack). The failure of the library to be used is essentially due, not to any oversize, but to lack of the kinds of books wanted, whatever the gross library holdings may be, the lack of desire or the compulsion (too often requisite) of the student to read. The philosophy that lies behind the browsing room, suggestion shelves, or reading collections in residence halls is not a guilty conscience due to closed stack, but the desire to give the public what it wants, that is, to supply books that the student wants to read and to make them attractive, comfortable, and convenient. The philosophy back of the reserved book collection and, to a certain extent, the "single college library" is compulsion, leading the horse to water and making him drink at the fount of "most-used books." Surely the browsing collection and the suggestion shelves are more likely than the stack to lead the "tentative and groping" student to a wider range of reading interest. As he attains this, he will be stimulated and not confused by the number of books in any given class in the stack and will make intelligent use of the key to the city or anything else we can give him, and surely he will make better progress if the, at best, limited space in the stack is not cluttered up with five thousand or even five hundred of the tentative and groping.

The reviewer has the uncomfortable feeling that by commenting on some of the more provocative statements in the book he may have given the prospective reader a wrong perspective. Perhaps the chief value of the book is that it attempts to present, not a recommended standard practice applicable to all college libraries, but a variety of suggested, observed, and experienced solutions for problems common to all. That it does not champion more vigorously the reviewer's favorite theory of solution and says kind words about solutions less acceptable to the reviewer may also be a merit.

The chapter on "What Books Should the Library Buy?" is a little disappointing in that its serially numbered recommendations are chiefly on what not to buy. But this is quite proper ("no list can be prepared which should be blindly followed by all institutions") and the recommendations on procedure in the use of standard lists, and in allotment of funds, are in general sound and useful. The mistake is the chapter heading.
There is more excuse for disappointment in Chapter XII, "The Costs of Library Service," not in the information it assembles on the relative sizes of college library budgets and on possible economies in cataloging processes, but in its omission of any discussion of the costs of service to readers, of the expenses of open-access stacks, of the cost of a library staff "knowing more about the work carried on in the several departments"—i.e., the cost of carrying out Dr. Branscomb's most important suggestions.

Finally, "Bridging the Gap" (Chapter XI) might well have been made the concluding chapter. The library staff at present cannot even "lead the horse to water," but this book suggests certain changes by which they may work with the instructors in this and may better justify the instructors' efforts. Suggestions include, for example, modifications in emphasis in the program of many libraries, greater faculty concern for student reading and other library matters, changing the status of the librarian, and reworking the library program with greater knowledge about the work carried on in the several departments of instruction both in general and in individual courses. The application of such general changes might, the author suggests, result in specific changes such as: more intelligent judgment on the number of duplicates required for various titles, modification of circulation rules which would adjust these more exactly to the reading demands of the course, preparing supplementary bibliographies, small exhibits on special topics, more adequate assistance in connection with themes and special assignments, exploiting the reference librarian for reference work instead of for information about the mere locations of things, certain developments in which the instructor is moved into the library, location in the library of more classes other than seminars, simplification of instruction by the librarian in bibliography, and the use of the library and more such instruction in connection with departmental courses. In all this, Dr. Branscomb has given us good leads.—Henry B. Van Hoesen, Brown University, Providence.


This monumental contribution to the history of intellectual development has been produced by Professor Thompson, now at the University of California, formerly professor of medieval history at the University of Chicago and lecturer on the history of libraries in its graduate library school.

In the production of this noteworthy work the author has been assisted by several of his present and former students at the universities of Chicago and California, Ramona Bressie writing the chapter on "Libraries of the British Isles in the Anglo-Saxon Period;" S. K. Padover, the chapters on "Byzantine Libraries," "Jewish Libraries," "Muslim Libraries," and "German Libraries in the Fourteenth and Fifteenth Centuries;" the late Isabella Stone, "Libraries of the Greek Monasteries in Southern Italy;" Geneva Drinkwater, "French Libraries in the Fourteenth and Fifteenth Centuries;" Claude H. Christensen, "Scandinavian Libraries in the Late Middle Ages;" Dorothy Robathan, "Libraries of the Italian Renaissance;" and Florence Edler de Roover, "The Scriptorium."

The subject matter is treated by periods:

While the chapters in the body of the work are mines of detailed information, they resolve themselves necessarily almost into catalogs. Part IV, however, is much more general in nature and will make an especial appeal to the professional librarian dealing as it does with "The Scriptorium," "Library Administration and the Care of Books," "Paper, the Book Trade, and Book Prices," "The Wandering of Manuscripts." The book is provided with a brief "Historical Index." A vast amount of bibliographical reference and guidance is given in the footnotes.

The significance and value of Professor Thompson's herculean achievement is obvious. In the first place it is the first book in English or in any other language to give "a comprehensive survey of the history of books and libraries in the period of the manuscript." As such it can be hailed as a striking monument to American scholarship. In the second place, the work is a priceless gift to all those whose special interest is centered in the Middle Ages. It is a vast storehouse of detailed information throwing additional light on many phases of medieval life. Not only does it bring out into relief the work of the church in gathering into itself, preserving, and passing on the spiritual and intellectual fruits of the ancient world but it illustrates as never before the details of the process. Space permits the indication of only a few of the multifarious conclusions and facts brought out in the work.

As for libraries understood as a room, rooms, or building especially designed for the arranging of books in orderly fashion where they can be available for use on the spot—libraries in the modern sense of the word—these scarcely make their appearance before the fifteenth century. In the fifth, sixth, and seventh centuries a rectangular hole left in the thickness of a wall might serve to hold the bibles, psalters, service books, and the few works of the church fathers which constituted the indispensable core of any monastic or cathedral library. A chest or two kept in the sacristy might also be used as well as wooden presses. When during the Carolingian period and especially in the twelfth century, intellectual activities rapidly quickened, the production and accumulation of books so increased that better facilities for their storage and use became necessary. Then in the larger monasteries and cathedrals a separate room would be set aside for the copying of manuscripts, for their storage, and for their use. If the number of copyists, monks, and sometimes lay scribes was large enough (twelve or fifteen as the case might be), two rooms, one above the other, might be found: the lower room was the Scriptorium where the scribes did their work; the upper room was the library proper where shelves made their appearance. On these the books (many of them very large folios) were laid flat with their edges facing out. On the edge, rather than on the book, were inscribed author and title. Rough classifications were sometimes used. Catalogs, at first merely inadequate lists scribbled on a blank page or fly leaf, became fuller and more numerous. The
idea of a "union catalogue" even made its appearance about 1400 when an English Franciscan conceived the idea of making one for all the libraries of the Franciscan order in England.

The range of intellectual interests in the Middle Ages is reflected by an arrangement frequently found in the larger libraries in the twelfth and thirteenth centuries. By this arrangement the material was divided into seven classes: (1) archives, (2) scriptural texts and commentaries, (3) constitutions, (4) council and synodal proceedings, (5) homilies and epistles of the fathers, (6) lectionaries, (7) legends of martyrdom. This took care of the religious and ecclesiastical material. Secular literature was placed by itself and divided on the basis of the seven liberal arts: grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. The titles in these subdivisions (if the joint contents of various libraries be included) comprised the whole range of Latin literature as we have it today; by 1200, all the works of Aristotle in Latin translation, several books in Greek, and grammars of Greek and Hebrew; also Justinian's Code, Digest, and Institutes.

These few examples must suffice to indicate the varied contents of this invaluable work of reference. No brief review can hope to give more than a suggestion of the wealth of interesting material that it contains.—Curtis H. Walker, Vanderbilt University, Nashville.

$2. (University of Chicago Studies in Library Science.)

When bookmen find at last the long desired "time to write" we are apt to look for the reminiscent fruits of observation and experience. From no librarian would such a book be more welcome than from James Christian Meinich Hanson, professor emeritus of the University of Chicago Graduate Library School, and dean of catalogers. Characteristically, however, the first book which Dr. Hanson issues from his well earned leisure is not leisurely, but a workmanly canvas of the technical basis for increased cooperation among librarians and bibliographers.

Taking from the Anglo-American Catalog Rules of 1908, the first 135 rules which deal with the choice of main entry forms, the author digests each in turn in the order made familiar to catalogers by long usefulness. Then systematically he summarizes the practice prescribed by the eighteen major cataloging codes of America and Europe. These codes are listed in the opening pages in full bibliographic detail. For citation in the text a shortened characteristic symbol is used for each. Thus, BM refers to the British Museum Rules, FR to the Règles et usages of the Association des Bibliothécaires Français. Included are two English codes (British Museum, Cambridge University), two German codes (Munich, Prussian Instruktionen), two Swiss codes (Basel, Zurich), two Italian (Italian government, Vatican), and one each Belgian, Danish, Dutch, French, Norwegian, Spanish, and Swedish. Of these Dr. Hanson cites the Prussian the Anglo-American, and the Vatican codes as the most influential. Dates of issue vary from Cutter, 1904, to the Vatican Norme, 1931. The latter is now in process of revision and reissue and
the new edition was available to Dr. Hanson in proofsheet form.

The author says in the closing chapter:

It is believed that the comparison of the Anglo-American Rules 1-135 with the corresponding rules in the other eighteen codes has served to demonstrate how much remains to be done before we can claim any approximation to a general agreement on headings and entry word. Here, as in so many other fields . . . progress toward an international agreement and consequent cooperation has been, and will no doubt continue to be, slow and arduous.

With a steady and rapid improvement in travel facilities and the consequent increase in the number of scholars and investigators who come to rely on the libraries and book resources not only of their own countries but of the world, it has become obvious that it is the duty of librarians to seek for more uniformity in bibliographic records and methods of administration, in order that students shall not be obliged to learn a new system whenever they pass from one country to another.

The study was initiated by Professor Hanson as a project for Margarethe Brandt, when she was a student at the graduate library school. Her untimely death made its continuation impossible. Since his retirement from active teaching, Dr. Hanson has brought it to completion. As chairman of the American committee which compiled the Anglo-American Catalog Rules of 1908 of which he was editor, Dr. Hanson has a unique and intimate understanding of them and of the basic reasons for the form they took. As a member of the committee charged with their revision and expansion, now in progress, he has compiled a working basis, a frame of reference, for the new committee's procedure which may justly be rated as invaluable. That the committee's deliberations are to be founded upon this mature consideration of world-wide practice will add many cubits to the stature of their decisions. Without Dr. Hanson's painstaking, discerning analysis of these eighteen widely varying sets of rules, in nine languages, comparative consideration would be much more difficult and almost certainly less thorough.

The greatest variation in major practice is found in the matters of corporate authors and in the emphasis on catchwords, in contrast to the Anglo-American use of the first word not an article in title entries. The summary of the history of usage in regard to societies, governments, and organizations (Part III) is particularly interesting because of Dr. Hanson's participation in the events which led to the crystallization of the American rules. They were based largely on the precedents established by Charles A. Cutter and the Library of Congress, where Dr. Hanson was chief of the catalog division from 1897 to 1910. He traces the German preference for title entry for such materials, which to American catalogers seems strangely indefinite, partially to "tradition and innate conservatism," and suspects "both academic and economic considerations" for its retention.

The far greater prevalence abroad of chief entry under title is rather appalling to the cataloger familiar chiefly with the Anglo-American code. Dr. Hanson translates and summarizes in detail the rules of the Basel University Library Katalog-Instruktion on this point. It prescribes an elaborate system of catchword entries, providing seemingly for every possible variant. Numerous changes of case, order, and form are directed in order to bring together similar entries. Here are endless problems for the codifiers and those who would establish uniform entry practice, in addition to many lesser points
of variance, each supported by long usage and arguments worthy of consideration.

Dr. Hanson’s concluding statement pointing out the latitude in details and the agreement in entry form essential to true cooperation is worthy of profound consideration by catalogers, administrators, and teachers of cataloging whose tithing of mint and cumin too often has defeated their own admirable purposes.

It is to be sincerely hoped that Dr. Hanson’s remoter purpose, increasing harmony of catalog practice throughout the world, may be served as well as the revision of the American Rules. So modestly presented and so scholarly a contribution will surely invite the favorable consideration of foreign bibliographers.—Jeannette Murphy Lynn, Vanderbilt University, Nashville.


THOUGH THE articles included in the eighth Catalogers’ and Classifiers’ Yearbook are too numerous to mention individually, the sketch of Charles H. Hastings and his work in the Library of Congress card division, and the two articles, one by and one about the late Dorcas Fellows, will be of particular interest.

Two groups of articles, one on the question of union catalogs and one on the division of the catalog, are particularly timely. Are union catalogs really answering a felt need; are there additional services which union catalogs should perform; are union catalogs demanding an amount of effort in their mere physical upkeep disproportionate to their value? These questions are discussed in two articles, the general conclusion being that those who have union catalogs should endeavor continually to improve and utilize all of their potential services, and that those contemplating installing new ones should consider every angle carefully before deciding the scope and essential functions of their tool.

Ably discussed in four articles are the questions: Shall the catalog, which in many large institutions is fast outgrowing its quarters or taking on such gargantuan proportions as to frighten the timid, uninitiated user, be divided into two or three parts? In the catalog divided into two or three parts, is there not danger, due to the necessary duplication of many entries, of each part becoming in turn an unmanageable dictionary catalog? Shall the catalog be divided by dates? Shall it be greatly simplified and kept together? That the day of reckoning has come for the large catalog, and that its fate rests with the future and individual institutions are the conclusions reached.

The papers presented indicate within the ranks of catalogers a resourcefulness and initiative which speaks well for the future. Far from being an unimaginative, routine-minded group, the unenviable reputation which catalogers have in the past held with some other branches of the library profession, they seem to be about to take on the characteristics of the ancient Athenians who “spent their time in nothing else, but either to tell, or to hear some new thing.” Concerning these “new things,” catalogers are showing not only a willingness but an eagerness to make changes in routines which have become stumbling blocks and to undertake any task no matter how grueling the details, so long as it will bear as its fruit a better service to the library public.—Frances L. Yocom, Fisk University, Nashville.
The following titles of recently launched periodicals and annotations have been contributed by Carolyn F. Ulrich, chief, periodicals division, New York Public Library.


"Each number will contain some original document and news of interest to Lincoln students and collectors. ... The Abraham Lincoln Association Papers will be discontinued."


Published in place of former annual volumes. The quarterly issue is intended to make a wide appeal to lay readers of scientific matter.

American Imago; a psychoanalytic journal for the arts and sciences. Publisher and Managing Editor, Dr. Hanns Sachs, 168 Marlborough St., Boston. Vol.1, No.1, Nov. 1939. Frequency and price not given.

"When the plan for this periodical was proposed to Professor Freud, he greeted it wholeheartedly and consented to become its editor ... ". Professor Sigmund Freud died before the first number of this magazine was issued.


Mexican bibliography of publications arranged by subjects. Contains author and subject index.


China Exporter; a journal devoted to the interests of China's export trade. P.O. Box 678, Hankow Road, Shanghai. Vol.1, No.1, Oct. 1939. Quarterly. $1.50 a year.

Current Biography; a cumulative monthly featuring national and international names in the news of the day. Published by the H. W. Wilson Company, 950 University Ave., New York City. No.1, Mar. 1940. Monthly.


Designed to present a dispassionate account of Mexican events and biographical sketches.

Le Document; organe de la librairie d'histoire d'Haiti et des œuvres de la pensee Haitienne. 126 Rue Dr. Aubry, Port-au-Prince, Haiti. Vol.1, No.1, Jan. 1940. Monthly. $1.50 a quarter.


- Discussion of cultural arts designed for teachers. Contains bibliographies.


Organ of study, research, and information. Contains book reviews.

Exchange; a magazine of the financial community. Published by the New York Stock Exchange, 11 Wall St., New York City.

"This magazine is designed to present authoritative information of interest not only to the brokerage and financial industries, but also to the general public."


Films; a quarterly of discussion and analysis. Published by the Kamin Publishers, 15 W. 56th St., New York City. Vol.1, No.1, Nov. 1939. Quarterly. 60c a copy.

The best magazine that has appeared in America in the field of films. It will discuss technically film problems, such as, documentary film, film music, photography, sound problems, educational research, film critic, film theater, methods of directing. Contributors are: Falk Sawyer, professor of drama, Syracuse University; Edgar Dale, Bureau of Educational Research, Ohio State University; Richard Griffith, film critic; John Grierson, chairman of the Film Centre, London British documentary movement; Kurt London, on the teaching staff of City College and Brooklyn College. Contains book reviews.

Food for Thought. Published by the Canadian Association for Adult Education, 198 College St., Toronto, Ont. No.1, Jan. 1940. Monthly. 10c a copy.

Issued to supply factual information on important current problems. Each monthly issue will be devoted mainly to a single topic.


Pertinent in interest and promising in scope. Contains political cartoons, maps and book reviews.

Horizon; a review of literature and art. Cyril Connolly, ed. 6, Selwyn House, Landsdowne Terrace, London, W.C. 1. Vol.1, No.1, Jan. 1940. Monthly. 6s. 6d. for 6 months.

Includes critical essays, poetry, and general discussion of ideas. Shows quality in writing. Contributors include: W. H. Auden, Walter de la Mare, J. B. Priestley, Sir Hugh Walpole, Elizabeth Bowen, and other established writers as well as new talent. Book reviews.


Contains bibliography and index to each monograph. Excellent illustrations.


Contains abstracts.


"The purposes: to foster studies which will emphasize the interrelations of several fields of historical study—the history of philosophy, of literature, and the arts, of the natural and social sciences, of religion, and of political and social movements. . . .

"To know, so far as may be known, the thoughts that have been widely held among men on matters of common human concernment, to determine how these thoughts have arisen, combined, interacted with, or counteracted, one another, and how they have severally been related to the imagination and emotions and behavior of that branch of knowledge which we call history, is a distinct and essential part of it, and its central and most vital part. . . .

"What's the matter with man?"—ARTHUR O. LOVEJOY, Vol. 1, No. 1.


"Specializes in the presentation of documentary sources and official news." Pocket-size.


Bibliography arranged by subject, giving abstracts from mathematical publications, domestic and foreign. Contains author index.
Mental Health. Published by the Central Association for Mental Welfare, Child Guidance Council, National Council for Mental Hygiene, 76-77 Chandos House, Palmer St., London, S.W. 1. Vol. 1, No. 1, Jan. 1940. Monthly. 3s. 6d. a year. An editorial board has been formed consisting of representatives of each of the organizations. Contains book reviews.

Music Review. Geoffrey Sharp, ed. Published by W. Heffer and Sons, Ltd., 3 and 4 Petty Cury, Cambridge, England. Vol. 1, No. 1, Feb. 1940. Four times a year. 16s. a year. Aims at critical discussions of diverse musical subjects; of interest to the musician and the intelligent music lover. Contains reviews of music, books, important gramophone records, and outstanding concerts in London and elsewhere.


Nespa Guide; a selective guide to significant reports and activities in the field of national planning. Published by National Economic and Social Planning Association, 1721 Eye St., N.W., Washington. Vol. 1, No. 1, Jan. 15, 1940. Monthly except July and August. $2 a year. "Includes digests and reviews of government reports, hearings, and studies; together with reports on activities and accomplishments in the field of planning—in short, information pertinent to the study and development of economic policy." Reproduced from typewritten copy.

Philosophic Abstracts. Dagobert D. Runes, ed. Published by the Association for Philosophic Research, 884 Riverside Drive, New York City. Vol. 1, No. 1, winter 1939-40. Quarterly. $4 a year. Signed abstracts of books and serials arranged by country with separate list of periodical literature. Contributing editors are scholars from the leading colleges and universities in America and abroad including Professor Francisco Romero of Argentina, S.A., who will report on Latin American philosophy and Professor Nakamura of Tokyo who will report on Japanese publications.

Princeton University Library Chronicle. Published by the Friends of the Library, Princeton University, Princeton, N.J. Vol. 1, No. 1, Nov. 1939. Four times a year. $2 a year. Includes section called "Biblia;" devoted to the interests of the Friends of Princeton Library which was previously published separately. Distinctive format and illustrations.


La Revista dels Catalans d'America. Apartado Postal 8626, Mexico, D.F. No. 1, Oct. 1939. Monthly. $2 m/m a year. (?) Exponent of Catalan culture and mouthpiece of anti-fascist groups of the National Catalan Front. Contains book reviews.

Scientific Tree Topics. Published by the Bartlett Tree Research Laboratories, Stamford, Conn. Vol. 1, No. 1, 1940. Irregular. Price not given.


Wilberforce University Quarterly. Wilberforce, Ohio. Vol. 1, No. 1, Dec. 1939. $1 a year. "Purpose is to offer opportunities to the members of the faculty at Wilberforce University and to all other persons interested in the Negro to share such of their mature philosophies and research works as may prove useful and stimulating to the educational, economic, and social progress of the Negro." Contains book reviews.
Some Recent Publications on Higher Education

IN THE paragraphs that follow Clara Esther Derring and Carrie E. Meares of Teachers College Library, Columbia University, call attention to some of the most important literature on higher education published in 1939 and 1940.

Bixler, Roy W. Institution-Faculty Relations in the College of Integrity. Bureau of Publications, Teachers College, Columbia University, 1939. 178p. $2.25.

The purpose of the study is "to discover, in selected areas, what kinds of institutional-faculty relations tend to promote better institutional integrity and to build these into a basic program which would be useful for a college desiring to improve its own faculty relations." The following areas were selected for study: (1) recruiting of faculty personnel; (2) intellectual freedom in the college; (3) salary, tenure, and auxiliary services, including retirement plans, insurance, housing, and health services; (4) the role of the faculty in the government of the college; (5) stimulating faculty growth.


A statement of "the function of the graduate school with reference to its relation to the nation's resources, both human and material."


A study of the college library from the standpoint of its educational effectiveness, made for the Association of American Colleges. (See review, page 278.)

Buswell, Guy T. Remedial Reading at the College and Adult Levels; an Experimental Study. University of Chicago Press, 1939. 72p. $1. (Supplementary Educational Monographs, No.50)

"The study reported in this monograph is concerned entirely with the process of reading, which obviously is only a part of the total problem of reading. The exclusion from consideration of such matters as materials of reading, purposes of reading, and sociological data relating to the types of readers and kinds of material read carries no implication that these factors are of less importance. Limiting the problem is simply a recognition of the fact that, to be effective, any scientific study must be focalized."

"The present study is concerned directly with the possibility of improving a small group of factors basic to the reading process."


In his memoirs Dr. Butler, president of Columbia University, writing of his activities and accomplishments as an educator and a liberal Republican, has presented a truly important contribution to the story of our times. He, himself, says: "In looking back across the busy years it is plain that both their interest and whatever importance those years may be thought to possess are due to the fact that they have been so largely occupied with ideas and objectives of public moment. Every activity has been secondary and even incidental to the self-chosen task of planning and building, upon the foundations of historic Columbia College, a university in the fullest sense of that word, which should respond not only to the highest ideals of the intellectual and spiritual life but to the consistent and many-sided needs of modern democratic society. That task, chosen with deliberation and adhered to persistently and stubbornly despite every possible temptation and allurement, both financial and political, has dominated these busy years from first to last."

A second volume dealing with his interests in international affairs has been promised.


Over 200 private junior colleges are described.


This is a report prepared for the American Youth Commission and is based on a study of almost 5,000 young people and 500 institutions of higher education. "The information derived is reported primarily for the purpose of assisting colleges to appraise their own student health problems with the hope that the administration and operation of health programs will profit from the implications of the study."

Harvard University. Special Committee Appointed by the President. Report on Some Problems of Personnel in the Fac-

The report deals with questions of policy and procedure concerning tenure, promotion, and general status of the younger members of the teaching staff.

Inauguration of Rufus Carrollton Harris as President of Tulane University and a Series of Symposia on Current Trends in University Education, January 16, 17, and 18, 1938. Tulane University, New Orleans, 1939. Apply.


Statements from addresses, reports, and writings of more than 200 presidents of higher institutions in the United States during the past seventy-five years.


This bulletin deals with the legal status of governing boards, the effect of state government reorganization on governing boards, and general powers vested in state executive officials over governing boards.


This study covers the Johns Hopkins University, Clark University, and the University of Chicago.


The president of Sarah Lawrence College describes the newer educational methods which have been followed in that institution for ten years.


This study "attempts to outline the main features of the land-grant institutions with particular reference to the relationships to them of the Federal Government and of the states in which they are located."—Introduction.

Bibliographies on Higher Education


A survey of recent publications on the history of higher education in America and a discussion of the variety of types of studies in this field. There are 56 references, including books and periodicals. Other references on this subject are included in the bibliography on the history of education in the Review of Educational Research, Oct. 1936.


Four hundred and twenty-one selected references, books and magazine articles, are classified as follows: general readings; issues involved; the content of general education; instructional methodology; the psychological basis; evaluating the results; student personnel problems; the organization of general education; experiments in general education; general education for the professions.


Includes books and magazine articles published largely during the year July 1, 1938 to June 30, 1939.
Readings in Business Administration

MARIAN C. MANLEY, business branch librarian, Newark Public Library, supplies the following annotated list of recent articles in the field of business administration which have marked application to libraries.

Bibliography
Amos Tuck School of Administration and Finance. Reading List on Business Administration. Dartmouth College, 1939. 54p. 30c.
A faculty-selected, annotated list of books useful to executives, prepared at the request of the alumni. A well-balanced selection.

Magazine Articles
An analysis of the different types of management consultants, the services they offer, the conditions that have made consultation advisable, and the groups in which clients are found.

Since many department problems in library and retail store administration are similar, such a thoughtful discussion of the benefits of an administrative research assistant is of practical value.

As problems of developing administrative ability are pressing, the specific, sympathetic, and progressive program here outlined deserves attention.

Books
A stimulating, practical collection of notes on getting along with people, developing the working force, paying people, and other pressing executive problems. Free from cant and constructive in approach.

Discussion of some fundamental problems in putting public relations of business on a sound basis, indicating many library applications.
Current Reference Aids

This checklist of 1939 reference books published in English has been compiled by a committee of which Frances Neel Cheney, Mabel L. Conat, Charles F. McCombs, James T. Rubey, Harold Russell, and Anne M. Smith are members and the undersigned is chairman.

Undoubtedly, this first list has omissions. You are invited to call them to the committee’s attention for inclusion in subsequent issues. We will also welcome suggestions on the following points:

1. Continuations: Standard yearbooks have not been listed unless the 1939 issue contained fundamental changes.
2. Government publications: The committee proposes to canvass carefully for reference tools in 1940. Only a few 1939 items are here included.
3. Society publications: Much needs to be done with university and learned society publications. These will be included during 1940.
4. Foreign language reference books: These will be listed in the next issue.
5. Ephemera: The committee invites the aid of reference workers.
6. Local reference aids: Reference librarians are invited to submit for listing any local bibliographies or reference tools developed.

Please address comments to the chairman at the Library School, George Peabody College for Teachers, Nashville, Tenn.

Louis Shores, Chairman


Agnew, Janet M., comp. A Southern Bibliography; Fiction 1929-1938. Louisiana State University Library School, Baton Rouge, La., 1939. 63p. 75c. (Louisiana State University Library School. Bibliographical Series, No. 1)


Ash, Edward C. New Book of the Dog; a comprehensive and up-to-date guide to their history, pedigree, breeding, exhibiting points, ailments, etc. Macmillan, 1939. 534p. $5.

Attwater, Donald, ed. A Dictionary of the Popes, from Peter to Pius XII. Burns, London, 1939. 343p. 10s. 6d.


Bauer, Harry C., comp. Indexed Bibliography of the Tennessee Valley Authority.
The Authority Library, Knoxville, Tenn., 1939. 15p. Gratis. (Mimeographed)


Beutel, Frederick K. Bank Officer’s Handbook of Commercial Banking Law. Little, 1939. 388p. $4.


Certain, Casper C., ed. Handbook of English for Boys and Girls, prepared by a committee of the National Conference on Research in English. Scott, Foresman, 1939. 128p. 60c.


Coleman, Laurence V. The Museum in America, a Critical Study. American Association of Museums, Washington, 1939. 3v. $7.50; to members, $6.

Collins, Archie F. Simplified Household Mechanics; being a simple explanation of how the mechanical and electrical equipment of your home is made, how it works, and how it is serviced. Appleton-Century, 1939. 317p. $2.50.


Craven, Thomas, ed. A Treasury of Art Masterpieces, from the Renaissance to the


Davis, Wayne. How to Choose a Junior College; a directory for students, parents, and educators. Harpers, 1939. 249p. $2.50.


Dictionary of National Biography. Founded in 1882 by George Smith; the concise dictionary from the beginnings to 1930; being an epitome of the main work and its supplement to which is added an epitome of the 20th century volumes covering 1901-1930. Oxford, 1939. 1456, 184p. $7.


Gaul, John J. Reclamation 1902-1938; a supplemental bibliography. Denver Public Library, 1939. 98p. $1. (Regional Checklist No.6) (Photoprinted)


Goode, Gerald, ed. The Book of Ballets; classic and modern; 31 colored illus. by Matisse, Picasso, Berard, etc.; 200 half-tone illus. Crown, 1939. 246p. $3.


Great Britain. Secretary of State. Documents Concerning German-Polish Relations and the Outbreak of Hostilities between Great Britain and Germany on September 3, 1939. British Library of Information, 50 Rockefeller Plaza, New York. 30c. (Command Paper 6106)

Grismer, Raymond L., comp. A Reference Index to 12,000 Spanish American Authors; a guide to the literature of Spanish America. Wilson, 1939. 150p. $4.50. (Inter-American Bibliographical and Library Association Publication Series 3, Vol.1)


Hamilton, William J. American Mammals; their lives, habits, and economic relations.
McGraw-Hill, 1939. 434p. $3.75.


Ireland, Norma O. and D. E. An Index to Monologs and Dialogs. Faxon, 1939. 127p. $2.50. (Useful Reference Series. No.65)

Jones, Silas P., ed. A List of French Prose Fiction from 1700 to 1750; with a brief introduction. Wilson, 1939. 150p. $3.50.


McClelland, Ellwood H., comp. Review of Iron and Steel Literature for 1938; a classified list of the more important books, serials, and trade publications during the year; with a few of earlier date not previously announced. Carnegie Library, Pittsburgh, 1939. 29p. Gratis.


JUNE, 1940

Mann, George C. Bibliography on Consumer Education. Harper, 1939. 286p. $4.


Medsger, Oliver P. Edible Wild Plants; illus. with eight pen and ink drawings and 19 photographs. Macmillan, 1939. 323p. $3.50.


Miller, Bruce, comp. Sources of Free and Inexpensive Teaching Aids. The compiler, Box 222, Ontario, Calif., 1939. 77p. $1. Paper.

Moffett, M'ledge. When We Meet Socially, a Guidebook to Good Form in Social Conventions. Prentice-Hall, 1939. 167p. $1.25.


Muenchel, Walter C. L. Poisonous Plants of the United States. Macmillan, 1939. 266p. $3.50. (Rural Science Series)


National Law Library. Collier, 1939. 6v. $9.75. (Special library price for limited time only)

Naval Calendar: an authentic handbook of the navies of every nation, providing the leading particulars of each vessel of fighting value, with the addition of full details concerning the auxiliary and supply ships attached to each navy. E. C. Talbot-Booth, ed. Appleton-Century, 1939. 272p. $2.50.

New Standard Encyclopedia of Art: architecture, sculpture, painting, decorative arts; based on the work of Louis Horticq and translated under the supervision of J. Leroy Davidson and Phillipa Gerry; with the assistance of the staff of the Index of Twentieth-Century Artists College Art Association, N.Y. Garden City, N.Y., 1939. 2v. in 1. $3.95.


Newill, Mrs. Phyllis K. Good Food and How to Cook It; a comprehensive modern cookbook of practical, easily followed recipes, with suggestions that help plan every meal. Steele Savage, illus. Appleton-Century, 1939. 555p. $2.50.


Opdycke, John B. Don't Say It; a cyclopedia of English use and abuse. Funk and Wagnalls, 1939. 850p. $5.


Perrin, Porter G. An Index to English; a

296 COLLEGE AND RESEARCH LIBRARIES
Royal Institute of International Affairs, London. South-eastern Europe, a Political and Economic Survey; in collaboration with the London and Cambridge economic service. The Institute, London, 1939. 205p. 5s.
Survey Graphic. Calling America; a special number of Survey Graphic on the challenge to democracy; foreword by Paul Kellogg, ed. Harper, 1939. 122p. $1.
Tannenbaum, Samuel A. Robert Greene: a concise bibliography. Tannenbaum, 1939. 58p. $3.50. (Elizabethan Bibliographies, No.8)
——. Shakespeare's Macbeth: a concise bibliography. Tannenbaum, 1939. 165p. $7. (Elizabethan Bibliographies, No.9)
——. Thomas Heywood: a concise bibliography [bound with: Thomas Dekker: a concise bibliography]. Tannenbaum, 1939, 43, 46p. $4.50. (Elizabethan Bibliographies, Nos.6-7)
Thonsen, Lester, Fatherson, Elizabeth, and Thonsen, Dorothea. Bibliography of Speech Education. Wilson, 1939. 800p. Service basis.
Time. Background for War; reprinted

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Volume Library; an encyclopedia of practical and cultural information, brief, concise, clear, topically arranged for ready reference and home study, now completely rewritten and rev., modernized and enlarged. 25th ed. Educators Association, New York, 1939. 2422p. $11.75.


Wright, Lyle H., comp. American Fiction, 1774-1850; a contribution toward a bibliography. Huntington Library, San Marino, Calif., 1939. 246p. $3.50. (Huntington Library Publications)

Wurzburg, Dorothy A., comp. East, West, North and South in Children's Books; an annotated regional bibliography for use in grade and junior high schools. Faxon, 1939. 158p. $2.50. (Useful Reference Series No.64)
Special Assistants to A.C.R.L. Publications Committee

1. News from the Field—Willard P. Lewis, Librarian, Pennsylvania State College Library, State College

2. Reviewing, abstracting and indexing literature of interest to A.C.R.L. membership:
   - Educational Literature—Clara Esther Derring, Reference Librarian, Teachers College, Columbia University, New York City. Carrie E. Meares, Assistant to Library Consultant, Teachers College, Columbia University, New York City
   - New Periodicals—Carolyn F. Ulrich, Chief, Periodicals Division, New York Public Library
   - In Public and Personnel Administration—Lucile L. Keck, Librarian, Joint Reference Library, Chicago
   - In Business Administration—Marian C. Manley, Librarian, Business Branch, Public Library, Newark

3. Review—Research and Experimentation
   - G. Flint Purdy, Librarian, Wayne University Library, Detroit

4. Review—Reference Aids
   - Louis Shores, Director, Library School, George Peabody College for Teachers, Nashville, Tenn. Chairman of Subcommittee on Reference Aids
   - Frances Neel Cheney, Reference Librarian, Vanderbilt University Library. Secretary to the subcommittee
   - Mabel L. Conat, Reference Librarian, Detroit Public Library
   - Louis Kaplan, Reference Librarian, University of Wisconsin, Madison
   - Charles F. McCombs, Superintendent of the Main Reading Room, New York Public Library
   - James T. Rubey, Assistant Professor, Simmons College School of Library Science, Boston
   - Harold Russell, Reference Librarian, University of Minnesota Library, Minneapolis
   - Anne M. Smith, Reference Librarian, University of British Columbia Library, Vancouver, B.C., Canada
Nominees for A.C.R.L. Officers
1940-41

General Association

Nominations are for the following terms: president, one year; treasurer, three years; director, three years.

President: Robert B. Downs, Director of Libraries, New York University, New York, N.Y.

Treasurer: (Elect one) Harold W. Hayden, Librarian, Carnegie Library, Bucknell University, Lewisburg, Pa.
Constance M. Winchell, Assistant Reference Librarian, Columbia University Library, New York, N.Y.

Director: (Elect one) Etheldred Abbot, Librarian, Ryerson Library, Art Institute, Chicago, Ill.
Charles V. Park, Librarian, Central State Teachers College Library, Mt. Pleasant, Mich.

Subsections

Nominations are for the following terms: chairman, one year; secretary, one year; director, three years.

College Libraries Subsection
Chairman: Robert E. Stauffer, Librarian, Mount Union College Library, Alliance, Ohio.
Secretary: Mary Helen James, Librarian, Western College Library, Oxford, Ohio.
Director: Fina C. Ott, Librarian, Alma College Library, Alma, Mich.

Junior College Libraries Subsection
Chairman: Gladys C. Johnson, Librarian, Montague Library, Mars Hill College, Mars Hill, N.C.
Secretary: Maysel O'H. Baker, Librarian, LaSalle-Peru Township High School and Junior College Library, La Salle, Ill.

Reference Librarians Subsection
Chairman: Sarah H. Griffiths, Reference Librarian, Public Library, Bridgeport, Conn.
Secretary: Ruth A. Hubbell, Reference Librarian, Georgetown Branch, Public Library of the District of Columbia, Washington, D.C.
Director: Augustus H. Shearer, Librarian, Grosvenor Library, Buffalo, N.Y.

Subsection for Libraries of Teacher-Training Institutions
Secretary: Marguerite Robinson, Librarian, State Normal School Library, Cortland, N.Y.

University Libraries Subsection
Chairman: Earl N. Manchester, Librarian, Ohio State University, Columbus, Ohio.
Secretary: Dorothy Hale Litchfield, Research Assistant to the Director of Libraries, Columbia University, New York, N.Y.