Note to recent contributors. The editors have attempted in this issue to fulfill all commitments to authors who have submitted contributions to College and Research Libraries, but such fulfillment has not been possible in every instance.

College and Research Libraries is the official organ of the Association of College and Reference Libraries, a division of the American Library Association. It includes general articles, official reports, addresses of conference speakers, reviews of selected books, and news from the field of wide professional interest.

Manuscripts of articles and addresses should be addressed to the Office of the Editor, 426 Library, University of Illinois, Urbana. Requests for reprints should be addressed to Byron C. Hopkins, American Library Association, 520 N. Michigan Ave., Chicago, at the time the notification is received of the issue in which the article is scheduled to appear. Requests to include news items should be addressed to Benjamin E. Powell, Secretary, Association of College and Reference Libraries, University of Missouri, Columbia. The scope of the journal does not permit inclusion of personal communications or exhaustive coverage by reviews of the literature of librarianship.

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Subscription price: to members of the Association of College and Reference Libraries, $2 per year; to nonmembers, libraries, and other agencies, $3 in the U.S., Canada, and Latin America; in other countries $3.25; single copy, $1. Payment for subscriptions should be made to the American Library Association, 520 N. Michigan Ave., Chicago. Membership in the Association of College and Reference Libraries is $1 per year to members of the American Library Association. Application for A.C.R.L. membership should be sent to the secretary of that association, Benjamin E. Powell, University of Missouri, Columbia.

College and Research Libraries is published quarterly, December, February, May, and September at 520 N. Michigan Ave., Chicago, by the American Library Association, and printed at 450 Ahnaip St., Menasha, Wis. Application has been made for entry as second-class matter at the post office at Menasha, Wis., and at Chicago.
College and Research Libraries

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The Program of the Association of College and Reference Libraries

A Report by the Policies Committee

Soon after its organization, the Association of College and Reference Libraries established a Policies Committee headed by Dr. Carl M. White. This committee for the past two years has devoted much study to the Association's organization, scope, and growth. It has also sought and benefited from the advice of numerous interested members. The final report of the committee, published herewith, was presented to the Association's Board of Directors at Boston. In the belief that this document is of fundamental importance in guiding the future development of the Association, the board voted for its publication in College and Research Libraries.

The object of the A.C.R.L. as stated in its constitution is to promote library service and librarianship in college and research libraries. Accordingly, it is the policy of the Association to "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 the work of these libraries." The purpose of this report is to outline briefly a program which will make this statement of aim and policy more definite.

1. Build an effective organization.

Experience with the College and Reference Section had shown by 1936 that something was lacking. It was concluded that college and research libraries needed a stronger organization—one that would promote more control, unity, and self-direction in the activities with which they are concerned. The Association of College and Reference Libraries came into existence in answer to this need. It is an expression of a desire to accomplish through united effort the objectives stated in the A.L.A. Constitution and in the Constitution and By-laws of the A.C.R.L. Subsequent experience may reveal ways in which the form of organization can be adapted better to the ends served by the A.C.R.L. But though this means change, the aim should remain the same—to have an organization that is as effective as possible.

The present organization is a division of the A.L.A. For conducting its work the division receives 20 per cent of the dues paid to the A.L.A. by each personal member (except class A members and A.L.A. life memberships in force before July 1, 1939). It has complete autonomy over and responsibility for the conduct of its own affairs and the expenditure of allotted funds subject to the restrictions imposed by the A.L.A. Constitution and By-laws. These restrictions are liberal, being aimed at the coordination of all interests and activities of the A.L.A. Thus A.L.A. committees dealing wholly or chiefly with the activities of the A.C.R.L. are appointed by the Executive Board of the
A.L.A., but the Board of Directors of the A.C.R.L. is given opportunity to present nominations. Similarly in the case of important A.L.A. boards and committees, which concern to a considerable extent the chief activities of the A.C.R.L., the Board of Directors may either (1) submit two or more nominations for each board or committee (if not more than two other groups are concerned with the work of the committee or if the A.L.A. By-laws definitely provide for such nominations) or (2) nominate an advisory subcommittee to the A.L.A. committee (in case the work of the A.L.A. board or committee concerns more than three groups).

Within the A.C.R.L. any group of twenty or more members may organize a separate section upon securing the approval of the Board of Directors. At present there are six sections representing respectively agricultural libraries, college libraries, junior college libraries, reference librarians, libraries of teacher training institutions, and university libraries. There is a point, difficult to define, beyond which further subdivision into sections will be harmful rather than beneficial to the A.C.R.L. Probably few additional applications for separate sections are to be expected, but it would seem to be sound policy for the Board of Directors henceforth to ask any who present such applications to show that the requested action will not carry the Association past the danger mark of decentralization.

2. Make the present affiliation with the American Library Association a fruitful relationship.

Now that the A.C.R.L. has been voted its independence, two courses are open to us. We may make the present affiliation with A.L.A. a formal but somewhat empty relationship, or we may make it considerably more meaningful. The intent of the scheme of organization which took shape as a result of the Third Activities Committee report was to provide at once a maximum of autonomy in the management of affairs of the different divisions and a maximum of coordination in the work of the A.L.A. as a whole. The two principles of autonomy and coordination face in opposite directions, but neither can be sacrificed without costs which American librarians need not and should not pay. Changes in the pattern of activities within the A.L.A. are already evident as a result of reorganization. There will be other changes, necessary changes. Nevertheless, American libraries have much in common; and freedom, though a heady potion, should not make us insensible of the mutual advantages of a common front in dealing with our common problems. The basic framework of our present organization seems to make ample provision for effective coordination. How fruitful it will be in actual practice, however, will depend very materially upon American library leadership—its capacity for teamwork and the limits of its horizon.

The spirit of professional comradeship thus envisaged has been expressed by one university librarian as follows: "When a problem is identified as belonging primarily to college and reference libraries the A.C.R.L. should accept chief responsibility for studying and finding a solution for it. When a problem concerns the A.C.R.L. but belongs primarily to an organization established to cope with it, the A.C.R.L., though leaving the chief responsibility with the other organization, should always be willing to join with that organization in its efforts to solve that problem." In general, the A.C.R.L.
should leave problems relating to functional or other special activities of college and reference libraries to special divisions, boards, or committees of the A.L.A. which are set up to deal with such activities. There is nothing rigid about this natural division of labor, and the emphasis is intended to be positive. In other words, any worthwhile contribution should be welcome regardless of the source.

3. Provide for continuity of leadership.

The governing body of the A.C.R.L.—the Board of Directors—is composed of a president, vice president, retiring president, secretary, treasurer, three directors-at-large, six directors from the respective sections, and the chairmen of the sections as ex officio members. The advantage that results from this scheme of control is the responsiveness of the government of the Association to the will of the membership. But there are disadvantages. The president and the chairmen of sections, who hold the key positions of leadership, are elected for one year only, although the new constitution makes the vice president the president-elect. Moreover, the very concentration of authority and responsibility in the hands of the Board of Directors means that it must handle considerable routine business in the course of the year and at the same time supply the imagination and the initiative in planning the activities of the Association. Finally, the size of the board and the infrequency of meetings slow down the pace of its work.

The basic need is more continuity in the leadership. An ancillary need is a division of labor which will disengage at least one person from routine business and push him prominently into the foreground of leadership. There are at least three ways of attaining these ends. One method would be to have at A.L.A. Headquarters a consultant, who, whatever the formal relation to the A.C.R.L., would be capable of making for himself a prominent place in all councils and activities relating to college and research libraries. This is the most favored course to pursue, but it is not open to us at present.

The A.L.A. Constitution empowers the Board of Directors to appoint, if it so desires, "a special board or committee which is to be recognized as the body to consider general or specific matters relating to the general activities of the group." Such a special board or committee could hold office as long, and perform such functions, as the Board of Directors would specify in creating it. A third course would be to elect an executive secretary whose relation to the A.C.R.L. would be analogous to that of the Executive Secretary of the A.L.A. Such an office seems to have been contemplated by the Third Activities Committee, the final report of which reads in part as follows: "Each division is to be organized . . . with an executive secretary elected for not less than three years . . ." This course seems to offer the most promising course for immediate action. Unless funds are found, no salary could be offered and hence the responsibilities of the position would have to be carried in addition to other work. However, the opportunities for statesmanly service and achievement would be sufficiently challenging to entitle the post to serious consideration by the person invited to accept it. It is recommended that the position be created and

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that the appointment be made for a period of five years. Favorable action will entail an amendment to the By-laws of the A.C.R.L., which at present make no mention of such position. The President would continue to be the chief administrative officer of the Association and the Secretary the officer who follows and keeps a record of its transactions. The Executive Secretary would be an executive officer who would carry out the instructions of the President and Board of Directors. In actual practice, it is supposed that the President and Board of Directors, of which the Executive Secretary would be a member, would develop a program of activities, part of which cannot be accomplished in a single year. The chief responsibility of the Executive Secretary would be the management, under the President and Board of Directors, of this program of activities.

A second means of providing more continuity in leadership is to make the role of the directors from the sections a more responsible one. No changes in constitution or by-laws are necessary; it is largely a matter of making full use of our present organization. The sections can make little or considerable use of these directors, as they see fit. Since the directors are elected for a period of three years and since they participate in the work of their respective sections and in the councils of the governing board of the A.C.R.L., they are in a singularly advantageous position to keep the sections abreast of developments in which they are or should be interested, to steer sectional programs toward long-range objectives, and to help weld the A.C.R.L. into a cohesive unit.\(^2\)

\(^2\)The committee has been invited to consider the desirability of a planning committee for each section. It believes that if such a scheme for planning is followed, care should be taken not to disperse effort. If the Board of Directors concludes that time should be devoted to planning which it is itself not prepared to give and wishes to have a committee assume this task, it could appropriately be assigned to the sectional directors collaborating with the President or the proposed executive secretary. It is worth emphasizing that more use can be made of these sectional directors.

4. **Cultivate mutual understanding between librarians and their colleagues in learned societies and other professional associations.**

It was emphasized above that all American librarians should continue to work side by side in close unity. The principle enunciated there of maintaining a common front in dealing with common problems should be applied to problems of higher education, as well as to problems of librarianship in the narrower sense of the term. There are a variety of ways in which college and research librarians can unite their efforts with colleagues in learned and professional bodies in dealing with matters of mutual interest. One way would be to send representatives of the Association of College and Reference Libraries to regular meetings of those bodies whose interests are the most closely linked with libraries and to designated meetings of other bodies. A second method, not necessarily separate from the first, would be to encourage the use of librarians as speakers on programs where topics having a bearing on libraries are to be discussed. One librarian advocates the policy of “holding some of our meetings, perhaps alternate meetings, at colleges and universities in conjunction with such organizations as the Association of American Colleges, the Association of American Universities, land-grant colleges associations, the Association of American University Professors. This seems to me one of the most important factors in making closer contact with college administrators and faculties. This
should be to the good of all concerned." The Policies Committee prefers to leave specific steps to the Board of Directors, but favors action which will bring college and research librarians into closer association with their colleagues in learned societies and other professional organizations within the academic world. With particular reference to joint meetings, as proposed above, the implications have not been fully studied, but the committee questions whether arranging two sets of programs for all sections each year, independently of the work of other academic organizations, represents the most productive use of time.

5. Enlist career members of college, university, and research library staffs.

No criticism of the old College and Reference Section was more disquieting than the fact that it reached only a fraction of those eligible for membership. When the A.C.R.L. came into existence a membership campaign was launched. The present membership of approximately 2000 against 192 for the College and Reference Section in 1937 indicates the progress that has been made.3 In the belief that a clear declaration of purpose is an aid to organized effort, the committee has given some thought as to what the enlistment goal should be. Our conclusion is that membership officers of the A.C.R.L. and the A.L.A. should, with the aid of local libraries, seek to enlist all career members of the staff of the libraries that are represented. In the last analysis the term 'career member' cannot be defined except in terms of the intentions of the librarian concerned, and this limitation is a disadvantage; but it has the merit of focusing attention upon that large and fairly stable group of librarians who are now working and who, barring accidents of health, losses to other professions, and the unpredictable inroads of matrimony, will continue to work in the college and research libraries of the United States and Canada.

Perhaps the chief value of a rather clearly defined membership goal would be the more active use that could be made of representatives of the local library staff by the proper membership officers. "Every career member of the staff a member of the A.C.R.L."—here is something definite to aim at. The task implied is one that can be delegated at long range with a few carefully stated directions and one which many of our staff members will doubtless readily assist in handling. It is hardly necessary to add that assistance should be sought from the rank and file of the staff. No healthy membership campaign can be sponsored by the chief librarian, although there is of course no reason why his or her attitude should not be known.


A conscious distinction needs to be drawn between two purposes of the annual and midwinter meetings of the A.C.R.L. One purpose is to transact business. The other is to present a program that will further the professional growth of the membership. These are not the only purposes served by the meetings of the Association, but they are probably the most important ones. The Policies Committee is convinced that the second purpose is entitled to more consideration than it has received heretofore. There are several
reasons for this conviction. One has to do with enlistment. Not much lasting good will be done if large numbers of librarians join the A.C.R.L. and are encouraged to attend its meetings if the benefits to the individual do not measure up to expectations. These benefits do not have to be interpreted in terms that are too narrow. As an example, perhaps an extreme one, a competent, well-delivered address on an interesting phase of the history of Boston would probably be as welcome to the circulation assistant who comes to the Hub city for the first time as the same amount of time spent in discussing methods of handling fines. His colleague in the catalog department would probably welcome an introduction to members of the Boston Public Library catalog staff as readily as an introduction to forms used at the University of A——— in a cost study of cataloging.

The second reason is that the encouragement of individual growth through well-planned meetings is a proper aim of professional association. Many who have watched the library profession from within the walls of library schools believe that there is now too much dependence on these schools. At the meetings, the same as on the job, the thing that has seemed to matter unreasonably much is getting things done. The professional development of the rank and file has too often not been consciously recognized as a proper purpose of a meeting; or if recognized, something has gone wrong with the execution of the idea. We have concentrated too much on activities of special interest to chief librarians and other administrators. Prior to its recent reorganization, the American Library Association was possibly better organized than at present to deal swiftly and efficiently with such activities. The greater democracy of the present organization is thus purchased with a price, and the cost will be dear indeed unless the opportunity thus created of benefiting the rank and file is effectively utilized.

The relation of the A.C.R.L. to the Association of Research Libraries should be mentioned in this connection. Some have raised a question whether there is a place both for it and for the University Section of the A.C.R.L. The Association of Research Libraries is an organization composed entirely of institutional members. The viewpoint is that of the library administrator; no meetings are held for the benefit of the staffs of the libraries represented. On the other hand, the University Section of the A.C.R.L. offers no opportunity for the intimate discussion of common institutional problems such as that provided by the Association of Research Libraries. It is true that a problem is created by virtue of the fact that the A.L.A. as well as the Association of Research Libraries offers institutional membership. But there is no reason why the work of the University Section of the A.C.R.L. and that of the Association of Research Libraries cannot be complementary.4

Before turning to another topic the easily neglected axiom ought to be stressed that stimulating meetings are the result of careful program planning—not of

4 A comment on this part of the report from one university librarian, a regular attendant of meetings of the Association of Research Libraries, is worth quoting. The Association of Research Libraries, he says, "is concerned with research from the standpoint of the institution rather than from the standpoint of the library. It certainly could not replace the University Section of the A.C.R.L. For example, the University Section of the A.C.R.L. ought to consider the question of service to the great number of undergraduates in our big universities. This subject is not in the province of the A.R.L. The training of staff members in the large university libraries is another point. The A.R.L. is not interested in research questions so much from the standpoint of the staff as from the standpoint of the university."
formal organization. Separate divisions and sections are useful means of promoting projects of interest to the separate groups represented, but this separateness can easily disperse effective effort when it comes to planning stimulating programs, particularly if they come twice a year. All officers of the Association are urged to bear in mind this fact and to cooperate with each other in developing strong programs of wide popular appeal. One suggestion that has reached the committee is to have the President of the A.C.R.L. present an annual address, developing some topic of interest to all of his clientele. The committee approves the suggestion with the understanding that the address should represent original thought on some vital issue, that it should not be simply a glorified summary of the minutes of business meetings, important as these meetings are, and that it should be open to other librarians.

7. Encourage study and research by librarians.

There is a fine intellectual ferment in the professional life of college, university, and research libraries today. In our professional literature, on the floor of conferences, in the management of libraries, we meet an attitude of critical inquiry, a willingness to experiment with ideas—however new—that offer real promise of improvement. The A.C.R.L. should assist in diffusing this spirit in every way possible. Its conference programs should reflect, not hasty preparation, but the results of patient study and careful investigation. This means that programs on a whole should be better conceived, and that more time should be allowed those who participate to work through the problems assigned them. These programs should also provide a forum for the presentation of results of significant studies of wide interest to librarians. While the programs of the A.C.R.L. will thus be enriched by planned effort to promote study and research, more than the annual and midwinter programs are involved. The A.C.R.L. should take advantage of the best research abilities in the profession in developing its program of activities. The important thing is full utilization of intelligence in the solution of our problems, and to such a form of progress, librarians are by circumstance of their calling dedicated.

Library problems will naturally be the subject of most of the study and research sponsored by the A.C.R.L.; but it should be emphasized that the committee, while recognizing fully the importance of these problems, is also looking beyond them to something that is antecedent to their solution. In encouraging study and research, we must, in other words, encourage the development of what for lack of a better term we may call research power—the capacity for penetrating analysis, the attitude of impartiality, the habit of reflective judgment, which are among the products and evidences of disciplined intelligence. In developing such power on library staffs, no subject limitations need be imposed, although some subjects are closer to the center of professional interest than others. The extent to which scholarly interests within a staff can be encouraged will of course vary from one library to another. This is not a misguided plea for libraries to attempt the impossible; books still have to be charged and discharged, windows still have to be raised and lowered; but it is a plea for more attention on the part of the profession to the gifted librarian.
who demonstrates his ability to earn scholarly recognition.

8. Initiate publication.

Two classes of publication require the attention of the A.C.R.L. One class includes publications which are as a rule conceived by librarians and are published largely for libraries or librarians. One example is the Union List of Serials; another the second Shaw supplement now under discussion. The publications of the last quarter of a century have included a steadily increasing number of works in this class—some of them expensive, some of them inexpensive. Alongside these works have been appearing others which, whoever the author or publisher, have been aimed primarily at the library market. Examples of such extensive works of reference are the Dictionary of American Biography and Biological Abstracts. As private libraries decrease in importance and as increasing dependence is placed on institutional libraries, the library market will doubtless move even further from the periphery to the center of attention. If we are to avoid poor coordination and a certain amount of exploitation in the publication of works intended for libraries, the A.L.A. may need to consider expanding its publishing program. The Association of College and Reference Libraries should lend assistance, even if it means having a sort of H. W. Wilson Company, i.e., an agency publishing a wide range of books aimed at reaching the library market—under A.L.A. control.

9. Sponsor a program of activities in behalf of college, university, and research libraries.

This program will be shaped from time to time by the Board of Directors. The following is not an outline of a full-fledged program of activities but rather a brief statement of aims that should be embodied in such a program.

a. Further the educational uses of libraries. College libraries have too often operated as adjuncts rather than as implements to the instruction program. The situation is improving. The better colleges have made noteworthy progress in the productive use of their libraries. In most of our colleges, however, there is still room for improvement and librarians should assist their colleagues in making of their libraries the most effective implements possible. It should not be necessary for us to leave the initiative in developing significant activities in this field to other national organizations.

b. Broaden the basis of cooperation among libraries. Cooperation among libraries serving higher education cannot be considered purely from the standpoint of library policy alone. Two libraries cannot cooperate very fruitfully if the institutions they serve are competing with each other in every field of endeavor in which they can get students. The present duplication of educational effort—sometimes a needless and wasteful duplication—limits the effectiveness of library cooperation and is likely to continue to limit it for some time to come. In the meantime, opportunities for cooperation are not wanting and should be utilized. We have not yet exhausted the possibilities of exchanges, although some indeed are a bit weary of the subject. A recent Carnegie experiment suggests advantages of cooperative buying which the individualistic traditions of American colleges should not prevent us from exploring. A visitor from Mars would possibly question, upon discovering so many copies of the same title being
cataloged by so many different catalogers in different libraries at about the same time, whether we have exercised the most brilliant imagination in perfecting centralized cataloging. A Division of Library Cooperation at the Library of Congress, recently announced, will presumably provide leadership in dealing with this and numerous other library problems. Other agencies which can be expected to assist in dealing with matters of common interest include the A.L.A. Board on Resources and the Library Division of the Office of Education. The Association of College and Reference Libraries should work closely with all of these agencies in an endeavor to promote cooperation and thereby to strengthen the resources and improve the services of American libraries.

c. Aid the scholar. In a letter to the committee, one librarian deplores the “unfortunate divorce between scholarship and its demands and the librarians of most of the colleges. It is only here and there that I have encountered a college librarian or a junior college librarian who seems to grasp the point of view of college faculties.” This observer notes the disposition on the part of far too many libraries to confine their interests “more closely to technical processes than to the use of books entrusted to their care.” The viewpoint here expressed is essentially the same as that found in another letter, in which it was stated that the development of a program of research and publication in the field of college, university, and research libraries which will enable these institutions more effectively to play their important role in higher education “calls for a college and university library personnel of a high order . . .”

Other comments raise questions about recruiting and training for librarianship which are all the more pointed in view of the number of prominent posts which have recently drawn gifted men from outside the ranks of trained librarians. This trend does not seem to be especially difficult to understand. It is an expression of an insistent claim that the scholar is entitled to understanding aid from his library. The injured cries of a disappointed profession will not modify that claim. Its implications should be carefully studied by the Association of College and Reference Libraries in making plans for the service to be given by it and by our libraries.

d. Cultivate international understanding. Meeting in one of the twilight hours of history, we cannot pretend to see very clearly the full meaning of all that has been taking place. But we are agreed that our world has been rather sadly out of joint of late. On the one hand, we have seen national interests cultivated with an intensity bordering on the fanatical, while on the other hand, learning has made national boundaries for literate men of goodwill progressively artificial. Searching among the uncertainties of these times for solid principles on which to build the good society, librarians place a good deal of faith in cultivating international understanding. It is a principle which, for the time being, will perhaps not find very wide application outside our own hemisphere, but it should not be overlooked by the A.C.R.L., now or later, in planning its activity program. Our libraries should continue to be reflections of the international character of scholarship, and should therefore aid in overcoming the barriers to mutual understanding imposed by language, distance, and interests that are purely national.

Members of the A.C.R.L. have supported their new journal loyally from the beginning. They have subscribed for it personally, they have written substantial articles for it, they have promoted it energetically. We must not flag nor fail as the novelty of the undertaking wears off. The journal is needed. Only time, editorial vigilance, and experimentation will define its place and character, but its general purpose is clear. It is not primarily a current bibliography or an organ for book reviews but a medium for expression and communication. In it should be found the results of the best thought in the library world and in the learned world as thought there relates to libraries.

As the official organ of the A.C.R.L., *College and Research Libraries* should be put on a sound basis of financial support, its articles should be selected on the basis of merit, and it should be committed to no policy except the furtherance of the interests, broadly conceived, of college and research libraries.

MABEL CONAT
MARGIE HELM
B. LAMAR JOHNSON
EVELYN STEEL LITTLE
CLARA VAN SANT
CARL M. WHITE, Chairman

Checklist of Short-Title Catalog Books

Continued cooperation from librarians and bibliographers is earnestly solicited by William W. Bishop, librarian emeritus, University of Michigan, in checking the Preliminary Checklist of Copies in American Libraries of Short-Title Catalogue Books. It is necessary that holdings be reported accurately and it is hoped that additional checking will reveal copies not yet located in any American library.

The checklist is the result of an effort to locate in this country copies of books listed in the Short-Title Catalogue for the purpose of filming the title pages, colophons (if any), and tables of contents. “For several years,” Dr. Bishop says in the Preface to the Preliminary Checklist, “a group of American scholars interested in the English Renaissance has been considering ways and means for providing more effective clues to the contents of books published in Great Britain in the fifteenth, sixteenth, and early seventeenth centuries.” The original plan was to do the filming in England, but the outbreak of the war rendered this plan impossible, hence the shift to American resources.

The response to this project has been encouraging and Dr. Bishop reports that he has already received notes of a considerable number of books previously not known to be in an American library. All libraries owning a considerable collection of British printing before 1641, whose holdings have not been checked, are urged to write to Dr. Bishop for a copy of the Preliminary Checklist.
By MILDRED H. McAFFE

The College Library as Seen by a College President

Dr. McAfee, president of Wellesley College, read this paper at the general session of the A.C.R.L. on June 21, in Boston.

If any other faculty member used the Wellesley College Library as little as does the president, his days on the faculty would be numbered in small numbers. It is common gossip that college presidents are apt to be illiterate, on the principle, I suppose, that they make so many speeches that they have no time to read. It would be truer to say that they have little time to use libraries because their desks are piled so high with publications which are sent to them to be reviewed that they have no time to pick their own reading matter.

Yet I submit that there is no officer in the college who should have more understanding of the library than the president. Each of them directs his office as a service agency to an institution which uses presidency and library as a means to the end of education. If either presidency or library becomes an end in itself, it fails to fulfill its essential function.

You and I have a good deal in common, and are subject to certain common temptations. America's educational tradition makes us both more or less "symbolic" and it is hard to preserve a sense of humor when one is invested with symbolic attributes. Presidents have colossal houses and impressive offices. They wear lurid gowns in academic processions, have special parking privileges on campuses, lend their signature to salary checks for monthly sums larger than the signer could accumulate in a lifetime.

The librarian commands a building which is usually the most monumental one on the campus. He approves expenditures of large items, always an appreciable proportion of the total college budget. He lays down laws, with or without tact, about the use of his library—quiet here, no smoking there, sign here, register there.

We're potent, we are—with property of the institution and in the interests of what? Certainly not ourselves if we would be true to our own purposes, but in the interests of the education which librarians and presidents facilitate.

It is easy to forget how really unimportant we are in our own right. A president has less reason for existence apart from the institution than the library does, but not much less. You know the danger signals for me and my presidential colleagues. While I was a teacher, I asked my college president for some advice about my office, and he said, "Don't bother me with that. That's what I hired you for."

"I hired you"—a bad symptom when the college president begins to think of himself as the boss, his colleagues as his employees.

But having seen the threatened beam in my eye, I hasten to the potential mote
in yours to remind you that there have been librarians who took satisfaction in having every book on the shelf all the time rather than in circulation where the book might be injured as a price for student use of it. There have been librarians who demanded silence at the expense of free inquiry, and I suspect an occasional one who has let convenience to the librarians be more decisive than service to colleagues in determining policy.

But presidents and librarians are, by and large, a conscientious lot. We are more apt to yield to a radically different type of temptation. In our full acceptance of the principle that we represent service agencies, we run the risk of letting ourselves perform so many services that we handicap ourselves in rendering real service.

Custodian of Tools

The librarian is the custodian of the most important tools at the disposal of the scholar. He must keep in touch with the latest models and see that they are on hand when needed, and he must keep the tried and true old ones in good, workable condition. He must encourage students, faculty and undergraduate, to handle their tools as effectively as possible. He is apt to do this best by being himself a workman who enjoys working with books, but he needs more than a fondness for books. He needs the art of spreading his enthusiasm to other workers.

If that be his task he needs to be the paragon which I have no doubt all of you are. He runs a risk unless he is a paragon. When he has accepted his responsibility he is tempted to fulfill it by usurping the functions of other people.

Students must be encouraged to use books. Instead of teaching them how to do it, in close cooperation with his teaching colleagues, there are librarians who are so eager to be helpful that they do the work for the student. Instead of cultivating a mastery of the tools, that librarian is using the tool himself.

The librarian and the classroom teacher owe it to each other and primarily to their students, to understand and supplement rather than to contradict each other, and in the interests of genuine service to the student there are some detailed services which the librarian will not render.

"The librarian who accepts his responsibility will at once see the need of work which involves vast mechanical detail. It is of great importance—but it is the part of your work which is the hardest for us laymen to understand and, therefore, the hardest for you to interpret.

Simplification of Mechanics

The simplification of the mechanics of library administration seems to me a laudable development so that librarians, as soon as may be, can be relieved from the limitations of multitudinous technical details. Don't misunderstand me. The mechanics are vital. I suspect we have wasted personnel through the years, however, by not differentiating between clerical detail and library science. My suggestion is that librarians should become increasingly professional, scholarly, and executive, learning to delegate enough routine business to clerically-trained non-professional assistants so that the routine services essential to the library may not preclude the rendering of the service essential to the academic community.

Librarians on college campuses have traditionally been the Marthas of our academic life. It is time for you to assert your right to be Mary instead of Martha, though somebody is certainly needed to
take care of the details. It should not be the main job of the librarian though the head of the library, like the head of any other department, must know they are being cared for adequately.

I have just asked the librarian to render service rather than perform services. That leads to the statement of a further problem for the librarian which he and his staff share with any other executive. What group defines the service which he should perform? To whom is he really responsible? Who actually controls the library? Nobody knows better than you how many people want to.

Value of Library-Conscious Trustees

Presidents tie your hands with always and inevitably inadequate appropriations. They are the spokesmen for the trustees who may or may not have more than a negatively financial interest in your work. I commend to you the important value of at least a few library-conscious trustees. If you don't have any, I strongly suggest that you begin to work upon your presidents to encourage the nomination and election of some board member who will be especially interested in library problems. You might suggest that if a trustee committee became acquainted with your problems, it might suggest ways to economize. That would sound promising to a gullible college president. If he knows anything, he will of course know that the more anyone knows of libraries the more sympathetic he becomes with the requests for more money. Be sure you keep the situation under control. Don't ask for trustee advice and then stand politely aside and let inexperienced financiers decide how you could economize. Stay by them when they investigate and educate them patiently, but get as many friends as possible at court.

Another way to make friends and influence trustees is to make friends with actual or potential donors. A far higher motive than the mercenary one implied herein is that of enlarging the circle of people who really care about the ultimate welfare of this, the frequently labeled "heart of the institution."

Another group, and one often more accessible than the trustees-who-vote-budgets, is the faculty. In most institutions the faculty, of which the librarian should of course be a member, is charged with the responsibility of operating most of the institution. Because they are especially concerned with using your workroom and introducing students to the tools therein, your colleagues are eager to tell the librarian just how to run his organization. The only way I know for the librarian to control the situation is to tell them first. That's where the attitude of the service agency is of tremendous importance. If you are there to serve the educational influences of the campus, you will be willing to take the time to confer with the senior users of your resources.

Most faculty members, like most other people, are willing to let administrative officers, including librarians, do a good deal of work without much interruption, provided the reason for the program is clear and acceptable. To make it clear and acceptable takes a vast amount of everybody's time. Any administrator knows that he knows certain obvious ways of accomplishing important purposes, but he must learn sooner or later that it saves great emotional expenditure if he makes them obvious to his colleagues before adopting them.

Users of your books are the reason for your activity. It seems wholly reasonable.
that the faculty users should have excellent suggestions about making your service more serviceable.

**Faculty Committee an Asset**

Thus we are led to the conclusion so normal in academic organization, the committee. I hope you all have a standing committee of the faculty to assist you. Keep it standing, on its toes and ready to go with you. Don't let it sit upon you or your plans. There are some procedures which you will advocate which would commend themselves to your colleagues if they could all know as much as you do about library organization. You can't enlighten them all but, again, it is well to have friends at the court of faculty public opinion. A working committee of the faculty, giving you a chance to interpret your policies and dreams and, in time, making suggestions which have come to them from their colleagues—that can be a major asset in your efficient functioning.

Your students are also users of your tools. They approach you and your building from a different point of view from any of your other colleagues. Again you are fortunate if you can enlist the intelligent interest of a representative group which can assume responsibility for interpreting students to the library and the library to students.

I have implied, but have not stated it explicitly, that the librarian and his staff are one. That does not always follow, but it is one of the important arts of the executive to include his colleagues within the library so that each staff member can feel that he, too, shares in the destiny of the library.

What I have been saying implies that the librarian is pre-eminently an administrative officer whose primary task is that of educating his associates sufficiently so that they will aid and abet his plans for library development. But nobody is only an executive, I hope. One of the chronic problems of all members of the library staff is that of deciding how to distribute one's personal efforts in the best interest of the institution. Shall you spend all your time in conference, at your desk holding interviews, circulating about the library keeping in touch with its actual functioning? Shall you try to be a scholar in your own right, demonstrating by your use of your tools how others might make use of them? Shall you write for popular or professional consumption?

**Growth and Development Important**

Nobody knows the answer, which must depend on you and the situation in which you find yourself. Suffice it to say this, however. Most people are useful in direct proportion to their own growth and development. There is a chronic controversy over the relative importance of teaching and research in college faculties. College administrators have been widely criticized for insisting on publications as a basis for promotion and tenure. It is absurd to ask for writing just for the sake of writing. It seems, however, reasonable to urge teachers of undergraduates to keep themselves exposed to the criticisms of their own contemporaries as well as of their students. In like manner, a librarian who can be something more than a faithful staff member is apt to be a more stimulating human being than he would otherwise be. The library, like all other parts of academic institutions, needs stimulating human beings.

Wellesley undergraduates have a song whose chorus goes like this, "Problems such as these have we, college is no snap
you see..." It might well have been the text for this paper up to this point. In conclusion, I want to suggest that whatever the problematic nature of the librarian's life, the task he undertakes is worthy of all the ingenuity which he puts into it. This was so well formulated by the Wellesley College librarian, Blanche Prichard McCrum, in her annual report for 1939-40, that I leave you with her message, hoping that I will thereby reveal the source of most of my ideas of what a college president should think about the college library.

Protection against Shoddy Thinking

The Crux of the Library Matter Today. Whatever the problems are that are presented by the practical and mechanical work of a library—and these are numerous because the library deals with small physical objects scattered on miles of shelves, with the facts of which these objects are the source, and with the unpredictable in the actions of human beings—patience and ingenuity can find for them either a solution or a workable compromise. But there is a much more serious implication in the present library situation than that of techniques. It is the need to do much more than has been done to make a discriminating reading so attractive that the habit becomes fixed as a protection against shoddy thinking. No one responsible for serving the book needs of students today can fail to feel a sense of terrible responsibility in the light of Adolf Hitler's reaction to the books of a few extremists. It is said over and over that the works of Nietzsche, the Ludendorffs, Alfred Rosenberg, H. S. Chamberlin, and a few others are the sources from which have been drawn the monstrous doctrines of Mein Kampf and the inspiration for the still more monstrous aftermath of those doctrines objectified in war. The course of history might have been different if this one man had had the mental habit of wide, critical, dispassionate reading, surely one of the greatest forces at work in the world for the maintenance of what America calls civilization.

In a college, the inculcation of this habit is primarily the obligation of the teaching faculty and it would serve no good purpose for the library—the auxiliary arm of the faculty—to set itself up to go beyond its function. But the fact remains that that function includes the provision of an intellectual home within library walls for a changing group of students, shown by actual count to number a third of the whole student body every day. To make such a provision a living, breathing, quickening part of college life for students is the supreme opportunity for college librarians, forever beyond their complete accomplishment, forever the object of their hopes.

The American Culture Series

Announcement was made recently by University Microfilms, Ann Arbor, Mich., that the work was finished on a microfilm collection of contemporary material which reflects American culture in the colonial period. The series includes approximately 250 texts and editions of representative writings about America and Americans. The main criterion in selection was cultural significance. Rare but basic works, never reprinted, were given preference. About seventy-five thousand pages were filmed for this series which is a companion to the American Periodicals Series and which can be ordered in the same manner and at the same price. This series makes available a selected group of Americana beginning with Christopher Columbus' Epistola, 1493, and ending with Benjamin Rush's Essays, 1806.

SEPTEMBER, 1941
Library Table Lighting

In an article in the June, 1941, issue of College and Research Libraries, Prof. Kraehenbuehl outlined basic principles of library lighting. The following article is a report on a series of experiments with fluorescent table lamps.

ILLUMINATION of the tables in the reading and reference room is the most important lighting task in the library. At this position a worker may spend many hours using the eyes continuously at a very difficult and concentrated task of seeing. If the lighting is insufficient or the lighting quality is poor the expenditure of nervous energy may be such as to cause an excessive fatigue which if continued may lead to serious organic disturbances.

In a new building it is possible to install an adequate and satisfactory general lighting system, while in the older buildings this is frequently impossible. It may be that the wiring is inadequate or the structure of some of the older libraries is such that even with adequate wiring it would be impossible to do satisfactory remodelling of general lighting. In this event, second choice is a local lighting system in the form of table lamps. To do this with the incandescent lamp produces excessive heat close to the worker and it is difficult to reduce the brightness of the unit using these high brightness sources so that the reflected glare is not irritating.

Discussion will therefore center around the fluorescent type of table lamp because it is a line source of light of low brightness and high efficiency which is readily adaptable to table lamp service.

The problem may be divided into two parts, considering (1) the table itself and (2) the lighting equipment. The work surface and the conditions of lighting which surround the individual are as important as is the lighting of the book or the notes.

The Table Surface

The table may be either of a sloping-top or a flat-top type. General use of the flat-top table has led to the design of library table lamps with a light distribution for this type of table. Information from libraries where use has been made of the sloping-top table shows that the students as well as the library staff have found advantages which make this type of surface desirable.

At the beginning of the investigation of library table lamps, various types of tables with sloping-tops were studied. The width of the table should be forty-eight inches and from the reactions of a large number of students preference seems to be given to a table which has a pitch of one inch in seven. The section for the sloping-top on the forty-eight-inch table would consist of a six-inch flat portion in the center, elevated three inches above the edge of the table. In the remaining twenty-one inches on each side the slope will be three inches in twenty-one inches or one in seven inches. The one objection which may be raised is that pencils and
pens roll from the surface. In the investigation it was found that the student quickly learned to place the pencil or pen in such a position that it did not roll.

The table with a sloping top did not increase the reflected glare nor did it introduce any marked difficulties into the problem of surface lighting. If this type of table becomes more generally used, the

design of the lamp should be such as to give a more uniform distribution than that given when using lamps designed for the flat-top table. With a demand for such a lamp it is certain that the manufacturers will produce one meeting the specific requirements introduced by a change in practice.

**Color of Table Surface Important**

The color of the table surface is also important. The finish, whether a natural wood or some form of composition material, should be light in color and free from any gloss. The table surface should have a reflection factor of from 20 to 30 per cent or even higher depending upon the material and the problem of maintenance. Figure 1 gives the spectral distribution of some of the materials offered on the market and those below 20 per cent reflection factor should not be considered seriously, if the object is to obtain the most desirable surface upon which to work. The reflection of the various materials shown are:

Number 6 is a natural oak finish in which the wood is filled, sanded, and covered with two coats of depolished varnish. This surface gives the highest reflection factor of those tested and is a surface which may be reproduced on many

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library tables now in service. The correct reflection factor may be obtained at no extra cost at the time a periodic renovation is being undertaken. The object in having the work surface light in color is to reduce the brightness contrast between the work surface and the light-colored book pages and paper in general use.

The question of the length of the table depends entirely upon local conditions. Library table lamps are so designed that it is possible to obtain multiples of units to accommodate tables of any length. Where fluorescent lamps are to be used the forty-eight-inch lamp, being the most efficient is the natural choice, therefore regardless of the length of the table it should be a multiple of forty-eight inches with an extra foot added to the ends.

General Lighting in the Room

As would be pointed out in any discussion of lighting, the illumination in the room and the finish of the room in general are important if library lamps are to function in producing the most satisfactory lighting conditions for prolonged tasks of reading, note taking, and writing.

The ceiling of the room should be light with a reflection factor of 75 per cent or more with a sidewall reflection factor of 50 to 60 per cent. The general illumination in the room should be such that the ratio of brightness of the surroundings will be from 10 to 20 per cent of the brightness on the material which is being used. All equipment in the line of vision should be treated in a manner similar to the table top to lower the difference of brightness of objects which must be viewed continually or intermittently.

One of the most disturbing conditions may be caused by windows or other large areas of brightness. For a short period of time such an area may seem comfortable, but continued exposure will produce a direct glare which will become very irritating. These areas should be properly shaded or the tables should be so placed as to remove them from the line of vision.

In good practice, in rooms where the natural illumination comes from one side of the room, the lamps located farthest from the windows should burn continuously. The correct installation of circuits will facilitate the operation of the lighting system in such a manner as to produce a satisfactory level of illumination at all times with the greatest saving of electrical energy. The control can be automatic when photoelectrical controls are installed. The general reading rooms and reference rooms of a library represent one of the places where such control will justify the additional first cost.

The table lamp introduces new problems in the general appearance of the room. The equipment on the table produces an appearance of bulk unless the dimensions are limited and where there is a problem of discipline in the school library the lamps themselves offer a screen which will hide the workers from the supervision of the attendant.

Fluorescent Library Table Lamp

Compactness and efficiency of the fluorescent lamp make it the logical type of source for the library service. It is not free from undesirable features but for the specific task considered, it represents as close to perfection as may be attained today.

One of the usual objections to the fluorescent installation is a hum which can only be diminished and not completely removed. First it is essential that
the auxiliary equipment be of the highest quality. At this point it is foolish to consider price rather than quality in purchasing. These units have the hum reduced to a minimum. The unit is usually mounted in the lamp equipment proper and if this is heavily constructed and the ballasts properly cushioned the hum will be of very low level. Some experimental work has shown that the surest way to reduce the hum to a minimum and to be assured that it will not increase with the age of the equipment is to mount the ballast on cushioning under the table proper where the mass of the support is large and the period of normal vibration will not fall within the range of the hum, thereby eliminating the possibility of resonance. This increases to some extent the wiring needed, but it places the ballast where it is easily accessible as well as making available an excellent surface on which the ballast may be properly and firmly cushioned.

Individual Controls

For economical operation it is desirable to have individual controls at the lamps so that when the work surface is not in use the lamp can be turned off by the individual in charge. The length of the unit will determine the number of local switches needed; one for each four-foot length of table seems satisfactory.

The mechanical construction of the lamp should be according to superior specifications, for a lightweight metal produces an inferior product and reflection surfaces depend upon the material for their efficiency. For light control either specular surfaces or lenses must be used. It is necessary to properly maintain the lamps, therefore all the parts which must be replaced must be readily accessible.

Reflected Glare

To reduce the reflected glare from the work it is necessary to have some form of diffusing material below the lamps located in the equipment. It has been found that a sanded glass with a transmission of 70 per cent will reduce the brightness of the lamp sufficiently and at the same time will not lower the efficiency of the equipment seriously. Foot-candles alone should not be taken as an indication of the efficiency of the source for the quality of light obtained is equally important.

When glass covers are used, it is best to so design the lamp that the glass may be slipped into the fixture from the end, and for servicing of lamps and switches the glasses may be slipped over each other in the equipment proper. This glass covering also eliminates the possibility of tampering with the lamps and switches in the equipment.

At this point it is necessary to call attention to the fact that table lamps of the types discussed in the last part of the paper are for reading with the book or paper on the surface of the table, the normal condition in the school and reference library. Where the lamps are to be used for reading with the book or paper on the edge of the table and tilted at a sharp angle, the line of lamps should be doubled with a single line of sources about one foot from the edge of the table. This arrangement is not good for general school use, but would prove more satisfactory in the public library where there is a tendency to read and not to work on assignments and make notes. The equipment offered for sale today is for a surface used for work, not for a surface used for leisure reading. To tilt the book or paper severely makes use of the general lighting
Figure 2. Reflector Shape A and Foot-Candle Distribution Curves from Center of Lamp to Edge of Table. (RM reflector only at middle of lamp, RE reflector only at end of lamp, SM at middle of lamp with sanded glass cover, SE at end of lamp with sanded glass cover. See Table A).

### Equipment A

<table>
<thead>
<tr>
<th>Type Table</th>
<th>Reflector Only</th>
<th>Light Sanded</th>
<th>Heavy Sanded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mounting</td>
<td>Sloping Flat</td>
<td>Sloping Flat</td>
<td>Sloping Flat</td>
</tr>
<tr>
<td>Transmission Factor (per cent)</td>
<td>15$\frac{3}{4}$&quot; 18$\frac{3}{4}$&quot; 15$\frac{3}{4}$&quot;</td>
<td>15$\frac{3}{4}$&quot; 18$\frac{3}{4}$&quot;</td>
<td>15$\frac{3}{4}$&quot; 18$\frac{3}{4}$&quot;</td>
</tr>
<tr>
<td>Reflected Brightness (candle/sq. in.)</td>
<td>0.35 0.24 0.32</td>
<td>0.23 0.22</td>
<td>0.19 0.19</td>
</tr>
<tr>
<td>Table Average (foot-candles)</td>
<td>91 90 100</td>
<td>78 82</td>
<td>81 78</td>
</tr>
<tr>
<td>Work Area Average (foot-candles)</td>
<td>82 89 93</td>
<td>73 66</td>
<td>61 64</td>
</tr>
<tr>
<td>Efficiency (per cent) Table Top</td>
<td>50.5 50.0 55.5</td>
<td>43.3 45.5</td>
<td>45.0 43.3</td>
</tr>
<tr>
<td>Efficiency (per cent) Work Area</td>
<td>22.8 24.7 25.8</td>
<td>20.3 18.3</td>
<td>16.9 17.8</td>
</tr>
</tbody>
</table>

See Fig. 2
FIGURE 3. REFLECTOR SHAPE B AND FOOT-CANDLE DISTRIBUTION CURVES FROM CENTER OF LAMP TO EDGE OF TABLE. (RM reflector only at middle of lamp, RE reflector only at end of lamp, SM at middle of lamp with sanded glass cover, SE at end of lamp with sanded glass cover. See Table B).

<table>
<thead>
<tr>
<th>Equipment B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflector Only</td>
</tr>
<tr>
<td>Reflector Light</td>
</tr>
<tr>
<td>Sanded</td>
</tr>
<tr>
<td>Type Table</td>
</tr>
<tr>
<td>Table</td>
</tr>
<tr>
<td>Sloping Flat</td>
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<tr>
<td>Flat Top</td>
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<tr>
<td>Flat Top</td>
</tr>
<tr>
<td>Flat Top</td>
</tr>
<tr>
<td>Flat Top</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type Table</td>
<td>Reflector Only</td>
<td>Light Sanded</td>
</tr>
<tr>
<td>Table</td>
<td>Steps</td>
<td>Sloping Flat</td>
</tr>
<tr>
<td>Sloping Flat</td>
<td>Transmission Factor (per cent)</td>
<td>15½&quot; 18¾&quot;</td>
</tr>
<tr>
<td>Flat Top</td>
<td>Reflected Brightness (candle/sq. in.)</td>
<td>0.24 0.21</td>
</tr>
<tr>
<td>Flat Top</td>
<td>Table Average (foot-candles)</td>
<td>107 111</td>
</tr>
<tr>
<td>Flat Top</td>
<td>Work Area Average (foot-candles)</td>
<td>82 96</td>
</tr>
<tr>
<td>Flat Top</td>
<td>Efficiency (per cent) Table Top</td>
<td>59.5 61.6</td>
</tr>
<tr>
<td>Flat Top</td>
<td>Efficiency (per cent) Work Area</td>
<td>22.8 26.7</td>
</tr>
</tbody>
</table>

See Fig. 3

without gaining the advantages of the library table lamp. Figures 2 through 8 and tables from A to G give the specific information concerning various types of library table lamps. The tables list the quantitative values while the figures give the shapes of the reflectors and the distribution of the illumination on the surface of both flat- and sloping-top tables.

SEPTEMBER, 1941
Comparing Performance

Since there have never been specifications established for the testing of this type of lamp it is necessary to establish some method for comparing the performance of the equipment. Measurements of illumination were made with a brightness meter and a magnesium oxide disc; the brightness measurements were made with the same brightness meter. Observations were taken on the surface of the table at six-inch intervals. Averages were computed for two conditions:

1. The **table average** represents the average illumination over the surface of a forty-eight-inch table to a line twelve inches beyond the end of the fluorescent lamps.

2. The **work area average** represents more accurately the effective illumination of the lamp, for it represents the area actually used by the student. This area is a strip twelve inches wide measured three inches from the front edge of the table to a line fifteen inches from the front edge of the table, at the ends to
FIGURE 5. REFLECTOR SHAPE D AND FOOT-CANDLE DISTRIBUTION CURVES FROM THE CENTER OF LAMP TO EDGE OF TABLE. (RM reflector only at middle of lamp, RE reflector only at end of lamp, RGM at middle of lamp with ribbed glass cover, RGE at end of lamp with ribbed glass cover. See Table D)

<table>
<thead>
<tr>
<th>Type Table</th>
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<th>50 per cent Ribbed 70 per cent Pebbled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 per cent Sanded</td>
<td>50 per cent Sanded 30 per cent Sanded</td>
</tr>
<tr>
<td>Mounting</td>
<td>Sloping</td>
<td>Flat</td>
</tr>
<tr>
<td></td>
<td>14½&quot;</td>
<td>14½&quot;</td>
</tr>
<tr>
<td></td>
<td>14½&quot;</td>
<td>14½&quot;</td>
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<td>14½&quot;</td>
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<tr>
<td></td>
<td>14½&quot;</td>
<td>14½&quot;</td>
</tr>
<tr>
<td>Transmission Factor (per cent)</td>
<td>(0.13)</td>
<td>(0.14)</td>
</tr>
<tr>
<td>(a) Sanded</td>
<td>70.4</td>
<td>70.4</td>
</tr>
<tr>
<td>(b) Other Surface</td>
<td>88.9</td>
<td>88.9</td>
</tr>
<tr>
<td>Reflected Brightness (candles/sq. in.)</td>
<td>(0.13)</td>
<td>(0.14)</td>
</tr>
<tr>
<td>(a) Sanded</td>
<td>0.14</td>
<td>0.12</td>
</tr>
<tr>
<td>(b) Other Surface</td>
<td>0.12</td>
<td>0.11</td>
</tr>
<tr>
<td>Table Average (foot-candles)</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Work Area Average (foot-candles)</td>
<td>38</td>
<td>47</td>
</tr>
<tr>
<td>Efficiency (per cent)</td>
<td>26.6</td>
<td>28.9</td>
</tr>
<tr>
<td>Table Top</td>
<td>10.5</td>
<td>13.0</td>
</tr>
</tbody>
</table>

See Fig. 5

SEPTEMBER, 1941
Figure 6. Reflector Shape E, a Lens Controlled Lighting Equipment. Distribution Curves from the Center of Lamp to Edge of Table. (FM at middle of lamp on a flat-top table, FE at end of lamp on a flat-top table, SM at middle of lamp on a sloping-top table, SE at end of lamp on a sloping-top table. See Table E).

### Equipment E

<table>
<thead>
<tr>
<th>Type of Table</th>
<th>Sloping</th>
<th>Flat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mounting (in.)</td>
<td>15 1/4”</td>
<td>20”</td>
</tr>
<tr>
<td>Reflected Brightness (candles/sq. in.)</td>
<td>.055</td>
<td>.055</td>
</tr>
<tr>
<td>Table Average (foot-candles)</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Work Area Average (foot-candles)</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Efficiency (per cent) Table Top</td>
<td>17.8</td>
<td>15.0</td>
</tr>
<tr>
<td>Efficiency (per cent) Work Area</td>
<td>8.1</td>
<td>6.9</td>
</tr>
</tbody>
</table>

See Fig. 6

---

a line twelve inches beyond the end of the fluorescent lamp.

The efficiency of the lamp for the two areas is computed on the lumen output of a daylight fluorescent lamp. The ratio of the total lumens on the area to the lumens generated by the lamps has been defined as the efficiency of performance of the library lamp. Daylight fluorescent lamps were used in the test.

The lamps were operated one hundred hours before the tests were made. The daylight lamp represents the low values of foot-candles and was used because of a tendency to specify this color temperature. Except where it is desired to color match...
Figure 7. Reflectors shape and foot-candle distribution curves from center of lamp to edge of table. (RM reflector only at middle of lamp, RE reflector only at end of lamp, SM at middle of lamp with sanded glass cover, SE at end of lamp with sanded glass cover, SOM at middle of lamp with sanded flashed opal glass cover, SOE at end of lamp with sanded flashed opal glass cover. See Table F)

Table F

<table>
<thead>
<tr>
<th>Type of Table</th>
<th>Mounting</th>
<th>Transmission Factor (per cent)</th>
<th>Reflected Brightness (candles/sq. in.)</th>
<th>Table Average (foot-candles)</th>
<th>Work Area Average (foot-candles)</th>
<th>Efficiency (per cent) Table Top</th>
<th>Efficiency (per cent) Work Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat</td>
<td>181&quot;</td>
<td>27.1</td>
<td>0.041</td>
<td>20</td>
<td>15</td>
<td>22.2</td>
<td>8.3</td>
</tr>
</tbody>
</table>

See Fig. 7

natural light entering the windows it is more economical to use the white light which supplies approximately 23 per cent more lumens for the same wattage. All research indicates that there is no benefit to seeing by using the daylight lamps.

The equipments A, B, C, D, and E are two-lamp equipment while F and G are single-lamp types. The first are the most expensive both as to first cost and operation while the last two have a lower first cost and operating cost. Where the lamps are contained in a common reflector there is some reduction in the stroboscopic effect, but the light mixture from the two-lamp combination is not enough to give the same effect as obtained with ceiling equipment. The single-lamp types are distinctly stroboscopic, but in an installation of this type which was under observation there were no complaints on this score.

SEPTEMBER, 1941
FIGURE 8. REFLECTOR SHAPE G AND FOOT-CANDLE DISTRIBUTION CURVES FROM CENTER OF LAMP TO EDGE OF TABLE. (RM reflector only at middle of lamp, RE reflector only at end of lamp, OGM at middle of lamp with flashed opal glass cover, OGE at end of lamp with flashed opal glass cover. See Table G)

<table>
<thead>
<tr>
<th>Equipment G</th>
<th>Reflector</th>
<th>Opal</th>
<th>Reflector</th>
<th>Opal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Only</td>
<td>Glass</td>
<td>Only</td>
<td>Glass</td>
</tr>
<tr>
<td>Type Table</td>
<td>Sloping</td>
<td>Flat</td>
<td>Sloping</td>
<td>Flat</td>
</tr>
<tr>
<td>Mounting from Low Point Table</td>
<td>16”</td>
<td>16”</td>
<td>16”</td>
<td>16”</td>
</tr>
<tr>
<td>Trans. (per cent)</td>
<td>1.52</td>
<td>1.78</td>
<td>0.12</td>
<td>0.12</td>
</tr>
<tr>
<td>Reflected Brightness</td>
<td>36</td>
<td>40</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Table Average</td>
<td>37</td>
<td>42</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Work Average</td>
<td>32.4</td>
<td>37</td>
<td>29.7</td>
<td>31.5</td>
</tr>
<tr>
<td>Table Top Efficiency (per cent)</td>
<td>20.6</td>
<td>23.3</td>
<td>15.0</td>
<td>16.1</td>
</tr>
<tr>
<td>Work Area Efficiency (per cent)</td>
<td>30.6</td>
<td>33.3</td>
<td>15.0</td>
<td>16.1</td>
</tr>
</tbody>
</table>

Some of the units with two lamps give very much higher surface illumination but are no more efficient than the better of the single lamp units. It is questionable if at the present stage of development of this type of lighting it is justifiable to install equipment producing eighty to one hundred foot-candles on the surface of the table by means of local lighting. Even the most ardent advocates of higher levels of illumination would be satisfied with fifty foot-candles as a high limit while the recommendations by the Illuminating Engineering Society for school buildings recommend a minimum of fifteen foot-candles. At the higher illumination levels, the benefits of local lighting may not justify the increased energy consumption.
given it would be necessary to increase the general room illumination found in many libraries considerably to attain the proper surrounding illumination.

The material in the tables and figures has been arranged to give information concerning typical lamps being offered for the service being discussed. It has been arranged and analyzed for the consideration of those who are studying the use of fluorescent lamps for library tables. The curves on the figures show the illumination distribution at the center of the forty-eight-inch lamp and at the end of the lamp with reflector only and with diffusing material over the bottom. The analysis, in those instances where it is possible, considers both the flat-top and the sloping-top table. The reader can draw his own conclusions concerning the merits of the various lamps. It is necessary to reduce the direct and reflected brightness to as low a value as possible. Where no record is made of direct glare, it will be understood that no part of the reflector or lamp was in the line of vision. The reflected glare represents the brightest portion of a glazed piece of paper (83 per cent reflection) in the normal study position.

Summary

A study of the requirements of the library table lamp shows that a single row of fluorescent lamps in a suitable equipment properly designed is capable of supplying the necessary illumination for the work area. The lamp should be mounted with the lowest portion of the reflector sixteen inches above the lowest edge of the table whether the table has a flat or a sloping top. For the sloping top this is thirteen inches above the six-inch center strip.

To reduce the reflected glare the equipment should have some form of diffusing media below the fluorescent lamp and this can be of relatively high transmission.

The surroundings should be illuminated and treated according to the recommendations for any general lighting system. The work area and the equipment should be of a lighter color than is the general practice in the library at present. The equipment should be of good material and the workmanship produce a sturdy and durable table lamp. Provisions for servicing should be a part of the specification.

It would be desirable to have a qualified committee to study the problem of equipment and specifications for library table lamps establishing some standard requirements similar to those that have governed the I.E.S. specified lamp. The one factor which is hindering the adoption of some type of lamp of this sort is the confusion concerning the merits of the equipment being offered for sale.

The lack of a reliable, approved equipment or a clear-cut specification which may be subjected to standard tests, is retarding the installation of many local lighting systems in libraries and thereby many are suffering from a lack of adequate lighting, not because the library administration is not conscious of the need for this lighting, but because the administration is confused by the many claims and counterclaims made by sales organizations and has no information sponsored by a disinterested agency concerning the merits and requirements for a good lamp.

SEPTEMBER, 1941
Interlibrary Loan Code—1940

In 1939 the Association of College and Reference Libraries appointed a committee with Harold Russell, reference librarian of the University of Minnesota, as chairman, and Mary B. Brewster, Peyton Hurt, and Winifred Ver Nooy as other members, to study the Code of Practice for Interlibrary Loans, adopted in 1917, and recommend such changes as were necessary to bring it up to date. The discussion of the code by Harold Russell brings out many of these points. After considerable correspondence and discussion of the changes the tentative draft of the code was published in March 1940. Many librarians sent in their comments, which were carefully considered, and as far as possible the ideas were incorporated in the code which was then approved by the A.L.A. Council at the Cincinnati meeting in 1940. The revised code which appears below was first published in the Library Journal. It is printed in College and Research Libraries at the request of the Board of Directors of the A.C.R.L. Reprints may be secured for a nominal charge from the American Library Association, 520 N. Michigan Ave., Chicago.

1. Purpose

The primary purpose of the interlibrary loan service is to aid research calculated to advance the boundaries of knowledge by the loan of unusual books, after due provision has been made for the rights and convenience of the immediate constituents of the lending library.

It is often taken for granted that the needs of the graduate student should be met as a matter of course. But it would seem at least equally reasonable that the graduate student should choose his subject of study largely according to the means he has at hand. Not that he should be prevented from making use of an occasional interlibrary loan, but that his choice of a subject ought not to be such as to involve securing a large part of his material from a distant library.

Some libraries may find it desirable to lend material for other than research purposes to institutions within their own territory or toward which they may have some particular obligation. Such transactions should be considered as part of an extension service rather than as interlibrary loans.

2. Scope

Almost any material possessed by a library, unless it has been acquired on terms which entirely preclude its loan, may be lent upon occasion to another library; and it may be assumed that all libraries are prepared to go as far as they reasonably can, or as their regulations permit, in lending to others. Still, the lender alone must decide in each case whether a particular loan should, or should not, be made.

When applying for a loan, librarians should state whether a photographic reproduction, photostat, photoprint, or microfilm would be a satisfactory substitute. In the case of microfilm, the type of reading equipment available should be indicated. Reproductions can frequently be obtained at small cost and have an advantage over an actual loan in that they become the property of the borrower; furthermore, manuscripts, very rare books, and newspapers are often not to be had in any other way. Assurance should be given, however, that full responsibility is assumed by the institution for which reproductions are made that they will be used in accordance with the provisions of copyright law. Libraries making reproductions should observe the provisions of the copyright law and the right of literary property.

3. Material Which Should Not Be Requested

Libraries ought not to ask to borrow: current fiction; books requested for a trivial purpose; books in print which can readily be purchased and for which there is a natural demand in the library which owns them. No material of any kind may be borrowed for class use.

4. Material Which Will Be Lent Only under Exceptional Circumstances

Libraries are usually unwilling to lend: material in constant use; books of reference; books which are not to be taken from the library except by special permission; material which by reason of its size or character requires expensive packing; material which by reason of age, delicate texture, or fragile condition, is likely to suffer from being sent by mail or express.

5. Music

Music is lent on the same conditions as books but, if copyrighted, must not be used for public performance, except as permission for such use is secured from the copyright proprietor.

6. Manuscript Theses

Manuscript theses which are uncopyrighted may require the consent of the authors or of the graduate school before they may be lent. When borrowed they should be used in such a way that the authors' rights are not infringed.

7. Applications

Libraries will apply to other institutions expected to possess the desired material in order of their relative distance from, or relative duty to, the community in which any particular request originates; the nearest library, whether in respect of duty or of distance, should be approached first. Some care may need to be taken, however, to avoid asking libraries of great size to assume an undue proportion of the interlibrary loan burden.

Unless it is known where desired material may be found, a regional union catalog or the Union Catalog in the Library of Congress ought to be consulted in order that useless correspondence may be avoided.

Application for loans of books should give the author's full name, or at least his surname correctly spelled and accompanied by initials, title accurately stated, volume number if in a set, date of publication, publisher, place of publication, and edition, if a particular one is desired. Applications for periodicals should cite the author and title of the article, the complete title of the magazine, the date of the issue, volume and page numbers. All citations ought to be verified; when this proves to be impracticable, the statement "Not Verified" ought to be made and a reference given to the source of the information. Applications should be typed on sheets of letter paper. All correspondence subsequent to the initial request should repeat the important parts of the original citation.

Applications for loans should state the name and status of the person for whose use the material is desired so that the lending institution may be helped in determining whether or not a loan may be made.

8. Limit of Number of Volumes

Each library must fix a limit for itself. It is highly desirable, however, that no greater number of volumes should be asked for at one time than could be used effectively in the customary loan period.

9. Duration of the Loan

This will vary with the nature and purpose of the loan. The time allowed will be stated in each case by the lender when a loan is made. Two weeks is, perhaps, an average period. The period is counted from the day the book reaches the borrower to the day when he returns it. An extension of time may usually be obtained for good reasons. An application for such an extension must be made early enough to permit an answer from the lending library to be received before the book's return is due. Arrangements may be made for an initial loan of a longer than usual period if circumstances seem to warrant it. The lender always reserves the right of summary recall.

10. Notices of Receipt and Return

Receipt of books borrowed should be acknowledged at once; and when books are (Continued on page 376)
The Management of College Library Book Budgets

Hans Muller, research assistant at the Graduate Library School of the University of Chicago, prepared this paper for a meeting of the College Libraries Section at the Boston Conference.

Library practices are often tough and stubborn. Once established, they tend to become inhospitable to change. Traditions are built up, whose sacrosanct character is soon taken for granted by all practitioners, and any skeptic who dares to question the usefulness of a tradition is likely to be looked upon with suspicion and distrust. This is not surprising since every modification of an established rule involves—beside the inevitable initial expense—readjustments of habits on the part of the library staff; and it is a well-known psychological fact that the breaking of old habits and the adoption and incorporation of new patterns of action is usually upsetting and painful.

Professional meetings of librarians miss their main function, however, unless they deliberately encourage and cultivate a progressive and critical attitude among the participants—a critical attitude toward established library practices, a critical attitude toward the objectives which such practices are designed to fulfill, a critical attitude toward remnants of the past as well as toward innovations. It is in this spirit of open-mindedness and hospitality toward new ideas that the topic of college library book funds will be approached in this paper.

Let us begin with a very brief historical sketch. In their colonial days American college libraries did not have to cope with the problems in connection with the necessity of controlling book expenditures, for there was practically no money available for the purchase of new publications. Shores found that “the proportion of accessions acquired by direct purchase was probably less than a tenth of the total.”1 As was stated in the special report on American libraries, issued by the Bureau of Education in 1876, up to about the middle of the nineteenth century there were “few colleges [that] possessed funds to build up libraries on a scientific plan.”2 Only very gradually, as the needs and objectives of college libraries became more sharply defined, were funds provided for the purchase of current books. Doubts began to be raised as to whether a haphazard conglomeration of private libraries was suitable for the use of college students.

There were several ways in which money could be secured. Endowments were established either by a single donor or through subscription. Special efforts were instituted to obtain gifts of money.

from alumni and other friends of the college. Many of these funds were clearly earmarked for the purchase of books in designated fields. In such cases the library administrator was not confronted with the vexing task of having to distribute the money among the various academic disciplines. Only when the bulk of available money began to be obtained through student fees and regular annual appropriations did the problem of how to apportion the book fund appear on the scene and become pressing.

The natural tendency was to pool the money from the various sources into a single book fund of the library. Occasionally, however, this was not done, i.e., books were paid for out of funds belonging to the respective academic departments rather than out of a centralized library book fund. In such instances the librarian had obviously very little control over book selection. The library constituted merely the neutral depository of independent departmental acquisitions. The authority of the individual department of instruction was supreme. In the 1926 survey, conducted by the American Library Association, it was found that only six of a sample of fifty-four college and university libraries operated under this divided arrangement.\(^3\) The situation was less favorable among land-grant colleges and universities, where—as recently as 1930—it was found that in only five of forty-eight such institutions was there any supervision exercised by the librarian over the expenditure of funds for the purchase of departmental library books.\(^4\) Among 105 libraries of nationally accredited colleges (A.A.U. approval), surveyed by the author in 1940, there was only a single case in which book funds were not centralized.\(^5\) It seems, therefore, that the trend is definitely in the direction of centralization.

Let us now turn to several controversial issues—as indicated by the following questions—concerning the handling of centralized book funds: (1) Should the book fund of a college library be apportioned among the several departments of instruction? (2) If so, how are the undesirable features of the apportionment plan to be removed or mitigated? (3) What records and memoranda are necessary and desirable in carrying out the apportionment plan?

**Apportionment versus Nonapportionment**

If we ask whether a library book fund should be apportioned or not, two kinds of answer are possible: (1) First, we may point to the practices of other libraries and recommend the adoption of whatever happens to be the most common practice. If this is done, we find that most college libraries undertake an official apportionment of their book funds every year. Among 105 college libraries, surveyed by the author, seventy-seven operated under formal apportionments. In almost all the thirty-five colleges related to the Methodist Episcopal Church, which were surveyed by Reeves and his staff, the book budget was apportioned among the several departments of instruction.\(^6\) Book funds were also apportioned in thirty-eight of fifty-four college and university li-

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\(^5\) For a list of the colleges surveyed see Hans Muller’s, “The Administration of Book Funds in College Libraries.” Appendix C. (Unpublished Master's Report, Graduate Library School, University of Chicago, 1931).

libraries surveyed in 1926 by the American Library Association.\(^7\) If the findings of these surveys are taken as evidence of what ought to be done, the conclusion must be drawn that to apportion the library book fund is better than not to apportion it.

(2) Another way of answering this question is to weigh advantages against disadvantages. The advantages may be briefly stated in the approximate order of their importance (as determined in part by a pooled judgment of college librarians\(^8\)) : (a) apportionment ensures the obtaining of an evenly distributed and well-rounded book collection; (b) it provides a safeguard against unreasonable demands of certain faculty members; (c) it stimulates the faculty to participate more actively in book selection, since it enables departments to feel that there is some money available which they can call their own;\(^9\) (d) it guards the librarian against the possible charge that the expenditure of book funds has been unjust to some departments; (e) it prevents the clash of personalities;\(^10\) (f) it curbs the exercise of an excessive degree of discretionary power and arbitrariness on the part of the librarians.\(^11\)

**Disadvantages of Apportionment**

As to the disadvantages of the apportionment plan we note that Randall and Goodrich regard it as a necessary evil.\(^12\)

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Whether it is really necessary is, of course, an open question in view of the fact that some college libraries do not officially operate under the apportionment plan. That “evils” are associated with the plan is usually not denied. They will be discussed under four heads: waste of funds; impossibility of planning; red tape; and rigidity.

Several writers have pointed out that apportionment leads to a waste of money. Some departments are bound to be allotted much less money than they need, whereas others have too much money to spend.\(^13\) Thus apportionment has the effect of hampering the departments that could really use the money.\(^14\)

The apportionment plan is said to prevent any systematic building-up of the library book collection.\(^15\) Unless special provisions are made, no funds are available for the purchase of expensive sets, because the funds available to any given department usually revert to a general fund at the end of a fiscal year. Hence it is normally impossible to accumulate funds.

Complaints are occasionally voiced about the excessive amount of red tape and bookkeeping involved in the apportionment plan. This is particularly noticeable whenever changes during the course of the year seem desirable. Pitiful expedients have to be resorted to, such as petitions for transfers,\(^16\) and informal interdepartmental lending.\(^17\) In the attempt to use up the available funds, books are billed to be sent later.\(^18\) In general, it

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\(^12\) Reeves and Russell, *op. cit.*, p. 271.


\(^16\) Koch, et al., *op. cit.*, p. 343.

\(^17\) Wyer, loc. cit.

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must be granted that there is a great deal of apparently unnecessary bookkeeping, which tends to make the plan uneconomical.  

Librarians have also frequently complained about the tendency for apportionments to remain fixed for too long a period—in disregard of changes in the curriculum. The reason for this lack of flexibility is that changes are difficult to make, since no department is willing to consent to a reduction of its own allotment. Often no account is taken of variations in the relative publishing output of different subject fields from year to year.

Whether the advantages outweigh the disadvantages depends on a number of factors. No categorical answer can be given. Much depends on the professional competence of the librarian and the academic prestige which he commands. Much also depends on the traditions that prevail in a particular college. Most of the disadvantages can be controlled or prevented, provided that the librarian is alert to the ever-changing needs of the college community. Given an incompetent librarian, it is perhaps wise to insist on the retention of the apportionment plan.

**Remedies**

Several remedies have been proposed, which are designed to bring about an alleviation of the undesirable accompaniments of apportioning. Prominent among the suggestions as to how the evils of apportionment may be avoided is the plan put forth by Randall. He recommended a four-year cycle of apportionment, which would result in a periodic check-up of the book collection and which would make it possible to carry on a well-planned program of book purchases. Under this plan there would be a relatively large rotating fund, which would be assigned to a different department or group of departments every year. Thus a department would be given an opportunity to conduct recurrent surveys of the book collection in its particular field and to fill in gaps. This plan is reported to be in operation at the University of Denver.

A second plan is that described by McCrum. She would ask faculty members to indicate three degrees of preference on their book requisitions: (a) essential, (b) very desirable, but demand not pressing, (c) to round out the collection. The assumption is that the library has sufficient funds to purchase all the books in class a, and that the librarian may be permitted to use his discretion in selecting books from classes b and c, if enough money to purchase all the requested titles is not available. Cards for titles not immediately purchased are kept in a desiderata file. This plan is in operation at Macalester College, St. Paul.

A third plan is that followed at the University College, London, where funds are allotted by a faculty library committee, not to the individual departments of instruction, but to five subcommittees, each of which passes upon all the requisitions of a group of departments. The librarian is a member of each subcommittee and, thus, participates in the process of book selection. The idea underlying this

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19 Ibid.
plan is to prevent book selection from too narrow a point of view.

A fourth remedy is to provide a relatively large general fund, which would make it possible for the librarian to meet any emergencies. This plan has been highly recommended by many librarians. It represents perhaps—in a compromise fashion—the most desirable solution. The larger the general fund becomes, the more does the librarian pass from the order clerk stage to the book-selector stage. A general fund makes for elasticity in the book purchasing program and permits the acquisition of materials in borderline subjects. Randall and Goodrich maintain that an ample discretionary fund ought to be provided, so that the salary paid a competent librarian would not be wasted.\(^\text{24}\)

How large the general fund will be, depends on the local situation. Among sixty-four liberal arts colleges surveyed by the author, the arithmetic mean was 28 per cent; the range extended all the way from zero to 70 per cent. Two distinctive modes were noted at 25 and 33.3 per cent respectively.

In another survey conducted by the author, a group of Middle Western college librarians was asked the following question: “What do you consider to be the maximum percentage of the total library book fund (exclusive of funds for periodicals and binding) that should be apportioned to departments annually?”\(^\text{25}\) The average answer (i.e., the arithmetic mean of all the answers) was 66 per cent. Thus the belief was expressed that about one third represents the minimum proportion of the total book fund that should be left under the exclusive jurisdiction of the librarian. This recommendation does not deviate from current practices. It should be noted, of course, that much depends upon the size of the total book fund. For instance, 40 per cent, as recommended by the librarian of one library, represented $3560, whereas 50 per cent, as recommended by the librarian of another library, represented only $900. These two situations are obviously not quite comparable.

A fifth method designed to remedy the undesirable features of the apportionment plan is the carrying-over of departmental allotments from one fiscal year to the next. If departmental book funds revert to a general college fund, the result is what Baker calls a “last-minute spending stampede.”\(^\text{26}\) The lapsing of funds can, of course, be prevented if the librarian sends reminders to the faculty throughout the year, informing them as to the status of their departmental allocations, so that by the end of the year most of the apportioned money will have been spent. However, if a considerable sum should remain unexpended, it is preferable to make some provision for the carrying-over of departmental apportionments. This can be accomplished in either one of two ways:

1. A library reserve fund may be created, which would absorb all the unspent balances; and through informal agreements the several departments would be permitted to let their book funds accumulate in this reserve fund even for a number of years. This was the practice at Cornell University and at the University of Missouri in 1908.\(^\text{27}\)

2. McCrum suggested a slightly different arrangement, under which funds could be deposited by the treasurer of the university in a separate fund to be spent for

\(^{24}\) Randall and Goodrich, op. cit., p. 64.

\(^{25}\) See Muller, op. cit., p. 61 for the distribution of answers.

\(^{26}\) Baker, op. cit., p. 249.

\(^{27}\) Koch, et al., op. cit., pp. 346-47 (discussion).
a definite item at a future time. In summary, it seems that under current methods of financial administration it is normally not possible to carry over departmental apportionments as departmental apportionments except through informal arrangements, under which such departmental apportionments as revert into a librarian's reserve fund may subsequently be spent by the departments to which the apportionment was originally made.

Records and Memoranda

Thus far we have discussed—after a brief historical introduction—the question of apportionment versus nonapportionment both in terms of relative advantages and disadvantages and in terms of frequency of occurrence. Assuming that a college library is to have an apportioned book fund, we have enumerated several ways of coping with the undesirable features that tend to accompany the apportionment plan. Special attention was paid to the problem of deciding upon the optimum size of the librarian's general fund. The remainder of the paper will be devoted to a consideration of records and memoranda.

Librarians have paid a good deal of attention to methods of accounting and record keeping. Speaking of the situation at the University of California, Leupp wrote that the library kept a record of the distribution of funds and that it could "show any bewildered professor in five minutes just where his account stands." It does not seem necessary in the present context to describe the various methods of bookkeeping in detail. Attention will be paid to the following two questions only: (1) What policy should be followed with regard to the giving out of information about departmental allotments? (2) How often should departments be informed as to the balances remaining in their respective funds during the course of the year?

In a group of twenty libraries of nationally accredited liberal arts colleges, which were surveyed by the author with respect to book-fund administration, there were eleven libraries in which information about the allotment of a given department is made available only to a member of the department concerned. In seven libraries information is given to any faculty member who asks for it. The remaining two libraries go as far as to make the allotment figures known to faculty members by means of an official memorandum. It is interesting to note that such wide variations of policy exist. The fact that such a large number of libraries does not think it advisable to make apportionment figures public reflects perhaps the feeling that apportionments do not stand on very firm ground and that the administrators of those libraries find it difficult to defend them in the face of complaints.

In library literature free access to the apportionment records has often been looked upon with disfavor. Wyer, for instance, writes:

The librarian (not the college finance office) will keep an account book which will show the sums spent each year for books, binding, and periodicals for each department. Naturally the sum for the same department will vary somewhat from year to year. These figures are never made public. The faculty committee may ask to see them but rarely will so long as there are no appeals. The figures for a single department are

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30 Wyer, op. cit., pp. 13-14. (Italics not in the original.)
sometimes made known to its head to show him how much he has had during the year, or that he has had more than some or any other departments, or quite as much as his share, but the complete figures are not public property.

Making it impossible for one department to know what another is spending for books may, of course, be a prudent way of avoiding unnecessary ill feeling. On the other hand, some librarians emphatically insist on publicizing the distribution of the book fund. Such an insistence reflects (a) the fact that the librarian’s position is secure and powerful and that the librarian is not afraid of getting into an argument, and (b) it also reflects the commendable policy of a library to treat this whole subject in a democratic and open manner. To cite merely a single illustration, mention may be made of Williams College, where a mimeographed sheet, showing the allocation of funds to the several departments, is distributed among the faculty.

In the author’s survey of book fund administration, previously referred to, it was asked how often department heads were informed as to the balances remaining in their respective allotted funds. The answers showed considerable variation. All the libraries send, of course, special statements on request at any time. One half of the libraries in this group sends statements at the rate of at least once every school term. The other half sends statements at irregular intervals or whenever a need for informing a department arises. Even though it is difficult to say what the best practice is, it does seem that relatively frequent statements would be an effective means of reminding the faculty of their book selection duties. Some authorities, on the other hand, main-

tain that too frequent reminders have the effect of excessive stimulation and tend to lead to purchases of books that are not really needed in the instructional work of the college.

Conclusion

In conclusion it may be worth while to enumerate a few additional important problems which are relevant to the administration of book funds in college libraries but which—for lack of time—could not be touched upon in this paper. Nothing has been said about methods of determining the shares to be allocated to the several departments. What are the advantages of, and the objection to, the use of mathematical formulae? How much weight is to be attached to the various factors that presumably influence and determine the book needs of a department? A second group of problems would center around the effect of different types of book fund administration upon the quality of the resulting book collection.

A third problem would concern the relationship of the size of the book fund to the type of book fund administration that has been adopted in different colleges. A fourth problem would deal with the scope of apportionments, that is, the extent to which expenditures for materials other than books (for example, periodicals) would or should be covered by apportionments. A final problem would relate to matters of authority, supervision, and control, that is, to the respective roles of the president, the librarian, the dean, the business officer, and the faculty committee in deciding upon the distribution of the book fund and in authorizing transfers of funds during the course of the year.
By HELEN G. HAUCK

The Use of Phonograph Records in the Junior College

Miss Hauck, librarian of Blackburn College, Carlinville, Illinois, read this paper at the Junior College Libraries Section of the A.C.R.L. on June 24, in Boston.

When I was asked to prepare a paper on the subject of the use of phonograph records in the junior college, it was suggested that the use made of records in the twenty-three junior colleges who had been recipients of Carnegie Music Sets might be the nucleus for the paper. These colleges were queried as to the use of their phonograph record collections, the means of encouraging that use, and the reaction of students to the program. Five of the librarians did not reply to my letter, and only ten of those replying gave any specific information. Hence, much of my paper will of necessity be quite general.

Judging from the replies received, only four colleges had record collections prior to the receipt of their Carnegie sets. I learned, to my surprise, that even though the ten original allocations of Carnegie Music Sets to junior colleges were an outgrowth of the Advisory Group on Junior-College Libraries, only six libraries have jurisdiction over the sets. Because the libraries do not have the proper housing facilities, the collections are being cared for by the departments of music.

In the schools where the departments of music administer the sets, the record collections are having regular use in the classes of theory and appreciation. Enrollment in appreciation classes has been reported doubled since these large anthologies of recorded music have been made available. Almost all the colleges have regular listening periods scheduled, and the entire student body is welcomed to enjoy the recordings. Students of musical instruments take advantage of the opportunity to check points of interpretation with the records of great artists. A violinist may take this means of practising with an orchestra. Ability to read scores is being developed among the nonmusic students. Regular concerts are being given, and these programs are often made up from student requests. Music instructors act as commentators for some of the programs. One college reported that only a small group of music students exhibited a continuous interest in the recordings. All the other schools felt that a large proportion of the students were regular listeners. Under the department of music supervision there is little developing of the original Carnegie collections except in the field of music.

Some of the junior colleges, particularly those in which the record collections are under library supervision, are extending the use of their collections far beyond the field of music. It is this phase of the use of records in the junior colleges that I wish to discuss in more detail. I shall approach the subject by telling you of
the use of the record collection in the Blackburn College Library, because I know more about it than any other.

The Blackburn collection antedates by several years the receipt of the Carnegie Music Set. The collection had its beginning outside of the library in the departments of English, French, German, and Spanish. Several language series had been purchased for class use, and the head of the department of English had secured some records to be used in the teaching of modern poetry. Her personal collection of recordings of early English music and Shakespearian songs inspired us to request that a Carnegie Music Set be allocated to Blackburn College.

Before the arrival of the Carnegie set in November 1939, plans were made to house it in a room in the library, placing it entirely under the supervision of the library. The stray records over the campus were collected; the English instructor donated the recordings of poetry and English songs; and the library music room was inaugurated, operating under a system of voluntary student proctors. Immediately, student interest reached a surprising peak. The students approved wholeheartedly the collection of Carnegie records, but they soon compiled a list of suggestions for additions. The faculty likewise had suggestions to offer.

We began to peruse the record catalogs and to follow the reviews of current releases. We bought many of the records which the students requested. I might say in passing that the requests of Blackburn students for certain compositions were almost identical with the requests of Mars Hill College students. About half of our purchases have been made with the hope of their having classroom use. For example, Maurice Evans' albums of Hamlet and Richard II have been enjoyed in both the freshman English and English literature classes. We considered the Orson Welles' recordings of the Shakespearian plays, but the students' reaction of amusement caused us to decide against them. Incidentally, the Welles' recordings might be very valuable for high school or junior high school literature work.

More and more of the modern poets are making recordings of their poems, and we have purchased almost all the available recordings for use in the modern poetry unit of the freshman English course. In our collection the following modern poets are represented: De La Mare, Frost, Lindsay, Hillyer, Holmes, Auden, and Sandburg. We also have readings from the older poets such as Blake, Milton, Shakespeare, and Wordsworth.

Records of Plays

Records furnish supplementary material for the drama unit of the freshman course. Oscar Wilde's Importance of Being Earnest is taught, and the Gielgud cut from the play affords lively entertainment. James Weldon Johnson's reading of The Creation ties up with the teaching of Green Pastures, as also do the spirituals from the Carnegie collection. The classes in religion have likewise made use of the spirituals and the Johnson recordings.

Hardy's Return of the Native is, as is the case in most schools, another unit in the freshman course. One class hour is given to listening to Sir Edmund Gosse's tribute to Thomas Hardy. The playing of this recording serves a dual purpose in that a note taking exercise is made of it. After discussion of the subject of note taking, a check is made by the use of the Gosse lecture, to see whether the students are actually able to take intelligent notes.
During the past school year as interest in the use of records developed, three instructors have used some of their departmental library appropriations for the purchase of records. The German instructor considers the complete recording of Mozart's *The Magic Flute* to be one of the finest examples of German diction. These Mozart albums were purchased, the libretto dittoed, and the students of German have spent hours in the classroom and in the library music room listening to *The Magic Flute*. The German Lieder of the original Carnegie set are also frequently used in the German classes. One cannot deny that this is a pleasant and painless bit of ear training.

**Recordings in French**

A number of foreign recordings in French have been selected. Scenes from Molière, Corneille, and Rostand offer excellent opportunity for ear training. There is a new recording of a dramatization of Guy de Maupassant's *The Necklace* to be played after the French classes have read the story. A Sacha Guitry album is one of the most delightful bits representative of modern French culture which one could hope to find. The musical settings of this album add much to the listener's enjoyment. We have not been above stooping to swing, surprisingly enough. Because of the clarity of diction, the recent recording of the popular selection *Les enfants s'ennuient le dimanche* has been added to the collection. Students other than those of the French classes have learned of this record, and the librarian has had to refuse requests to borrow the record for the weekly "teasers," fifty-minute dances to recorded music.

The department of English has been buying regularly anything thought to be useful for class instruction. Songs, whose lyrics have been written by Blake, Thomas Moore, Matthew Arnold, Tagore, Wordsworth, or have been taken from the Rubaiyat, are used in the English literature classes. The head of the department planned an interesting feature, a series of music-literature programs, which utilized every possible record in our collection, and which were given not as part of the class work, but as entertainment for the entire campus. There were programs with titles such as these: Modern Poetry; The Nineteenth Century; Gilbert and Sullivan; *Hamlet; Richard II; Romeo and Juliet; Midsummer Night's Dream*; and the *Merry Wives of Windsor*; Shakespearean Songs; Sixteenth and Seventeenth Century English Songs; American, English, Gaelic, and Welsh Folk Songs; and there were longer programs for the playing of the entire recordings of Wagner's *Tristan und Isolde*, Gounod's *Faust*, and Berlioz's *The Damnation of Faust*.

**Phonographs**

Our records may be played on a small phonograph which has been provided for classroom use, or an instructor may bring his class to the library music room, where the excellent Carnegie instrument affords magnificent reproduction for all types of records. Instructors are urged to make use of the better machine, and to have their students enjoy the pleasant, informal atmosphere of the music room.

At Blackburn we have no department of music, and I think the students have a greater sense of appreciation and gratitude because they are lacking the advantage of formal musical education. The members of our college choir have been ardent listeners to all the choral selections, and the interest of the entire student body

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has been phenomenal. All the operas, symphonies, concertos, and the Messiah have been played many times in their entirety. Any Sunday afternoon concert or daily chapel concert has been received with the greatest of approval.

One of our young English instructors, a former Rhodes scholar, owned an extensive collection of records, which he had obtained abroad. The majority of his records were of early music and quite rare. This instructor also had an unusual collection of art reproductions. Both collections were used in class, and he also gave a series of lectures synchronizing the history of music and art. For example, while presenting early Gothic art, music of Léonin was played, or while discussing the transition from the Gothic to the Renaissance, selections from Josquin des Prés were offered, or making a great jump, while showing a Renoir, Debussy or Ravel supplied the musical setting. A similar idea has been recently developed in the book entitled *Music in History*, by Howard D. McKinney and W. R. Anderson.

Now I shall tell you what is being done with record collections in some of the other junior colleges. Undoubtedly you have read in a recent issue of the *Junior College Journal* the article about the correlating of music with history, literature, and the visual arts at Green Mountain College. Two colleges, Stephens and Frances Shimer, are making extensive use of their record collections in their humanities survey course. In most schools the Elizabethan songs are played in literature classes. Club groups are grateful for the opportunity of having records for their programs. At Mars Hill College, a music identification contest was sponsored and voted a success. On many campuses records are supplying the musical settings for dramatic productions. Colleges are exerting wider influence in their communities by sharing their recordings with those outside of the colleges. Civic clubs, public school classes, and private groups are being given the pleasure of using the college collections. The recently published pamphlet, *Memorandum on the Use of Art and Music Study Material*, prepared by Florence Anderson for the Carnegie Corporation of New York, tells of this enriching influence observed in the colleges and universities who have been the fortunate recipients of music sets.

I had expected that some information regarding the use of records in speech classes would be forthcoming, but no librarian mentioned that aspect. At Blackburn we offer no work in speech. I feel certain, though, that records do have, or could have, great use in this field.

**Cataloging**

A word about the cataloging of records at Blackburn. The Carnegie sets are arranged in a simple but satisfactory manner, and the cataloging by composer, title, medium, and form serves perfectly. We have followed the Carnegie system, adding the form division "Poetry and Readings" under which we have placed all our miscellaneous group of drama, poetry, etcetera. To the label of the composer file we have added the word "author," making it possible to file the author entries therein. We also have made a shelflist of the collection because of the aid it would be in checking. Checking the collection is a necessary procedure because our students have such free access to the collection.

At Francis Shimer the original collection of records was classified according to the scheme worked out and used at Smith College, and nothing has yet been done
about combining the older collection with the Carnegie set, but at some future date the older records will probably be reclassed according to the simpler scheme. North Park's original collection is also being kept separate from the Carnegie set.

In most of the junior colleges, the records are not being generally circulated to the students. The departments of music fear that records might not be available when needed for class. If the records are not circulated, it is possible to control the type needle used in playing them, thus, perhaps, prolonging the life of the collection. Students of some schools do not have portable phonographs on which to play the records, and when a school does own a fine phonograph, it seems much better to have the records played under the best circumstances. Perhaps the ideal situation is to provide a listening room which is open all the time as is done at Stephens and Blackburn. All the other colleges have made the records available for only a few hours each day.

*Aids to a Project*

For the college which lacks the advantage of a large anthology of recorded music like a Carnegie set, but which wishes to embark on a program involving the use of phonograph records, there are valuable aids to the project. The record shops are publishing lists of special interest to college instructors and librarians. Then books on the subject are being published. Such organizations as the National Council of Teachers of English are sponsoring recordings. The Division of Museum Extension of the Museum of Fine Arts of Boston is publishing a series of portfolios of plates on various subjects. I have used two of these, one called *Elizabethan England*, and the other the *French Renaissance*. Accompanying these portfolios there are excellently written texts, which conclude with lists of records illustrating the music of the period under discussion. What better aid could one have for a history, literature, or humanities course?

Several of the junior college librarians have expressed the hope that in the future their libraries might have record collections and develop that aspect of library service just as the service of books has been developed. I cannot help thinking that there are great possibilities in this field, and that in a short time, with the encouragement of the librarians, college instructors will more and more utilize the vitalizing effect of various types of phonograph records in class instruction.

*SEPTEMBER, 1941*
The British House of Commons
Sessional Papers Project

The committee on the British Sessional Papers, special committee of the Committee on Historical Source Materials of the American Historical Association, has made an agreement with the Readex Microprint Corporation to issue a microprint edition of the nineteenth century volumes of the British House of Commons Sessional Papers. This agreement has been officially endorsed by the executive committee of the American Historical Association.

In return for twenty-five pledged full subscriptions, or their equivalent, the Readex company will supply each subscriber with a microprint edition of the nineteenth century volumes at the price of $5000, which, it is estimated, is about one half that at which the collection could be supplied in microfilm. Upwards of 5800 volumes or about 4,000,000 pages compose the nineteenth century portion of this collection, which, because of its vast size and wide diversity of contents, is the most important collection of documents in existence for purposes of research in the social science and allied fields of learning.

The collating and editing preparatory to the microcopying of the materials will be done by the committee, so as to insure completeness of text and adequacy of arrangement; and sample microprint specimens of the materials, which are to be approved by the committee, will serve as models which the Readex company will equal in the microprint edition of the Sessional Papers.

The Readex company guarantees its microprints for fifty years and emphatically claims that they will be serviceable for more than a hundred years. This guarantee and this claim have been substantiated by the results of tests made of microprint specimens by the National Bureau of Standards.

A large part of the collection is available for microcopying in several different libraries in the United States and Canada; some of the papers will have to be microcopied in England.

It is hoped that the project can be completed in from five to ten years—the shorter period if a foundation will advance funds necessary to enable the libraries with the more limited budgets to purchase the volumes in five years, and the longer if an advance is not obtained. It is hoped to issue the first thirty years, estimated at 536 volumes, by June of 1942.

For information concerning the project, address communications to Dr. Edgar L. Erickson, chairman of the Committee on the British Sessional Papers, 317 Lincoln Hall, Urbana, Ill.
The Disposal of Duplicates

Mr. Cantelmo is a member of the staff of Harvard College Library.

IN ANY LARGE LIBRARY the problem of the disposal of duplicates can easily attain major proportions if the proper steps are not taken to keep the situation in hand.

The first step in the establishment of a system of duplicate disposal is the adoption of a definite policy as to just how commercial an attitude the library shall take. The goodwill of other institutions is of no small moment and undoubtedly a policy of liberal donations brings concrete returns over a period of time. Yet the librarian must balance future benefits against present needs and decide whether or not the library shall consider “a bird in the hand” as “worth two in the bush.”

If it is decided that liberal donations shall be made regardless of commercial considerations, the problem is much simplified since there is no doubt that giving books away is far easier than selling them. With this policy, the problem is reduced to a question of the best mechanical methods of handling and shipping the books, with a general care toward impartiality in giving.

If, however, the librarian decides for “the bird in the hand,” as probably most librarians would have to decide, then care must be taken to see that the material is handled on a businesslike basis.

Two important sources of cost in the disposal of duplicates are time and space charges. Work done on the books must be paid for and a proportionate part of the total cost charged against each item handled. Also, each foot of shelf space used for the disposal of the material has a definite cost per year and likewise adds to the cost of the handling of the units occupying it.

In general, there are three lines of conduct available for the disposal of duplicate material. Each of these lines has its advantages and disadvantages, and it is in the balancing of these, one against the other, that the librarian must show the greatest judgment.

Sale in Lots

The first method is the sale of material in lots; the second is the sale of material by listing; and the third method is the sale of material by varying combinations of the parts of the first two methods.

The sale of material en bloc has the great advantage of reducing considerably both the time cost and the space cost. There is no necessity for sorting the books, they merely have to be placed in a position easily accessible for examination by the potential purchaser. Then, too, there is no necessity for keeping them on hand during any great length of time since any differences of opinion as to price can be ironed out at once, the prospective purchaser can make his decision immediately, and oftentimes will carry the material away himself.
In this way, the handling and storing charge against each unit can be lowered, a consideration which is the chief benefit of this method.

There are, however, two unfavorable aspects to this situation which must be noted. First of all, wholesale selling always means that the price received per unit is much lower than it would otherwise be. Secondly, the librarian is limited to customers who are able to come to the library and examine the material, since few purchasers are willing to buy material without seeing it.

Listing of Material

These two objections are not to be met with in the system whereby all material is listed. In that case, a higher price per unit may be obtained since the purchaser has the privilege of selection and rejection. Also, the number of potential purchasers is limited only by the number of copies of the list sent out.

Theoretically, under this system a much higher price can be obtained for all items and especially so in the case of the better material. Actually, however, this does not always prove to be true.

Assuming that an item finds a purchaser, its inclusion in a list means that a higher price can be obtained for it than if it were part of a lot. Against this increase in net profit, however, must be placed the increase in the cost of listing, sorting, and handling the item. If this increase in cost balances the increase in income the system is unprofitable as listing obviously entails more administrative action than lot sales.

In practice this method has another drawback which tends to cancel most of its advantages, and that is its all-inclusiveness. Good titles are listed with poor ones and while in theory the better items support the poorer, in practice this does not always work out.

In any miscellaneous lot of duplicates the less valuable type of material will ordinarily be far greater in quantity than the better type. This poorer material is usually very common and naturally more likely to be found in many libraries. As a consequence, when a list goes out it often happens that the libraries which want most of the material are not in a position to buy it, while the libraries that can afford it already have much of it. With the latter libraries the list runs the risk of not being considered at all, or if it is, very few items are felt to be worth searching for.

As a result of the above condition there is a great deal of material which can be sold only with difficulty if it can be disposed of at all. If this residue is not kept within reasonable bounds the list loses all value.

It would be difficult to furnish figures to support the above conclusions but there can be no doubt that the obstacles mentioned can and do exist at times. When one is dealing with miscellaneous second-hand books there is not very much margin of profit, and this factor assumes greater importance when one considers that, in general, it costs just as much to list a one-dollar book as it does one worth ten dollars.

Combination of Methods

The third method is not a distinct method at all, since it combines the first two methods described, in an attempt to avoid the obstacles and weakness with which they are afflicted. It is much more flexible and variable than the other two methods and for that reason, it can follow more closely the variations in the value of the material to be sold.
At present, this third method is the point at which the Harvard College Library has arrived in its search for the most profitable method for the disposal of duplicates. Since the library does not feel that it has by any means attained its goal, the following description is offered only as a possible assistance to those interested in the duplicate problem, and not as a final solution.

The space allotted for handling material rejected by the library consists of about one hundred feet of shelving in one room and some seventy-five additional feet in another room. The first section is used for working space and temporary storage, and the additional seventy-five feet are employed for displaying material for sale.

Books and pamphlets are received from one part of the catalog department and serials and documents from another. These groupings are retained throughout the process of disposal.

The books and pamphlets are examined as they are received and certain types of material are withdrawn. All Harvard material is sent to the archives to see if it is wanted there. Special items of a type in which dealers or individuals are known to be interested are taken out and held in the extra shelving available in the working section.

All books bearing dates before 1550, English books before 1660, and American books before 1820 are sent to the treasure room for further consideration. If that department does not want them they are returned for sale.

The exchange assistant is free at any time to extract material for exchange purposes and, in fact, often takes advantage of this privilege. The library receives many books with the stipulation that they are not to be sold if they prove to be duplicates. These volumes are disposed of by gift or exchange, since the donors usually have no objection to their being placed in other libraries.

The serials and documents are examined to discover whether or not they are saleable. This is one part of the process which requires some special knowledge. However, the assistant always includes anything which might find a purchaser in the saleable group.

All of the above process is preliminary in nature, preparatory to the sale of the material, which sale also follows a definite routine.

The special material of all types segregated in the storage section is offered to the parties interested in it. These parties often come to the library to look at the material but whenever this is not possible, it is listed. In this case, there is no question as to the value of listing since there is a known demand for the type of material included.

**Books Displayed**

The books and pamphlets are placed in the display section as they come along. They are inspected by faculty members, students, staff members, and any other persons who know they are for sale. Quite a few sales are made this way. Many more could probably be made if the existence of the collection were advertised, but this is not done, since the library feels that it should not be in active competition with neighboring book dealers.

No prices are marked in the books, the assistant setting them as the occasion arises. The reason for this action is that the major portion of the books are sold to dealers after they have been thoroughly inspected by the individuals mentioned above. Obviously, retail prices, even when low, are...
of no help in setting lot prices, and putting them in the books would not pay.

The lot sales are usually made after a personal examination by the dealer. This particular part of the process also requires some specialized knowledge on the part of the assistant who must arrive at a fair price with the dealer.

In the case of one dealer, the assistant selects books and ships them without any record or pricing whatsoever. This dealer has had cordial relations with the library for years and the setting of prices on the material is left to him. The account is run on a priced exchange basis, a type of sale which is common and quite successful, due to the fact that the dealers feel that they can give higher prices for material when no cash outlay is involved.

Oftentimes, large groups of books on the same or similar subjects are rejected en masse. Many of these groups are sold after personal examination by the dealers, but in this instance also, listing can be extremely profitable. This is so because the homogeneity of subject increases the value of each unit, even those having no great value as separate items.

Serials and Documents

The saleable serials and documents are sold in a manner quite similar to that used in disposing of the books and pamphlets. Much of the material is sold in lots, a respectable portion is taken for exchange purposes, and any sizeable runs or unusual items are listed and offered to dealers and other institutions.

However, a very large portion of this material consists of single, scattered numbers and short, broken runs. This material is not sorted or listed but is packed in cartons and shipped to a dealer who specializes in periodicals. He oversees the sorting of the material and sends a check for its value.

Any material in any one of the four groups for which there is no market is held aside. A great deal of it is sent out in the form of gifts to other institutions or, if unusable, is sold as waste paper.

That the above method has flaws and weaknesses there is no doubt. To defend particular parts of it would be extremely difficult, due to the lack of any definite figures, yet, as a whole and over a lengthy period, it has proved workable and more profitable than any other system heretofore followed.

It has one advantage which is of value in an administrative sense rather than in a commercial way, and that is, that at no time does it allow the collection to get out of hand. The librarian does not have to worry about sudden expansion in the space necessary to care for the material, as the system is devised to eliminate material in a steady flow just as it is rejected.

Whatever may be the systems adopted by different libraries there is one fact which is apparent. There is much room, to say nothing of necessity, for research in the matter of duplicate disposal. There are many other factors of importance besides the ones covered above, but they were completely and deliberately avoided either because any statements about them would lack solid support or because their ramifications were too detailed for so brief a survey.

To settle these points, in fact, to make any valid research whatsoever, possible, there must be first of all the full realization that the problem of the disposal of duplicates offers to the librarian fully as much difficulty as other branches of library activity, but a difficulty just as amenable to systematic study and correction.
By EDWIN T. COMAN, JR.

Advancing the University Library Frontier

Edwin T. Coman, Jr., is librarian, Graduate School of Business Library, Stanford University, California.

The librarian owes a responsibility to the faculty, students, alumni, and to his library to make it a useful and strong institution through close cooperation with groups within and without the university and adequate publicity regarding library resources and activities. As a librarian dealing with graduates of a considerable number of universities and colleges, I am continually surprised at the inability of students to use the library effectively and their undeveloped appreciation of the cultural value of books.

While it is primarily the faculty's responsibility to develop reading interests in students, nevertheless, librarians should share this responsibility. Save in a few notable instances, we are failing miserably to develop permanent reading interests in students. Too often the attitude is that we have a fine collection of books, adequately housed and cataloged, and that it is the student's own responsibility to come and use it. The student of today is the alumnus of tomorrow and in these days of shrinking endowment income the library cannot have too many alumni friends. If a student in his undergraduate days learns to use the library and acquires a genuine interest in books, he is apt to become an outpost for the library.

Any program to link the student and the alumnus to the library should be carefully planned over a long period and should be coordinated with the teaching departments, the alumni organizations, and any special activities of the library. Too often a program is abandoned because of lack of general response and support, the inability to reach large numbers of students, and in some instances, perhaps, because the library staff does not want to be bothered with the extra work involved. Much of this discouragement can be avoided if a flexible plan is worked out with the realization that development will take place over a longer period. Judicious cooperation with the teaching departments and administration will also help to smooth the way. The librarian should be aware of the needs and interests of his faculty and in turn keep them informed as to additions to the library and of notable collections. Very often a member of the faculty, through his outside contacts, can be of great assistance in building up the library where it is weak. This interchange also brings a mutual understanding of the activities of both departments. When Prof. William Lyon Phelps paraded in cap and gown at the head of his class to deposit two first editions of Browning in the Yale University Library, the undergraduates were made very much aware of the treasures stored in that building. The active interest of the
faculty also can be of the greatest assistance in focusing student interest in the library.

The library's relationships fall naturally into three parts—those with the faculty, the students, and the alumni. The obligations to the faculty and to the students should take first place and this includes teaching the student how to use the library effectively, making him appreciate its resources and possibilities as a direct help to him with the task at hand, and attempting to arouse his interest in the cultural value of books.

**Student Orientation**

The average library orientation course for freshmen is useless. The new student, suddenly placed in an unfamiliar environment, is so confused during his first few weeks that he is unable to assimilate most of the information put before him. If there must be a general orientation course it would be better to plan it for a period toward the middle of the first semester when the freshman has begun to know his way around. A much better way is to seek the cooperation of the instructors in various subject fields so that the library and the work in hand may be closely related in the mind of the student. The case method, whereby the student learns how to use the library while he is writing a report, will bring more appreciation of the library to him than a month of lectures. It also enables the librarian to appeal to the students through their specific interests. An added advantage is that the groups are smaller and the instruction can be on a more nearly individual basis. The plan of conducting classes in the library as worked out by B. Lamar Johnson at Stephens College seems an admirable one where facilities are available and the groups involved are not too large.

Further cooperation with other departments in the compilation of reading lists and assistance to students in the preparation of bibliographies, both as to form and content, widen the influence of the library. Several of the departments in the physical and natural sciences at Stanford University make a strong effort to acquaint their students with the reference tools and general works in their fields, thereby making the students much more effective in their use of the library.

**Stimulation of Cultural Reading**

A large proportion of the present generation of college students has a definite lack in its cultural background—there is little evidence of contact with books. This is understandable because of the absence of effective libraries in elementary and high schools, the absence of public libraries in many communities, the lack of books in homes, and the general trend toward commercialized entertainment. It is the duty of the library at least to expose the students to the enjoyment of books. A browsing room equipped with challenging reading matter, tastefully furnished with comfortable chairs and ashtrays, is good bait to interest students in recreational reading. Another way of enhancing the book interest is the small library in the living unit.

There is too much of a tendency to say to the student: “Here is a book—read it.” If the student can be aroused to ask for books a long step has been taken to interest him in the library. The encouragement of the building up of a personal library on the part of the student is decidedly worth while and can be done through exhibits and the offering of prizes for the best student collections. The stu-
dent book contests at Yale produced some astonishingly fine collections of first editions and fine bindings. The students who respond are well on the way to becoming book collectors and upon graduation should become key men in the library's alumni contact.

The library owes an obligation to the undergraduate and there is evidence that to date it has not discharged it very well. Furthermore, this obligation continues, in lesser degree, to the alumnus. It is much to the advantage of the library for the alumni and other individuals to develop an awareness of the library, its needs, and problems.

Mix with Alumni Groups

Librarians tend too much to talk and associate with each other. This is all very pleasant and stimulating but we need to get out of our libraries and tell our stories to new groups who little understand the functions of either the library or the librarian. A certain amount of judicious mixing with alumni groups and business men in Rotary, Kiwanis, or other gatherings provides an opportunity, particularly if the librarian can speak on his favorite topics, to promote interest in the library.

As a part of a plan to further the library no opportunity to inform the public of the library's activities should be neglected. In addition to speeches before alumni groups, the more articles in alumni and other publications the better. A well thought out campaign of feature articles of newsworthy value can do much in dispelling ignorance. In connection with these articles it is well to note the suggestion of Willis Kerr, librarian of Claremont Colleges Libraries, where he points out that it is wise to let people know how they can help the library.

It is a truism that people can be most easily approached through their own interests and enthusiasms. It is a pity that librarians do not more fully utilize these opportunities. The man who is interested in some field to the point where he is anxious to know more about it can be fairly easily induced to transfer this interest into building up the library in his field. Many business men can be enlisted to contribute funds or books or both to enable the library to have material dealing with his business or industry. Of course, if a man is a collector, it is a simple matter to gain his interest in library activities and he very often arouses an interest in others with his enthusiasm.

This brings us naturally to the Friends of the Library organizations. It seems to be generally agreed that such groups should be distinct from the library. If the librarian has been able to develop any bibliographic enthusiasms among the students, such individuals should become, on graduation, a nucleus around which to form Friends of the Library. The most important ingredient is to have a few enthusiastic individuals with sufficient background and bibliographical skill to intelligently direct the group. The success of their activities is attested by the substantial gifts in money, valuable books, and manuscripts which they have been able to direct to libraries. They form excellent outposts for the library and also bring to it the very best kind of publicity.

Gifts and Endowments

The library particularly lends itself to gifts both large and small. Even two or three dollars buys one book and when properly acknowledged and plated with a gift plate makes the donor feel that he has made a tangible contribution to the li-

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library. Funds from two thousand dollars, set up as an endowment, the income to purchase books in a specific field, can be of great assistance—providing the field is so broadly indicated as to impose no undue restrictions on the use of the funds. Another phase of the endowment is to utilize it as a memorial to an alumnus. This can be done by setting aside a memorial bookshelf for the books purchased with these funds; or better, from a library point of view, plating the books with a memorial bookplate and shelving them in their proper place in the general book collection.

The problem of building up a sustained and tangible interest in the library is not an easy one to solve. However, it is susceptible to solution if the librarian utilizes the same ingenuity as in the administration of his library, the selection of books, or the planning of a new building. The librarian must come out from behind the stacks and bring the library to the public, just as the manufacturer introduces a new product to the market. The campaign should be well integrated and tested over a sufficient length of time so that the unsuccessful features may be discarded and effort be concentrated on those that work. Many of the suggestions outlined in this paper have been tried in the Graduate School of Business Library and have been sufficiently successful to justify further activities and expansion along these lines.
By RUTH E. SCHONEMAN

The Union Catalog in the Art Field

Miss Schoneman is a cataloger in The University of Chicago Library.

These remarks are limited to a brief description, a partial comparison, of three union catalogs of art.

As might be expected in projects of essentially the same nature, they present points of similarity: in coverage, the inclusion of a selected group of libraries in a given city; in regard to method, the transcribing of cards by W.P.A. workers under the supervision of trained and experienced librarians; and particularly in respect to fundamental aim—the making of art books in the particular locale more easily available. There are also, however, certain points of divergence, especially in location, type, and use.

In Baltimore a dictionary union catalog of art is flourishing at the Enoch Pratt Free Library. This catalog is designed for the field of fine arts and does not include related subjects. W.P.A. workers copied entries from the art sections of the shelflists of nine other libraries.2 The slips were coordinated (that is, entries from all libraries filed in one alphabet) and checked against the catalog of the Pratt Library; if any edition of a particular title was in that library, the slip was discarded. (This method of handling editions seems strange; if an individual wishes the 1935 edition of a work, he will not necessarily be content to use the 1940 edition just because it is in the public library.) For the remainder, L.C. cards were ordered. When these were not available, the main entry card with all tracing was copied from the catalog of the contributing library, entries were checked to conform to the Enoch Pratt catalog, which follows L.C. practices, and cards were typed. For each item, main entry, subject, and title cards were filed in the public and art room catalogs of the Pratt Library. To the end of 1940 about forty thousand cards (twenty thousand in each catalog) for 5300 titles were filed. All copies of a title located were indicated on each card of the set. Full provision was made for the maintenance of the catalog: the cooperating libraries send to Enoch Pratt each month copies of the main card, with tracing, for each art title newly received or recataloged. Each year about 300 titles are added by the method utilized for the first slips prepared by the W.P.A. workers—L.C. cards are ordered or catalog copy prepared for typing, entries checked, and the two sets of cards symbolized and filed. For the current additions no W.P.A. help is used except for the typing of cards. The other work, checking for duplicates, establishing entries, etc., is done by the cataloger who handles the art material for the Pratt Library.

There are two points which might be

1 Read before a meeting of the College Art Association in Chicago, January 29, 1941.
2 Johns Hopkins University Library, Goucher College Library, Baltimore Museum of Art, Maryland Institute Library, Walters Art Gallery, Peabody Institute Library, Friends of Art, Maryland Institute Atelier, and the Lucas Collection.

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raised in respect to this type of catalog: the expansion necessary in the catalog to accommodate twenty thousand additional cards, and the expense of purchasing two sets of L.C. cards for each title to be added, necessary authority work, typing headings, and filing. This catalog is largely used by librarians for reference, interlibrary loan, and ordering purposes, and by the general public which, as word from Baltimore indicates, makes extensive use of the subject cards. The expansion and expense would thus seem to be fully justified.

Philadelphia Catalog

There was established at the Philadelphia Museum of Art between 1934 and 1937 a subject union catalog of art and such diverse but related fields as topography and folklore. Cards in shelflists and under a selected group of subject headings in dictionary catalogs of nineteen libraries were transcribed by W.P.A. workers. About sixty thousand slips were written, of which two thirds were discarded as duplicates as only one location of each title, that in the library nearest the Philadelphia Museum of Art, was noted on the permanent card. (Why the slips were not coordinated and all copies of an entry noted on the one card it is difficult to say, unless the catalog was planned for use only by the museum staff and not outsiders.) The entries were assigned subject headings to conform to the practice of the museum library and added to that library's separate alphabetical sub-
ject catalog. No provision was made to maintain the catalog, and in effect it was abandoned in 1939. At that time the museum library was moved, its catalog reorganized, an author and title catalog established, and the subject catalog eliminated entirely. This experience would seem to indicate that a subject union catalog without a main entry file is not practicable. The thought occurs that with the establishment of the Philadelphia Regional Catalog in 1938 the subject catalog of art at the Philadelphia Museum of Art Library might have come into full usefulness.

To be successful a union catalog must be used, and one may query whether this success is entirely a matter of chance. Just as with an art object the form must be suitable to the medium and both to the purpose, in regard to a union catalog the type must be suitable for the place and both be proper for the use planned. The union catalog of art in Baltimore fits this specification: made for the general public, it was wisely located in the public library and logically was of the type—dictionary—most familiar and helpful to that group of users. It is suggested that the abandonment of the subject catalog in Philadelphia may have been permitted because no particular group made extensive use of it. For what group was it planned? If for the general public, the location may have been at fault—thousands of public library patrons are hesitant to enter an art museum; if for the art scholar, the fault perhaps lay in the type—for him, the author catalog seems indicated rather than the subject approach.

Chicago Catalog

In planning the third of this group of union catalogs of art, the attempt was

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made to consider these three factors of place, type, and user. The now developing Union Catalog of Art in Chicago\(^4\) is designed primarily for the art specialist; it is therefore to be a main entry catalog, since the most common question is expected to be: Where in Chicago is which edition of this particular title? Work on this catalog is now in progress under the direction of an editor, library trained and with experience in an art library, appointed on a three-year grant from the Carnegie Corporation of New York. The editor has conferred with representatives of the cooperating libraries in order to define the scope of the catalog, which is to include fine arts and related fields, as archeology, art of the American Indian, book arts, costume, landscape gardening, numismatics, and such theater arts as scenery and settings, costume, and make-up. A list of subject headings has been compiled, so that there will be drawn into a coherent pattern the various ramifications of the fields covered. The participating libraries are of different types, and therefore, as one might expect, a variation in approach is necessary for each. After surveys and discussions, the editor mapped out methods of procedure. For the W.P.A. workers these procedures are broken down to clearly stated work steps; this is done by the library-trained W.P.A. supervisor. Groups of workers are now engaged in transcribing cards in the catalogs and shelflists, coordinating the slips from the various libraries, and typing the permanent cards. All copies and editions of a title located are to be indicated in the permanent catalog.

\(^4\) Art Institute of Chicago libraries, Chicago Public Library, Newberry Library, and University of Chicago Libraries.

**Location of Chicago Catalog**

The catalog is to be housed on the University of Chicago campus, adjacent to the Art Library. Scholars in Chicago and elsewhere are accustomed to call on the university libraries for reference aid and interlibrary loans. With the establishment of the Union Catalog of Art in Chicago on this campus, further reference assistance will be available, covering not only the university collections but also those of the cooperating libraries. In instances where materials may not be sent on interlibrary loan, the fully equipped microphotographic laboratory of the university may be utilized, so that a negative or positive film of pages from a rare book in any of the cooperating libraries can be substituted for the volume itself. The service of the catalog, while primarily planned for the scholar, will at the same time be available to the general public through the participation of the Chicago Public Library, which will be able to request assistance for its patrons.

The stress in these remarks has been on the aid to the user of the union catalog. Its service to the cooperating libraries, in disclosing unique titles so as to prevent unnecessary duplication, in giving information to catalog departments in regard to anonymous and pseudonymous items, and so forth, is probably obvious. Cooperation typified by the union catalog, which will offer assistance to individuals and libraries, seems particularly important at this time. While European libraries are being destroyed or collections scattered, and European book markets are practically closed, we must make available for their fullest use the collections in this country.
Raymond C. Davis
1836-1919

Mr. Severance is honorary consultant in library practice at the Library of Congress.

It is my good fortune to have been a member of Mr. Davis' staff for eight years—1897-1905. He was then in his sixties, a dignified gentleman with a fine physique, six feet two inches tall, erect, dark gray hair and mustache, bright eyes with a friendly twinkle in them. He was held in high esteem by his staff and by his colleagues in the university. The students appreciated his sympathetic interest in their problems and his willingness to assist them. He took a personal interest in every member of his staff. He delegated responsibilities to them for the development of their respective lines of work. He suggested policies and outlined their work, and allowed them to work out details and to suggest improvements in the service. He was modest, friendly, agreeable. Neither the students nor the members of the staff, nor the young men on the faculty stood in awe of him. His manner and attitude invited confidence. He was one of the distinguished university librarians of his time.

Men have entered the library profession from the ministry, from the legal profession, from faculties of universities, from the printing trades, and have made successful careers in the library profession. Their backgrounds, however, included a college or university education. I have known only one librarian whose youth was spent on the sea and in the shipping business—R. C. Davis.

He was born in Cushing, Me., June 23, 1836, on a small farm near Penobscot Bay. His father was a sea captain, his brother a mate. When Raymond was thirteen years of age, his father took him on a voyage around the world. His ship carried lumber from the Maine forests to San Francisco. The ship next sailed to Honolulu, then across the Indian Ocean to Calcutta where it was loaded with olive oil, seeds, hides, and the like for merchants in London. The ship put into the ports of Rio de Janeiro, Valparaiso, San Francisco, Honolulu, Calcutta, and London. It rounded Cape Horn and the Cape of Good Hope. While Raymond was assigned no specific duties on the ship, he did learn all about the management of the ship. He went ashore in the ports and saw the beautifully landscaped parks, spacious avenues, and public buildings of Rio. He saw how people lived in all these ports; learned what the different countries produced and shipped;—about the geography of the world,—countries, rivers, cities, mountain ranges, trade winds, hurricanes, and the like. Several years later, 1869, he wrote for children an in-

1 Assistant librarian, University of Michigan 1868-1872, librarian 1877-1905, librarian emeritus 1906-1919.
interesting account of his two years voyage 1849-51, and published it under the title of *Reminiscences of a Voyage around the World*.

Upon his return from the voyage he entered Hampton Academy and finished his preparatory work in Kimball Union Academy, both in New Hampshire. Then he matriculated in the University of Michigan in 1855. In 1857 he became seriously ill. His physician told him that he must have ten years relief from mental work. He urged him to secure out-of-door work. He therefore went back to the sea. There is no record of his activities during these ten years.

Through the recommendation of his classmate and intimate friend, Claudius B. Grant, Mr. Davis was elected by the board of regents to the position of assistant librarian of the university in 1868. As assistant librarian he cataloged books and wrote the cards for the public catalog.

When the librarian, Dr. Andrew Ten Brook, resigned in 1877, the board of regents elected Mr. Davis librarian of the university at a salary of $1000 a year. The library contained 23,909 volumes. The annual appropriation was $1000. The annual increase was six hundred volumes.

The year 1877 was an epoch in the history of the library for three reasons:
1. Raymond C. Davis began his long service of twenty-eight years as librarian. He was a modest conservative energetic young man, who had already proved his worth, who had acquired good business experience, who was an author, and had a keen appreciation of the service of books in the education of students.
2. The state legislature began a series of special appropriations for the library. The initial appropriation was $1000.
3. Alumni and friends were becoming conscious of the needs of the library. Gifts began coming in larger numbers. Large gifts were not lacking. The McMillan Shakespeare library of 2500 volumes was received in 1882, later the Goethe library. The income from the Coyle fund and the Ford-Messer fund was expended for special classes of books supplemental to those secured on state appropriations.

Mr. Davis was an adept in soliciting books as gifts for the library. The number of gifts soon exceeded the number of books acquired annually by purchase.

**Purchases Limited**

The allotment for the purchase of books was so limited that Mr. Davis had to use extreme care in the selection of books to be purchased. He searched secondhand catalogs and auction catalogs for bargains. Writing about the library's collection of books, Dr. Bishop called it "an admirable selection of books, purchased with rare skill with meager funds."

The circulation of books was rather limited as students were not allowed to take books from the reading room, but professors were. The reading room in the building was ample for several years. The seminary rooms were limited to advanced and graduate students. A new library building was erected in 1883 and was said to have been "the first fruits of his administration." It was one of the earliest university library buildings. It proved to be a very satisfactory building for its purpose. In the course of twenty years additional stacks and study rooms had to be added.

The pioneer university librarians such as R. C. Davis, A. S. Root, J. C. Rowell, and Justin Winsor had no collection of professional library literature which they might consult in the solution of their problems. Nothing had been published on library buildings, on card catalogs, and...
classification of books except the preliminary editions of Dewey's decimal classification of 1876. J. C. Rowell devised a classification for the library of the University of California. Mr. Davis continued the "fixed classification" begun by his predecessor, also the card catalog of the books. The cards were written by hand. There were no typewriters adapted for this card work. Cornell University library and Harvard College had also adopted the card index in 1875 in their respective libraries. Later Mr. Rowell changed to the card index. This "fixed system" of classification worked well until the stacks became full. The books could not be moved from one shelf to another without drawing all the cards for them from the public catalog and shelflist and changing the shelf numbers on the cards. The cards were filed in two alphabets: one in an author catalog; the other, in a subject and title catalog. The system became impractical.

Finally in 1897 he decided to adopt the Dewey System with some modifications. From that date all new books were given the new classification. The whole collection of the library, 117,000 volumes, was gradually reclassed.

University librarians of the present day have their problems but a different set of problems than the pioneer librarians had. We have the recorded experience of earlier librarians and the solution of their problems to guide us, but those early librarians used the "cut and try" method until they reached a solution. They had the problems of "departmental libraries," "care of pamphlet material," "use of student help," and "how to acquaint freshmen with the use of the library."

Mr. Davis authorized departmental libraries and made the chairman of the department responsible for the library in his department. The library acquired bundles of pamphlets in the Parsons Library and accumulated hundreds more in the ordinary routine. He solved this problem by binding the important ones in cheap bindings, which he treated as books. Others which appeared to have value, he arranged by subject and had them—ten or twelve numbers—bound into books.

After his experience as a freshman, in using the library and in his work with students when he was assistant librarian, he concluded that students did not know the existence of such tools as indexes and bibliographies. He therefore began a course way back in 1879 to acquaint the freshman with the card catalog, the indexes, and other reference books and the method of drawing a book from the library. This was probably the first course of its kind to be given freshmen. He continued the course at the opening of the university every year until his resignation.

Course in Bibliography

Another significant course, and I think the first course of its kind ever offered in any university, was a systematic course of instruction in bibliography, a one-hour course with credit, begun in 1881 and continued until 1914 when the condition of Mr. Davis's health made the discontinuance mandatory. When Melvil Dewey opened his library school in Columbia University, he secured Mr. Davis to give the course in bibliography. He continued his annual lectures until the library school was transferred to Albany.

The publications of universities and of learned and scientific societies and institutions have been a prolific source of valuable material for our libraries. Since the turn of the century all the large univer-
sity libraries, domestic and foreign, have established exchange relations with one another.

In 1894 Mr. Davis saw the possibility of accumulating this class of material for his library. He advocated the establishment of a journal by the university which might be a medium for publishing the results of researches in the university. His second motive was to have the journal to send university and society libraries in exchange for their publications. Ten years elapsed before such a system of exchanges was organized.

Established Book Bindery

Another important venture in university libraries was the establishment of a book bindery in the library in 1897. In his reports he stated that the results had been eminently satisfactory, that books remained in the library for use, that the cost of binding had been less than it would have been if the binding had been done by commercial firms, and that the quality had been superior. Mr. Davis considered the two most important events in his administration, the erection of the library building in 1883 and the establishment of the book bindery. On the occasion of the dedication of the building Mr. Davis gave a short sketch of the history of the library. In this article he urged the board of regents to make this library “a great library center in the wide Northwest.”

He said the seats of the great libraries in the United States were four—Boston, New York, Philadelphia, and Washington, and that the fifth center might well be Ann Arbor.

The choice of Theodore W. Koch as assistant librarian in 1904 and librarian 1905-1916 was highly important. He proved to be one of the most efficient modern librarians.

Mr. Davis was a life member of the American Library Association, having joined in 1878, two years after its organization. This brought him early into contact with leaders of the profession. He was such a modest, unassuming man that he never became prominent in the discussions of the conferences. He was associated with other librarians in compiling the cooperative Poole’s Index and in other joint undertakings.

Honored by Board of Regents

The board of regents back in 1884, desiring to recognize the efficient service he was rendering to the faculty and students, conferred upon him the honorary degree of Master of Arts.

Mr. Davis and Ellen Regal, a sister of Mrs. I. N. Demon, professor of English, were married in 1880. They spent their summer vacations in Castine, Me. He was an active member of the First Baptist Church. He resigned his position in 1905 and was given the honorary title of librarian emeritus. He died at his home in Ann Arbor, June 20, 1919.

“His work as a librarian was characterized by great fidelity to duty, by high standards of book selection, and by kindly and friendly relations with his staff, with his colleagues of the faculties, and with all classes of students.”

Honorable Claudius B. Grant characterized him as follows: “Mr. Davis was a rare man, rare in his unselfishness, rare in his devotion to duty, rare in his loyalty to truth, rare in his regards for the feelings of others. I have never heard him speak an unkind or harsh word to anyone. A model as a patriotic Christian citizen.”

* University Senate Memorial, Jan. 16, 1920.
ON May 13 and 14, a conference of approximately forty librarians, deans of graduate schools and executive secretaries of learned societies or councils was held in New York on the subject of specialization by American libraries in the acquisition of research collections. The conference was called by the American Library Association Board on Resources of American Libraries. Through the courtesy of the Director of The New York Public Library, the conference met in the Trustees Room of that library, the afternoon session of May 13, being held at the Harvard Club.

The purpose of the conference was to consider the great variety of problems created by the enormous increase in the publication of books, government documents, periodicals, and other library materials. There was general agreement from the outset that the world of printed and other forms of recorded knowledge has become so vast that these problems can no longer be solved by the independent efforts of the various libraries of the country. A totally new point of view must be developed, namely, that each library is to serve not only its own immediate constituency but regional and national interests as well, benefiting in turn from the reciprocal services of the other libraries of the country. This involves specialization by each library in the development of its book collection. Paul Vanderbilt referred, for example, to figures which have been published by Fremont Rider as to the prospective size of such a library as that of Yale University, if its growth continues at the rate shown in the past. The figures are not excessive, he declared, but the anticipated growth is to be expected on the basis of past experience. The same speaker emphasized the necessity for a reworking of the basic conception of the research library. American libraries have been set up as independent units, and this conception has stamped itself on every one of their operations, particularly their cataloging and acquisition processes. These must be re-examined, if the institution is to function most effectively in this new cooperative era.

The proposal that the various libraries of the country undertake to develop specialized collections called for a definition of specialization. Mr. Van Hoesen, who spoke to this point, declared that this could not be supplied in a universally applicable form, but that a definition or description of particular special collections could be formulated. This would be (a) in terms of the field of collecting; (b) in terms of the policy adopted within the field, whether inclusive, selective, or undefined; (c) in terms of its completeness or adequacy for research; (d) in terms of its comparative strength with reference to standard bibliographies or to other collections; (e) in terms of its rate of growth or of adequate financial support for continued development. For the purposes of the conference, the term specialization was used in the sense of collections on particular subjects that are reasonably exhaustive, and which are assured continuous financial support.

That other obligations would rest on
libraries taking part in such a program besides that of collecting in specified areas, was brought out in the discussion. An obvious one would be to refuse to duplicate collections already available in other libraries. A second was the advisability in many instances of transferring collections or portions of collections to other libraries. It was clearly recognized that such proposals as these involve, for those libraries connected with universities, questions of educational policy and of legality for which librarians are not primarily responsible. The conference requested, therefore, that the Board on Resources of American Libraries address to the Association of American Universities a communication urging that it give consideration to the problem considered by this conference and to the educational issues related to it.

The questions whether an effort to initiate a program of specialization on the part of American libraries should await the collection of more information as to present holdings, whether experimentation should be carried out first on a regional basis before being considered nationally, and whether initial efforts along this line should be confined to any group of libraries, occasioned much discussion. It seemed to be agreed that while more information as to special holdings was needed there was available through union catalogs and published bibliographies a body of information sufficient to justify and support many agreements between libraries even while more data was being secured. It was also felt that attention should be kept focused on the national character of the problem. A number of regional programs subsidiary to the national plan are already in existence and others will no doubt develop. Regions with limited resources should also be encouraged, it was felt, to develop special interests. On the issue whether one collection on certain subjects might not be adequate for the entire nation, W. W. Bishop stressed the factor of insurance. One could not forget the Chicago fire, he remarked. The element of insurance would justify, he felt, the duplication of every important collection at least in one other locality. The best approach to specific agreements of the sort under consideration was felt to be primarily through the libraries constituting the membership of the Association of Research libraries.

The conference laid upon the Board on Resources of American Libraries the responsibility of continuing the study of the problems discussed and of proposing practical steps in the direction of library specialization. Carl M. White presented to the conference at its last meeting a statement of general principles in accordance with which a program of specialization should be developed.

Throughout the discussions it was clear that the Library of Congress was regarded by the conference as central in any movement of the sort under discussion. The conference urged that every effort be made to develop fully the Library of Congress Union Catalog, and expressed the hope that means would be found to publish in book form the author catalog of the library. Mr. MacLeish, who was present the first day, described the new Experimental Division of Library Cooperation in the Library of Congress. It was set up, he explained, to aid the libraries in developing cooperative agreements, though not to dictate them. The conference expressed its belief that the agency would be of marked assistance.

This summary statement is by no means (Continued on page 367)
Book Reviews

Can New Principles of Administration Be Formulated to Meet the Enlarged Opportunities of the College Library?


The publication of a new edition of an indispensable book is an event of importance in any field. In no field is it more important than in that of the literature of the college library, where authoritative books of full stature have never been abundant. It is, therefore, with especial interest that the second edition of the *Principles* has been awaited.

The publishers, in a descriptive note on the new edition, say:

The revised edition of this important text includes recent developments in the field, new statistical material concerning salaries, book expenditures, and other items important in the administration of college libraries, extensively revised bibliographies, and detailed instructions for the making of library budgets.

Using this statement as a point of departure, the review will endeavor, first of all, to show in summary fashion the extent of the revisions made by the authors.

The second edition reproduces in format, chapter headings, and statistical tables the satisfactory organization of the first edition. Edition one is printed on 245 pages; edition two, on 249 pages. The first edition gave 117 bibliographical citations; the second edition gives 131, of which 28 are new. A random selection of chapters two, three, five, and nine has been made to indicate changes in subject matter. In the earlier edition, these chapters fill slightly more than ninety-one pages; in the new edition, they amount to ninety-five pages. Additions, revisions, and omissions in lines and paragraphs of these chapters result in a combined total of slightly more than nine pages of new material. All of the tables in the work are set up in revised figures.

On page seventy-four, a sample library budget showing the distribution of a total budget of $16,500 appears as a new feature. The list of "Library Plans Suggested for Study," printed at the end of chapter seven, includes nineteen plans in both editions; of these, four represent new names, and there is a corresponding elimination of four names from the original list.

Passing from the consideration of mechanical features, one is glad to find still present the economy and precision of statement that characterized the presentation of materials in the first edition. As before, urbanity and tact are present, without sacrifice of forthrightness. Trenchant statements, greatly valued in the first edition, could hardly have been improved upon, and they are wisely repeated verbatim in the new edition. Authoritative opinions on library costs (p. 34); on the competency of librarians (p. 28); on "muddling along" with insufficient budgets (p. 46); on the college librarian as scholar, educator, professional by right of attainments and hence worthy of suitable rank (p. 56-57); and on the library building as a tool designed for a purpose
—all these favorite passages are repeated, as they well deserve to be.

Since it is the ungracious task of the reviewer neither to bury Caesar nor to praise him without discrimination, it becomes necessary at this point to consider how much water has flowed under the library bridge between 1936 and 1941, and what reservoir of it has been made by the authors. At the earlier of these dates, which is the date of the first edition, Dr. Randall’s Carnegie Corporation survey of college libraries had been in print only four years. Grants of money, by which the corporation followed the survey, brought the power of $1,011,000 into the administration of eighty-three four-year liberal arts colleges, so that by 1941 the fructifying influences of the two events have had a history of nearly ten years.

During the last five of these years, the literature of the college library has burgeoned. Today, this literature finds a new focus in College and Research Libraries, since 1939 the official organ of the Association of College and Reference Libraries. An examination of Readers’ Guide, Education Index, Library Literature, and Public Affairs Information Service, between 1935 and 1940, shows as much as seventy-six pages of bibliography devoted to the college library. The Principles now being reviewed have taken strangely little account of this growing body of knowledge.

Even more important, perhaps, than the literature of the library itself, is the literature that records what has been a period of sturm und drang for the colleges of which the libraries are a unit. Current issues in higher education fill the Proceedings of an important institute. The influence of government on education; professional education in liberal arts colleges; election and prescription in relation to college education; the survival of the four-year college—all these and other vital issues have been faced by colleges with courage and candor. Mr. Butts has projected a chart for the course of the college, designed on historical principles that have been built up after a reconsideration of the curriculum as far back as the time of its domination by the seven liberal arts. Miss Beesley has proved the revival of the humanities in American education. Mr. Arnett recommends a comprehensive study of the total resources of the country, as these are available for higher education, and as they relate to the plans and procedures of privately supported colleges and universities, now facing diminishing returns on investments, possible shrinkage in gifts, and increased competition from publicly supported institutions.

Another significant study reports on 57 types of educational change and experimentation, involving 1322 cases of institutional participation, among 315 colleges of liberal arts. All of these innovations are directed toward the solution of problems caused by the extension of the normal period of formal education; by the assumption that graduation from high school and college is the right of the many, rather than the privilege of the few; by “the growth of an inexorable demand for education beyond the twelfth grade” which “puts a very heavy strain upon established procedures at the college

level." And, finally, one great state has made a study of the relation of secondary and higher education throughout its borders, and has found that the self-education of each student should constitute the controlling object of any educational agency that deals with him. Incidentally, it may be significant for the future administration of college libraries that among the four recommendations made for reaching this desired goal, the section referring to libraries requires that they shall be organized and administered primarily for the student's convenience in learning.

These selections from the literature of the college today, infinitesimal as they are in view of all that is being written, serve to show that "The gap between American faith in education and satisfaction in its results is sufficiently great to give rise to a continual stream of diagnosis and cures." In this cure, it is not impossible that the library may have a role of far greater importance than has been thought. Guidance in planning this role would have been welcome from the authors of the Principles.

If excellent libraries are an index of institutional excellence, as investigators have found, the survival value of a college may be greatly advanced by the superiority of its library. Colleges may find that in the quest for such value it is later than they think. At least one commentator on the subject, who speaks with unusual authority, has intimated that this is the case when he says:

There are today in the United States far more universities, colleges, and other operating institutions, and far more voluntary organizations for worthy purposes than the nation can possibly afford. In the years to come many of these are bound to disappear, and one of the most difficult duties that face the foundation is that of so directing its grants that its influence will be directed toward the survival of the fittest.

It is, then, in relating the library to the survival of the fittest colleges that the college library administrator finds his greatest opportunity at such a critical hour. As Mr. Branscomb has intimated, "The answer to a number of academic problems is to be found in a greater emphasis on the reading aspects of college work."

In 1932, one of the most brilliant of the schoolmen said the same thing in a different way:

The college does not build up maturity by the same methods as those employed in a mill or an office. Its chosen material is literature; its chosen instrument is the book. The intention of the college is that, in the case of these favored young people who are allowed to study after the high school period, minds shall be fed, and trained, and strengthened, and directed by the use of books. The whole procedure points forward to a mode of life in which persons, by the aid of books, are enabled to live in ways which are not open to their nonreading fellows, are trained to practice special forms of intelligence in which the use of books plays an essential part . . . we must ask in every case, What effect will this arrangement have upon the eagerness and capacity of a student to use books in the right way and for the right purpose?

At least a few college libraries in the country are studying their responsibilities in the light of the pressure being put
upon their institutions to be so excellent as to deserve not only continued existence, but also gifts leading to ever-increasing opportunities for serviceableness to youth. Certain efforts of this kind are reflected in the financing of far more spacious library programs than those made possible by a total annual budget of $20,000, the Randall and Goodrich estimate of the cost of good service. That these efforts are neither farfetched nor utopian is indicated by available statistics. Fifteen miscellaneous colleges, serving from 336 to 1259 students are offered as examples of generous library support. This support rises, in one case, to $40,000 more than the Randall and Goodrich estimate of reasonable adequacy.\(^{12}\)

From the February issues of each A.L.A. Bulletin, beginning with that of 1937, the “Small College Library General and Salary Statistics” yield a composite list of twelve additional libraries, even in the class of small institutions, that enjoy an annual budget of more than $20,000. In none of these twenty-seven cases is the college anything but a college, nor is enrollment in excess of that suitable to a college, rather than to a university.

Is it possible that the time has come for all college libraries to reconsider their calling and the potentialities inherent in them for cooperating in the ideal of colleges today—the ideal of self-education for students, education independently acquired under guidance, but not through indoctrination? The director of a famous research library has said: “The hope of the future lies, I think, in the college library.”\(^{13}\) Such a statement is an invitation to librarians to reconsider their principles of administration, not in view of practices at 66 or 95 or 200 colleges, but in the light of educational needs brought into sharp focus by this hour of self-examination on the part of colleges.

Have college libraries been too well content to use principles of administration derived from majority practices, rather than from observation of library excellence, wherever found? Mr. Randall and Mr. Goodrich have warned librarians that the way to increase the willingness of the colleges to pay for library service is to demonstrate the value of that service (p. 46). Will not the principles upon which such service depends be more convincing if based on the genuinely good as well as on the reasonably adequate? Is it not possible that new principles, as new truth, may emerge from “thesis, antithesis, synthesis” derived from practices in many grades of college libraries, among them the very best as well as the reasonably good? It is to be hoped that the joint authors of Principles of College Library Administration will find such wishful thinking on the part of their readers an inspiration to the early preparation of a third and much enlarged edition of their invaluable book—Blanche Prichard McCrum, Wellesley College.


The growth of the junior college reflected in the increase in its numbers and its enrollment leaves little doubt regarding the significance and permanence of this new institution. The name “junior college” describes fairly accurately the educa-


tional philosophy underlying the programs of the first institutions that appeared under the title. They were junior colleges in that they were patterned very closely after the first two years of the usual liberal arts college. But as the junior college movement has gained momentum, its clientele has changed and its functions have broadened. Terminal education as differentiated from university preparatory education has assumed increasing importance. It is something of a surprise even to those who realize how much attention has been given to terminal education to find that the literature on the subject amounts to a full volume of annotated bibliography—a volume that is respectable both in size and in content.

The Literature of Junior College Terminal Education was published recently by the American Association of Junior Colleges. Here are brought together in classified form references on terminal education that have been widely scattered and not always readily accessible. Almost half of the 1512 items included in the volume have appeared during the years 1936-40.

But this is more than a bibliography. The authors, one of whom is a competent college librarian, have read and annotated each reference. In fact the annotations constitute an excellent brief digest of the references. In some instances the author of the reference is identified and the occasion for which the paper or article was prepared is stated, but this information is not given in every instance.

It becomes quite clear as one follows the annotations of the articles from one decade to the next, beginning with 1900, that the earlier contributions were largely general and philosophical in nature, while the later ones are more commonly based on objective studies or appraisals.

The major subjects under which the materials are grouped and classified according to the decade in which they were published are:

I. Terminal Education as a Function of the Junior College
II. General Discussions concerning Terminal Education
III. Organization and Administration
IV. Guidance and Personnel Services
V. Library
VI. Plant and Equipment
VII. Faculty
VIII. Terminal Cultural Curricula
IX. Semiprofessional and Other Occupational Curricula
X. Specific Semiprofessional Curricula
XI. American Association of Junior Colleges’ Study of Terminal Education

Quite naturally some of the references deal with more than one phase of terminal education. To avoid repetition of authors and titles a very comprehensive index has been provided from which the reader may locate all references in the volume bearing on a particular topic.

The college administrator who wishes to get an overview of terminal education or to find what is being done along certain lines will find this volume a ready source of information; the student of the junior college movement will by all means want to have it at hand; the curriculum committee of a junior college faculty will find in it many valuable ideas and suggestions; the teacher of terminal courses will want to refer to it from time to time for ideas bearing on his work. In a word, this is a convenient and valuable source book for anyone interested in terminal education in the junior college.—A. J. Brumbaugh, University of Chicago.
Government Publications

A SUBCOMMITTEE of the A.L.A. Public Documents Committee has been made responsible for a section in College and Research Libraries which is devoted to various phases of work with government publications.

It is intended that the scope of the contributions which appear in the section shall include annotated lists of bibliographical aids, subject lists of public documents, and notes of general interest to persons engaged in work in this field.

The committee: Violet Abbott Cabeen, chairman, James B. Childs, Mary Brown Humphrey, Robert E. Scudder.

By GRACE A. CAMPBELL

British Government Documents: A Guide to Their Use

British official publications form a convenient and unequalled source of factual information on current political, economic, and social developments in the British Empire, owing to their wide range, good technical production, and authoritative character. They are, in fact, often the principal or sole source of information on particular subjects.

H. B. Lees-Smith in his monograph entitled A Guide to Parliamentary and Official Papers groups these publications as follows:

1. Parliamentary Publications.
4. Parliamentary Debates.
6. The Bound Volumes of This Last Group of Papers Issued to Form a Permanent Record.

By GRACE A. CAMPBELL

British Government Documents: A Guide to Their Use

To these might be added an eighth classification, Acts of Parliament.

The major portion of the documents are published by His Majesty's Stationery Office. This office is also charged with their distribution and sale. Established at the latter end of the eighteenth century as a government stationer's office, its functions are similar in many respects to those of the United States Government Printing Office and of the Superintendent of Documents.

The following current official lists are issued by the Stationery Office:


Issued monthly (with a subject index through May, 1940). Includes Parliamentary and Non-Parliamentary Publications. Replaces Monthly List of Publications and Monthly Circular Divided as follows: first, Descriptive Notes on Chief Publications of the Month; second, Catalog of Publications Issued during the Month. The latter is divided into: first, Parliamentary Publications; second, Non-Parliamentary Publications (the departments are arranged alphabetically by the significant words in the...
name of the government authors); third, Periodicals which appear regularly once a month or oftener; fourth, Reissues; fifth, Miscellaneous Publications, such as those of the British Museum. Beginning with 1940, the Reissue section has not appeared, and the Miscellaneous Publications section has appeared only occasionally.


These two lists correspond in a general way to the United States Government Publications Monthly Catalog, with its annual index. The British list had the advantage of an index to the monthly issues through May 1940, when it was discontinued owing to the pressure of the war situation in Great Britain. Departmental and subject lists of Non-Parliamentary Publications are also available from the Stationery Office. They are comparable to the Price Lists issued by the United States Superintendent of Documents Office. Outstanding examples of the British lists are those issued by the Home Office, the Foreign Office, the Department of Scientific and Industrial Research, the Public Record Office (List Q), the Admiralty, and the Air Ministry. However, the publication of these lists has been discontinued for the duration of the war.

There are general indexes to Parliamentary Publications, each covering a period of years, but there are no indexes to Non-Parliamentary Publications for like periods. There is no British publication corresponding to the United States Document Catalog, which forms a permanent record of both Congressional and departmental publications since 1893. The need of such a catalog for British publications was not felt until the time of the first World War, because of the fact that so large a proportion of these documents had been included previously in the Parliamentary Publications and were thus covered by the general indexes to the latter.

Although Non-Parliamentary Papers have been issued for many years, no permanent lists exist previous to 1894. The lack of permanent inclusive indexes to Non-Parliamentary Papers is a handicap to the user of British government documents.

1. Parliamentary Publications

Parliamentary Papers are all those papers presented to Parliament ordered to be laid on the table of the House, and recorded and indexed in the Journals. Some of these are:

4 Ibid. [With revised dates—S.B.C.]
main unprinted. Those in circulation as printed papers consist of the papers, other than the Votes and Proceedings, and the Journal, ordered to be printed by either of the Houses and of printed papers laid before the Houses by Royal Command and incorporated by them in their collections of sessional papers.5

Parliamentary Papers are numbered in a distinctive way according to the class of documents to which they belong. The numbers appear at the bottom left-hand corner of the title page. House of Lords Papers and Bills are numbered in one sequence and the number is inclosed in curved brackets. House of Commons Reports and Papers form one sequence and the numbers appear without brackets. House of Commons Bills have the word “Bill” prefixed to the number and the whole inclosed in square brackets. The above series are numbered afresh at each session of Parliament. Command Papers are numbered consecutively, theoretically up to 9999, when they start afresh with number one and a prefix. The number was inclosed in square brackets up to 1923. It is still so inclosed in the Numerical List and Index. The numbers of Parliamentary Papers at present appear thus:

House of Lords Papers and Bills. (5)
House of Commons Reports and Papers. 5
House of Commons Bills. [Bill 5]
Command Papers. Cmd. 5469

The House of Commons arranges its sessional papers for binding in a different fashion from that in which they first appear. They are arranged thus:

1. Public Bills.
2. Reports from Committees, Standing
3. Reports from Commissioners, Reports from Royal Commissions and Similar Bodies.
4. Accounts and Papers.

Private bills printed at the expense of the proposer are available only from these private sources and are not collected in the sessional papers. Inside the four groups listed above, the arrangement is alphabetical by subject. A general alphabetical index entitled, Numerical List and Index to Printed Sessional Papers, is published for each session. As a companion to this index there is published also sessionally Titles and Contents to the Sessional Papers. This includes a title page and index to each volume. Sheets are supplied showing the requisite lettering for the back of each volume when bound. A reference to both the unbound publication and to the bound publication should read, for House of Commons Reports and Papers: H.C. 90, p.2 (1887) XXXIX, 517; and for Command Papers after the period 1833: Cd. 1510, p.83, H.C. (1903) XX, 573.®

The House of Lords papers are arranged similarly. To avoid duplication the practice has been followed since 1900 of binding the Command Papers only in the House of Commons Sessional Papers. A Table and Index for the House of Lords papers was issued for each session up through 1920, but for 1921 to date there is only a general table of contents in the first volume of each session.

The British Sessional Papers have many points in common with the Serial Set of the United States Congressional documents. The arrangement of the Sessional Papers is more logical than that of the


®Ibid., p. 97-98.
Serial Set. United States Senate and House documents and reports, although printed in separate volumes, are combined in one numbered (serial) set with a numerical list and schedule of volumes published for each session.

Colors have been used to distinguish types of British Parliamentary documents.

While the Parliamentary Papers, particularly the series of bound sessional volumes, are generally though not universally known as Blue Books, only a small proportion of them today are issued in blue covers. All the smaller documents are issued without covers and the title page is printed on the same paper used for the text; such documents are known consequently as White Papers. Individual documents, then, may be either Blue Books, or White Papers according to their outward appearance...7

Command Papers

The Command Papers form the largest single class of annual Parliamentary Papers. These include papers which do not actually originate in the House. They are presented to the House nominally by royal command. Included here, among other things, are reports of the older or more important government departments, important royal commissions, and noteworthy statements of government policy. The series have been issued thus:

First series 1818-1832 Not scheduled
Second series 1833-1868-69 [1]-[4222]
Third series 1870-1899 [C.1]-[C.9550]
Fourth series 1900-1918 [Cd.1]-[Cd.9239]
Fifth series 1919-date [Cmd.1]-date8

Some of the annuals in this class have been issued for many years. Among these are the Statistical Abstract for the British Empire and the Statistical Abstract for the United Kingdom. These abstracts supply for the British nation information similar to that furnished by the United States government in its Statistical Abstract.

Reports of Committees and Commissions

Although the reports of the various Parliamentary committees and commissions are published in the Parliamentary Papers, the minutes of evidence and appendices are sometimes published as Non-Parliamentary Papers. This fact should not confuse one accustomed to using United States documents since the hearings, on which reports published in the Congressional set are based, are very rarely published in the Congressional series. Royal commissions are appointed by the Crown, sometimes at its own discretion and sometimes on the advice or demand of one or both Houses. They differ from the select committees of either House which are appointed from the House naming the committee, and the departmental committees which are selected from the departments with an occasional outsider included. Another type of committee which is of interest, is the department advisory committee, which has grown increasingly common since 1918.9

Royal commissions have played an important part in the government of Great Britain. The first one was appointed in 1386. Quite often the report of the commission is known by the name of the chairman, a fact which is often a source

of considerable confusion to users of these reports. For instance, the report of the Indian Statutory Commission is known as the Simon Report from the name of its chairman, Sir John Simon. Royal commissions are independent except for the control of the Treasury over their expenses. Sidney Webb says of them, 

... They are frequently set up as a safety valve, or a channel for current agitations and counter agitations so as to enable the government, Parliament, and public opinion to test the value of, and to estimate the force behind, each of these agitations. From the standpoint of democratic control, and the education of public opinion, the British royal commission or committee of enquiry is the analogue of the American practice of public hearings. . . .

An example of a similar body in the United States is the recent U.S. Temporary National Economic Committee. A useful finding list of royal commission reports has been compiled by A. H. Cole.

Official and Nonofficial Indexes to the Lords and Commons Papers

The House of Commons Papers were printed as far back as 1641. From 1801 to 1835 some of them were included in the appendix to the Journals, where they could be examined by the public, but they were not put on sale until 1835. The House of Lords Papers were sold beginning with 1854. The Sessional Papers as such date back to about 1800. Collections of Parliamentary Papers date back to 1731, but only since the beginning of the nineteenth century have entire sets been preserved. Catalogs of the House of Commons Papers have been prepared covering the period 1751 to 1800, and of the Reports from 1696 to 1834. A compilation of the reports from committees of the House and an index to them has been printed by order of the House.


Besides annual indexes to the House of Commons Papers and the House of Lords Papers, there are also some general indexes, each covering a period of time, which facilitates the search for information.


The volumes are not numbered.


The index 1852-99 through a serious error omits the sessional and command numbers of the documents. This series is continued by the annual index to the Sessional Papers.


Wheele, Sidney, and Webb, Beatrice. "Royal Commissions and Committees of Inquiry as Sources for the Investigator." (In their Methods of Social Study. Longmans, 1932, p. 155.)


Contents: v. 1. 1801-59; v. 2. 1859-70; v. 3. 1871-87.

From 1886-1920 the annual indexes must be used.\(^\text{10}\)

Since 1921 a table of contents has been published annually for the House of Lords Papers. In 1938 the Stationary Office reprinted the index volumes to the Papers of the Commons and the Lords covering the years 1801-52 and 1801-59 respectively.

A list of general and special indexes which cover Parliamentary and Non-Parliamentary Publications is to be found in the following compilation:


A useful nonofficial index for Parliamentary Papers is:


Contents: 1801/1900. 1904; 1901/10. 1912; 1911/20. 1922.

2. Non-Parliamentary Publications

The non-Parliamentary group of documents includes among other things, the reports of smaller departments, the reports of department committees, and the minutes of evidence of royal commissions.\(^\text{16}\) The subjects with which these publications deal are many and varied. They include agriculture, art and science, national defense, economic and social questions, education, history and archeology, imperial and foreign affairs, medicine and public health, public administration, industry and technology, trade and commerce, transport and communications.

The tendency in recent years has been to transfer documents formerly issued as Parliamentary Papers to the Non-Parliamentary group. This has been done in response to demands for retrenchment. The following aids have been suggested to the searcher of public papers.

For a list of publications which were suspended, etc., by various government departments during the Great War, the reader is referred to the Report of the Select Committee on Publications and Debates' Reports, 1916 (H.C. 112/1916), Appendix I; whilst for those which were transferred as the result of the postwar economy campaign the report of the same committee for 1923 (H.C. 140/1923) should be consulted.\(^\text{17}\)

The John Crerar Library has prepared a list showing the transfers in the Sessional Papers from 1914 to 1933.\(^\text{18}\) The prewar average total number of volumes of Sessional Papers at each session was approximately one hundred volumes; now it is about thirty. The Non-Parliamentary Publications have increased in volume correspondingly in the last twenty-five years. Among these are many publications which furnish the source material for the study of economic and social questions. A valuable series which provides an index to statistics contained in Parliamentary and Non-Parliamentary Publications is:


Such an index is urgently needed for

\(^\text{10}\) Ibid.
\(^\text{16}\) Ibid.
United States government statistical publications.

3. Statutory Rules and Orders

The rules and regulations of general interest for any department are collected and published annually in the *Statutory Rules and Orders*. "...These regulations are made by government departments in the exercise of powers conferred upon them by some act of Parliament."\(^{19}\) They have the effect of law and are comparable to the regulations found in the *United States Code of Federal Regulations*. At present, two volumes a year are published. There is an index, issued triennially, to all *Statutory Rules and Orders* in force. The *Statutory Rules and Orders* issued before December 31, 1903, and which were still in force on that date, have been published in a series of volumes known as the *Revised Statutory Rules and Orders*. A separate collection, not in *Statutory Rules and Orders*, entitled *Manual of Emergency Legislation and containing war legislation for 1914-18* was published in five volumes.

4. Parliamentary Debates

The record of Parliamentary debates for the period before 1803 is covered by Cobbett's *Parliamentary History of England from the Earliest Period to the Year 1803*. This series, published by Hansard in thirty-six volumes, is a retrospective compilation rather than a current record.\(^{20}\)

The *Parliamentary Debates* proper begin in 1803 and are divided into five series:

1. 1803-20, 41 vols.
4. 1892-1908, 77 vols.
5. 1909 to the present date.\(^{21}\)

There is an index for each volume and a general index for each year. The debates were privately reported up to 1907, although the government gave financial aid beginning in 1855. The verbatim reports began in 1909, and since that date the debates of the two Houses have been published separately. The name of the early reporter and printer, *Hansard*, is often applied to the whole series. A supplementary series containing the debates in standing committees has been published since 1919. The entire set is comparable to the *United States Congressional Record* and the publications which preceded it.

5. Papers Dealing with the Day-to-Day Proceedings of Parliament

The *Blue Paper* which is sent to the homes of the members every morning contains a record of the proceedings of Parliament, business to come before Parliament, questions for oral answer, and much general information. One of the principal sections of the *Blue Paper* is the *Votes and Proceedings*, which consists of a record of the decisions of the House of Commons on the previous day. It contains the information corresponding to that found in "History of Bills and Resolutions" in the *United States Congressional Record*. The House *Votes and Proceedings* have been printed for sale to the public since 1680. The *White Paper* is issued to members after they reach the House. It consists only of those parts of the *Blue Paper* which make up the agenda for the day.\(^{22}\) It is comparable to the *Daily Calendar* of the United States Congress.

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\(^{20}\) Mudge, op. cit., p. 130.
\(^{21}\) Lees-Smith, op. cit., p. 14.
\(^{22}\) Ibid., p. 16-19.
The Blue Paper and White Paper are supplemented by four other documents which are furnished to members, namely, the Order Book of the House of Commons, the Weekly List of Public Bills, the list of Statutory Rules and Orders, and the Supply Lists, which show the account of the progress of the different Votes in Supply.23


The bound volumes of these papers differ in arrangement from the plan on which they are issued to members. According to Lees-Smith the arrangement is as follows: (1) Votes, (2) Supplements to Votes, (3) Notices of Motion and Orders of the Day, (4) Public Bills, (5) Public Petitions, (6) Private Business, (7) Amendments to Private Bills, (8) Standing Committees, (9) Divisions.24 The Divisions correspond to the Yea and Nay Votes of the United States Congress. The House of Lords Minutes were printed beginning with 1824 but were not placed on sale until 1854.

7. Journals of Parliament

The Journals are the official proceedings of both Houses. The Journals of the House of Commons and the House of Lords were begun in their present form with the record for 1547 and 1509 respectively. They are printed for each session with an annual index at the end of each volume. The printing of the Journals (beginning with sixteenth century records) was first undertaken in the latter part of the eighteenth century. General indexes issued in volumes covering periods of approximately ten years each are available for both series. The general indexes are very full and are often used instead of the Journals themselves. They contain a collection of precedents which are useful in the business of both Houses.


Each act of Parliament is published separately first in the same manner as are the Slip Laws published by the United States Department of State. Local and private acts are issued only in separate leaflet form and must be bound by those collecting them. An annual bound volume entitled Public General Acts, containing the public acts, is issued. It is roughly comparable to the United States Statutes at Large. An annual publication of great importance is entitled Chronological Table and Index of the Statutes, in two volumes: (1) Chronological table of all statutes since 1235 with an indication of subsequent repealing acts, (2) Index to statutes in force. For the complete set of statutes in force, the following is also needed:


Covers the statutes 1235-1920, arranged chronologically. Kept up to date by the annual volume of Public General Acts which have been published separately since 1886.

For the period of the Interregnum the following compilation must be consulted:

Recent Literature on Higher Education

The following annotated list has been compiled by Clara Esther Derring and Carrie E. Meares of Teachers College Library, Columbia University.


This report, which is the fifth in the current series, is planned to present (1) certain of the more commonly used financial data for the year just closed for a representative number of homogeneous institutions of higher education, (2) a comparison of that year with one immediately preceding it, and (3) a study of trends in higher education finance during the past ten years.

Bixler, R. W., and O'Rear, F. B. "Must College Salaries Be Scheduled?" Teachers College Record 42:534-43. Mar. 1941.

"The scheduling of salaries of college teachers must be charged with two significant weaknesses: (1) it has not provided adequately for individual differences among college teachers—differences in training and experience, in interests and aptitudes, in hopes and aspirations, in economic needs; (2) it has not provided adequately for the changing needs of individuals in these respects."

The authors discuss the need for flexibility, the need for economic security, the standard of living and personnel development, standards of living indices, and adjustment to the individual employee. They close their article on this note: "There is need in our colleges for a faculty personnel program, in which the administration of salaries should operate to keep them adjusted to individual need and merit. Such a program might be expected to improve institution-faculty relations, and to aid the college in functioning as a unified whole. As a part of this program, college salaries should be adjusted rather than scheduled."


This article sets before the reader nine philosophies of education which are generalizations from theories expressed by writers in the field. It will discuss the conflicts brought about by the application of two or more of them in an administrative situation, as sources of confusion in higher education. p. 213.


Partial contents: Planning colleges on a limited budget; Financial aids for students; Borrowing for an education; Selecting a suitable college; Extent of self-help in American universities and colleges; Finding jobs; Colleges and universities—an annotated list.


"During the meeting of the National Council of Chief State School Officers, December 1937, the following resolution was passed: "Resolved, that the Office of Education be requested to recommend standards which may be used by the departments of education in the several states for the accreditation of post-secondary institutions."

After careful consideration of this resolution by the Office of Education it seemed clear that to recommend standards which might be applicable to the many kinds of post-secondary institutions in the several states would be inadvisable if not impossible. . . . It would be a bad procedure to recommend standards to the state departments of education if such recommendations would serve to slow up the processes of revision of standards now going on. On the other hand, the question of accreditation of institutions of higher education was recognized as of very great importance."

So an advisory committee was appointed and drew up some expressions of opinion and recommendations. In the light of these statements and recommendations it was decided that the Office of Education would undertake first to canvass the basic issue of accreditation and try to discover where the state department of education in general fits into the whole scheme of accreditation. The bulletin herewith is the result of that undertaking.


"This article is based on data compiled for an address presented before the Association of University and College Business Officers at Ann Arbor, May 15, 1939, by Mr. Murray, assistant director of the Bureau, in charge of the Analysis Division. The discussion has been brought up to date as far as possible from sources of information at hand and recent publications."
THE FOLLOWING annotated list of recently launched periodicals and serials has been contributed by Carolyn F. Ulrich, chief, periodicals division, New York Public Library, and in this issue when so initialed, by Wylis E. Wright, chief cataloger, New York Public Library.


America in a World at War. No. 1. New York. Farrar & Rinehart, [1940]. "Short accounts of current international topics ... by expert historians, economists, lawyers, and scientists. Average length 32 pages." W.E.W.


Lucile L. Keck calls attention to the following publications in the field of public administration and personnel work that are significant from the standpoint of the direction of large libraries because they develop or embody guiding principles of administration.


This study of civil defense arrangements in Great Britain contains a brief description of the role of libraries in the British defense effort, of their efforts to preserve valuable books and documents, and of their difficulties during a program of retrenchment.


This article describes the creation of the first national index of the scientists including social scientists and other specially qualified citizens. The article suggests the use by local public agencies of the roster's lists of technicians.

Civil Service Assembly of the United States and Canada. Committee on Employee Training in the Public Service. Employee Training in the Public Service. . . . The Author, 1313 E. 60th St., Chicago, 1941. 172p. biblio. $2.50.

Civil Service Assembly of the United States and Canada. Committee on Public Relations of Public Personnel Agencies. Public Relations of Public Personnel Agencies. . . . The Author, 1313 E. 60th St., Chicago, 1941. 259p. $2.50.

These two volumes are the first in an extensive series dealing with policies and practices in the field of personnel administration. Each volume is prepared by a committee of recognized leaders of thought and practice in the subject in question. These two volumes present definitive statements of the generally approved practices in the important fields of employee training and public relations, and they should be invaluable guides to the library administrator.

Graham, George A. Education for Public Administration; Graduate Preparation in the Social Sciences at American Universities. Public Administration Service, Chicago, 1941. 366p. $3.50.

This book, conducted under the auspices of the Committee on Public Administration of the Social Science Research Council, is the first authoritative summary of training programs in various universities in the field of public administration.


This is a revised edition of a standard text in the field of personnel administration. Its revision makes it not only a description of sound practices, but a chronicle of the progress that has been made in personnel work during the last seven years.


This manual, prepared by a Committee of the Social Science Group of the Special Libraries Association, contains both specific suggestions for the special libraries in the public administration field and general advice of value to the administrator of libraries of all kinds. Among materials of the former type are a description of the various kinds of public administration libraries, lists of sources of public administration materials with advice about their acquisition, and lists of specific reference works and special studies. Of more interest to most librarians, however, is the general material. The chapters on physical care of the library collection, on administration, on budget and finance, and on standards of service, are applicable to special libraries in any field, and to the general library itself.


This description of cooperative arrangements among local governmental units has a special section on contractual arrangements for joint library services.


"On May 14, 1941, Dr. George F. Zook, president of the American Council on Education, sent a
memorandum of this conference ‘To the administrative officers of higher institutions, . . . ’ Dr. Zook’s memorandum and the statement by the Committee on Insurance and Annuities of the Association of American Colleges, which was enclosed with it, are printed below.” Editorial note.


Bibliographies


More than 1500 titles on the subject of junior college terminal education are included in this annotated bibliography. It covers the important literature which has appeared in the past 40 years in books, monographs, theses, bulletins, and periodicals. References are classified. Indexed.


This bibliography lists 3570 theses and studies reported by 174 institutions. The thirteenth bibliography in the series covers the school year Sept. 1938 through Aug. 1939. References are classified.


This article reviews the literature in this field for the three years ending Mar. 1940. Earlier literature was reviewed in Vol. 1, No. 3; Vol. 4, No. 4; and Vol. 7, No. 2 of this same magazine.

“Only a few research studies in the field of college and university administration have been reported during the past three years. A survey of the recent literature in this field reveals much opinion, speculation, general discussion, and description, but little by way of scientific, objective study. It would be a mistake to conclude from such an observation that all the problems of college and university administration are solved. The studies that are included in the review deal with the governing boards of state institutions and with the status of certain kinds of administrative officers.”

New Periodicals and Serials

(Continued from page 364)

May 1941. Semiannual. $3 a year. Contains bibliographies and book reviews.


“. . . for the conservation of soil, rain, and man.” Contains illustrations.


Book reviews and illustrations.


Problems of immigration and colonization. Some articles have summaries in French.


Contains illustrations and signed book reviews.


Covers all material pertaining to the history of southern Florida and related areas.


Contains portraits.
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.


The first part discusses new solutions, job evaluation methods, the factor comparison method, using the job comparison scale, etc. Merit rating is covered in the second part and a bibliography is included after each section. Part three contains illustrated charts and case material, which will enable the reader to better understand and apply the principles discussed.


The general principles and benefits of a definite organization plan are discussed from both the executive's and worker's viewpoints.


Merit rating as a method to avoid snap judgment and to promote better understanding of work and men is discussed in relation to salesmen. The qualities considered are as important in the library field. The methods discussed may be as effectively applied.


The use of questionnaires of the "true and false" and "multiple choice" type are discussed as a means of stimulating employees' interest in and improving their knowledge and performance of their jobs. Samples and tests are given.


A practical aid in adjusting the salaries of employees according to the relative difficulty and importance of their positions and their proficiency. Explains how to make a salary survey, how to determine key salaries in a salary schedule, how to analyze and value uncommon positions of a routine type, how to develop performance rating plans, how to link performance rating to job valuation, and how to appraise managerial and technical positions. Based upon an investigation of practices in forty selected companies.


An illuminating analysis on salary and employment policies, grouping occupations as unskilled, skilled, interpretative, creative, executive, administrative, and policy. Positions falling in each group are noted and the grouping permits a quick approximation of the relative importance of a new position unrelated to others.


The possibility of speeding up the executive's functioning by means of improving his reading skill is related to the present need for efficiency during the national emergency.

Conference on Library Specialization

(Continued from page 349)

a complete record of the topics considered. Mr. McMurtrie brought forward proposals for developing by cooperative means adequate subject bibliographies. The subject of cooperative storage warehouses, with reports concerning progress of these projects at Boston and Chicago, was given attention. The relationship of microphotography to library specialization was not ignored, though there seemed to be an undercurrent of feeling that salvation was not to be awaited from any mechanical device. A complete stenographic record of the conference proceedings is available on microfilm. Plans for publication in edited form are in process.

SEPTEMBER, 1941
Two bibliographies which contribute to the program of national defense have been compiled by the technology department of the Detroit Public Library. Douglas W. Bryant has prepared one on tanks and other military track-laying vehicles, which has been chosen by the Library of Congress as the first to be published under its auspices in a series of cooperative bibliographies; the other, on national defense trades, was compiled by Clara I. Cocker.

In the May 1941 issue of the Bulletin of the Association of American Colleges appears a list of three hundred books in English about Latin America. This list, which was compiled by the American Library Association Committee on Library Cooperation with Latin America, will be found useful in college and reference libraries.

The Philadelphia East Bibliographical Center and Union Library Catalog is currently issuing at irregular intervals a News Letter which carries information about various aspects of the development and use of the center.

A stack addition to the Baker Memorial Library of Dartmouth College was started during the summer. The completion of this addition will increase the capacity to approximately a million volumes.

More than fifty thousand original manuscripts, letters, pamphlets, and ledgers of Peter Cooper, founder of Cooper Union, New York City, and his son-in-law, Abram S. Hewitt, mayor of New York City, 1886-88, have been given to the Cooper Union Library, Harold Lancour, acting librarian.

What is considered the first library television program was presented April 9 when The New York Public Library's film, "Reading by Sound and Touch," was transmitted by the National Broadcasting Company as one of a series of experimental programs. The film pictures the work of the Library for the Blind at 137 W. 23rd St.

All the library activities connected with the engineering defense training program at Pennsylvania State College have been centralized in Mrs. Crystal Bailey, recently appointed extension librarian in charge of defense work at the college.

Union College Library, Schenectady, N.Y., Helmer Webb, librarian, received on May 3 the gift of an alcove to be devoted to the broad subject of human relations. The alcove will be supported by an endowment of $5000 given by the Chi Psi fraternity in celebration of its founding one hundred years ago at Union College.

The new library South of the Georgia State Woman's College, Valdosta, Evelyn Deariso, librarian, was dedicated on March 27, 1941.

The University of Mississippi Library, Whitman Davis, librarian, received from the General Education Board in 1940 a grant of $25,000 for the purchase of books and periodicals. A proviso that the university raise $50,000 to match this was met. The library also received from the Carnegie Corporation $9000 for the purchase of books for general undergraduate reading, the expenditure of this fund to be distributed over a period of three years.

The Berea, Ky., College Library, which for years has been collecting books and other materials on the Southern mountain
the Field

region, has received from a group surveying the educational facilities of the Southern Appalachian region the working tools of the survey. These include detailed maps of 230 counties, bulletins, and other publications devoted to a study of the area.

The library of Union College, Barbourville, Ky., Perma A. Rich, librarian, was moved into a new building of Georgian architecture in January, 1940.

Atlanta University will offer a one-year course for the training of Negro librarians beginning in September, 1941. Enrollment will be limited to twenty-five carefully selected students. Admission requirements include graduation from an accredited four-year college. This extension of facilities for library training was made possible by a grant of $150,000 from the Carnegie Corporation.

The portrait collection of the late Dr. Robert Sonnen-schein has been presented by his wife to the John Crerar Library. The collection contains approximately 2500 photographs, mezzotints, engravings, woodcuts, and the like, of scientific and medical men.

More than five and one half million dollars will be available for the proposed Linda Hall Library of Kansas City, Mo., about which a note appeared in the June installment of “News from the Field.”

Legislation providing for the certification of librarians in public libraries was passed by the Indiana General Assembly in its 1941 session. This supplements the provisions of the Indiana State Board of Education which, since 1937, have required the certification of school librarians in Indiana.

The first unit of a new library building at the University of Iowa, Iowa City, is provided in the $300,000 appropriation passed by the 1941 Iowa Legislature. Grace van Wormer is acting director of the university library.

Indiana University Library, W. A. Alexander, librarian, has acquired the 2300 volume collection of Dr. Albert Schinz. The library is devoted chiefly to French literature of the eighteenth and nineteenth centuries, which Dr. Schinz taught at the University of Pennsylvania until his recent retirement.

Contracts have been authorized for the construction of a new library building for the University of Nebraska, Lincoln. According to the director of libraries, Robert A. Miller, the building will cost $800,000, will be air-conditioned throughout, and will be ready for occupancy in the summer of 1942.

The Library of the University of Missouri has received by gift the 3000-volume library of the late Prof. Luther M. Defoe, for many years professor of mathematics in the University of Missouri.

The Chicago Public Library, Carl B. Roden, librarian, has opened an experimental branch in South Chicago's mill district with Lowell Martin as acting librarian. The building is modernistic, with glassbrick windows and fluorescent lighting. A special room has been provided to meet the heavy demand of this community for materials in science and technology.

A new unit has been completed at the University of California at Los Angeles Library which increases the reading room space in the main library by two hundred and allows for the expansion of the open shelf reserve collection to twenty thousand volumes.
The new building of the Hoover War Library of Stanford University was dedicated on Friday, June 20. Charles H. Brown, president-elect of the American Library Association, presided at the dedication ceremonies which were a part of the celebration of the fiftieth anniversary of the founding of the university.

The Northwest college librarians, composed of representatives of fifteen colleges and universities of Oregon and Washington, met at Multnomah College on April 26. Progress on the Bibliographic Center in Seattle was reported.

A library institute, presented under the joint sponsorship of the Graduate School of Library Science and the School of Government of the University of Southern California, Los Angeles, was conducted in the library of the University of Southern California, June 9-13. The objectives of the institute were to formulate certain principles of library management, and were based on material gathered by E. W. and John McDiarmid in a survey of the internal organization and management of three hundred American public libraries.

A film, Yours for the Taking, designed for instruction to freshmen in the use of the library, has been made for the University of Southern California Library. It is in color, with commentary, and requires about thirty minutes to screen.

The Library of the University of California at Los Angeles, John E. Goodwin, librarian, has acquired the London Conservative Library, a special collection of some 5500 items in politics and economics.

Charles M. Mohrhardt, chief of the technology department, succeeded Mr. Ulveling as associate librarian.

Dr. Fulmer Wood, librarian, University of Redlands, Calif., has resigned to accept an assistant professorship in the School of Librarianship, University of California. Dr. Donald C. Davidson has been appointed his successor, and will assume his duties on September 1, 1941. Esther M. Hile, assistant librarian of the University of Redlands since 1939, has been appointed associate librarian.

The Graduate Library School of the University of Chicago has awarded fellowships for the school year 1941-42 to the following: Herbert Goldhor, research assistant, Graduate Library School; Edward Barrett Stanford, student, Graduate Library School; and Raynard Coe Swank, of the University of Colorado Libraries.

Dr. Roscoe R. Hill, chief of the former Division of Classification, has been appointed chief of the Division of State Department Archives of the National Archives, Washington, D.C.

John S. Richards, executive assistant, University of Washington Library has been promoted to associate librarian.

Lester Asheim, Jr., has resigned his position in the reference division, University of Washington Library, Seattle, to become librarian at United States Penitentiary Library, McNeil Island, Washington.

Dr. William Warner Bishop retired at the end of the last academic year after twenty-six years as librarian of the University of Michigan, Ann Arbor.

Willis C. Warren, periodical librarian and executive assistant, University of Oregon Library, Eugene, has been made assistant librarian.

Personnel

Ralph A. Ulveling, associate librarian, became librarian of the Detroit Public Library upon the retirement of Adam Strohm on July 1.
MINUTES OF THE ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES MEETINGS AT BOSTON

General Session Business Meeting, June 21, 1941

President R. B. Downs introduced President Mildred Helen McAfee of Wellesley College who spoke on "The College Library as Seen by the College President." The next speaker was Prof. Ralph Barton Perry of Harvard University, whose subject was "Language and Democracy.

In the short business session which followed, the secretary presented his report. The treasurer was not present, but submitted the following report which was not read but authorized to be printed:

Jan. 1, 1940—Dec. 31, 1940
Receipts
Balance on hand, Jan. 1, 1940 $932.00
From memberships 1605.15
From subscriptions to College and Research Libraries 440.00
From School Libraries Section, credited to Teacher Training Section 23.75
Total $2400.90

Expenditures
To A.L.A. for underwriting College and Research Libraries $875.00
To A.L.A. for subscriptions received to College and Research Libraries 432.00
To A.L.A. contributing membership 25.00
Teacher Training Librarians Section 71.37
College Libraries Section 5.45
Junior College Libraries Section 17.17
President's office expenses 173.87
Secretary's office expenses 44.89
Treasurer's office expenses 36.70
To Committee on Budgets, Compensation, & Schemes of Service 50.00
Miscellaneous 55.29
Total $1889.53

Balance on hand, Dec. 31, 1940 $511.37

Jan. 1, 1941—June 10, 1941
Receipts
Balance on hand Dec. 31, 1940 $711.37
Allotment from A.L.A. for A.C.R.L. membership 1407.40
Additional section choices 11.00
Total $2129.77

Expenditures
To A.L.A. for subsidy College and Research Libraries $250.00
To Committee on Budgets, Compensation, & Schemes of Service 75.00
For expenses, Encyclopedia of Sports and Games 9.32
Teacher Training Librarians Section 15.00
Secretary's office expenses 97.27
Treasurer's office expenses 36.70
Total $483.29

Balance on hand, June 10, 1941 $1646.48

The chairman of the Committee on Tellers, Ralph E. Ellsworth, University of Colorado, reported the election of the following officers for the year 1941-42:

President (one-year term): Donald Coney, librarian, University of Texas.
Vice president: Mabel L. Conat, reference librarian, Detroit Public Library.
Secretary (three-year term): Benjamin E. Powell, librarian, University of Missouri.
Director (three-year term): Willard P. Lewis, librarian, Pennsylvania State College.

A.C.R.L. representatives on the A.L.A. Council:
J. Periam Danton, librarian, Temple University.
Mrs. Vera S. Cooper, librarian, DePauw University.
John S. Richards, associate librarian, University of Washington.
Charles F. McCombs, superintendent, main reading room, New York Public Library.

President Coney was unable to be present, but sent a brief message which was delivered by the outgoing president.

Board of Directors Meeting, June 22, 1941

The members of the Board of Directors met at luncheon in Parlor B of the Statler Hotel at noon. The directors present were: President Robert B. Downs, Secretary Benjamin E. Powell, Winifred Ver Nooy, A.C.R.L. director; Daisy L. Anderson, chairman of the Section for Libraries of Teacher Training Institutions; Martha R. Cullipher, chairman of Agricultural Libraries Section;
Sarah Griffiths, chairman of Reference Librarians Section; Gladys Johnson, chairman of Junior College Libraries Section; Earl N. Manchester, chairman of University Libraries Section; and Robert S. Stauffer, chairman of College Libraries Section. Others present by invitation were: Samuel W. McAllister, chairman of the A.C.R.L. Committee on Constitution and By-laws; Carl M. White, chairman of the A.C.R.L. Policy Committee; Charles M. Mohrhardt, chairman of the A.C.R.L. Committee on National Defense; Neil C. Van Deusen, librarian of Fisk University, to report on the Periodical Exchange Union; Frank K. Walter, representing Harold G. Russell, chairman of the Committee on the A.C.R.L. Interlibrary Loan Code; Guy R. Lyle, newly appointed chairman of the A.C.R.L. Publications Committee; Eugene Wilson, newly elected chairman of the Agricultural Libraries Section; Edward A. Henry, John S. Richards, and Ralph E. Ellsworth, members of the A.C.R.L. Committee on College and University Library Buildings.

Following the luncheon the business meeting was called to order by President Downs. It was

_Voted_ to dispense with the reading of the minutes of the last meeting in view of their publication in _College and Research Libraries_.

The appointment of Guy R. Lyle as the new chairman of the A.C.R.L. Publications Committee was announced. In the absence of A. F. Kuhlman, President Downs presented his report of the Publications Committee. Before proceeding with a consideration of the report, the president asked for time in which to confer with the Comptroller of the A.L.A. and with members of the committee appointed to study the problem of the substitution of _College and Research Libraries_ for the A.L.A. _Handbook and Proceedings_.

It was therefore

_Voted_ that the board should meet again on Tuesday at 9 A.M., the secretary to locate a meeting place and advise the members.

Frank K. Walter was then called upon to report for Harold G. Russell, chairman of the Committee on the Interlibrary Loan Code which was dismissed with thanks after its report was accepted at the Cincinnati Conference. The purpose of re-examining the report was to study the substitution sentence inserted by the board when it was accepted. The substitution sentence replaced the last one in the paragraph under _Scope_, and read: "Libraries making reproductions should observe the provisions of the copyright law and the right of literary property." Some discussion followed the reading of Mr. Russell's brief report, after which the board

_Voted_ to restore the original sentence in place of the amendment noted above. The restored sentence reads: "Borrowed material ought never to be reproduced without the permission of the lending library." It was further

_Voted_ to print the report in _College and Research Libraries_ and to make available reprints for distribution.

The report of the A.C.R.L. Committee on Constitution and By-laws was then represented by Chairman Samuel W. McAllister. It recommended constitutional provisions or by-laws providing that

"State, regional, or local chapters of the Association of College and Reference Libraries may be established by the Board of Directors on the petition of twenty members of the Association of College and Reference Libraries resident in the territory within which the chapter is desired and according to the following regulations:

(1) Each chapter may establish its own constitution and by-laws.

(2) Chapters may be discontinued by authorization of the Board of Directors of the Association of College and Reference Libraries.

(3) At least one meeting shall be held each year.

(4) Each chapter shall send a report of its meetings to the secretary of the Association of College and Reference Libraries at least two months before the annual conference of the American Library Association."

After discussion, it was

_Voted_ to accept the report in the form appearing above and to present it at the Midwinter A.C.R.L. General Session. Carl M. White, chairman of the A.C.R.L.
Policy Committee, distributed copies of the committee’s report, and members of the board were instructed to examine it and be ready to discuss it at a later meeting.

The chairman of the A.C.R.L. Committee on National Defense, Charles M. Mohrhardt, summarized the activities of the committee to date. It was

*Voted* that the progress report be accepted, the committee be continued, and a brief report be submitted for publication in the *Library Journal*.

The report of the Periodical Exchange Union, presented by Neil C. Van Deusen, disclosed that to date sixty-four libraries have agreed to participate. Copies of rules and regulations governing the exchange were distributed. It was

*Voted* to accept the report and to appropriate $20 for expenses.

The meeting adjourned at 3:20 P.M. to meet again at 9:00 A.M. on Tuesday.

June 24, 1941

The Board of Directors meeting was continued at 9 A.M. in Room 448, Hotel Statler. Present were Downs, Powell, White, Lyle, Anderson, Stauffer, Manchester, and Wilson, of the previous meeting; and Foster E. Mohrhardt, a member of the committee which studied the substitution of *College and Research Libraries* for the *A.L.A. Handbook and Proceedings*.

Some discussion was devoted to the Policy Committee report, after which it was

*Voted* to accept the report and to publish it in *College and Research Libraries*. The committee was dismissed with thanks.

President Downs reported that lack of time will prevent President Robertson of Goucher College from writing the proposed book on the “President and the College Library.”

With a view to having representation on the A.L.A. Council in proportion to A.C.R.L. membership, it was

*Voted* to authorize the new nominating committee to propose immediately eight names for new A.L.A. Council members, and that four of them be elected by mail vote.

With respect to section affiliation of A.C.R.L. members, it was

*Voted* that each member of A.C.R.L. should be required to belong to a section, choice to be indicated when dues are paid.

It was decided to transfer the A.C.R.L. membership lists from the treasurer’s office to that of the secretary.

Discussion was devoted to the life and personnel of A.C.R.L. committees before it was

*Voted* that

1. Members be appointed annually.
2. Appointments be staggered to provide continuity and new life, and that these appointments be subject to recommendations from the president and the chairman.
3. Five consecutive years of service on a committee be regarded as maximum for committee members.

President Downs next directed the attention of the board to the matter of the substitution of *College and Research Libraries* for the *A.L.A. Handbook and Proceedings*. He reported that only $.41 was being allowed by A.L.A. for each substitution. Since 730 substitutions have been made, this credit of $.41 rather than $2.00, the subscription price, has resulted in a serious deficit in the budget. Foster E. Mohrhardt reported that the amount of credit to be allowed by A.L.A. was not investigated by his committee. There was general opposition to giving up the substitution plan, and, after much discussion, it was

*Voted* to ask subscribers, beginning with the next subscription year, to make up the difference between the allowance and the subscription price of $2.00.

This would mean that each subscriber substituting the journal for the *Handbook and Proceedings* would pay $1.59.

President Downs was authorized to present the matter to the A.L.A. Council.

(Subsequently, the Council voted to allow $.50 credit for those desiring to make the substitution.)

Upon motion, the meeting adjourned at 10:15 A.M.

**Benjamin E. Powell**

Secretary
Agricultural Libraries Section

Business Session, June 24, 1941

The first annual meeting of the group as a full-fledged section of A.C.R.L. was held on Tuesday morning in the Statler Hotel.

The Committee on Cooperative Bibliographical Aid, Louise O. Bercaw, of the Bureau of Agricultural Economics, United States Department of Agriculture, chairman, reported the seven lists of references on the literature of rural life have been compiled for publication in Rural America, the organ of the American Country Life Association. These lists contain references to recent books, pamphlets, periodical articles, and reviews on rural life subjects.

Following a panel discussion on "The Relationship of the Land-Grant College to the United States Department of Agriculture," led by James G. Hodgson, Colorado State College, a mimeographed outline of questions bearing on the subject was distributed. Copies may still be obtained from Mr. Hodgson.

The report of the Committee to Continue the Study of Duplicates of Agricultural Experiment Station Publications was read by the chairman, Mary Eileen Roberts, Kansas State College. This report, which covered also Agricultural Extension Division Publications, was accepted with minor revisions. Its recommendations are to be presented by the chairman of the committee to the Committee on Experiment Station Organization and Policy, of the Association of Land-Grant Colleges and Universities; any action is to be reported back to the Agricultural Libraries Section at its next annual meeting.

The report of the Committee to Investigate the Possibilities of Setting Up a Clearing House for Duplicate Public Documents Other Than State Experiment Station and Extension Division Publications was read by Dorothy M. Reuss, Ohio State University, co-chairman with Donald Wasson, Ohio State University. It was accepted with the request that further action be deferred until the next annual meeting in order that the plan devised by Neil Van Deusen, of Fisk University, might be studied. The report will be published in an early number of Agricultural Library Notes.

The following officers were elected for 1941-42:

Chairman: Eugene H. Wilson, Iowa State College
Secretary: Emily Day, Cotton Marketing Section, United States Department of Agriculture

ANGELINA J. CARABELLI, Secretary

College Libraries Section

Business Session, June 24, 1941

Prior to the program of the section, a short business meeting was held in the Coppley Plaza Hotel on Tuesday afternoon. The following officers were elected for 1941-42:

Chairman: Anna M. Tarr, librarian, Lawrence College, Appleton, Wis.
Secretary: Foster E. Mohrhardt, librarian, Washington and Lee University, Lexington, Va.

MARY HELEN JAMES, Secretary

Junior College Libraries Section

Business Session, June 24, 1941

Following the program on Tuesday morning, the business session was held in Parlor C, Statler Hotel.

Lois E. Engleman, Frances Shimer Junior College, Mount Carroll, Ill., reported on the library sectional meetings held, by invitation, in conjunction with the American Association of Junior Colleges in Chicago last February. It was voted to hold a similar meeting in 1942. The chairman shall appoint a member of the section to serve as chairman of the special meeting.

The following officers were elected for 1941-42:
Reference Libraries Section

Business Session—June 20, 1941

The section met at 2:30 P.M. in the New Lecture Hall, Harvard University. Following the program, the officers for 1941-42 were elected as follows:

Chairman: Fanny A. Coldren, reference librarian, University of California Library, Los Angeles.

Secretary: Edna J. Grauman, head of reference department, Free Public Library, Louisville.

Director (three-year term): Mary Floyd, librarian, Eastern Kentucky State Teachers College, Richmond.

It was voted that henceforth two candidates shall be nominated for each elective office, and the election held by mail.

The section plans to have a luncheon meeting in Chicago during the 1941 Midwinter Conference.

Maysel O'H. Baker, Secretary

Libraries of Teacher Training Institutions Section

Business Session—June 20, 1941

Following the program in Parlor C, Statler Hotel, on Friday evening, the business meeting was held.

The minutes of the meetings in Cincinnati in May 1940 and in Chicago in Dec. 1940 were read.

The report of the Committee on Library Instruction for Teachers in Service, Hazel Harris, chairman, was accepted and the committee authorized to continue its work.

Reporting for Betsy Anderson, chairman, Ethel M. Peagley, gave a progress report on the work of the Committee to Study Teaching Materials in Library Instruction for Elementary and Secondary Schools, Teacher Training Institutions, Colleges, and Universities. The committee was authorized to continue.

Officers elected for 1941-42 were:

Chairman: Charles V. Park, librarian, Michigan Central State Teachers College, Mt. Pleasant.

Secretary: Frances G. Hepinstall, librarian, State Teachers College Library, Buffalo.

Director (three-year term): Mary Floyd, librarian, Eastern Kentucky State Teachers College, Richmond.

The secretary presented an inquiry from the chairman of the Group for Work with Teachers and School Administrators asking if A.C.R.L. provisions would allow the group to join the section as a subsection. Discussion was deferred pending a study of the A.C.R.L. constitution. (Subsequently it was learned that there is no provision for the affiliation of an outside group with the section, and the secretary so wrote the chairman of the Group for Work with Teachers and School Administrators, at the same time inviting members of the group to join the Teacher Training Section as regular A.L.A. and A.C.R.L. members).

Marguerite Robinson, Secretary

University Libraries Section

Business Session—June 21, 1941

Immediately before the morning program of the section, which was held in the Boston Public Library, a business meeting was held at which time it was voted to approve the report of the Nominating Committee and declare the following officers elected for
1941-42:
Chairman: Harold L. Leupp, librarian, University of California, Berkeley.
Secretary: Winifred Ver Nooy, reference librarian, University of Chicago Libraries.

DOROTHY H. LITCHFIELD, Secretary

Interlibrary Loan Code—1940
(Continued from page 319)

returned, notice should be sent by mail at the same time. Promptness in this respect is necessary to permit books to be traced if they go astray. Notice of return should state author and title of each book sent, the date of return, and conveyance, e.g., parcel post, prepaid express. The method of conveyance and the amount of insurance should correspond with that adopted by the lending library.

Books should be protected by cardboard and wrapped in heavy paper. The package should be marked INTERLIBRARY LOAN and addressed to the department or division from which the loan came.

11. Expenses in Connection with Loans
All expenses of carriage in both directions, and insurance, must be borne by the borrowing library which may properly seek reimbursement from its patrons. Some libraries make a charge to cover the cost of the service. This practice is justifiable, particularly when loans are made to commercial concerns or to individuals who intend to use the material borrowed for financial gain.

12. Safeguards
The borrowing library is bound by the conditions imposed by the lender; these it may not vary. When no conditions of use have been made, it may be assumed that they have been left to the discretion of the borrowing library. In any case, the borrowing library will safeguard borrowed material as carefully as it would its own; and its librarian will require to be used within its own building whatever would be so treated, in the interest of safety, were the borrowing library its possessor.

13. Responsibility of Borrowers
The borrowing library must assume complete responsibility for the safety and prompt return of all material borrowed. In case of actual loss in transit, the borrowing library should not only meet the cost of replacement, but should charge itself with the trouble of making it, unless the owner prefers to attend to the matter.

14. Violations of the Code
Disregard of any of the foregoing provisions, injury to books from use, careless packing, or detention of material beyond the time specified for its return, will be considered a sufficient reason for declining to lend in the future.

MARY B. BREWSTER
PEYTON HURT
WINIFRED VER NOOY
HAROLD RUSSELL, Chairman,
Interlibrary Loan Code Committee

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