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Objectives for Today

A Message from the President of A.C.R.L.

For solid accomplishment in any field of endeavor goals must be set, both near and distant. For a clear statement of long-term objectives for college, university, and reference libraries, we cannot do better than to turn back to the objectives Louis Round Wilson proposes in his "Challenge of the 1930's to the 1940's" and also to "The Program of the Association of College and Reference Libraries; A Report by the Policies Committee." Embodied here are the recognized professional aims which must not be lost sight of in the exigencies of the present.

Today we are called upon to make a contribution outside and beyond the immediate concerns of professional programs of development. One of the cherished principles in American library tradition has been that libraries should gather and make available impartially, material on both sides of controversial issues. Some of us leaned over backward in trying to achieve strict neutrality and have interpreted this principle to mean that we should never take a positive attitude in presenting and stressing any one side. According to the report of the survey of college and university libraries in the national defense program conducted a year ago by the A.C.R.L. Committee on National Defense Services:

A majority believed that the college library could not make a significant contribution on its own, and a conservative tendency dominated the comments regarding the adoption of a positive and vigorous attitude in trying to interest people concerning the problems around them. The library was generally regarded as having met its responsibility if it made available materials on all aspects of these problems.

The national picture has sharply altered since those pre-Pearl Harbor days, and it is doubtful that this statement represents now the attitude of thoughtful college librarians. Many scholarly libraries are performing significant war services, acting as information centers, providing materials to aid in research projects related to the war effort, and in addition attempting to carry on normal activities in spite of reductions in staff and budgets.

On every hand we are told that "books are weapons" and that "books can help to decide the peace." According to Edgar Ansel Mowrer, "whether we get a temporary peace or a lasting peace, a foolish peace or a peace of discernment . . . will result very largely from the kinds of books our people read between now and the day the peace congress (if there is one) gets going." Do we, the custodians and handlers of books, believe these statements?

1 College and Research Libraries 1:130-31, March, 1940.
2 College and Research Libraries 2:291-300, September, 1941.
And if we do, do we act as if we believed them? To so marshal our forces that they contribute to the winning of the peace will require much effort and very likely new attitudes on our part.

*Accelerated War Program*

Because of the accelerated war program in our educational institutions and elsewhere, there is little time or opportunity for students, faculty, or laymen to become familiar with all the important discussions of the war and postwar problems that are coming from the presses. It therefore becomes a signal duty for librarians to direct attention to the most significant and thought-provoking publications for him who runs and who must run. Some of us may need to make room in our personal reading for these books so that we can discuss them with discrimination born of personal knowledge. The important task is to help build for the future now—to stress the issues and promote a fuller understanding of the cultural achievements, the needs, and the hopes of other peoples.

One of our university presidents recently said:

>This is not merely a war—it is the greatest revolution civilization ever experienced. . . . We are to have a new social order. Unless our young people are trained to understand the new order and to shape it according to the principles for which they are fighting, there is little sense in continuing the struggle. If there ever was a time when students should have access to accurate information and sound advice, free from hysteria, this is such a time.

Librarians in educational institutions cannot escape the responsibility for the extracurricular reading of the students today, many of whom will be the leaders tomorrow. Honest, unprejudiced, and authoritative materials must be at hand where the students cannot but be attracted to them—materials that will contribute to an intelligent understanding of events, of the changes wrought by modern science, making of the world one neighborhood, and of the necessity of settling postwar problems in terms of basic human needs, if we are to have a permanent peace.

*A.L.A. Wartime Policy*

Unreservedly we subscribe to the A.L.A. wartime policy recommendation “that every library give the greatest possible emphasis for the duration of the war to those materials and services which will give people the facts and ideas that will enable them to make intelligent decisions. . . .” To give concrete direction to this aim, the Association of College and Reference Libraries has a Committee on Wartime Activities under the aggressive chairmanship of Charles Harvey Brown. We look forward with confidence to the results of its endeavors and bespeak your full cooperation and support in achieving them.

I should like to change this title to "The Friends of the Library of Blank University" and change my name to "X" so that anything I say might not be used against me. 

For, since there is more than one side of everybody, corporeal or corporate, and since it may be novel at least to look at something else than the handsome ensemble, I am going to begin the description with what we might call the patch on the seat of the trousers, the wart on the end of the nose, or something like that. You will visualize this minor monstrosity most clearly if I quote a remark made by the librarian's secretary when the executive committee of the Friends gave her an opportunity to comment on a somewhat jubilant report of progress: "If you want to know what I think, the Friends of the Library are just a big headache to me."

Perhaps, for the benefit of those of you who are not as well educated or library trained as the Friends of the Library of Blank University, I ought to explain the librarian's secretary. The librarian's secretary is a very busy person; she does not merely write letters at dictation and file correspondence, interview applicants, check and tabulate staff time cards, and, in general, do what you tell her; she tells you what to do—in other words, runs the office. To her then, at best, the Friends of the Library are an interruption and, necessarily during their early period of organization and promotion, the interruptions may be frequent and even long. Beginning with a chairman and half a dozen other self-appointed or co-opted officers, no office, no secretary, and a treasury with nothing in it, what else could they do but ask the librarian's secretary to tell them who to write to, to write their letters, to proofread their printed notices and bulletins, and criticize their style, and so on. The situation improves, of course, as the membership increases and the treasury gets something in it; it is possible to farm out more typing, mimeographing, and printing; but the Friends of the Library will always deserve the best assistance the library can give them, and even when they can afford a first-class secretary of their own, they will ask...
whether the money should be spent that way or on books for the library. One of Librarian X’s pipe dreams is that the Friends of the Library of Blank University will some time have its own office and its own secretary, not entirely disconnected from the library and the librarian’s office, but located near and helping to operate, let us say, the browsing room, which might be named the “Friends of the Library Room” and serve both Friends and students for recreational reading and for occasional meetings.

The Librarian and the Friends

The librarian’s time, also, incidentally, is occasionally diverted to the activities of the Friends of the Library—at Blank University they insisted on making him honorary chairman, and the distinction between honorary (spelled with an h) and onerary (o-n-e-r-a-r-y) is sometimes very slight. But that is to be expected, of course—only, Librarian X’s secretary says that he sometimes persuades his callers to stay longer than they really need to.

The Friends of the Library of Blank University have meetings—general meetings half a dozen times a year, meetings of the advisory committee once or twice a year, and meetings of the executive board once a month. Date, place, luncheon or dinner arrangements, speakers, business docket, etc.—all to be discussed, arranged, and rearranged. The chairman will ask “about when should we have another meeting?” The chairman of the program committee will ask “what speaker do you want me to get?” The librarian’s secretary will telephone the chairman, “Have you forgotten that you have to appoint a nominating committee?” or tell the secretary of the Friends, “No, you can’t change constitution or by-laws without special advance notice of what the proposed amendment is,” and so on. You might not expect it, but arranging the place of meeting is one of the big headaches. The Friends of the Library of Brown University consider their prime objective as educational and so they like to meet in different places—in different rooms in the university library, in the home libraries of some of the members, and even in other local institutional libraries—and they like to hear about these collections and see, more or less on display, the university’s divisional library of biological sciences, Pembroke College Library, the Lincoln collection, the bookplate collection, the collection of war propaganda, the John Carter Brown Library, and so forth. This is an excellent policy, of course, but the headache is, how many of the four hundred Friends will be present and how many friends will they bring with them? Will the reading room adjoining the collection they want to see be large enough to hold them, or will the staff have to set up an exhibition from the collection somewhere else? And if the meeting place is to be a private home, will the house hold them, and, since the hostess insists on refreshments, how many shall she provide for?

Additional Work

“But,” many of you may say, “such extracurricular activities are to be expected; they may be new or strange to university libraries but not so to public libraries.” So let us note some of the additional work involved for the library’s intramural processes and routines. I have already mentioned the additional number of special exhibitions, the subject, time, and place of which is set for, instead of by, the special collections staff. The special col-
lections staff, the reference and circulation departments, and the divisional libraries receive more calls and inquiries from people outside the university. These people would have been welcome before but they hesitated to make a nuisance of themselves (as they say)—particularly if they are not alumni. This is all very gratifying, and the more and the oftener they come, the happier the library staff will be, but it is not to be denied that it adds to the service burden—particularly, as one would expect at the present time, in the division of mathematics, physical sciences, and engineering.

The order department of the library must be prepared to welcome but also to beware the Friends bearing gifts, for, while their prime objective is self-education, they are also, in the first paragraph of their first circular, “interested in the library of Brown University and its growing usefulness”—in fact, many of them say they would have no interest in the organization if it were not a help to the library. They announce that “gifts of books from members’ libraries are welcome as additions to the resources of the library;” they encourage scouting in other people’s attics as well as their own; they point out to lawyer friends that the library part of an estate may be settled quickly, easily, and satisfactorily by turning it over to the library of the university. So gifts of books come in—and again, the more they come, the better for the library. But, again, there is no denying that the sorting, selecting, searching, cataloging, and storage cost the library something; and the work of finding a home for the discards (perhaps two thirds of the whole gift) by sale at nominal prices to the library clientele or by exchange to other libraries, is a chore, however fascinating and however useful educationally it may be. Incidentally, the difficulty we used to hear about, of the donor’s overprizing his gift and wanting it to be safeguarded forever as a memorial or special collection, has not been a problem in Librarian X’s experience. His greater problem has been with people who overmodestly find it hard to believe that any of their “old junk” would be of any use to a great university library, and these people are the more pleased and encouraged to give when they understand that the library will not burden itself with books it cannot use but that any useful book will still find a useful place somewhere.

More Work of Same Kind

All this is simply a little more work of the same kind that the library staff has been doing all along the line. A certain amount of new routine becomes necessary in acknowledging, recording, and reporting gifts—more punctilious and more detailed. The gifts must all be counted, so that the Friends of the Library may know that between February 1939 and June 1942 their net brought in thirteen thousand items. (Most of the individual Friends also like to know the extent of their gifts as they make them, but some of them object violently to having even a postcard wasted on them.) There should be a donors’ file or directory, giving name, address, university connection (class numerals and all), dates of gifts, character of gifts. The librarian’s report, as well as the bulletin published by the Friends, should publish lists of donors, and the lists should be correct. I don’t know which is worse—omission or misspelling of names. One retired colonel—quite properly—protests the omission of the title in listing another colonel’s name and the in-

DECEMBER, 1942
clusion of it in still another case where the man was "only a Governor's Colonel." Another time it is reported to the librarian: "So-and-so, one of your book-a-year men, is mad at you because his name does not appear in the last annual report."

Another new list is an alumni bibliography on cards—one for each alumnus author with the titles of all his books and articles as they appear in the library catalog, the U.S. Catalog, and the Readers' Guide. The archivist (an honorary member of the library staff and a vice chairman of the Friends) then asks each alumnus to complete his own bibliography and complete the library's holdings of his publications. The initial cost of compiling this list at Brown University was contributed by the archivist himself and two other Friends, but the list changes almost from day to day as the replies come in, as new alumni go out, and as old alumni write new books.

Description of Gifts

The most difficult task, if it is done well, is the description of gifts. Friends would like to know just how their particular gifts will be useful to the library. Librarian X often says "there should be a news story in every book that comes into the library," and some member of the library staff should be able to tell it, but most general libraries have too few specialists on their staffs to tell all the good stories.

In giving you so much of the headache, I find that the things I have featured as troublesome are at the same time some of the attractive features of the Friends of the Library organization. Not that headaches are a good thing for already overworked members of the library staff all along the line, but foresight of and, so far as possible, provision for additional work in the library will save some of the headache and enhance the desirability of the additional items of work. For they are desirable—some in themselves, some in their social and educational by-products, and all in the promise they hold for the improvement of the library on the one hand and alumni education on the other.

The meetings of the executive board are good fun in themselves—and without benefit of cocktails. The secretary's brief minutes of brief matters of business have, unhappily, failed to report the conversations in which so many projects have been so merrily sidetracked or wisecracked off the docket. For example, the librarian suggests the purchase of a collection of twenty thousand autographs, adding "and if no one will give the money, the man would like a loan, depositing the collection as security, and allowing us free use of the twenty thousand autographs;" and the answer is, "On twenty thousand signatures the bank ought to loan him the money."

General Meetings

The general meetings also are good shows, once you are sure you have enough chairs for the audience and enough audience to fill the chairs—imported librarian speakers like Sir Angus Fletcher, Louis A. Warren, and George Parker Winship, and no lack of home talent, both town and gown. One of the most enjoyable meetings at Brown University was on the centennial of the birth of John Hay (for whom the library building was named), graced by the presence of Clarence Hay, addressed by three members of the faculty on "John Hay as a Statesman" and "John Hay as a Poet," with readings of his poetry and accompanied by a John Hay
exhibition drawn from the university library and the John Hay collection of one of the Friends. One of the largest meetings was a concert, on the occasion of the music librarians’ conference at Brown and attended also by members of some dozen music clubs of Providence. The program was Rhode Island music—old songs selected from the Harris Collection of American Poetry and modern orchestral music on such recent themes as the hurricane of 1938.

Friendship is a mutual, not a one-sided relationship. The Friends of the Library should be beneficiaries as well as benefactors. Thus, in the long-range objective, the general meetings figure as part of a program of alumni education, along with the privilege of use of the library resources and services and the leaflet or pamphlet serial, Books at Brown. Members are invited to form special reading and discussion groups according to their special interests. Future plans include a special series of lectures on books—e.g. “Reading about the War,” “Reading Plays,” and so forth. The publishing of reading lists may follow if and as interest in them develops.

Gifts of Books

The gifts of books are, of course, a direct benefit to the library, and the by-product of discards brings in a small revenue from sales and helps in exchange relations. The increase of work in the readers’ service division is what the library is for and, in part, can fairly claim to have been an early beginning of the library’s war effort. And if the improvement of the handling of gifts and the compilation of the alumni bibliography were long overdue, the satisfaction of accomplishment should be none the less. I have not discussed gifts of money before because I could not think of any headache connected with them, but there have been gifts of money, in spite of the announced policy “Solicitation of funds is not the aim of this organization.” Eleven Friends divided the purchase cost of a first edition of Isaac Newton’s Principia Mathematica; seventy Friends contributed $900 toward rounding out the George Earl Church Collection on South America; two Friends have started a Lincolniana fund with $300; one Friend has given $150 for the purchase of archives material; another has been giving $100 a year for books in various fields; another has transferred to the library his book royalties; and so on.

I did mention the gift for the compilation of the alumni bibliography—about ten months’ salary—and there have been other gifts toward the salary budget. Industrial concerns have contributed $185 in recognition of the reference service they have received from the physical sciences and engineering division. Several one-book gifts have been accompanied by dollar gifts to pay for cataloging and some by two-dollar gifts to pay for cataloging and housing. One gift of one thousand dollars was to be divided approximately two thirds for books in American history and other special subjects and one third for cataloging. Finally, the most recent gift is for the beginning of a fund for an extension of the library building and the increase of the library staff.

Significance of Gifts Is Large

No gift to the library—and no book added to the library—is insignificant, and if the aggregate of the examples I have selected does not seem large to some of you, their significance for the future de-
velopment of the library is large. The future of endowed colleges depends on the support of their alumni, the support of the alumni depends upon their interest, and their interest is conditioned on their understanding. In other words, the active interest in the university and in the library is an educated interest. Of all the college activities the easiest thing for the alumnus in the street to understand is apparently intercollegiate athletics, and it may be that it's not even the athletics but merely the competition that he understands; in any case, it is much more difficult to "sell" him the academic activities and objectives of the college.

Interest in Rare Books

In the library objectives there is nothing really easy to understand and get enthusiastic about, such as athletics. I have sometimes thought of the acquisition of rare books as the nearest analogy. I mention this with some hesitation, for fear that I shall be misunderstood and give ammunition to Randolph Adams for another paper on "Librarians as Enemies of Books." What I mean to say is that just as a man may be enthusiastically interested in an athletic competition without knowing what the college is all about or even what the real significance, purpose, and use of college athletics are, so the element of competition in the rare book market ("Unique copy," "Only six other copies known," "Edition limited to 250 copies," etc.) may arouse the interest of a man who does not understand what the library is all about or what the rare book is all about. And this would not be so bad for libraries if rare books came as cheaply as admission to the bleachers—the alumnus in the street does not have the price of a really rare book and does not understand that the library needs a lot of five-dollar books; and so the library gets neither from him.

One Donor and His Gifts

Before the days of Friends of Libraries, I once suggested to a generous donor the purchase of some $2000 worth of scientific books—things like the Abhandlungen, Denkschriften, and Sitzungsberichte of the K. Preussische Akademie der Wissenschaften zu Berlin. The gentleman did not seem the least bit excited but he did express interest in a single volume—the first issue of Walt Whitman's Leaves of Grass. When I showed him that the "points" of this issue were about like those of a postage stamp, he laughed and said, "You ought to be ashamed, making fun of the old man and his collecting." So the compromise was that he gave the library the first issue of Leaves of Grass and the British Museum Catalogue of Books. Now, of course, this friend is not an example of the alumnus in the street but his reactions illustrate my point about the collector's competitive inclinations. He also illustrates my other point—educated interest in the library. He was interested in Whitman's points, definitely not interested in Whitman (so he said), keenly interested in the library, and convinced that the book was a good thing for the library to have. The case of the British Museum Catalogue is certainly a case of educated interest.

To this group of gifts and the variety of more recent Friends gifts I have mentioned, inspired by an interest educated even up to the point of contributions to the cost of cataloging, I want to add one more specimen, a poem by the editor of Books at Brown, called "The Cataloger."

(Continued on page 17)
By LAWRENCE THOMPSON

The Role of the University Library in the War Effort, with Special Reference to the Midwest

Mr. Thompson, assistant to the librarian, Iowa State College Library, prepared this paper for the University Libraries Section of A.C.R.L., June 24, 1942.

The total war of the 1940’s has a peculiar significance for universities and their libraries. Perhaps as much as any other institutions of modern civilization they represent values which our enemies want to destroy and they also harbor the intellectual resources which are of vital importance for ultimate victory. University librarians have a special stake in this war and they have a special role in its prosecution.

It will be to the everlasting credit of some administrators of American universities that they were among the first to attempt to awaken America to the dangers confronting her. In a few cases university librarians also assumed their full responsibility to inform and to educate America for the present crisis. On the other hand, a recent survey showed that some university librarians have been rather hesitant about inaugurating a program for war activities without prodding from the president’s office.¹

To be sure, the university librarian does not have the privilege of leadership in the university in most cases but he does have the responsibility of advising and assisting the administration. Most university presidents will be receptive to any proposal which their librarians might bring before them for promoting the cause of America in this war. Here, then, is a unique opportunity for university librarians to show that the key to cordial relations with their superiors is cooperation and initiative, not hesitancy and timidity.

The total war effort calls for total cooperation, and both the administration and the teaching staff expect it from the library. As American universities encounter new emergencies, the library must reinterpret its functions accordingly. We need reinterpretation rather than reorganization, for, with few exceptions, the university library’s clientele remains the same as in peacetime, and the real change is emphasis on subject matter. While the university library must follow these trends in subject emphasis, this circumstance does not imply a passive role for the librarian. If he sees his university lagging behind others or if he sees facilities which are not being used for the full benefit of the nation, it is his duty to urge the administration and the faculty to do something about it. In order to effect full coopera-

tion it is most desirable that librarians serve on the university's committee on war activities. At the Iowa State College, for example, it has been beneficial for both the library and the institution as a whole to have librarians serving on this committee along with representatives from science, agriculture, and engineering.

**Priority among the Clientele**

It would be difficult to say which element of a university library's clientele should be given priority in either wartime or peacetime. But today our hopes are concentrated on the undergraduates—the young men and women on whom we depend not only to win the war but also to build a new world in the American Century. These students are perhaps more in need of sound guidance than any student generation of modern times. Three years ago they believed that all war is unconditionally evil; today they are told they must fight one. Three years ago they believed that America was unconcerned with the fate of the rest of the world; today they are told that democracy at home depends on the restoration of democracy on the Continent.

If it is true, as the Librarian of Congress has stated, that the responsibility for this confused state of mind among our young people rests upon irresponsible writers, then it is the duty of university librarians to place before their undergraduates the books which will help them understand public affairs and their own place in the world of today. No means of bringing books to students can be neglected. We cannot wait for students to come to books. Deposit collections should be placed in dormitories, fraternity houses, and the student union, and no great damage will be done if the most popular books are purchased in multiple copies. Neither should we hesitate to collect ephemeral materials of a type ordinarily discarded. The university library need not stop its activity with the collection and distribution of books. It can post maps of war areas and set up displays wherever students will see them. It is not beneath the dignity of a research library to post the daily newspaper, and staff members who are familiar with public affairs should tear themselves away from their more remote bibliographical activities long enough to direct student discussion groups and conduct radio programs.

**Services to the Faculty**

Wartime services to the faculty present tasks of a different order, not at all comparable with services to students. Although some of us are perhaps more in need of "morale" than many students, nevertheless our work as specialists in various subject fields is a clear-cut matter of technical service to the nation's war effort. Accordingly, library services to the faculty in wartime will be essentially the same as in peacetime, but today we must re-examine our policies to eliminate any hindrance to research which is even remotely pertinent to the war effort. In peacetime it might be pardonable to tell a patron that a volume is in bindery or that it cannot be located or that it never circulates, but today, if that volume can be of any possible use in wartime research, no effort should be spared to get it to the right man at the right time. And here is a note for the future. Just as war industries perfect techniques which will later raise civilian standards of living, so also may research libraries develop new services and new skills which will reaffirm their places in the world of the future.
Research workers throughout the region represent a third category of library patrons which must be given special attention in wartime. New war industries and new war research laboratories are being organized; new agricultural programs are in effect; older institutions, like the universities and experiment stations, are reorienting their activities. These new activities will attract scholars who need the services of a well-organized research library. In order to save time as well as to facilitate economical operation of inter-library loan, research libraries should publicize widely their resources and willingness to lend books. In serving these groups we should bear in mind the danger of inflated statements of resources and promises of services which cannot be performed, sins which we might overlook indulgently in peacetime but which are highly reprehensible when the success or failure of wartime research is at stake.

Citizens of Small Communities

A fourth class of borrowers whose needs are intensified in wartime is the citizenry of small communities whose local libraries cannot meet the deluge of requests for books on war technology and public affairs. An unstinting policy of inter-library loan and reference service will be of great importance in the drive for an unyielding home front, better workers for our war industries, increased food production, and a renewed confidence among the people at large in the value of higher institutions and their libraries. It will be a pardonable case of war profiteering on the part of state institutions if they keep an eye on the future and win the goodwill of the electorate for their patriotic service.

The interpretation of these wartime services, particularly for research workers, will vary in different parts of the country. In the Midwest the traditional emphasis is on agriculture and the production, processing, and consumption of food and clothing, but there is also an equally significant need for industrial research. It is in the latter field that the ingenuity of American scholarship is called upon for the greatest effort, for war technology is the one aspect of physical production in which America has not enjoyed a position of eminence. For both strategic and economic reasons many war industries are moving to the Midwest, and this shift will call for readjustments in the program of university libraries to serve research workers who are not residents of their own campuses.

Task in Middle West

There is a second and more difficult task for Midwestern university libraries. The citizens of this region have not been as aware of the dangers facing America as citizens of the east and west coasts. To a large measure this condition may be traced to the failure of the book, as the President of the A.L.A. has put it. It is the failure of the people to read and the failure of librarians to make them want to read. University librarians, as well as public librarians, must bear their share of the guilt. Today, when healthy thinking on international politics is essential to our survival, we must bring books to the people, to students and faculty members, and to clubwomen and workers in war industries.

It may be said fairly that many university libraries have performed distinctive services along this line. At the Iowa State College this work began considerably before the outbreak of war and without any urging from outside agencies. Its pro-
gram was simply to get students enthusiastically interested in international affairs. While the book is the natural medium for a library in any action program, it is essentially a passive element, waiting for the reader to come to it. At Iowa State no pains were spared to bring the reader to the book. Not only the traditional reading list but also the college's radio station and exhibit cases all over the campus were utilized.

**Issuing Reading Lists**

In issuing a reading list every effort was made to compose a pamphlet that would be attractive and yet contain outlines for serious discussion. Since the pamphlet was designed not only for students but also for citizens throughout the state, it was thought most advisable for recommended books to be chosen neither by librarians alone nor by faculty members alone. University instructors tend to select reading material that is either above the heads of the people or unavailable in smaller libraries. On the other hand, it is rather presumptuous on the part of a librarian to attempt to draw up an authoritative reading list in any special field without the advice of someone trained in that field. Accordingly, the outline entitled *The Background of the War* was designed in the form of a running discussion with annotated titles of books and pamphlets, and both the text and recommended readings represented the joint efforts of members of the library staff and the department of history and government. It has been used widely by study groups and clubs throughout the state and by student discussion groups in Ames. Justification of this method of selecting books is furnished by the fact that it was used by many public libraries as a buying guide.

The program could not stop with the publication of a study outline. The university library can offer other services by utilizing fully the talent of its staff and the resources of its collection. Accordingly, a folder describing *War Services of the Iowa State College Library Available to All Citizens of the State of Iowa* was issued. The mailing list included state officials, manufacturers, colleges, public schools, libraries, county, state, and national war agencies, and local clubs interested in public affairs. The availability of interlibrary loans, a service which citizens at large and even many smaller libraries use relatively lightly, was specifically emphasized; the library offered its services as a clearing house for all information related to the war effort; it called for suggestions for its radio programs and offered to help secure speakers and discussion leaders; and it offered to distribute *The Background of the War* and give any help on questions which might arise from its use. The latter was somewhat embarrassing: *The Background of the War* was exhausted in two weeks and additional requests from people who were using it have taxed to the utmost the facilities of the reference department. The library has been able to reach more citizens than ever before by calling attention to its wartime services, and thus it is not only performing yeoman service as a war information center but is also laying the groundwork for closer relations with citizens at large and small libraries.

**Expanded Service to Students**

On the campus *The Background of the War* pointed the way for expanded library service to students. As early as the fall of 1941 small packets of two or three books such as *Berlin Diary* and *No Other
Road to Freedom had been deposited in fraternities, dormitories, and sororities. Later these volumes were supplemented by pamphlets chosen largely from titles listed in The Background of the War, and the collections thus assembled have been used as the basis for the programs of over fifty student discussion groups. It is intended that student discussions shall be based on the solid foundation of reading rather than personal opinion.

It is not out of place at this point to mention a general course of lectures entitled "The Citizen and the World Crisis" which was organized at the suggestion of the president of the college shortly after the publication of The Background of the War. It followed the broad outlines of the library's pamphlet and it was open to students for credit as well as to other qualified persons. The individual lectures were given by authorities in the various fields covered, and the library posted for each meeting voluntary reading lists furnished by the lecturers.

All Abilities Utilized

While the library's natural province is to provide all information available from books, it was felt that in this crisis all capabilities of the staff should be fully utilized. The librarian has actively engaged in leading one discussion group in a women's residence hall and has organized and encouraged others. The assistant librarian in charge of public service has directed weekly forums on public affairs which are attended by several hundred students. Library radio programs consisting of reviews of books and articles shifted their emphasis to subjects of immediate significance for the war effort, and further changes are contemplated to keep step with the shifting fortunes of war.

Within the library itself the problem of war information was handled along the lines which seemed to be best adapted to its individual situation. A separate war information center was not established, the problem of space alone being sufficient reason for a library which has over 100,000 volumes in storage. However, it was found that the reference department, cooperating with the display committee, could perform most of the obvious functions of a war information center. Two large upright display cases, formerly used for propaganda analysis, were turned over to pamphlets on the war and international affairs. In addition, two other large double-faced display cases contain pamphlets on the armed forces and civilian defense. These two collections, which are specifically for browsing purposes, are supplemented by a constantly changing war display of books placed on tables in the main vestibule of the library and at other points on the campus where they will attract the attention of students. Posters and maps, which are frequently changed, are put up on one bulletin board at the entrance of the library, while another extra large bulletin board, ordinarily kept out of sight for esthetic reasons, has been resurrected to do the humble but significant job of displaying the daily newspaper. There are also special collections of ephemeral documents of a type ordinarily ignored in a technological library. Traditional policy is no barrier to meeting the exigencies of war, and indeed it is fortunate that we have this opportunity to review the advisability of changing it or of continuing it after the war.

Research Projects and Special Courses

Important as these activities are for preparing our students for the war and
the peace, they pale into relative insignificance beside the research projects and special courses in war technology which are being conducted at all of our great scientific schools. Requests for special services have come not only from faculty members but also from scientists at such new centers of research as the Des Moines and Burlington ordnance plants. In several cases the attention of the latter group has been directed to Ames by the folder on War Services of the Iowa State College Library Available to All Citizens of the State of Iowa. Although it might seem hardly necessary to restate the library's services to its own patrons, it was decided to pursue further the policy of action, and accordingly a two-page mimeographed statement on War Services of the Iowa State College Library Designed to Meet the Needs of Students and Faculty Members was issued. This statement was widely circulated and proved helpful.

The problem of providing adequate service to research workers and students of war technology is primarily one of intensified service rather than of increasing resources, for it is impossible to augment our basic research collections to any considerable degree in wartime. The reference department at the Iowa State College Library has been forced to utilize existing resources more intensively than ever before. We cannot get the last twenty years of Zeitschrift für das gesamte Schiess- und Sprengstoffwesen but we can dig much of the information out of the Army's splendid series of technical manuals; we cannot purchase foreign and out-of-print titles in the bibliography of war damage compensation but we can make judicious use of the current flood of documents, pamphlets, and books on the subject.

New Courses Require New Books

New courses offered by the college in a few fields not ordinarily emphasized required that present holdings be supplemented for class work. For example, the library had purposely not chosen to be a depository for the publications of the Hydrographic Office, but new courses in celestial navigation required that these materials be secured at once. The same was true for several other new courses. Still, it was felt that it was less expensive to purchase these books when the occasion arose than to store them for years as dead wood.

The library has been able to meet practically all requests from prospective defense workers outside of Ames who want to train themselves for skilled trades. It has not held small public libraries with poor bibliographical resources to the customary interlibrary loan regulation that a specific title, fully verified, be requested. There have been dozens of requests for such items as "something on utilization of waste products" or "manuals on splicing cables." To point out specifically what was available in some of these fields, the library issued and circulated widely in early 1941 a List of Books and Publications for the Mechanical Trades, in Connection with Defense Activities, compiled by two members of the department of industrial education. Later in the spring, when the national vocational training program for defense industries was in full swing, the library published a Partial Bibliography of Teaching Methods in Industrial Arts Education, 1930-40, for distribution to teachers of industrial arts throughout the state.

Program Directed at Iowa

This wartime program has been pri-
marily directed at the state of Iowa. Within the state it is limited to fields not covered by the State University of Iowa Libraries or by the State Traveling Library. Outside of the state the library’s resources have been made available wherever such service could not be rendered by corresponding institutions. The library’s war program has been designed to promote efforts toward greater cooperation among research libraries that were developing so rapidly in the prewar years.

The work of the Iowa State College Library as described in this paper is probably not unique. Certainly all libraries could be much more active in providing war services than they are at present. For example, it is planned this summer at the Iowa State College Library to review and evaluate the war program completely. The professional staff, with the cooperation of the faculty and the college’s Committee on Civilian War Activities will study during the summer all possibilities for further war services which are needed but not now provided. A continuing policy of re-examination and reinterpretation of established policy is necessary if we are to make our maximum contribution to the war effort and to justify the place of the university library in a rapidly changing civilization.

Friends of the Library of Brown University

(Continued from page 10)

The Cataloger
Stone walls do not a prison make, it's said, Nor books a library—if they're not read.
Full many a book may blush unseen, unless
It feels the cataloger's deft caress.
Her loving touch makes hidden wonders known;
She stores the corn the author has but sown.
Each single book may shed a little light;
But grouped with others, it can vanquish night.
So, Cataloger, you must make the bed;
Tuck each book in; see that a prayer is said
Against misplacement on the teeming shelves.
There let it sleep, till prowling scholar delves
Deep in the stacks. Led by your pointing pen,
He wakes it gleefully—to live again.

When Friends of the Library wax lyric over cataloging, they must be going places!

It is the growth of this kind of educated interest that the Friends of the Library are building up. “The raising of money is not the chief desire of the Friends. It is not even an important one. . . . This is a society of persons who are lovers of books, interested in the Library of Brown University and its growing usefulness.” But they have raised money and they will raise more—inevitably, as interest and knowledge of library activities and needs increase. And whether they raise money or not, they are still a good alumni education organization, alumni education is a proper function of the university (whether the alumni are its own or somebody else’s), and educated alumni are, in the long run, the university’s best asset and, thus, assets of the university library.

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The University Library and the War

Miss Christoffers, reference librarian, University of Washington, read this paper at the meeting of the University Libraries Section of A.C.R.L., June 24, 1942.

The University Library and the war—what part can it play in the rapidly changing scene?—that is a question of deepest concern to us all. We have been swept off our feet by the sudden impact of war. What can we do to contribute? How be a part of the war effort? How justify our existence? We have the urge to accomplish great things, to do more than we have ever done before, something dramatic, unusual, spectacular. We have talked much and written at length on morale, democracy, the library in national defense. Most of us have formed definite opinions as to what our place should be.

It seems to me that our greatest contribution to the war is to continue business as usual. One of the qualities of the British that we have admired most is their ability to go on with their daily tasks maintaining as nearly normal a trend of life as is possible in the face of desperate obstacles. The university is the great educative body. The library is its handmaiden. Without books the educative process is weakened. Books are our weapons as well as our tools. We have certain established routines which enable us to function in war or in peace. Books must be purchased, processed, and circulated. Periodicals must be available for research. Every effort must be made to keep our files intact on all fronts. We must step up our service, step up our production, do away with needless discussion of methods, and strive for more and better business. We must advertise our wares, display our acquisitions, back up our faculty and students by supplying their daily needs.

Reports from many libraries indicate a decrease in circulation since the beginning of the war. This trend was to be expected. Students have been busy adjusting themselves to changes in living, to the idea of participating in active service. Increased opportunities for employment have shortened their leisure hours. Faculty members have left and courses been dropped or changed in emphasis. A public equipping itself for a new task has little time for reading. All this will change. As we settle down to the long pull, as we become more stabilized in our thinking, reading will again return to its place in the school and the home.

To be ready for this change we must keep up our supply of books—books for information, inspiration, recreation. Reading requests must be anticipated. We must know our collections better, be able to substitute books just as good for those we cannot supply. Needs change rapidly—one month we need books on Latin America, the next on Germany, Japan, Australia, China, Russia, or Siberia. The market is flooded with books. We are harried by high pressure adver-
tising. Some authors have a worthwhile message, others no possible place on our shelves. The utmost care is needed to purchase the best, the most pertinent within the narrow confines of our budget. Book reviews must be read thoughtfully, publishers' advertising campaigns considered, selections made carefully in order that a well-rounded collection adequate for the needs of the institution may be assembled.

Program of Education

Neither our allies nor our enemies must be neglected. We are preparing for peace as well as war and a peace which we hope will bring well-being to all peoples of the world. We are developing the minds not merely of soldiers but of men and women who will take an active part in building a postwar world. Education is a long-range program. We must prepare for a postwar society—one that will provide a happier, busier, more satisfying life for all. To talk of democracy and the American way of life is of little value without an understanding of what the terms mean—not to me alone, but to the “Joads,” the Negro, the Nisei. To exercise wisdom in the selection of books which present these problems and to put them into the hands of our students as we discuss with them needs and problems are tasks of the greatest importance. These tasks will not be accomplished unless librarians can maintain an attitude of tolerance. If the war lasts a long time we may have to fight for this right to be tolerant, but it will be worth the fight if we can aid in making a better society.

Decreased enrolments may enable us to do a better job of educating our students than we have done in the past. Perhaps we can learn to know more students as individuals, inspire more with a desire for reading, teach more of them how and why to use the library, and help them to form a library habit which will continue throughout their lives. Our failure to do this has been one of our greatest shortcomings.

Needs of Faculty

In our zeal to find our place in the lives of our students, we must not neglect the needs of our faculty. Many have left to aid the government in important posts, others are engaged in secret research on the home ground. Special needs or special requests for materials needed by these men at home must be met at once. There is no time to waste. Books that cannot be purchased must be borrowed. Each institution must serve every other institution. Cooperation is needed as never before. We of the Pacific Northwest are used to that idea. We have cooperated in many library ventures. We borrow and lend freely among ourselves and from our great southern neighbor, the University of California. We are at present engaged in a survey of our library resources which will make us even more familiar with each other's collections.

Some institutions may hesitate to lend to libraries in war areas. They cannot be condemned for that. They must protect their collections. If such be the case, films and photostats offer a substitute. We may become so used to the idea of films that all our problems of interlibrary loans will be solved.

Our policy of business as usual must not be confined to the boundaries of our campus. We owe a debt to our government, our state, our cities and towns, our Army, our Navy, our civilian population, and the world at large. To stretch our

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facilities over all these areas is a difficult task. Government organizations usually seek us out. Many of their staff members are college men used to library facilities. They may prefer to do their own research or may desire the services of a trained librarian to do research for them. In either case we must be ready to serve, place few restrictions in their way, forget as far as possible strict library rules and regulations which cause useless friction and annoyance, remembering only the need to safeguard materials for future use as well as present.

Library services can be extended to every branch of our Army and Navy by inviting our soldiers and sailors to use our libraries, making them welcome when they visit us, and by lending them books individually or through their service club libraries or chaplains. This can be our contribution to morale-building among our defenders.

The civilian population presents a more difficult problem to the university library except in its own immediate vicinity. In most communities the public library takes care of this problem. However, the faculty can do much to formulate right ideals by arranging and conducting forums and discussion clubs on defense work, postwar planning, and other pertinent subjects. The library will stand by to provide reading lists, books, pamphlets, and bibliographies as a means of further study.

Adult Education

Programs for adult education should be fostered by the university. Adult education offers an unlimited field for the education of civilians in tolerance and democratic principles. College students, if not thoroughly inoculated with these ideas, have at least been exposed to them in numerous courses and have learned to think for themselves. Too many adults depend entirely upon the newspaper, the radio, the next-door neighbor to formulate their opinions. What a wonderful opportunity for improvement is offered to a university with vision backed by a library with books to carry on the crusade. Perhaps this is not business as usual. We can make it a part of our plan.

And finally, we have an obligation to the world at large, to the libraries whose collections have been destroyed. Over twenty million books have been destroyed by bombs and incendiaries in England alone. Most university libraries in China have been the target of Japanese planes. Thousands of books have been burned, countless libraries looted. No one knows the losses. Already a member of our faculty is planning to draw from us to aid in restoring Louvain. We must save our worthwhile books and periodicals to fill the “want lists” of the unfortunate libraries of the world.

In the Pacific Northwest the university and state college libraries are playing their part in the war effort according to the needs of the area in which they are situated. The need for participating in actual war work is less apparent in institutions in the interior.

Kathleen Campbell, librarian of the University of Montana, reports:

We are so far removed from national defense activities here in Montana that we do not have very heavy demands made upon the library in the field of national defense. This library is a war information center for the state and it receives a great deal of material relating to national defense. Such material is used, of course, by the students in their regular courses. The library prepares exhibits on some phase of national
defense for the Student Union Building about every ten days and also has material on display in the reading room in the library. We send out some material over the state to schools, clubs, and other groups for talks and discussions on the subject. The reference librarian has been called upon to answer questions relating to defense both from townspeople and from out-of-town citizens, as well as to prepare special bibliographies. Professors from the university have given talks to various clubs and groups in this city and other towns in the state on national defense and have planned their discussions around this subject for the weekly radio broadcasts sponsored by the university. Students in the debate and speech classes have centered their talks and debates around some phase of national defense and also have led group discussions pertaining to various phases of this subject.

In Idaho and Oregon

Agnes C. Peterson, reference librarian of the University of Idaho, states that because of its location the University of Idaho Library has not felt the impact of the war to as great an extent as many of the libraries of the Northwest. Their chief contribution is assistance to faculty in war research and aid to students who are shortening their college course to three years by attendance at a twelve-week summer course. The Idaho campus has been selected as a training school for naval radio operators. Men enrolled in these courses will be accorded full library privileges.

At Oregon State College emphasis has been on research. Loren G. Strawn of the reference department reports aid to Army camps such as Fort Lewis and to national defense agencies. Data was collected on air raid sirens for a municipal government and a complete bibliography on camouflage prepared for another government agency. Maps are used by the Army engineers and much work has been done on food and nutrition problems arising from the war. Two interesting bibliographies were prepared on rubber, one on synthetic rubber for a possible factory in Portland and the other on rubber and rubber plants, for a study of potentialities of the Pacific coast for rubber production from its native flora. An index of the executive orders governing the selective service both national and Oregon state was made for the local board and will be used also by the state board. At the suggestion of the campus coordinator of civilian defense a “defense table and shelf” was set up in the reading room. Little has been done in the way of service to the enlisted personnel. Soldiers stationed in Corvallis are made welcome but are not permitted to take material from the building.

Union Catalog

The Bibliographic Center of the Pacific Northwest with its union catalog at the University of Washington is proving a helpful aid in war research. The catalogs of the major libraries of the Northwest have been photographed and the holdings of each library are being transferred to the basic Library of Congress catalog. When an interlibrary loan request reaches the library and the university cannot provide the necessary books, a check is made of the union catalog. We know at once whether the books are obtainable in the Pacific Northwest. The saving in time is great. The Bonneville Power Administration is one of our best interlibrary loan customers. Our largest loan in one day was thirteen theses on the geology of Washington. Frequently what we are unable to supply, Seattle Public Library can. The two libraries cooperate very closely in caring for investigators’
The Boeing Aircraft Company makes all requests through the public library and we in turn lend to the public library instead of to Boeing directly. The Bremerton Navy Yard is another regular borrower through the local library at Bremerton. We were able to supply many books needed in a study to correct the very bad housing situation which prevailed among the workers in the early fall.

Library service to the men in the armed forces is carried on officially in two ways—through loans to the service club libraries or the chaplains or by actual visit of the borrower to our library. Recently letters were sent the commanding officers of twelve Army forts and fields and naval districts in Seattle and vicinity offering library facilities to the enlisted men and officers. Since then naval officers have visited our library to obtain pictures of German submarines, a doctor from the Marine hospital has requested pictures of the effects of war gas to be used on the screen, and a private from Fort Lawton has borrowed from our general reading collection. Identification is required only if books are to be taken from the library.

**Loans to Libraries**

Since it is difficult for men to come long distances for library service and our library is out of the city center, the loans made directly to the libraries seem to be more popular. Loan requests have been made for books on health and dietetics, military topography and map reading, calculus, breeding of horses, the Talmud, greenhouse care and culture, radio, a Russian dictionary and reader, a German dictionary and reader, books on skiing for use in writing a ski manual, and a list of books for a hobby house at Fort Raymond, Alaska. We have few requests for recreational reading. Perhaps the service libraries are adequately supplied. One of our most satisfying requests came from a Seattle boy on the *U.S.S. Mojave*, a coast guard cutter in port at Norfolk, Va. He wanted to do some reading and thought the University of Washington in his own home town the best place to write for a reading list of classic and semiclassic literature. His letter of thanks written from Boston, his next port of call, indicated that his problem had been satisfactorily solved.

Another outgrowth of our Bibliographic Center is a venture in cooperative buying. This may not be considered a war venture nor a university venture alone but it does aid in conserving budgets, a very important factor in wartime when funds must be stretched to the utmost. About thirty libraries are buying through a joint agent. About one third are small college and university libraries.

Since early fall the staff of our library has been keenly interested in providing reading for Army camps. Before the Victory Book Campaign was organized we sponsored a campus book drive. Notices were put in the *Daily*, and faculty members were called individually by staff members and informed of the need for books. Over one thousand books of good titles, with clean covers, and in excellent condition were received in response. In December Helen Johns, circulation librarian, was appointed Washington director of the Victory Book Campaign. She was allowed half time with pay to take charge of the project, and office facilities in the library were made available for her and her volunteer assistants. Up to April 29, 83,563 volumes were collected in Washington. The books were distributed to forts, camps, and flying
fields in Washington and Alaska, to service clubs in Washington and Oregon, and to the American Merchant Marine. This service will be continued for the duration. Captain Berger, Special Service Officer at the Seattle Port of Embarkation, in speaking of this service said recently, "Reading material has been found to be more important than any other factor in building and maintaining morale."

Service to U.S.O. Libraries

Several of our circulation staff have become interested in one of the U.S.O. libraries in the downtown district as a sort of extracurricular activity. They found young enlistees clamoring for textbooks in mathematics needed for examinations which they expected to take. These texts were most difficult to obtain. An appeal to Charles W. Smith, our librarian, resulted in a loan of a goodly number of books from the library's textbook collection for as long a time as needed. Later an appeal was made to the mathematics faculty which resulted in a gift collection of books large enough to satisfy the needs of the soldiers.

Most of our staff members are actively participating in recommending book purchases from various funds allotted to the library. Each staff member selects a special field in which she is interested and studies the needs of the library in that field. This too is merely applying regular procedure to the present needs. Since our budget is too limited to purchase from regular funds all current books needed on the war and postwar scene, the rental committee which meets fortnightly has emphasized purchases of this type. Book reviews are read carefully whenever there is time either in or out of the library and the meeting is devoted to a discussion of the titles recommended. The advantages are evident. A group of the staff is constantly alert and informed on the latest literature and we are at the same time able to subsidize our library collection with the most timely books in the field. Practically no processing is necessary for this collection which makes the books available almost immediately. Our students display little interest in purely recreational reading at this time but want informative factual material "hot" off the press. Our rental collection supplies it. Libraries with large book funds will doubtless have little need for service of this kind.

Other Regular Functions

Other regular library functions are proving useful in the general educative effort. The readers adviser prepares reading lists and book exhibits as needs arise on subjects such as defense of America and postwar planning. The reference department prepares bibliographies needed by faculty members, students, debaters, or government officials in their research. Incendiary bombs, gases, home protection, blackouts are among the subjects which have been covered.

The library participates actively in campus defense plans. Since the campus is located only a short distance from the Sand Point Naval Training Station the hum of the practice planes is constantly in our ears, varied now and then with the roar of a squadron flying in formation above us. When will it change to the roar of the enemy planes? No one knows. We hope never but we must be prepared. The university district is a small city in itself. To meet emergencies in the community the campus has been designated as an air raid station during the day not only for the campus population but for the
CIVILIAN POPULATION OF THE IMMEDIATE AREA. All qualified first aiders on the staff are on call and part of the library will be set aside as a receiving station. Ten members of the staff who have received first aid certificates are now practicing one and one half hours weekly on library time under a competent instructor to be prepared to assist in any emergency. Other staff members are expected to direct all occupants of the building to positions of safety when the siren sounds. Though the library has been pronounced the safest building on the campus, it also has the greatest population which places great responsibility for student safety on the staff.

**War Information Centers**

War information centers have been established at all of our state universities in the Pacific Northwest. Many useful and timely pamphlets have been received from the Federal government, foundations, societies, and other publishers. They cover all phases of the national defense program. At Washington a selected list of publications received has been included in the list of library accessions sent to faculty members. Pamphlets are kept apart from regular collections and displays are made in display cases and materials are used in the library as called for. Students show great interest in materials displayed and often request their use. The method of disseminating materials throughout the state is somewhat difficult and will be made through loans to small libraries as needed until our center is better advertised.

Our library has been collecting original manuscripts and journals for years. As the calls for collection of wastepaper became more and more frequent it became evident that now if ever was the time for an aggressive campaign. A university radio broadcast brought out the desirability of placing family records in a fireproof building where they would be preserved for historical purposes. The Northwest history librarian and a faculty member in the history department next visited neighboring towns where such records were known to exist. They have been generally well received and have succeeded not only in obtaining valuable papers but in making friends for the library while at the same time being engaged in protecting our cultural heritage.

**Preserving Rare Books and Records**

Libraries are not only depositories of rare books and records but they are responsible for their safe keeping. Since our library is adjudged the safest building on the campus not a great deal has been done about removing our rarest materials to a safer zone. As librarian and also as chairman of the Committee for the Preservation of Cultural Resources, Mr. Smith has given much thought to the problem. Plans have been made should such a need become imminent but both Mr. Smith of our library and Mr. Jennings of the Seattle Public Library believe that our cultural resources are more important now than ever before for the preservation of morale and should be available for use as long as possible.

This report covers our work to the present moment. As the war advances, changes in personnel and instruction may change the emphasis in our daily work, but our greatest task remains the education of our youth—for them we must continue business as usual.
The Contributions of the University Library to the War Effort: The Possible vs. the Actual

Mr. Knollenberg, librarian of Yale University, delivered this, the second of three papers, before the University Libraries Section of A.C.R.L., June 24, 1942.

IN HIS LETTER ASKING ME to present this paper, Mr. Leupp said that he wished me to speak as a representative of the eastern coast. I should like to do so if I could be sure that what I am about to say would be representative of the views of the librarians east of the Alleghenies. But since I am not familiar with their views, I shall have to content myself with expressing the hope that what I say is representative.

Turning first to the actual, the contributions that the Yale University Library has made or is making to the war effort fall roughly into two broad classes—technical assistance and propaganda.

The industries of Connecticut were among the first to be called upon to step up war production and they of course promptly responded. Several of these industries asked for permission to draw on the resources of the Yale University Library for books in the fields of chemistry, technology, and others directly related to war industries. We have not only lent such books in considerable numbers but have given precedence to the demands from war industries over our own professors and students and shall continue to do so. We have also had a number of demands for books in the field of geography from the Army Intelligence, and these, of course, have been promptly furnished.

Perhaps our most important contribution has been in the building up of our extensive war collection. Shortly after the outbreak of World War II in September 1939 we got in touch with Yale men throughout the world and asked them to send to us every bit of material bearing on the war they could get hold of, whether in the nature of technical volumes and pamphlets or propaganda literature. The library was unable to get a special appropriation for this, and we therefore had to say that we could only pay for the cost of shipment of the material, not for any cost of acquisition. The collecting of the material was under the direct charge of Russell Pruden, of the library staff, and of Professor Sherman Kent, of the history faculty, well endowed with drive and imagination and now filling an important post in the Office of the Coordinator of Information in Washington. Between them they were able to cajole a great many Yale graduates into collecting material for us at home and abroad and not even bill us for the cost of shipping. The flow of
material from abroad, except from England and South America, has been reduced to a mere trickle, but the amount of material that comes in from various sources in this country is even today large and important. The Hoover War Library at Stanford, which had substantial funds available for the purpose, has, of course, gathered a far more comprehensive and valuable collection in this same field than we have been able to do, but Stanford is far away and various government agencies along the eastern seaboard have found the Yale collection useful in a number of ways.

Exhibitions

The Yale University Library is notable for its beautiful exhibition rooms and corridors, and we have tried to use these to contribute to a sense of unity among the various groups within the community and to encourage a feeling of identity of Yale students and New Haveners with the other peoples of the United Nations. In New Haven, as elsewhere, the war has had a tendency to create or bring to the surface a certain amount of anti-Semitism, and we have tried to counteract this by exhibitions of some of our fine collection of Judaica. About a year ago our reference librarian, Miss Pratt, arranged a fascinating exhibition in honor of the anniversary of the founding of the first Jewish synagogue in New Haven, which is still flourishing. This included material showing the contributions that Jewish residents of New Haven have made to Yale and the community. Sholem Asch participated in the opening of this exhibition. At the present time we have an exhibition in honor of the one hundredth anniversary of the birth of the great Hungarian-American Hebrew scholar, Alexander Kohut. We have had representative collections of coins, maps, and books illustrating the contribution of England and other of the United Nations to civilization. We are planning now to have at commencement time an exhibition of books, broadsides, and manuscripts representing the growth of democracy and tolerance in the American colonies and the United States.

Possible Contributions

Turning from the actual to the possible, the question that has exercised my mind most has been whether we should use the library as an engine for propaganda, not only by encouraging the fervor of our students and townspeople (I include the latter, because the exhibitions in the library attract a great many visitors outside the immediate Yale group) for the ideals for which we are fighting, but also by engendering or intensifying hate against the peoples, governments, and arms (or any of these) of the Axis powers. Much could obviously be done along this line, especially by a judicious selection and exhibition of posters, cartoons, and pamphlets from our war collection, by a rearrangement of our open shelves of periodicals and new books to bring into prominence the current magazines and new books taking this line of approach and suppressing or obscuring the others. Having been brought up in a devoutly Christian family and educated in a Friends college, it would be painful for me to have our library contribute to the war effort in this particular fashion. But I understand that some libraries, more especially among the public libraries, have taken action along this line, and perhaps the Yale library is not doing its full duty to the nation in not having, as yet, followed suit. It is a question which I am
bringing up for full discussion and decision at the next meeting of the University Library Committee and it might be a useful topic of discussion for this meeting. If the question is discussed, I hope to be advised of the consensus of opinion expressed.

Protection of Resources

I have not gone into the question of the protection of the resources and users of our library from destruction by bombing, because I regard the great amount of time and thought we have given to the question at Yale as a contribution more to present and future learning than to the war effort. But certainly all would agree that there can be no more important phase of the war activity of our libraries along the eastern coast than the sound solution of this extremely disturbing and rather delicately balanced problem.

Another problem that has seriously worried us at the Yale library is to determine how far we should go in encouraging the members of our staff to give up library work for some form of direct participation in the war effort, either by joining the Army, Navy, or Marines, by going into one of the departments at Washington, or by taking employment in one of the war industries. The question has also arisen as to how much encouragement should be given to person-to-person solicitation for the purchase of United States bonds and savings stamps. The course we have taken is roughly as follows:

When any member of the staff has consulted with me or the head of a department concerning enlistment or taking a position in the government or in a war industry, we have encouraged the person to enlist or take the position. In the case of voluntary enlistment, as well as in the case of men drafted, we have assured the staff member that his job will be open for him after the war. In the case of those who have taken civilian jobs with a government department in Washington or gone into a war industry, we have not committed ourselves to take them back after the war, but I have personally assured anyone who has spoken to me about the point that we shall give precedence to staff members leaving for one of these purposes. Our numerous resignations have, of course, crippled our staff but not yet seriously enough to present an acute problem.

Solicitation for Sale of Stamps and Bonds

In the matter of person-to-person solicitation in the library, we have permitted such solicitation but hesitate to continue to do so. Although some people regard the library's willingness to permit this as a contribution to the war effort, I have my doubts on this score. Such solicitation consumes a good deal of the working time of those solicited, and my guess is that those who purchase the bonds and stamps through such solicitation would purchase substantially the same amount without solicitation. Perhaps my point of view is influenced by my conviction that capital needed for the war, like manpower, should be drafted either through taxes or enforced saving, which would make bond-buying campaigns of all kinds unnecessary.

In asking me to present this paper, Mr. Leupp suggested that I add a word about what other university libraries along the east coast are doing. I gather from conversations with several university librarians along the east coast that Yale's course has been pretty much in line with what is being done generally. Some of
the public libraries have taken a more
direct part in the war effort by putting up
recruiting posters, making prominent dis-
plays of books such as the Shirer Diary
and the Davies Mission to Moscow. Our
general policy is not to buy more than
two copies of any current book (any de-
partment that desires more than two copies
buys the additional ones out of its own
departmental funds), and we have so far
adhered to this policy. We have given
some thought in the library to the question
of whether it is not our duty to use a
larger proportion of our available book
funds during the war for the purchase of
a large number of copies of books which
would instill the war spirit in the minds
and hearts of the students, and by appro-
priate publicity induce the students to read
them. This is another question that I ex-
pect to bring up at the library committee’s
next meeting.

**Longer Hours for Staff?**

The question has just been raised
whether the library ought not to ask its
staff to put in longer hours (without in-
crease in pay because the university is not
in a position to grant any increase), so as
gradually to release more and more mem-
bers of the staff for war work. The ques-
tion could easily become acute at Yale,
as in other colleges that have adopted the
year-round curriculum, because the mem-
ers of the faculty who previously had
their summers free are giving courses this
summer without extra pay. But, despite
this consideration, I can see no justice in
asking members of our library staff to
make such a sacrifice when workers in
industry, far from working extra hours
without any pay, get a higher rate of pay
for overtime than for the normal working
period.
By RALPH R. SHAW

Organization of the U.S.D.A. Library as Indicated by Its Organization Charts

Mr. Shaw, librarian, U.S. Department of Agriculture, read this paper at the Agricultural Libraries Section of A.C.R.L., June 22, 1942.

An organization chart represents the family skeleton of an institution. Like statistics it can be presented in many forms and is subject to widely varying interpretation. It is the reductio ad absurdum of a great mass of strictly human interrelationships (and, therefore, must show hierarchy); it is the blueprint for a quasi-engineering job of production in the field of public administration (and, therefore, must show flow of work); it is a graphic form for presenting the relative weight or importance of segments of the institution's fields of work (and, therefore, must show types of responsibility as distinguished from hierarchy or levels of responsibility); it must show where each type of work is actually performed and levels of administrative and functional responsibility; it should mirror the government of the institution, as well as its administration, its objectives, the nature or at least the composition of its clientele, and its relationship to other institutions, among other things.

Still further, it reflects the philosophy of administration under which the institution labors at the moment (i.e., line or military organization vs. functional organization or some combination of the two).

All this is true, of course, only so long as the organization chart truly reflects the organization under which the institution is operating—which, I fear, is not always the case.

Furthermore, since it is usually the latest edition of the family skeleton and is exposed to the general view in one dimension only, there is a tendency (again as in the case of statistics) to exhibit the most favorable view of the skeleton and to polish the bones where exposed. Like the preface of a book, the organization chart should tell us what the author is trying to do, how, to whom, why, and so on.

As indicated by the McDiarmids' "An Approach to the Problems of Library Organization" and by Howard, "The Functions of Library Management," we librarians generally know so little about either organization or management that our organization charts are probably really good charts of confused organizational and managerial pictures (which point is probably well illustrated by our own chart).

A true organization chart of an institution at any moment offers a key to goals

1 Library Quarterly 9:133-44, April 1939.
2 Library Quarterly 10:313-49, July 1940.
to which it aspires, the methods of operation, the personalities which enter into the formulation of its policies and methods, the present functions and those envisioned, the staff and line relationships; in fact, if properly made and properly interpreted, the organization chart should expose the stuff and dreams of which the institution is composed; its people and its things and its doings; its past, present, and its immediate future.

Thus, it is with considerable diffidence that I lay before you the organization of the Department of Agriculture Library, as exposed in its current organization chart.

"From Plural to Singular"

The most fundamental organizational change which has taken place in the department library system during the last year may be summarized in four words, "from plural to singular." A year ago it was "Department of Agriculture libraries" in the full sense of that term. Of course, we had coordination through the department librarian to a certain extent, and the books were all the property of the department library (meaning, at that time, the main library but not the bureau libraries). Essentially we had more or less a system of libraries consisting of the main library and a number of bureau libraries, variously calculated, including a large number of more or less autonomous field branches, which were more or less under the bureau libraries.

By vast oversimplification of a complex and nonuniform relationship under our organizational pattern of several years ago, we might say that the main library was the builder of potential for service and the bureau libraries were the internal service agencies, while the main library was the primary service agency to all outside the department. However, the complexity of the pattern of relationships and gaps in relationship, together with their frequent and basic changes, defied compilation into a single graphic presentation, and generalizations about that structure would be quite unsound. The department library served when called upon, loaned books, did much of the cataloging, bought some of the books, did a little of the basic bibliographical work, and offered reference services. The bureaus did their own book selection and purchasing in those cases in which bureau funds were available for the purchase of books, did their own cataloging, all did their own periodical routing, most compiled some bibliographical tools, and all assumed varying degrees of responsibility for extension of service to the field. They all operated primarily on bureau lines rather than on subject matter lines.

Former Organizational Chart

Since the functions of the department library were designed primarily for the building of potential for service, its organization chart of ten or fifteen years ago quite properly showed the following four divisions: first, an administrative office, which included the procurement of publications; second, cataloging; third, periodicals, which were all concerned with the collection and organization of material for use; and fourth, the smallest of all, the reference division.

At that stage of the library's ontogeny there was no formal organization for coordination of the library and bibliographical work of the department and no organization for general field service.

More recently, emphasis was placed on unification of all the libraries into a system.
Under this change, while there was somewhat more tendency toward coordination, the bureau libraries were still rather more independent libraries than they were part of a system. They still operated on bureau lines rather than on subject lines, and there was still a considerable amount of duplication of collections, technical processes, and services. About a year and a half ago a definite program for coordination of bureau libraries on subject lines was agreed upon, and that was reflected in the organization chart by addition of a coordinator of bureau libraries.

Still, such service as was rendered to the very large portion of the department staff which was not in Washington was limited to occasional loans from Washington and, to a limited extent, low-grade routine services from a number of scattered, very small bureau field libraries without professional staff except in one or two cases and with varying but very limited supervision from the bureau libraries in Washington.

A further stage in the development of field service, which was shown by the organization chart for the first time last year, was a division of field library services, which was intended to render to all the staff in the field service comparable to that provided to the staff members in Washington. Even in this picture, though, we still had the semi-independent bureau libraries and the quite independent field bureau libraries, as well as some division libraries and others that would defy classification.

Consolidation

Again conditions changed and pressing problems involved in decentralization and deconcentration of the department's work, together with the continuing difficulties caused by the transfer of two bureaus from the department to other agencies and the load of war work which tripled our reference load, resulted in consolidation of all library and bibliographical work of the department.

That again was reflected in the organization chart which now shows the office of the librarian, with its administrative unit to handle all staff services; a division of technical processes, which handles all of the acquisition, cataloging, periodical and serials work, and other technical routines; and three service divisions, viz., the division of reading and reference services, manned by personnel with considerable experience both in library work and in the subject literature in which they specialize; a division of field library services, with its system of branches that has been described by Mrs. Buhler; and a division of bibliography, which has as its task the conversion of all of the literature into a more readily useful form for specific purposes chiefly by means of: 1. Liaison staff; 2. Current literature lists, such as Agricultural Economics Literature, Entomology Current Literature, Plant Science Literature, etc.; 3. Special bibliographies prepared as exhaustive surveys of subject fields of interest to the work of the men in the department; and 4. More limited "Library Lists" of which numbers one and two have been issued; 5. A copying section; and 6. A translation section, as well as other units for making the content of literature readily available.

It is very interesting to note that ten or fifteen years ago our work was divided one quarter into service and three quarters into technical processes, whereas under our latest organization of work this is reversed, with approximately 35 per cent of our staff time going into technical proc-
esses and approximately 65 per cent going into the three service divisions. Likewise, where we had one service division and three technical divisions, we now have one technical and three service divisions.

**Changing Pattern**

Thus, the work of the department library has been reflected in a more or less regularly changing pattern on its organization chart, and its present state reflects current operations designed to meet current needs insofar as they can be determined and insofar as funds to pay for them can be secured.

It seems unquestionable that further change in this organization will be made necessary by the shifting emphasis of our work owing to the war effort. The range of the work of the department library, even now, calls for different subdivisions within these divisions than were necessary six months or a year ago. In any live organization, if the organization charts were kept up to the minute, they would probably show a cycle of change beginning in the subsections, some of which would increase in importance until they became sections and might go on growing in importance until they became major divisions of the organization, while others either just hold their own or fade off from divisions to sections, subsections, and, finally, out of the picture entirely. A number of projects within the divisions have already been displaced by the great pressure of demand of the war agencies, and more will be. Certain others are now taking their places.

As an indication of the range of reference and bibliographical work now covered by the library, it may be of interest to note the content of a single batch of mail received recently. In addition to the usual run of book business, interlibrary loan requests, and other routine matters, there was a letter which read as follows:

**Dear Uncle Sam:**

I am a city slicker who does not know from nothing about farming but I am willing to learn.

And then he goes on to present as neat a reader’s advisory question as ever graced a reader’s advisory desk in a public library, giving his background, the types of farming he was interested in, the location, etc., so a sound job could be done for him.

In the same sheaf of letters was one from the director of extension of one of our Southern states, which says:

We are very much interested in the work being done in the various states of the country in servicing rural people with library service. We are wondering if you have or can obtain for us a brief statement on the service being rendered in each state of the country.

**Requests from Government Agencies**

There was also one from the War Relocation Authority wanting a complete review of the literature on the Japanese in American agriculture, together with a number of other requests from the Army, Navy, O.E.M., O.P.A., and other war agencies.

Also, a request for a survey of the literature on cinchona trees in a specified area, followed by requests from department sources for material ranging from an extensive research on lousicides for camp louse control to recommendation of methods for reproducing specimens photographically, after which was a request for a survey of the literature on rationing, contrasted with a request from a high school child in Georgia who asked for a complete bibliography on wooden ships.
and a request for a packet for agricultural war boards to give them the background of the "Food for Freedom program."

Among the emerging tasks of the library appears to be the one of acting as a clearing house for bibliographical studies in our fields for the department as well as for other Federal and state agencies and, possibly, eventually for scholars in our fields in general.

There is a considerable amount of time spent in doing over again bibliographical studies that have been done before. One very good case in point is that of guayule, on which surveys of the literature were started by a number of bureaus simultaneously. When these were all merged into a single good bibliography, we found that some field agencies were also making surveys of the literature on guayule. When they were told of the existence of a comprehensive bibliography and stopped doing it over again, we found that one of the land-grant colleges had a special consultant spending a considerable amount of time on a very inadequate bibliography on guayule, chiefly because the college's potential for doing that survey was not very great. Probably others were also engaged in this unnecessary duplication of effort. A clearing house for such efforts may well develop into an important part of the library's work in normal times.

**Bibliographical Searching**

Another type of service that has been on the increase is provision of fundamental bibliographical searching, which requires the potential available in Washington that is not duplicated elsewhere. To this end we have attempted to develop a staff of bibliographers with some subject competence, and progress has been made in that respect.

It would seem logical also that duplication among bibliographical publications issued within the department library be eliminated and that the effort saved thereby be applied on preparing a comprehensive bibliography of the literature of agriculture. We hope very shortly to present a "Bibliography of Agriculture" in the place of the numerous bibliographical services that we are now issuing. For the time being, it will have to be limited in scope approximately to that of the bibliographical services it replaces. As duplication is eliminated, more coverage will be added, and it is hoped eventually to cover the whole literature of agriculture. If we could effect a cooperative arrangement under which each of our land-grant colleges and universities would undertake to index a certain number of periodicals, we could very quickly get coverage of the whole field of agriculture, even though we may not be able to do it by ourselves in the near future.

Against these needed services we must balance the fact that our work load has more than tripled in the last year because of the fundamental need for information that will help in fighting the war. It may very well be that for the next few years we may have to backtrack on our general services in order to provide to the military and other war agencies services that they must have in order to do their jobs.

Reduction of paper allotments has forced us to boil down all bibliographical services and will probably eliminate several of them. *Agricultural Library Notes* is definitely slated to go but much of its content will be covered from subject points of view in subject bibliographies. Others will probably be changed from bureau lines to subject divisions: thus, *Cotton Literature*, for example, will probably be
divided among the "Agricultural Economics," "Plant Science," and "Agricultural Engineering" sections of the Bibliography of Agriculture, thus eliminating duplication and making it possible to continue coverage at least on its present level for the immediate future.

Our general services are being scrutinized thoroughly. We have simplified our cataloging and other technical processes to a considerable extent and will probably have to go even further in that respect.

Reduce Interlibrary Loans?

Another field in which the current services may possibly have to be reduced is that of interlibrary loans. Interlibrary loans have increased greatly in the last year with the increased activity in the other government agencies and the new government agencies, as well as land-grant colleges and universities and other colleges and universities. Since much of our war service is of the type in which the answer is really needed two days before the question is asked, it is possible that we may have to restrict interlibrary loans, possibly even going so far as to use the method that Columbia University and other scholarly libraries have adopted recently: saying that we will not lend anything of which a microfilm or photostatic copy can be supplied for a dollar or less. That is in the future, and I hope that we can avoid it, but it is impossible to determine at the present time just how far we shall have to go in reduction of these basic services in order to concentrate on immediate and pressing war problems.

Another field to which we have given some thought but which has not been thought all the way through yet, is the possibility that if we should succeed in developing our bibliography of agriculture to such an extent that it indexes everything received in the library and if we prepare an annual subject index to the bibliography of agriculture, with cumulative indexes every five or ten years, it might be possible to do away with the catalog entirely. If that were done, we would no longer need a catalog section as now constituted in our division of technical processes. That again is something that only the future can decide but it is an attractive thought because it would make the whole literature of agriculture, both of the type that goes into our catalog and of the type that goes into the bibliographies, available to everyone who wanted it throughout the country, and it would convert still more of our fundamental housekeeping work into a tool of value to the country as a whole.

Structural Changes

The war changes noted above have already resulted in structural changes shown in our organization chart and will probably cause still more changes. The other possibilities listed above may or may not come into the picture. If they should come to pass, they will necessitate changes in the organization, and if they do not, others should so long as our library continues to be a living force in the agricultural administration and research of our country.

We have presented the various skeletons of the library of the Department of Agriculture. There has been a constant series of changes throughout the years accelerated in recent years because of the accelerated rate of change of the department itself and the drastic changes in nature, scope, and problems of the work of the

(Continued on page 59)
By MILDRED B. BUHLER

Field Library Services of the U.S. Department of Agriculture Library

Mrs. Buhler, chief, Division of Field Library Services, U.S. Department of Agriculture Library, gave this, the second of three papers, before the Agricultural Libraries Section of A.C.R.L., June 22, 1942.

My paper will be confined to the operation of departmental branch libraries, although this is only a part of the department's interests in library service outside of Washington. The article on "Postwar Planning for Libraries in the Department of Agriculture" by Roy I. Kimmel and Ralph R. Shaw, the department librarian, which appeared in the A.L.A. Bulletin of February of this year, indicated four spheres of the department's interests in the subject. This was, I believe, the first time to appear in print a clear-cut tying-together of library service with the department's responsibility for the public aspect of agriculture in our economy and for the well-being of those engaged in agriculture as persons and as citizens.

The branch library idea—that is, the establishment of libraries in important centers of our department field staff with the purpose of serving all departmental workers of all bureaus—is less than a year old; however, field libraries within the department date as far back as 1907, when the forest service was decentralized. Later the soil conservation service and other decentralized bureaus maintained small libraries or office collections for their own members in their regional offices. It is an interesting anomaly that although five out of every six departmental workers were stationed in the field and that there were more than forty bureau collections designated as libraries scattered around the country—some of them excellent in their narrow fields—still the large majority of our field workers were without library service from the department or its bureaus.

With one exception—the Little Rock Branch Library—all the branches were developed from such a collection, or a combination of such collections, and broadened in scope so as to include all phases of the agricultural programs in the regions. The purpose of branch libraries is to extend to field personnel of the department the same, or as nearly as possible the same, library service that the staff in Washington enjoys. The branch libraries are to serve as the bibliographical and reference centers for our staff in each region and are the regional clearing houses for the flow of information and other library functions. Whenever necessary sub-branches are maintained in order to keep this flow of library material to workers in out-of-the-way places running as evenly and directly as possible.

The first step in planning our system of branch libraries was to survey and analyze
each center in the country which serves as headquarters for more than five hundred department employees.

These three factors determined the type of library which should be established in each area:

(a) Subject fields represented by the research and action programs in the area. (This was arrived at by assembling project analyses of all departmental agencies operating in the area.)

(b) Type and amount of library service needed in order to ensure the success of these programs.

(c) Existing library facilities in the area and their availability to department workers.

Preliminary Survey

The preliminary survey was made in Washington with the aid of reports, correspondence, and talks with bureau chiefs. Each area was charted soon after the division of field library services began functioning, on July 1 of last year, by these more or less arm-chair methods, with a view to tackling the most pressing problems first. The preliminary surveys were followed by visits to areas under consideration and by further conferences and talks with workers on the ground.

The first branch library to be established was the Beltsville Research Center in Maryland, fifteen miles from Washington, which covers an area of more than twelve thousand acres. The center provides field and laboratory facilities for scientific workers representing nine bureaus of the department. Most of the research work formerly carried on in Washington and at Arlington Farm has been, or is in process of being, transferred to the center. The subject interests of the branch library, then, parallel those of the department library except that the economic and action programs are not represented.

The size of the book collection is purposely kept to minimum; the only criterion used in determining whether or not a book belongs at the branch library is the record of its actual use. The library's main value is in being a distribution center of the department library proper; its only claim or aim to comprehensiveness is in its sets of indexing and abstracting publications which cover every field of research being carried on at the center.

The library staff of seven is devoted to reference work, periodical scanning, and circulation, and to maintaining a steady flow of research materials to the staff. Book deliveries are made by motorcycle. Two regular trips are made daily over a nine-mile circuit, delivering to thirteen buildings. The largest of the buildings receive desk-to-desk service. A longer circuit of fifteen miles is made twice a week to cooperating agencies, among them the Patuxent Research Refuge of the Department of the Interior. Books requested from the department library in the morning, if not in use in the department, are received at the branch library the same day. So much for the only purely scientific research branch library in the system.

Regional Libraries

The other branches are regional libraries and serve both research and action agencies for ordinary and general library services, depending upon the department library in Washington for extended searches of literature, compilation of bibliographies, cataloging, and other technical aids. The nine regional branch libraries are located at these points: the Northeastern branch is at Upper Darby, Pa.; we have two South-
ern branches, one at Little Rock, Ark., and one at Atlanta; the Great Plains branch is at Lincoln, Neb.; the Intermountain and Southwestern branches are at Albuquerque, N.M., and the Fort Worth-Dallas area; our West Coast branch is at San Francisco; and the Pacific Northwest region is served by our newly-established branch at Portland, Ore. We are now in process of organizing the branch to serve the Midwest in Milwaukee.

These regional library service areas coincide with those of other over-all departmental administrative agencies in the field. In general, the nine regional branches follow similar patterns of organization and administration. Problems are, as a rule, common to all. The same basic agricultural reference books will be found in all, as well as the same general periodicals. An attempt is made to include in each branch library a few standard books on all phases of agriculture with emphasis, naturally, on the subjects of special interest in each region. For instance, seven of our branches would normally have one or two general books on cotton; our two Southern branches, at Little Rock and Atlanta, would have sizable collections on the subject. Each branch library as a matter of course is expected to be complete in its holdings of regional agricultural literature—complete in its records of all publications by department workers in the area, complete in its sets of agricultural college, experiment, and extension publications from the states which define the geographical limits of the region, and in its holdings of local farm journals.

Composite Picture of Branch

The services rendered in the regional branch libraries are, in general, comparable but in certain regions certain types of services are developed more highly than in others. The description which follows is a sort of composite picture of a branch library, typical of all but not a literal description of any one of the nine.

Our typical branch library is situated in a city with good library facilities. Satisfactory contacts have been made with neighboring libraries for interlibrary loans. The branch librarian has assumed the responsibility for agricultural literature pertaining to the region and receives in return from the other libraries help in general reference work and the like, thus making it unnecessary to acquire many books outside the field of agriculture and related subjects. The librarian is a college and library school graduate and has had experience in the department library before assuming the field job. She—I say she, because only two of the branch librarians are men—has two or three assistants and a full-time or part-time messenger. One of her assistants may be in charge of a sub-branch, which may be a permanent arrangement made necessary by geography or transportation facilities or it may be a purely temporary expedient depending upon the present tire and gasoline shortage.

The staff served by our typical library is composed of five hundred or more agricultural workers in eight bureaus situated near the library and perhaps one thousand workers scattered in two hundred or so locations within the five states which define the geographical limits of the region, whom the librarian seldom sees and with whom she deals by mail-order methods.

Book Stock

The book stock, as mentioned before, has been developed from a small working collection of a single bureau and has been
added to by analyzing the projects and working plans of all eight agencies in the region and representing these subject interests by the best books and periodicals in these fields. Project and division leaders work with the librarian in making sure that their fields are adequately represented, in adding their special knowledge in evaluating proposed book purchases.

After the orientation period, the branch librarian has the users and potential users charted, not only as to what an individual wants to read pertaining to his work but also has her home-made digest of work which has been done in the region, work in progress, and work contemplated, by geographical location and by divisions within the bureaus. In connection with this, three card records are kept. The first shows subject interests, with individuals' names added; the second is a list of individuals with notes on their interests (the same record, reversed); the third is a geographical index indicating service points with subject interests—that is, what agencies operate in Moccasin, Mont., for instance, and key men and important projects in each agency. From these records a regional map is prepared for the division of field library services and is used as a guide in keeping the field collections well-balanced and in keeping us alert in fulfilling our purpose of opening our total library resources to every member of the department, wherever his assignment might take him.

Not all librarians are invited to sit in on bureau staff meetings or interbureau conferences but those who are not invited still have means of keeping these records. Casual day-to-day discussions both in the library and in the offices with the men afford the same opportunity on a more informal basis. Part of the program of the regular regional library committee meetings is devoted to a discussion of developments and projected plans in which the library might participate. The library committees are composed of one member from each departmental agency operating in the region. Another means of analyzing the library needs in the region is directed particularly to the staff in the outlying areas. This is through a form request for information reading something like this:

—In planning library service for department employees in the —— region, we will find it helpful to know the subjects in which the various workers are interested.

For this reason, we would be very glad if you will indicate below, and return to us, the nature of the work or project in which you are now engaged and the subject interests involved or relating to the carrying out of your particular project or field of work.

We hope we may be able to lend any literature you may need in your work, and shall welcome your requests for the loan of library materials. Mail or telephone requests for library materials will be handled as promptly as possible—

Also, attached to the library Newsletters, which are issued regularly, is a blank form inviting requests for a specific title, requests by subject, or requests for a continuous type of service such as receiving periodicals regularly on circulation.

As the region's reference and bibliographical center, the branch library touches all phases of the department's work wherever books and library materials can further its research and action programs. The points of contact are many and varied. The range of reference questions and of all the special types of searching and bibliographical services required by the field men challenges the ingenuity and resourcefulness of the branch librarians. A few
of the questions picked out from last month's report from the branch libraries will indicate the type of questions asked:

Types of Questions

From at least five of the branches came questions pertaining to all phases of guayule planting, culture, insect pests, harvesting, etc.

The same type of questions were asked for goldenrod, rabbit weed, Russian dandelion, Hevea, and other rubber-producing or potential rubber-producing plants.

Material on the history of land speculation during wartime.

Number of eggs to be sent to Great Britain in 1942.

When and where Secretary Wickard first said, "Food will win the war and write the peace."

Material and a reading list on charcoal and wood as gas-producers for motor equipment.

At least one question was directed to each branch library on the organization and management of farmer cooperatives. They included fur farms, vegetable and fruit canning and preserving, wood alcohol plants, egg and poultry plants.

The general run of reference questions fall into four major subject classifications.

Production, which includes soils, plants, and animals, and their protection.

Conservation and land use, with their many ramifications.

Marketing and distribution, which includes protection of markets, consumer protection, disposition of surpluses, nutrition, and the like.

Rural life, including the farm home, the rural community, and all phases of rural sociology.

These broad subject classifications may be subdivided into hundreds of more specific subjects, all impinging one upon the other, and most of the reference questions are directed toward small segments of these larger subjects.

In our monthly reports we divide reference questions and bibliographical work into these categories:

Type 1. Request for a fact quickly found.
Type 2. Request taking search of thirty minutes.
Type 3. Request taking extended search.
Type 4. Request referred to another information source.
Type 5. Compilation of a list.
Type 6. A list already compiled by the library is sent.
Type 7. Request which does not fall into the above categories.

A list of all questions falling into Type 7, together with notes on how they are handled, is sent to the division of field library services, as well as are all questions falling into any of the other categories if they are not satisfactorily and completely handled at the branch—that is, if additional searching by subject specialists in the department library is necessary.

Traveling Library Service

Our package or traveling library service, which has developed in certain of the regions, has been enthusiastically received. The library committees work closely with the librarian in deciding the type of contents in these packages which circulate on a regular schedule to four field offices, remaining in each office one month before being returned to the branch library for circulation count and for weeding out of pamphlets which have outlived their timeliness to be replaced and started on another routing schedule. Each package contains five or six books and about twenty-five pamphlets. The packages themselves are unpretentious. When our original supply of library bureau composition mailing cartons was exhausted, we then used laundry boxes, and at present, ordinary corrugated cartons. A letter,
together with the routing schedule of the box and a few annotated reading lists with request blanks for loans, accompanies each package.

The material in the packages just mentioned is chosen with a particular group of workers in mind. Some are prepared specifically for soil conservation service workers, others for farm security workers, and so on. A different type of package is being worked out now to be sent to the state and county war boards. They contain, in the opinion of the department representatives on the regional war planning boards, the "must" reading of all local people working on the Food for Freedom program and on postwar planning plans, with the aim of building up a more constructive idea of the objectives and philosophies of the democracies in the war and postwar world, as well as a clearer picture of the department's responsibility in these programs.

The division of field library services administers the field libraries and it is the point of contact between them and the department library itself. All requests for loans, for reference work, and other requests for services are also received in this division, are distributed to the various other divisions for handling, and flow back to this division after completion. Thus, a single, daily letter to and from each branch library takes care of most of the usual business with our libraries except for loans and new books sent and other bulky packages.

**Technical Processes**

Cataloging and other technical operations necessary to the preparing of books for use is done centrally in the department library. Catalog and shelf cards are prepared and sent with the book, ready for filing in the branch library catalog. The routines for books for which Library of Congress cards are printed (except for department publications) are handled in much the same way as in other libraries which maintain branches. Subject headings for field books conform to those in use in the department library. If further analytics are necessary in the field libraries in order to bring out material of purely local interest, the additional added entries are made in the regional library. Library of Congress proof sheets for department publications are furnished to all branch libraries. Branch librarians indicate the sets of cards desired and return the proof sheets to us for ordering and preparation.

The department library stencils cards for all agricultural publications received for which L.C. printed cards are not available. Copies of the main cards of the stenciled series are sent weekly to the branches for similar checking. These also are returned to Washington with requests for the number of sets desired.

Cataloging, then, for the bulk of the material in the branch library is not a major problem. It is primarily a matter of making additional sets of catalog cards for their publications and filing the cards in the regional catalog.

A union catalog of all departmental holdings in the region is one of the most valuable features of the branch library. Not all the union catalogs can yet be said to be complete but they are all being kept up to date currently and older scattered holdings among the various bureaus are being consolidated into the one catalog as rapidly as time permits.

This outline of organization and function of the branch libraries of the department has been pure exposition. It has (Continued on page 68)
The Responsibilities and Opportunities of an Agricultural Library in Wartime

Mr. Kellar's paper was the third of three given before the Agricultural Libraries Section of the A.C.R.L., June 24, 1942.

Agricultural libraries in the United States are of various kinds. The most important, both for size and content, is the United States Department of Agriculture Library in Washington, D.C. Largest in number and somewhat similar in type are the several libraries connected with the state colleges of agriculture. Special agricultural libraries are associated with museums, implement companies, flour milling concerns, meat processing corporations, and so forth. There are a few private reference institutions, such as the McCormick Historical Association. Many reference libraries of public character, both general and technical in nature, for example, the Library of Congress and the John Crerar Library of Chicago, have considerable holdings of agricultural interest. College, university, historical society libraries, and other institutions, containing extensive printed and manuscript collections, frequently possess important agricultural material. Agriculture, both as an occupation and a way of life, has an ancient lineage. Because of this there is hardly an institution in the country which does not offer, somewhere in its files, information of pertinence to the subject.

The following discussion is mainly concerned with libraries which are primarily of an agricultural character. Certain of the ideas may prove of interest to institutions which have agricultural material.

Objective

The geographical location of the various agricultural college libraries makes it possible for each to function for a definite area—the state. In the same sense the United States Department of Agriculture Library in Washington has for its province the nation as a whole and, where it is important to the United States, the agriculture of other countries as well. Similarly the libraries connected with the recently established agricultural laboratories in various regions of the United States should be chiefly interested in those areas. The field service libraries set up by the United States Department of Agriculture Library are concerned with the requests of research workers in their regions. Libraries devoted to specialties naturally have the nation or the world as their territory. In each instance, according to type and character, the agricultural library should endeavor to service the needs of its area or field to the best of its capacity. In wartime its operation should be directed to rendering special services to the war effort in every way.
conceivable, even though this may mean a considerable readjustment of customary activities.

Collection of Agricultural Material

To operate efficiently an agricultural library should have as complete a collection of library materials relating to its fields of interest as it is possible to assemble. The many-sided relationship of agriculture to civilization necessitates a variety of sources of information. Among these should be noted certain physical objects such as wearing apparel used by the farmer and his family and workmen. The equipment of the main house, tenant homes, and other buildings on the farm should also be represented. This last group should be supplemented by plans and drawings of structures and where practicable scale models of interiors and exteriors of buildings. Plats of land holdings, charts and maps showing land use, rotation of crops, and similar data would likewise be valuable. The implements and machines used on the farm are important. These should include not only well-known and widely used items but local unpatented devices, products of the ingenuity of the individual, which are only found in a particular locality. In like fashion the civilization of the locality should be preserved. For this purpose the librarian should collect every type of physical article representing the country store, the school, the church, the mill, the creamery, the cheese factory, the cotton gin, and other centers of the community life of the farmer. Again drawings and models would be useful additions.

Since considerations of bulk and storage often make difficult the collection and preservation of original, full-sized physical objects, these should be supplemented with a variety of pictorial records, such as photographs and moving picture films of activities upon the farm and in the locality, which are of agricultural significance. Dioramas often synthesize, visualize, and give life and meaning to farm operations in a way that cannot be accomplished by the display of single items. The picture as a whole binds things together to tell a story. Dioramas, even though necessarily reduced in size from that of the original, are decidedly effective and attract much interest. If moving parts are introduced into the scene, the effect is further heightened.

Manuscript materials, except in the case of a few institutions, have not been generally collected and preserved by agricultural libraries. Opportunities in this direction are intriguing. Of prime nature are the records which the farmer or members of his family have kept. Essential among these are diaries, account books, letters, notebooks, memoirs, and reminiscences. In this connection special attention should be given to the accounting necessitated by the direct relation of government to the farmer in recent years, especially crop and livestock data and income tax statements.

Manuscript Records

Supplementing this direct information about the farmer, and equally valuable, are the manuscript records of stores, mills, elevators, stockyards, tobacco warehouses, creameries, cheese factories, transportation companies, cotton gins, sugar beet and sugar cane refineries, implement and machinery companies and agencies, cooperative stores, and like enterprises. Another

Everett E. Edwards, of the Bureau of Agricultural Economics of the United States Department of Agriculture, has recently compiled an excellent summary and analysis of various types of materials which should be collected, entitled "Objectives and Needs for a National Agricultural History Research Center."
type of record relates to organizations with which the farmer is associated. Manuscripts of local agricultural societies, of the chapters of national bodies, and of religious, political, and social organizations in the rural community offer information of great value.

In a larger sense the farmer has been influenced by emigration, land policies, methods of land holding, availability of capital, supply and quality of labor, economic depressions, wars, equipment needed for farm life, transportation, marketing, religious and political movements, and the distribution of knowledge designed to stimulate better farming and to improve life in the country. Manuscript records relating to any of these subjects are of interest to an agricultural library. In particular may be noted the business records of land companies and land speculators and of railroads receiving land grants. Information pertaining to the invention, development, manufacture, and use of implements and machines, and data concerning marketing organizations is also of value. Records of firms processing agricultural products and of gas, electric power, and oil companies operating in rural districts are likewise of pertinence. Also indispensable are manuscripts of agricultural leaders, societies, and fairs, farm journals, and agricultural schools.

Archives of counties, cities, states, and the Federal government often contain important information of agrarian interest. Since these cannot be collected by agricultural libraries, representatives of these institutions should make themselves familiar with the location and the nature of these records. The surveys of various types of such archives recently made by the Work Projects Administration, and especially the Historical Records Survey, will be found very useful in furnishing information concerning materials of this character. The guides to the manuscript collections in American libraries and surveys of church records, which the H.R.S. has prepared, reveal valuable agricultural material. Also the field notes and the published checklists of the American Imprints Inventory of the H.R.S. contain a vast amount of data concerning agricultural literature published in the various states prior to 1877 and in a few instances down to 1890. Sets of all of these publications should be assembled if possible in agricultural libraries. If this is not practicable, nearby institutions which do have them should be located and an analysis made of the content of the survey records.

Other Printed Materials

Printed materials which should be assembled, in addition to state and Federal governmental reports and publications, comprise articles, books, pamphlets, circulars, broadsides, maps, charts, statistics, periodicals, and newspapers relating to agriculture. Of particular interest are rural newspapers and city newspapers with sections devoted to rural activities. The literature of travel should be included and also trade journals, publications of nursery and seed companies, implement machinery concerns, mail-order houses, and public utility corporations.

If possible originals of all the types of material cited above should be obtained. When this cannot be done, photostatic, microfilm, microprint, and other types of copies should be secured.

Every agricultural library has material, to a greater or less degree, relating to the agriculture of foreign countries. In view of the development of international relations and the interplay of economic and
social forces throughout the world, it will be necessary for agricultural libraries in this country in the future to have much more information than formerly about agriculture abroad. Inasmuch as no one institution could expect to assemble adequate information about all countries, it is suggested that the agricultural libraries of the United States cooperate in working out a plan whereby individual institutions will assume responsibility for gathering records about individual countries. To offer a concrete example a good beginning could be made at the present time by bringing together in one place all the agricultural data about a given foreign country which can be found within the United States and in allied or neutral nations. In the postwar period further information could be obtained. This would necessitate the securing of duplicate original records from other depositories and liberal use of microfilm and other copying methods. In this way there would eventually be at least one American library which would have the necessary material relating to any country concerning which data was desired. Because of the general character of the United States Department of Agriculture Library, it possibly would be fair to ask this institution to take the leadership and to make itself responsible for assembling definitive material about one or two of the most important foreign countries, for example, Great Britain and Russia, and perhaps any others for which arrangement could not be made elsewhere.

In view of the importance of transportation in connection with the life and activities of rural communities, agricultural libraries should endeavor to assemble good collections of material relating to all kinds of transportation. One of the main problems in the agriculture of today is distribution of commodities, and transportation plays a chief role in this problem. Add to this the rubber shortage and increased demands on railroads, internal navigation, and airlines, and you have scope for assembling valuable and unique collections of material relating to a subject vital to agriculturists. Aeronautics should not be neglected in this connection because of the possibilities of the movement of heavy freight, particularly perishable products, in huge transport planes in the near future. Out of such a collection experts can find ideas for facilitating the movement of farm produce in certain sections which may prove applicable to the country as a whole and eventually help in solving maldistribution.

These libraries should also have adequate data concerning the various fields in the physical sciences and, to round out the picture of civilization, records in due proportion pertaining to the arts, literature, history, law, and other branches of knowledge.

One agricultural library in each state should assume the responsibility for making a special collection of material relating to the agricultural activity of the state in connection with the present war, with a view to preserving and arranging and making this data available for research and publication in the postwar period.

If an adequate agricultural history of a state has not been written, one library should assemble materials dealing with the subject and otherwise stimulate acquisition and research so that eventually a good history can be prepared and published.

As an example of what can be done in collecting special types of material of importance for agriculture, Thomas D. Clark, of the University of Kentucky at Lexington, has gathered several truck
loads of records of country storekeepers, taken from Kentucky, Tennessee, and other Southern states. Lewis Atherton, of the University of Missouri at Columbia, interested in the same subject, has amassed similar records from Missouri, the Southwest, and also several Southern states. For several years Charles M. Thompson, of the University of Illinois, has been assembling a wide variety of ephemeral material of the present time and also older records of a type not always preserved, much of which is of agricultural interest. These include mill records, papers of implement and machinery concerns, mail-order houses, public utility companies, and like data. In bulk this collection now numbers several million items.

The national Committee on Conservation of Cultural Resources, which stems from the National Resources Planning Board, has set up state committees to arrange for the protection of all types of cultural materials, including museum items, and it is assumed that the agricultural libraries are working with it for the protection of their own records. In addition the national committee is interested in establishing state committees to collect and preserve data relating to the present war. Publication of a manual to aid local and state collecting is contemplated as one of the first steps in this direction. Being largely ephemeral, the collection of these records should not be put off, for experience with the documents of the last World War proves conclusively that if immediate steps are not taken to preserve materials of this type, when they are wanted later they will not be available.

The Committee on Conservation of Cultural Resources in these activities. Naturally much of the material which will be assembled will be of agricultural importance and institutions interested in this and other subjects should freely aid in these undertakings.

The Committee on Microcopying Materials for Research of the American Council of Learned Societies has been engaged since January 1941 in making microfilm copies of important manuscript and printed source materials in depositories in England and transferring the negatives to the Library of Congress where copies may be obtained at cost, plus a small service charge. These films have much of interest to agricultural libraries and they should take advantage of the opportunity to secure such data for their files. As an indication of the scope of the documents chosen for copying, the priorities established by the subcommittee on selection are first, material relating to America, second, that pertaining to England in all periods, and third, records concerning other countries deposited in England. If the program should eventually be extended to libraries in other foreign countries, additional material of agricultural interest will be available.

State Agricultural Museums

In the last few years the Agricultural History Society has gone on record as favoring the establishment in Washington of a national agricultural museum, comparable to the Smithsonian Institution for science. The plan worked out by a committee of the society includes the creation of branch museums which would illustrate the character and development of agriculture in a region or state. An opportunity here exists for a number of agricultural libraries to undertake the sponsor-
ship for such museums for their particular areas. Practical examples would be to restore as an actual operating unit, a cotton, rice, tobacco, or sugar plantation of the ante-bellum period; a Wisconsin, Michigan, or Pacific Northwest lumber camp, a bonanza wheat farm, and a Western cattle ranch of the seventies, or a California or Florida fruit ranch of a more modern period. Working exhibits of this type, which in certain instances could be based on original sites and holdings, would attract widespread public interest in our agricultural evolution, and the fees charged for admission to these plantations or farms would take care of maintenance and perhaps even produce a revenue. It is probable that the Division of Historic Sites of the National Park Service would be glad to cooperate in the setting up of such agricultural memorials. Outdoor museums of this character located strategically throughout the United States would serve to build up public morale and pride in agriculture both in the war period and subsequently and would provide education for thousands who visited them, particularly children.

Processing

A national union catalog of agricultural materials or a selective union catalog of this nature should be compiled by the Library of the United States Department of Agriculture, containing a description and the depository location of important agricultural records, both printed and manuscript. Eventually this should cover documents in foreign countries as well as the United States. Contributions to this catalog could be made not only by the Federal library but also by other agricultural institutions in this country. The central file should be in the department library in Washington. The already widespread bibliographical activities of the United States Department of Agriculture Library should be continued and expanded so as to eventually provide national and international control of the literature of agriculture.

In normal times the problem of bringing material collected under control by physical arrangement and cataloging should be actively and continuously carried on, but in the war period this routine should be changed. Attention to usual cataloging should now be reduced to the most simple forms to allow members of the staff to give time to other special types of processing needed for war activities.

Informational Services

In every one of the areas served by agricultural libraries, because of the war there will be special defense activities in progress, which are superimposed upon the regular life of the people; for example, the influx into rural districts of large groups of population of urban origin associated with emergency operations. There are important services which can be rendered to those concerned with these activities, in addition to offering customary assistance to the agricultural community. Institutions can answer questions and furnish data about rural housing and sanitation, nutrition, first aid and home nursing, gardening and farming, implements and machinery, electrification, and technical matters needed for research. They can also obtain books not in the agricultural field through interlibrary loans or secure copies of records from other institutions.

To serve all classes in the area special indexes should be made of certain types of
current agricultural literature, such as books and pamphlets, government reports, documents of organizations and learned societies, articles in popular magazines, farm journals, publications of business houses, trade journals, and the like, which are not only of agricultural interest for research workers and others in the community but also contribute to the development of the war effort. In addition to calling attention of individuals interested to the existence of these indexes, subject bibliographies, based on the indexes, should be prepared. These should be mimeographed and at regular intervals distributed where needed. The library should offer to obtain originals or copies of material listed in the indexes and bibliographies which it does not have in its own possession.

Subscriptions should be made to clipping services in order to secure items from several nationally known newspapers on matters of agricultural interest relating to the war. In addition the more important local newspapers should likewise be clipped by members of the staff for similar information. All of these articles should be mounted, arranged, and indexed by subject, and both indexes and originals made available to individuals in the community who should have the information they contain.

Members of the library staff should prepare, publish, and distribute mimeographed bulletins from time to time, about articles in current periodicals and newspapers pertaining to national defense which are of interest to the agricultural community. In these bulletins should also be published special bibliographies on agricultural topics, assembled by members of the library, with the announcement that copies of any material listed could be supplied by the library to the public at reasonable cost. One or more articles should also be reprinted in full in each issue of the bulletin.

Agricultural libraries should arrange for a series of speeches or lectures upon various topics connected with the function of agriculture in the war effort. Speakers should be chosen from government officials connected with agrarian activities, faculty members of colleges and universities, leaders of farm organizations, members of the staff, and others qualified for this purpose. These speeches should later be published in mimeographed form and distributed to those interested.

Arrangements should be made with local radio stations to give a series of programs directed particularly to the interests of the area. These programs should contain information respecting the part of farming in the war and also data of nonagricultural character pertaining to other phases of the emergency.

Representatives of the staff should attend and take an active part in meetings held in connection with defense work. Where desired the library should furnish speakers for such meetings.

The libraries of the state colleges of agriculture should establish closer relations with the county agricultural agents who furnish information about farming and farm life directly to the farmer. It is estimated that at present about a fifth of the fifty or more bulletins which county agents annually distribute in each community originate in the United States Department of Agriculture and the remainder are largely the product of the state colleges of agriculture. The latter are written for use in the various sections of a state and take into consideration local conditions. The Federal literature is usually prepared
for national or regional use and does not always have special adaptation for a locality. Representatives of state colleges of agriculture, acting in conjunction with county agents, should modify, change, or add new material as required to the content of the bulletins of the United States Department of Agriculture in order to make them apply more particularly to the various sections of a state and thus make them more useful. Once the necessary information has been obtained members of the staff of the state agricultural library could assist with the necessary editing. The revised bulletins could then be mimeographed to lessen the cost and sent to the county agent for distribution. In addition the staffs of agricultural libraries might prepare “dodgers” or leaflets containing special information furnished by county agents which the latter wished to place in the hands of the farmer. Attention should be directed, among other things, to the education of women and children in the operation and maintenance of farm implements and machines. Special tractor schools, a number of which have been established by farm implement companies, have already provided training for women in operating these machines. Agricultural libraries could supply literature for such schools and generally furnish information to women on the farm about farm implements and machines and other subjects which are of interest in aiding the war effort. Such institutions should also endeavor to service, where this is not already being done, the agriculture literature needs of county agents and of the 4-H clubs and other farm organizations.

Library Cooperation

Agricultural libraries, in order to carry out activities already indicated, should cooperate with other agricultural institutions in interlibrary lending, collection and dissemination of information, and in other projects designed to stimulate agriculture to contribute its share to the winning of the war and to acquaint the farmers with what is going on outside of their own communities. They should also cooperate with other institutions in their localities in projects which will increase their efficiency as libraries and aid in other aspects of the emergency.

The agricultural libraries of the country are among the most efficiently operated of American institutions. Individually and as a group they are already participating in various ways in the war effort. The importance of agriculture in the world today creates an incentive and a responsibility which will keep agricultural librarians on the alert now and in the future.
Special Problems in Reclassification and Recataloging

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I n an earlier paper, it was indicated that a number of complex problems are created by introducing projects of reclassification and recataloging into academic libraries. Consideration will be given here to a group of special problems which may be peculiar to individual libraries, or to small groups of libraries, but are probably of interest to most administrators and technicians. These problems concern (1) classification of special types of materials, (2) open-shelf collections, (3) letter classifications, (4) arrears in cataloged and classified materials, (5) experimentation in filing, (6) uses of films, (7) discarding and storage, and (8) union catalogs. These matters will be treated in relation to practices in a group of sixty college and university libraries which have either completed reclassification or are still reclassifying by the Library of Congress system and in six other libraries which have always used the Library of Congress system. A few points made are based upon the possible future development of libraries rather than upon prevalent present practice. They are noted, however, for they may aid in throwing light upon questions which are frequently omitted in discussions of the problem of reorganizing the technical processes.

Classification of Special Types of Materials

Institutional differences among libraries will necessarily result in variations in practice in regard to the placement of certain types of materials during reclassification. For example, what should be done about the placement of subject bibliographies? Of biographies? Of fiction? Of textbooks? Of juvenile collections? Of periodicals? It may be observed that libraries employing the Library of Congress classification are not faced with the same problem in arranging these materials as they are in the placement of classes of materials for which no Library of Congress schedules exist or in situations wherein inadequacies in the schedules are present.

The question concerns the variations and the possible reasons for them. The discussion of the practices relating to the handling of these special types of materials should clarify rather than settle points of controversy and should enable one to proceed along whatever lines the best interests of a particular library seem to indicate.
Bibliographies

The whole problem of whether to place bibliographies with the subject or in the special class Z (Bibliography) is presented to the librarian who is reclassifying by the Library of Congress system. One may not say categorically which is the better procedure. Yet, on the basis of the practices of the libraries included in the study, the major choice (82 per cent) has been to follow the Library of Congress assignments and build up a special collection of bibliographies in the Z (1001-9000) class. Another method which is claimed by its adherents to result in effective grouping is to assign the bibliographical item its subject notation and then preface the number by the letter Z, that is ZQE 75.A22 for Nickles' Bibliography of North American Geology. It should be noted that the Library of Congress itself frequently places its second copy with the subject rather than in Z.

Biographies

The placement of biographies presents a problem similar to that raised by bibliographical materials. Generally, libraries have followed the Library of Congress practice of placing biographies with the subject. For those titles which are difficult to place with a specific subject, CT (Biography) is used. At least six libraries, however, use CT for all their biographical works. The experience of librarians has indicated that most users of academic libraries are more satisfied to find biographical material with the subjects rather than in a single alphabetical order by the names of the biographees.

Fiction

In larger libraries fiction has been placed with the literature of the country of the author. The class PZ3, used by the Library of Congress for most of its fiction, has thus been eliminated in twenty-eight libraries. Apparently in academic libraries it has been found more useful to the patrons to arrange fiction according to the literature of the country rather than in a single alphabetical order. There is more divergence of opinion in regard to the handling of fiction than there is in the cases of bibliography and biography. Eighteen libraries place all fiction in PZ3.

Textbooks

The arrangement of textbooks has presented special problems to those institutions which maintain teacher-training schools or divisions. The large collections of elementary, secondary, and junior college texts, sometimes reaching five thousand or more volumes, apparently do not best serve their purposes for comparison and consultation by teachers and prospective teachers when they are dispersed in a general collection of two or three hundred thousand volumes. For this reason there has been a tendency on the part of libraries with teacher-training divisions to segregate textbook materials in special collections. But the large majority of libraries (70 per cent) have treated textbooks which are below the level of higher education just as they have other materials, that is, arranged them in their respective places according to Library of Congress practice. If we add the 15 per cent of libraries which follow Library of Congress practice, which generally means placement with subject, it may be said that approximately 85 per cent of the libraries class textbooks with the subject.

An interesting special classification has been
devised in one library by using the Library of Congress class number assignments and prefixing LT to the numbers to throw them into a distinct grouping. The results seem uniformly better than in the four institutions which have devised special classifications based upon broad Dewey numbers prefixed by the letters LT.

**Juvenile Works**

The presence of juvenile collections, which are used in connection with teacher-training schools by the pupils themselves or by students preparing to be teachers, presents a problem similar to that of textbooks. While 21 per cent of the libraries (out of fifty-eight libraries) place such materials with the subject, the more prevalent practice is to segregate such materials in the Library of Congress PZ5 class. The latter grouping is probably more effective for the academic library. The placing of *The Little Farmer* on the shelf beside a scientific treatise on agriculture hardly seems a satisfactory procedure in an academic library so far as probable use is concerned.

**Periodicals**

Periodicals generally have been reclassified along with books. In several libraries the classification of periodicals has been for shelflist purpose only, that is, the periodicals are classified and then arranged alphabetically by title on the shelves. Evidence based on observation alone indicates that the approach of most users to periodicals generally has not been on the basis of subject groupings of the titles but by specific articles. Subject groupings of periodicals, however, probably aid the user who is working on a special topic by bringing together a similar group of journals. Two libraries decided to reclassify the periodicals after the process of reclassification had been in progress for several years because experience had demonstrated that the readers in the stacks found an alphabetical arrangement difficult to use when periodical titles changed or merged. Stack attendants were presented with a similar difficulty in locating and shelving materials. Thus, the reclassification of periodicals along with books may be undertaken primarily for purposes of administrative efficiency.

**Other Materials**

Such materials as government documents and dissertations of other institutions present problems which need consideration during reclassification. For example, the evidence from a few libraries indicates that there is a tendency to follow Library of Congress assignments in both these classes of materials. In a few instances librarians have arranged documents chronologically or according to the classification of the Documents Office. Theses of other institutions are sometimes arranged chronologically under the names of the issuing institutions rather than under the subject.

**Summary Note**

The methods of treating special types of materials during reclassification depend upon the purposes of the library and the characteristics of the users. Majority practices are not always the best criteria. However, it should be emphasized that unless local conditions are likely to be permanent, the adoption of ill-advised arrangements may prove expensive variations without proportionate returns in user satisfaction.
Cutter and Letter Classifications

In two libraries modifications of the Cutter classification were employed in the arrangement of books. The presence of a letter notation such as that which characterizes the Cutter system and two of the local classifications which were used may raise annoying administrative problems. In order to preserve system in the stacks for faculty members and students using volumes at the shelves and to remove difficulties from the tasks of the loan attendants or stack assistants in securing books with dispatch, a decision should be made regarding the method of distinguishing between the notation of the Library of Congress classification and that of the system being discarded. If libraries had used a pure Cutter notation, which does not include the use of digits in addition to the letters, the problem would not be pressing. However, all the libraries using either the Cutter or local letter systems had modified the arrangements to the extent of including digits as part of the call numbers. Three procedures for reducing confusion apparently have been followed: (1) To segregate on different tiers or in sections of the stack the materials classified by Cutter or letter systems from those reclassified by the Library of Congress system, (2) To remark the reclassified volumes in some distinctive way, as, for example, to shift the position of the marking or the labels, and (3) To place a temporary colored label, dot, or mark on those volumes which have been reclassified until the whole collection has been rearranged. The presence of a letter classification is a factor, although a minor one, in raising the cost of reclassification. Shifting in the stacks is usually more frequent than otherwise, and the extra task of differentiating between unreclassified and reclassified materials is introduced.

Open-Shelf Libraries

The presence of open-shelf libraries or collections creates problems for both the library staff and the users. The librarian is forced to organize the routines of reclassification so that the personnel of the catalog department will have no difficulty in working with the collection and so that the users will not be unreasonably limited in their access to materials. In most of the libraries having open-shelf collections, the procedure has been either to remove to the catalog department certain sections of a class, as, for example, all the books in the 510's, while they are being processed. In other cases, certain areas have been blocked off during the reclassification process and the mechanical work done on the spot. By the latter method direct access is prohibited, but it is possible to supply materials to users without delay. The arrangement of the building is a determinant of the best procedure in regard to open-shelf collections, and it is not possible, therefore, to suggest what a certain library should do unless such factors as location of the collection, distance to the workroom, and the nature of use are considered. It may be generally stated, however, that any procedure followed should be prompted by the policy of giving complete and immediate service to the users. By a system of records in both the circulation department and the catalog department, any book which is being worked upon should be readily located. Among the faculty complaints regarding reclassification, the inability to secure books which were in process of being changed has been emphasized.
Arrears in Classified and Cataloged Materials

With the introduction of reclassification and recataloging into a library, it is apparent that if the annual book acquisitions remain constant or increase and the number of individuals engaged in the technical processes remains constant, additional work would normally slow up the preparational operations on new acquisitions. In many of the libraries studied increases in acquisitions without a proportionate increase in staff to handle reclassification occurred. It may be observed that reclassification most often takes place in a library in which the book collections are rapidly increasing rather than in a library that has reached a stationary stage in development.

It is difficult to say whether or not reclassification is entirely responsible for arrearage in cataloged and classified materials but there seems to be little doubt that it is a contributing factor. In eighteen of the libraries it was possible to observe some relationship between reclassification and arrears. In seven libraries that could provide approximate figures of arrears attributable to reclassification, the number of volumes ranged from three hundred to twenty thousand. Five libraries reported ten thousand or more volumes in arrears.

The question of arrearage as a result of reclassification or of other reasons poses a real problem for librarians and suggests a worth-while topic for further investigation. This refers to the actual use made of materials in libraries of institutions of higher education. Is it more important to make available materials of recent imprint than it is to expend a large portion of the time of the technical personnel in reclassifying and recataloging older materials which may be rarely used by a research student? A study of the use of library materials is fundamental to reach a conclusion on the question of whether or not reclassification is desirable in a particular library. In this connection, an experimental library arranged by a period classification such as suggested by Lund and Taube would reveal some interesting facts regarding actual use of materials.

Experimentation in Filing

Among the important practical problems of the user of card catalogs is the method of arranging the cards in the trays. Skill in filing was once considered among the peculiar acquirements of the librarian and his ability to file was regarded as an esoteric talent. But more important than the ability of the librarian to file cards is the success of the user in locating entries after the cards have been arranged in their alphabets and subalphabets. In the preliminary plans for a reclassification project the librarian should carefully analyze the filing situation. What difficulties existed in the filing system up to the time of reclassification and recataloging? A survey of the users and staff members on the question of the ease or difficulty in locating materials through the catalog should provide the librarian with more than a subjective basis on which to introduce a new filing code. Among the sixty libraries reclassifying thirty-eight retained their old filing systems. Ten of the libraries which changed adopted the Pittsburgh rules; three, the Cleveland code; two, the Cincinnati rules; two, the University of Chicago rules, which embodies...
simplified alphabetizing; and one, modified Library of Congress rules. Four libraries use a combination of several codes. There is reason to believe that if the Library of Congress had published its rules more libraries would have used them.

In connection with the rehandling of all cards during complete reclassification and recataloging, there is also the possibility of introducing experiments in filing systems. The divided catalog, for example, is assumed to meet the reader's approach to the catalog. In all libraries included in the study not one librarian ventured to set up the divided catalog at the start of reclassification. Recently in one of the libraries the catalog has been divided. It should be pointed out that the adoption of the split catalog during reclassification will involve considerable effort on the part of the users. The old catalog and the two parts of the new catalog may possibly present a psychological hazard. Also, the split catalog requires a total rearrangement of the tray space and probably the purchase of new equipment.

*Uses of Film*

Implications are raised for using films during projects of reclassification. The possibilities in this connection relate to (1) storage and (2) union catalogs.

The storage of little-used materials apart from the central book stock may be accompanied by a similar storage of catalog cards for the materials. It has been suggested, for example, that the card catalogs be reduced in size by the elimination of subject cards for materials that are seldom used. While selective cataloging may permanently eliminate cards from the catalog, the use of microfilm techniques may make it possible to remove inactive cards from the file and still keep them for reference purposes. It should be apparent that any librarian having intentions of storing materials during reclassification should consider the possibilities of microfilming the card records for the materials.

Films may also be used as aids in compiling union catalogs. Since reclassification and recataloging are often utilized as an opportunity to prepare a union catalog of all the libraries on a campus or of all libraries which are part of an academic institution, films furnish two distinct uses. In the first place, copies of all catalogs of departmental libraries may be made and used in the catalog department during the reclassification process. This is particularly true if the departmental libraries had been independent and complete records were not held by the central library. In the second place, films may be used for a deliberate compilation of a union catalog of all materials in the various units of the institution. This use of film applies only in case the library has not taken advantage of the opportunity of duplicating cards for a union catalog during the initial stages of reclassification and recataloging.

*Discarding and Storage*

Some librarians have considered the problems of discarding and storage of various types of materials as part of reclassification and recataloging. Despite the recent revival of the proposal that college libraries, and to a lesser extent university libraries, weed their collections, most librarians who have undertaken reclassification and recataloging recently have not seen fit to use these processes as an opportunity to reconsider the right of an item to occupy space on the shelf.
It is perhaps thoughtless on the part of the librarian not to use reclassification and recataloging as a means to weed the duplicate collection of the library. For example, the reclassification of twenty-six copies of a botany textbook or thirty copies of an old education textbook, even though the library has copies of new editions of both titles, is without question a waste of time and results in an inefficient use of shelf space.

The possible effects of storage and reservoir libraries upon the processes of reclassification and recataloging should be noted. If the growth of academic libraries continues at the present pace, the next half century should witness increased library building or, as it is now being studied seriously, the construction of storage libraries. The elimination of little-used titles and duplicates from the stacks of the active materials, therefore, should have definite meaning in a program of reclassification and recataloging. The need to assimilate materials from a number of libraries will require some reorganization of the cataloging and classifying practices of the contributing units. Since this is a problematical matter, no definite statement of what should be done will be made at this time. But no study of storage plans which involves a group of libraries should neglect to review the possible effects the arrangements might have on the technical processes in the individual libraries.

Union Catalogs

The rise of union catalogs in the United States is a comparatively recent movement. Twelve of the college and university libraries included in the present study have been contributing members to union catalogs. In most cases, however, the union catalogs started after reclassification was under way or near completion in the libraries. This particular section of this paper is concerned with the possibilities of using union catalog services and methods during a reclassification and recataloging project. The relations of reclassification and recataloging to union catalogs appear in three ways: (1) The use of union catalogs themselves for purposes of cataloging, (2) The use of film during the general process of reclassification for establishing a union catalog of materials on the campus, and (3) The improvement of cataloging generally in an area through the establishment of uniformity in entries.

Union Catalogs and Recataloging

In several of the college and university libraries which still maintain in their catalogs thousands of handwritten cards of doubtful entry, the utilization of the union catalog may be highly desirable. While no library included in the group under investigation has actually been engaged in a project of this type, a large private library, the Library Company of Philadelphia, has taken advantage of this use of the union catalog. This project involves the use of labor furnished by the W.P.A. to copy all the cards in the Philadelphia Union Catalogue which have the name of the Library Company of Philadelphia stamped on them. As about 70 per cent of these cards have been duplicated by libraries which have been better cataloged than the Library Company of Philadelphia and many more could be identified through bibliographical sources.

*Started in 1939. See Berthold, A. B. "Union Catalogues and Documentation." In Federation Internationale de Documentation. XIVeme Conference Internationale, Zurich, 10-13, Aout, 1939. P. Cr-C5.
a substantially good catalog was expected to result. It is admitted that such a procedure has certain drawbacks and the new catalog would not be perfect but it represents an experiment that merits the attention of librarians. Untrained labor, for example, may be used in such a project, and librarians who do not have adequate budgets for a complete recataloging may well consider its potentialities.\(^7\)

**University or College Union Catalog**

In eight libraries the reclassification and recataloging project was grasped as an opportunity to prepare a central or union catalog of materials in all libraries of the institutions. It has been generally accepted that to maintain effective service without considerable duplication the central library of an academic institution needs a record of the books and other materials in all libraries of the college or university. Under ordinary conditions it may be extremely difficult and expensive for a library to attempt to compile a central catalog of all holdings. Commenced at the beginning of a project of reorganization, however, the making of a central catalog may be only a mechanical routine. There seems to be no reason why the librarian should not be able to determine what type of catalogs and shelflists will be needed in the future development of the library and start them at the beginning of the project. Lack of foresight on the part of some librarians in this respect has been notable.

\(^7\)Ibid., p. C3. Berthold writes: "We have no hesitation in saying that it (the procedure) could be applied with more than a fair degree of success to a large number of libraries with antiquated catalogues."

**Improvement of Cataloging in an Area**

Through their activities in bringing uniformity in the numerous entries in their own files, officials of union catalogs are able to observe the many variations which occur in the entries of contributing libraries. They are thus able to establish what may be termed the most logical entries, and the contributing libraries are in a position to utilize these data for their own files. The maintenance of an information service at the union catalogs may well be taken advantage of by college and university librarians who are in the throes of reclassification and recataloging. In essence it is a form of cooperative cataloging. The union catalog officials may be active agents in inducing librarians to conform in their entries to those adopted by the union catalog, or the librarians themselves may try to gather information relevant to difficult or obscure entries. Useful variations within a particular library, of course, should be adopted.

**Summary**

On the basis of the experience of the libraries investigated, therefore, three points may be emphasized: (1) There is a definite need for advance planning before a project of reorganization is started. (2) There is need for thoughtful consideration by librarians of the practice of introducing local variations which are of doubtful superiority to the practices of the Library of Congress, and (3) There should be more attention paid to the possibilities of giving a higher plane of service to users through economies within the library or through cooperative enterprises.
Changes in Organization at the University of Illinois Library*

The most significant development of the year at the University of Illinois Library has been the reorganization that has taken place. Heretofore those in charge of thirty-six different divisions and departments of work on the Urbana campus have reported directly to the director of the library. The Medical, Dental, and Pharmacy Library in Chicago is another unit. Since the director of the library is also director of the library school, the number of independent units under the direct supervision of one man has totaled thirty-eight in all. This span of control is too wide. This fact has been recognized for some years, but it has been left so that the new director would have an opportunity to work out his own solution.

The first step was to bring together all of the public service departments of the library on the Urbana campus and place them in charge of one person. The position of associate university librarian was created September 1, 1941; Homer Halvorson, of the reference department of the Harvard University Library, was appointed to fill it. To this officer has been assigned the responsibility of administering, under the director, the twenty-odd public service departments on the Urbana campus. In addition to these duties, the associate librarian assists with the general administration of the university library.

The second step was to centralize the responsibility for personnel. For this purpose the office of assistant university librarian in charge of personnel was created last September and Josie B. Houchens was placed in charge. Miss Houchens continues as binding librarian and as lecturer in the library school. The duties of this office cover recruiting primarily and certain specifically assigned responsibilities which are not so heavy but that they can be carried by one person whose attention ranges over a wider field than personnel.

To quote from the memorandum which announced to members of the library staff the creation of the position and Miss Houchens' appointment:

The duties of this officer are investigative and executive. The task of investigation will involve securing information about candidates for positions and presenting it in such form as will facilitate selection on the basis of merit. The executive responsibilities will involve putting into effect personnel policies as they are developed together with such other duties of personnel management as may be assigned. . . . All applications for positions and all correspondence concerning positions on the staff, including student help, should be referred to Miss Houchens. She will keep such records of persons seeking employment in the university library and such other records pertaining to personnel as the library may require. When a vacancy occurs the first step to be taken by the head of a department, departmental librarian, or other person having supervisory responsibilities will be to report the vacancy to Miss Houchens on a form prepared for the purpose.

In filling positions an attempt will be made to secure as much information about available candidates as possible before a decision is made. For regular positions on the staff, the decision itself will be made, insofar

* Excerpt from the annual report of the director.
as regulations of the university civil service permit, by the director of the library. The intent of all steps preliminary to this decision is to produce and crystallize such information as will make the decision the most intelligent, and to this end anyone who can contribute information will be fully utilized. In particular the one who is in charge of a department or departmental library in which a vacancy occurs will be called upon to contribute as much information as possible.

Executive responsibilities assigned to the assistant university librarian in charge of personnel include appointment of students paid by the hour, keeping a record of staff absences, representing the director in handling civil service appointments at the clerical level, and maintaining a schedule of vacations of members of the staff.

Two other campus-wide services are acquisitions and cataloging. These services remain essentially unchanged, but each of them is now in charge of an assistant university librarian. Willia K. Garver has been appointed assistant university librarian in charge of acquisitions. Under her are three divisions—the purchase division, the periodicals division, and the division of gifts and exchanges.

Arnold H. Trotier has been appointed assistant university librarian in charge of cataloging. He is in charge of all cataloging on the university campus except that done in the university high school. These changes in organization have been made with a view to reducing the span of control and placing greater executive strength at the top of the organization.

Until a few months ago the library of the university high school was only nominally under the director of the library. The salary of the librarian and a special allotment for book purchases were in the budget of the college of education. The transfer of both of these items to the university library budget and the approval of recommendations that this library function under the director of the library as an integral part of the library system of the university has brought desirable results both in terms of sound organization and wholesome interdepartmental relations.

In the office of the director an assistantship to the director was not filled when the position became vacant. Mary Lois Bull, the remaining assistant to the director, has been given direct charge of the office with several specific executive responsibilities of a general nature in addition to the supervision of the three stenographic assistants. She is the only person besides the director who regularly carries responsibilities for the library school as well as the library. Her salary, like that of the director, is carried entirely on the library budget.
THE KATHARINE L. SHARP SCHOLARSHIP, which carries a stipend of three hundred dollars and exemption from tuition, will be awarded by the faculty of the University of Illinois Library School in March 1943. The award is made for the second year of study in library science. Application should be filed with the director of the school, Carl M. White, Urbana, Ill., before March 1. Application blanks may be secured upon request.

This scholarship was endowed in 1933 by the University of Illinois Library School Association as a memorial to the founder of the library school. The present Katharine L. Sharp scholar is Agnes Reagan, who completed her first year of library school training at Emory University Library School, Emory, Ga. Since 1939 she has been on the library staff at Agnes Scott College, Decatur, Ga. Others who have held this scholarship are:

- Lucy B. Foote, head cataloger, Hill Memorial Library, Louisiana State University, University.
- Donald W. Kohlstedt, librarian, Public Library, Grand Rapids, Mich.
- Mary E. Silverthorn, assistant professor, Library School, Ontario College of Education, University of Toronto, Toronto, Ont., Canada.
- Katherine A. Brose, head, Loan Department, Mills College Library, Mills College, Calif.
- Ruth M. Heiss, Technology Division, Public Library, Cleveland, Ohio.
- Felix Snider, librarian, East Carolina Teachers College, Greenville, N.C.
- Mr. Marion A. Milczewski, executive assistant, Books for Latin America Project, American Library Association, Washington, D.C.
- Katharine Kinder, readers' adviser, Williston Memorial Library, Mount Holyoke College, South Hadley, Mass.

Organization of the U.S.D.A. Library as Indicated by Its Organization Charts

(Continued from page 34)

library. These changes are not presented as improvements; they prove nothing out of their context of the organizational and operational needs and conditions of their time and place; they indicate that through the years there has been an effort to keep our library's organization geared closely to the sum total of operating factors and that that process is still going on.

The process of growth and fission and sloughing off of dead branches is one interesting tale told by our organization charts over the years. This and much more can be found in these charts, but we must remember that the charts offer merely one-dimensional skeletons to which our staff adds life and purpose and perspective.
By F. B. MOE

The Significance of the Junior College Library in the Educational Program

Dean Moe of Virginia Junior College, Virginia, Minn., read this paper at the meeting of the Junior College Libraries Section of the A.C.R.L., June 25, 1942.

The junior college library is just beginning to get the recognition which it deserves. Most junior colleges are the outgrowth of secondary education, and it is only natural that they have inherited the weaknesses as well as the virtues of secondary education. By and large, I am sure that one of the outstanding failures of secondary education even today is the lack of provision for the encouragement of self-directed habits of study through adequate library service.

The junior college, like any other member of the educational family, has particularized functions. Important as it is in high school, self-propelled intellectual activity becomes a compelling objective on the junior college level. This fact makes the library a vital part of any junior college organization.

It has been stated that the library is the power plant of an educational institution. It is not merely a department, a single spoke in the educational wheel; it is more than that. Its influence transcends all departments. It is the hub of the instructional wheel. Because of the type of work the junior college is designed to do, the library plays just as significant a role in the success of this institution as it does in a four-year college or university. The chief yardstick of appraisal of any junior college organization is the quality of its library service. In the language of investment circles, this is the acid test.

During the past several years, I have had the privilege of visiting many junior colleges in all sections of the country. In these visits, I have made a special point of spending considerable time in the various libraries. I have inquired about the number and training of librarians, about budgets, general policies, faculty and administrative relationships, student use, and about the facilities for special reading. Further, I have almost always asked to see the shelf of unaccessioned books in order to get some idea of the type of books added currently to the library. I have studied, too, certain departmental collections in fields which I have felt I should know more about than others.

My general observation is that there is widespread recognition of need for improved library service but also that junior college administrations as a rule have not met the library problem with the same firmness and determination with which other problems have been met. This observation applies to some of the better-known junior colleges, as well as to those
less well known. In some cases the libraries are conspicuously weak, and in one instance eight or ten copies of Hazen's *Europe Since 1815* seemed to be almost the only source of reference reading in modern European history. Frequently what are called libraries are not libraries at all. They are unattractive rooms under the supervision of workers with little understanding of the true function of a junior college organization.

The function of the library in any institution must be interpreted in the terms of the aims and objectives of that institution. Amongst others, one leading objective common to all junior colleges is the rounding out of the cultural implications of secondary education. This is merely another way of saying that one of the chief purposes of the junior college is to provide the facilities for general education.

**General Education**

There is much confusion about the meaning and scope of general education. Attempting to define the term is much like trying to reduce the objectives of education into a pattern small enough to be usable and at the same time broad enough to include the divergent views of the many educators—something that is very difficult to do. Still, I think we all have rather definite views regarding the nature of general education. In 1931 Owen D. Young made a significant commencement address under the title "The Five Final Questions at Commencement" in which is epitomized, without his meaning to do so, much that has been written since regarding the meaning and scope of general education. Some may wish to follow President Hutchins and Professor Adler; others, Walter Lippmann in his analysis of recent date. In any of these approaches, the final result is much the same.

Personally, I think that Henry M. Wriston has done the best job of all in bringing order out of chaos in this field when he defines the scope of general education in terms of discipline. His statement, it should be observed, antedates many of the current analyses. General education, according to him, combines four basic disciplines—the discipline of precision, the discipline of appreciation, the discipline of hypothesis, and the discipline of reflective synthesis. Indeed, it might well be said that President Wriston practices what he preaches, for the statement of his four disciplines is an excellent synthesis of practically all writing that has been done in the field of general education.

It is quite inconceivable that there could be any considerable attainment in the perfection of these disciplines on the part of freshmen and sophomores without an adequate library program. Precise thinking in the natural sciences can be attained through the laboratory and the textbook, but precise thinking in the broader problems now confronting the world can be attained only by a ready grasp of the implications of these problems to the world. A full understanding of these implications can come only by wide reading and much reflection.

Likewise, the remainder of President Wriston's disciplines all presume wide understanding of the broader fields of knowledge, an understanding which presupposes extensive reading and study.

**The Library in General Education**

A program of general education—the common denominator of all junior college functions—is not possible without a vigorous library administration. Adequate and properly trained personnel and ample
budgets are necessary. These are basic requirements, but they alone will not insure a satisfactory library program. There must be, in addition, an acceptance by junior college administrations of the following principles:

1. The librarian, like all members of the faculty, must have a good understanding of the aims and purposes of junior college education and, more particularly, an appreciation of the particularized functions of the institution in which he works. This understanding can be achieved only by a close working relationship between the librarian and the person charged with the over-all responsibility for the administration of the junior college. It might well be that this close association should even become a consolidation of the two separate offices of librarian and supervisor of instruction, as at Stephens College. Without such complete consolidation, however, the two responsibilities should be as closely coordinated as possible. The library, as I have stated before, is not just another department—it yields a service which undergirds all departments.

2. The librarian must have full authority to coordinate all technical features of the library service. Moreover, I don't believe that full coordination can be achieved on the basis of statistical procedures alone. Budgetary allotments by departments, for example, may be used as a guide in purchasing, but the librarian's judgment must be permitted to modify such allotments if occasion requires. Procedures must be kept flexible, and like all administration, business, government, or military, the quality of the library administration will reflect the views, knowledge, and vision of the man in charge.

The librarian to do his job properly must have responsible authority. But his function is not that of a custodian.

Mr. MacLeish draws the distinction between a keeper of physical books and a keeper of intellectual books.

If it is the intellectual book rather than the physical book of which the librarian is keeper, then the profession of the librarian is not and cannot be the neutral, passive, negative profession of the guardian and fiduciary, but must become instead the affirmative and advocating profession of the attorney for a cause.1

3. Students in the freshman and sophomore years in college will read in proportion to the extent that they are encouraged and inspired to read. It is the librarian's responsibility to have an intimate knowledge of the reading habits of students in general and of the reading practices of students in various departments.

As the Committee on College and University Teaching of the American Association of University Professors has stated:

The purpose of college teaching is to induce self-propelled intellectual activity on the part of the student. Accordingly, a frank recognition of the principles of self-education under guidance will suggest a sufficient definition of good teaching. To teach effectively is to lead, to inspire, and to guide the learner.

A valuable insight into the work of the classroom should be available to the supervisor of instruction by way of the library. Students will read more if they are inspired to read by instructors who are themselves well-read and who are convinced of the value of extensive reading. Furthermore, the librarian can do much to stimulate reading by using the many techniques familiar to us all.

4. The junior college library is not a research library. Its chief purpose is to

serve the needs of instruction on the freshman and sophomore levels. This does not mean, of course, that the purchase of special books, journals, and documents should not be made, for in serving the needs of instruction it is necessary to provide the faculty with their particular and specialized requirements. Ample provision should be made, too, for the recreational and general reading.

Research in problems related to the learning process and the improvement of the methods of teaching does fall within the competence of the junior college. It is desirable for all junior colleges to expand their library holdings in the field of professional education including educational psychology.

5. Since most students have a practical interest in the problems of the contemporary world and because world changes have occurred at such a rapid pace since 1929, provision should be made in the junior college library budget for the regular purchase of all significant publications of a nontechnical nature as they are published. Extensive exploration in the field of contemporary problems: scientific, social, economic, and international yields a great fascination for most students.

The one compelling problem of the day is the survival of democracy. And junior college students have a greater interest in it, as they should, than in any other problem. If the librarian is to be the advocate of a cause, as Mr. MacLeish affirms he ought to be, he can do much to guide students in their study of this overwhelming subject.

One might say that in the development of a junior college library primary emphasis in the early stages should be upon the rounding out of the recommended collections and that secondary emphasis should be upon books of current information. As the library progresses in size and importance, this emphasis should be reversed, with the understanding, of course, that careful balance should be maintained. The point of perfect balance is a theoretical one and one that is subjectively derived; as such, it must be determined by the judgment of the librarian.

6. Finally, it should be remembered that there is a human side to library administration. Reviewing, purchasing, accessioning, and circulation statistics are all a necessary part of library administration, but they are not all. The library must be a place of charm, of cheer, and warmth. I think that I am correct in saying that many of us, as we reflect upon our student days, are most critical of the cold, impersonal way in which the library administered its service. The mass production methods of a large university library tend to dispel rather than enliven intellectual interest in the undergraduates.

Recent trends in education reveal the need for the "personal point of view" in the classroom and out—and certainly it applies to library relationships. An adequate library service is an individualized service. The more complete it is, the greater aid it will be to the major purpose of the junior college—good instruction.
Any discussion of “significance” in connection with libraries or with the profession of teaching demands a definition of that much-abused word. I have a strong feeling that the word has become a little parcel of jargon in the world of education, where words usually lose more sense than they gain with the passage of seminars, conferences, and conventions. Strictly, a significant object or institution is one which betokens an essential meaning; it is a symbol of a basic ideal, an embodiment of an influential value.

To me, as a teacher or as an everyday citizen, any library means a house of knowledge, a place of experiments among knowledges, an available source of what past minds have thought and present minds remember.

Indeed, any fairly precise statement of the significance of the library requires of the teacher an equally precise statement of his philosophy of teaching. For surely the teacher must depend on the library as the merchant depends on his storehouse. The teacher must perceive, I feel quite sure, that he is a clerk and guide to minds that have come out of the past and that must, to live quite happily, be restored to it—restored to it in the sense of being made aware of the extent and richness of our cultural heritage, restored by means of such tools as expert reading, precise oral and written expression, restored, as a consequence, to a pattern of spirit designed by the great minds of the past.

No teacher, of course, ever achieves this end. But he must make his way, if ever so slightly, toward it. He must think out practical means of exposing student mind to cultural heritage. He must gratefully adopt, or resolutely reject, past teaching methods. His only method can be, at last, in spite of all the fine textbooks on the subject, the result of his ingenuity and his understanding of the separate needs and hungers and dislikes and indifferences of the willing, or unwilling, minds that challenge positive achievement.

The success of such enterprise is qualified and sometimes definitely determined by the teacher’s use of the library. It should be palpably a commonplace in this company to say that the teacher who feels that classroom and textbook work is enough can only dismally fail to realize the true objectives of his profession.

I cannot pretend to have exhausted the educational possibilities of the library. My experience has been neither long nor
varied, but even such short time has shown me that certain principles must be adopted and the practices they demand unswervingly pursued.

These principles rise out of the nature of the immediate educational situation. In the junior college the students have little cultural or scholarly experience. They do not know their way about the storehouse and, even after they have found their way, they cannot begin to appraise the differing values of the items housed there.

Such a condition gives rise to the first principle—required reading.

This is a touchy thing. Students shy at the phrase, and even when teachers (given a measure of sensitiveness) operate on its permissible premise they do so with a certain hidden embarrassment. I confess candidly that I am not much deterred by such sentimental barriers. I am aware of the literature that argues free roving but I am not persuaded. I agree that there are many ways of getting an education, and institutionalized methods constitute only one way; but formal education is formal education or it is futile play. To me, formal education means a system of established disciplines—flexible enough to meet the needs of the day, inflexible enough to restore the student mind, which we as teachers inherit from the past, to the intellectual and spiritual designs of solid knowledge.

Required Reading in Practice

I have been talking in large terms. Permit me now to describe how this discipline of required reading works out in practice. As a teacher of English composition and literature, on both the high school and the college levels, and as a lecturer in our survey of humanities on world literature, philosophy, and religion, I insist that my students have recognizable contact with the literary and philosophical masterpieces of the past—selected, of course, according to the age and ability of the student. I require, as do the other instructors in my institution, that the student explore a certain minimum of pages each week. In my course in the history of English literature I require that the students read and report on a minimum of fifty pages every week, in texts that will further their biographical and historical information and in texts that will give them a fuller view of poems, essays, and novels not completely treated in the everyday text. Reports of such reading must be carefully made in terms of content and criticism. Mimeographed forms for this purpose are housed in the library. The same requirements for the same reasons are made in our survey of the humanities.

As a teacher of high school senior English it has been my desire and aim to encourage as wide and frequent a use of the library as possible. Almost daily the students have brief library work to do, usually biographical in nature. But as climax to the course the students are held responsible for a major undertaking. This year, in the carrying out of this enterprise, the class was divided into research committees, headed by students who had demonstrated their ability for leadership. Each committee was given a definite task. One group was to acquaint itself with modern Middle Western poets, another with New England poets, another with the Imagist movement, another with postwar poets and their moral and intellectual problems, and so on. These teams worked, on the whole, quite well. A certain spirit of friendly rivalry and the stimulation that rose out of the need to report findings to the entire
class made for satisfying results. The library stock was sorely tried by this enterprise, but not beyond the limits of the material resources of the library and the enduring patience of the librarian. In addition, my high school students are encouraged to use current periodicals, the Readers' Guide, and other indices, as well as such works as the Dictionary of National Biography, not only to further their knowledge of classroom material but also to stimulate thinking and to provide ideas for the writing of regular themes.

As a teacher of college freshman composition, I make frequent special assignments, in the following literary forms which the student must eventually be able to analyze with respectable skill: the essay, the short story, the novel, the biography, the lyric poem. "Special oral reports are frequently called for in each of these fields. The student must make his own way as much as possible.

An Analysis of Literary Masterpieces

This year in freshman composition I instituted a new undertaking. My class was a selected one. Only students of superior ability made up its personnel. After some searching of conscience, I determined to depart from the conventional final examination. I assigned to each individual student a great masterpiece of fiction, and told the students that analysis of fictional structure, awareness of methods of characterization, explanation of ideological themes would condition my judgment of the quality of their achievement. The library was drawn on for such books as the following: War and Peace, The Brothers Karamazov, Buddenbrooks, Pride and Prejudice, Wuthering Heights, Crime and Punishment, and many others of like quality. The results were good. Required reading and library cooperation gave these students experiences that they will never forget, experiences, indeed, which many of them some day will repeat with pleasure. Without requirement these people would, quite naturally, postpone the reading of such books. The first fear is now over. They are ready for mature reading.

The next principle that rises out of student interest and need is recreational reading. We use two specific devices for encouraging wide general reading among our students. The first is the monthly book report which is written in the classroom without benefit of text. The second is an honors reading credit—given to students who successfully complete a stipulated program of general reading. The standards are high; no vague perusal of the work of mediocrities is permitted.

This, then, is a brief and, I fear, inadequate sketch of my use of the library, of my single attempt to lead my students to an understanding and appreciation of what the library storehouse can give. I try to make it clear to my students that a single book can change one's whole way of life and can assign to the future new direction toward intellectual and spiritual delight.

The library will be the student's educational institution in days when the classroom and its rigors are forgotten. If the students find the library a treasury of delight through the years of school, they will find it a source of orderly pleasure in years hereafter.
By H. T. PAYNE

The Junior College Library and the Student

Mr. Payne, a student at the Virginia Junior College, gave this, the third paper in the symposium of the Junior College Libraries Section, June 25, 1942.

Every student when he enrolls in school, be it a college or a university, is aware of two things. First of all, he knows that most of his time is going to be taken up with studying and the majority of that studying will be done from books. Furthermore, he is aware that he is going to acquire, in some measure at least, that elusive quality, culture. Here, too, books will play an important part. For the most part this reading will be done from textbooks, but there is an additional minimum of required reading which must be done from supplementary books.

We might well ask whether or not a junior college library is really necessary. Why not make use of the public library, where such is available, rather than go to the trouble and expense of providing an additional school building?

Being a student, I am unfamiliar with the technicalities of library planning and problems, and shall confine myself, therefore, to presenting the question from the standpoint of the student—something like the meditations of a guinea pig at the conclusion of an experiment in which he was the principal character involved.

It might be said by some that where a well-stocked public library is available, a junior college library is unnecessary. Surely, the public library has plenty of books for the student who wishes to use them, and facilities for study are not lacking.

All this is true enough as far as it goes, but it doesn't go far enough. It isn't a question simply of the number of books available, but are they the kind needed? We may have all the facilities for study we need, but if the atmosphere of study is lacking, no amount of aids will help. As Dean Moe has so ably pointed out, the library is something more than a department, it is a "powerhouse." When it becomes merely a dispenser of books, it seems to me that it defeats its purpose.

The public library of necessity caters to the general public, whereas the junior college library concentrates—or at least it should—its attention on the needs of the student. Many a "superior" student has remained in the "average" bracket simply because the proper books for his supplementary reading were not available.

Furthermore, a great deal of the student's time between classes and after school is spent in the library where he has not only the facilities for study but the atmosphere as well—not that he always avails himself of the opportunity.

Quite often the approach of a student to the library is dependent on the inspiration, or lack of it, he receives from his instructor. This places a certain amount of
responsibility on the part of the instructor to not only inform himself as to the contents of the library but also to cooperate in interesting the student in its proper value.

The library, too, can do much to assist and encourage the student to make use of the books lining its shelves. The required reading will more or less take care of itself, but some effort must be made to interest the student in things other than facts and figures. He must be shown that books are not only medicine to be taken for one’s intellectual health but are friends worth cultivating and respecting.

As has been stated, the library is more than just a dispenser of printed material; it is a powerhouse and should endeavor by periodic displays and other pertinent programs to arouse the interest of student and instructor alike.

Thus far I have placed the whole burden on the shoulders of the library and instructor, apparently absolving the student from any responsibility whatever. The student, however, is not like a sponge ball bounced about between the walls of learning absorbing, or refusing to absorb, whatever he comes in contact with. No matter how great his opportunities, they are wasted until he applies himself and avails himself of them.

The student should learn to use his library as a place of mental recreation and stimulus as well as for study. Once the technicalities of the indexes, file boxes, and references are mastered he will find the library has a character all its own.

He should spend an hour or two whenever possible doing nothing but browsing. Handle the books, become familiar with their size and shape, color and design. Each book has a personality of its own, seldom revealed by its call number. There is a pleasant mustiness about an old book, a crisp vigor about a new book which can only be known through actually handling them.

As a student I would say, therefore, that the junior college library is important as a source of supplementary textbook reading, a convenient and congenial place for study and for acquiring a greater knowledge through the thoughts and lives of men of all ages.

Field Library Services of the U.S. Department of Agriculture Library

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perhaps not communicated to you more than a factual statement concerning the groundwork which has been laid the past eleven months and has not indicated to you the vastly interesting nature of the job. As Gaus and Wolcott¹ have pointed out, except for an over-all picture, the work of the department should be viewed not from its Washington center but from studies from its regional centers. The really stimulating and interesting papers about our field work will be written by the field librarians themselves who will have firsthand stories to tell.

Service Area of a Teachers College Library

Miss Byrnes, librarian, State Teachers College, Mayville, N.D., gave this, the first of four papers on the service area of a teachers college library, at the meeting of the Libraries of Teacher-Training Institutions Section, June 24, 1942.

The college campus does not define the boundaries of the service of a college library. A college program that looks toward the development of not only the young people who make up its enrolment but of the adults and the children with whom these young people have contact in their field of service, must recognize an abundance of opportunities in the out-in-the-field service for the college library. The effort to utilize these opportunities has resulted at the State Teachers College, Mayville, N.D., in (1) the establishing of a rural adult circulating library and (2) the development of a library-educational program in connection with the rural schools within the college community.

The rural adult circulating library was the outgrowth of different factors. Contributing to its inception was the fact that this community was privileged to belong to one of the Federal forum demonstration units for 1938-39. The other was the coming to the college in 1938 of Cyril W. Grace, who has the conviction that the college belongs to the people and that its services should contribute to and promote their welfare. Probably the fact that there is developing a new ferment for knowledge due to the world situation also had its part in the establishment of this service.

Calls began to come from adults in the surrounding community, and to aid in giving service the college library presented the matter to teachers in the rural schools. They were glad to cooperate in acting as custodians for books and library materials which the college library placed with them for circulation. School after school became interested and small centers developed.

In some cases it came about that one school exchanged with another before the materials were returned to the library. Once the library service was started, the insistence from the patrons has in most cases continued its development throughout the changes of teachers that might take place.

You are perhaps thinking that the college must have a large book appropriation to handle this demand. The contrary is true. It has such a pitifully small appropriation that last winter when the librarian was in attendance at the midwinter meeting of the A.L.A., the discussion as to appropriations placed it in the scale below even the minimum.

Yet we have found that there are on library shelves books which can be placed for this use, excellent books which perhaps have not had a great deal of circulation.
since they met for a time some particular need.

Fortunately, too, pamphlets are now coming from presses in great numbers and can be purchased for small amounts. We have carefully made up a series of those considered authoritative and reliable and we draw heavily on this pamphlet source. Free and inexpensive material, too, is watched for in lists of every sort.

Since we are emphasizing service we shall omit details of management, such as the meetings with the teachers early in the school year, meeting the rural adults at different gatherings to which we are invited, the regulations of distribution and circulation, and the kinds of library material called for, which, incidentally, is of all kinds.

Relations of College and Community

We would say that this service to rural adults is having results in bringing about a closer, a confident, and kindly relationship between the college and community and is helping to awaken the people to the possibilities within themselves and within their own communities, a point on which we might elaborate to some extent.

The development of a library-educational program in connection with the rural schools within the college community is, as in the case of the previously mentioned service, again responsible to the reaching-out policy of the college, to a library-minded supervisor of rural education (Ellen V. Johnson), and to the established institution of Book Week, all of which cooperated with the college library to institute such a program.

Before the dates set for Book Week, the college library sends an invitation to outlying rural schools to participate in a function at the college during the closing day of the week—one year this function was a book festival, another a book convention. Just what it may be this year we are not sure. Anyway that would be telling and would spoil the surprise.

The "Festival" year we invited everybody and could scarcely handle the crowd. The "Convention" year brought "delegates" and many other guests, but not so many as to seriously disturb the decorum of the occasion.

The rural supervisor took materials to the schools in plenty of time before the date set for Book Week. The rural teachers and the parents helped find other material, and finally a program culminated in each school to which the parents were invited.

By some method on which they themselves agreed, one of the program numbers or parts of numbers cut to take not more than six to eight minutes each, were selected to be given at the college, as were displays which were to be brought in for exhibit.

Finale of Program

The ensemble program in the college auditorium was the finale of the whole function and as such drew a huge crowd. Parents and others in the different rural communities made this a time for a general gathering.

Different members of the college faculty helped in carrying out the schedule of the day. There were stories, introduction of new books—some of which were loaned us by the state library commission—demonstrations by the pupils of various library techniques in their own schools, explanations by student helpers of how to use the college library, visits with guides to the primary department, the greenhouse, and

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The Service Area of a Teachers College Library

Miss Grannis is librarian, State Teachers College Library, St. Cloud, Minn.

And what service shall the teachers college library render to its affiliated rural schools, its alumni, or teachers of the vicinity? May I describe what we are doing at the St. Cloud, Minn., State Teachers College Library.

We believe—perhaps all of you do—that there is need for service in these areas. So far, we have dealt most with the affiliated rural schools.

In our section of the country, central Minnesota, there are many rural schools. Affiliated with the college are twelve schools of which two are two-room schools. Into these schools, each six weeks, go the cadets. These student-teachers live in the country and teach there under the direction of the local teacher and the rural supervisor.

But of what import is this to the teachers college library?

Have you visited a progressive rural school lately? If you have, you know that the one-text, fixed-grade type of school is disappearing. Today, you may find John of the eighth grade, Mary of the sixth, James of the fifth, and even, fourth-grade Jean, all working together on a common subject of study such as the importance of rubber in modern warfare. Nor is fourteen-year-old Bill ashamed to recognize the fact that he cannot read and to work at the first-grade fundamentals of reading.

The concern of the modern school is enriched classroom teaching and interested, mentally-growing children.

But such study, we all know, cannot be accomplished without many good books, pamphlets, clippings, pictures, and other kinds of illustrative materials.

Our library staff believes that we have a special responsibility in seeing that these schools, affiliated with the college, have such reference materials. We believe that our rural student-teachers not only need these materials for effective student teaching but that the future teachers will here, in the school, learn best to use and get the habit of using library materials in building up, with their pupils, a vital type of classroom study.

Our cadets have studied children's literature; they have had the brief fundamentals of library organization, such as mending, classification, book use, and appreciation. We believe that, in the affiliated rural school, the teachers college library finds an excellent opportunity to prove that it all actually pays and "works."

The Library in the School

But, first of all, there is the overhauling of the library already in the school. The "library" has been built up over a period of years with the assistance of state library aid. (In Minnesota the state encourages, through this aid, the purchase of books for
the school library.) The books are to be selected from approved lists. A public, school, or county library may assume the purchase of such books for these school libraries. However, we feel that no matter what supplementary service is rendered by other library agencies, a small collection of live, factual books must always be at hand. For who knows what will be needed when the progressive class goes to work! Moreover, some other rural school may already have drawn out their required references from the central collection.

These local libraries, however, are often just a hodgepodge of soiled, worn-out, small-type books of ancient date. You have seen them. They are frequently housed in an unattractive and even windowless closet and shelved around the upper portion of the room, so that a step-ladder must be used by the children to reach the books. Usually, the really good titles are lost in such a collection or have already been worn out with constant use. "Our library," remarks the school clerk, pointing to this uninteresting mass. No group of pupils and teachers can be convinced that their library or any other library is, or can be, an effective classroom aid when such a condition exists. Weeding, mending, attractive rebinding, and a simple plan of classification and charging, are first essentials. (Minnesota uses the classification outline of the Wilson Children's Catalog.)

The plan or reorganization has not been the same in all the affiliated rural schools. But in all of them the teachers college library has had an indirect or direct part, especially in connection with the discarding and the suggestion of desirable new titles.

In one of the schools much of the work was done by the college students as a part of their laboratory work in the summer teacher-librarian courses. The W.P.A. assisted with the difficult mending.

The "New" Library

The "new" library was exhibited and its value demonstrated in an "evening at home" put on by the children, cadet teachers, local teacher, and the rural supervisor. The entertainment concluded with cocoa, served in tin cups, and cookies. Great was the pride of the children, parents, and school board when pictures of the event appeared in the St. Cloud daily paper the next day.

In another school, under the direction of teachers and rural supervisor, the pupils themselves literally created out of a cluttered catch-all room and its contents an exceedingly attractive and effective library. Cleaning, painting library furniture, classification, book charging, publicity, all were parts of this library project which culminated in a book describing the whole matter, dedicated to the teacher.

These projects have proved conclusively that a small, local, attractive, and vital group of library books does create an interest in and a consciousness of libraries. These children and teachers do consider their libraries an integral part of their learning and leisure time equipment.

Book loans are a second service to these affiliated rural schools. Some loans are references to supplement the classroom study. These are chosen from the juvenile section of the college library, preferably by the student teachers before they leave for the country, or by the local rural school teacher or rural supervisor. Often the library staff assists. The rural supervisor, as an intelligent and enthusiastic user of books and libraries, plans next year to stress the use of indexes to library
materials: the Wilson *Children's Catalog*, the Rue indexes, the Office of Education "500" list, etc. The pupils will be encouraged to find references for their study through the *Children's Catalog*. (There is one in each school.)

Most of the schools need recreational books. These we are especially pleased to loan so that there will be a constant influx of new titles and so that the book purchase money of the school will be saved for the necessary local library of factual materials.

One of the groups in the schools has been especially pleased to borrow from the college collection picture books made of inexpensive brown Bessemer Bristol from worn-out picture books by the W.P.A. and the N.Y.A. workers.

Do you get discouraged when you view those easy reading books—soiled, torn, unfit for circulation? The children of the schools are now making their own picture books and easy reading books, patterned after those loaned by the college library. Booklets are also made from other types of discards.

**Visual Materials**

No elementary teaching program is complete nowadays without visual materials. We loan pictures to the schools but an additional service has been the purchase, for the rural department, of sets of pictures which illustrate special units of work. A sample set is on "Transportation" and is part of the Visualized Curriculum series. The Building America series published by the Society for Curriculum Study is another excellent series. These pictures are good and really well worth the investment since they will save the time of search of teachers and librarians and provide just the right illustration for the important business of teaching.

This service does not mean, however, that the school neglects to build up its own file of pictures. "Any picture may be useful" is the slogan. The rural supervisor was illustrating fertilization of plants the other day in a demonstration lesson. She had a colored picture of a humming bird alighting on a flower. Afterwards, in answer to the inquiry as to source, she said, "Sunday Supplement."

Some of you may be asking, "What about the state, county, or public library contract service to these schools?"

Yes, books may be borrowed from the state library division. A county library service is being initiated in one of the counties of which we are a part, and excellent public library contract service is available.

But this is also a fact. There are over four hundred rural schools in the three counties about us. It seems, therefore, that our affiliated schools should seek library assistance from the teachers college rather than from these other overworked agencies. Moreover, as noted previously, we feel that rural student teachers should have as much attention from the library as do the campus-school cadets.

**Join Classroom Activities**

And finally, as part of our service to the affiliated rural schools, we of the library staff sit in on the classroom activities. Our cataloger is learning, with the students in an education class, how to construct a unit of work. And I plan, next week to visit our summer rural demonstration school. What we are learning! Just try it. The teacher will even be pleased! The time and means of travel? Ride out with the rural super-

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visor and turn some local task over to someone else. It really pays. Perhaps the teacher will sit in on library activities some day. We have much to learn from each other's techniques.

I have described at some length our service to the affiliated rural schools because it is in this field that we have had more experience and believe service most necessary. And yet there are two other areas in which I believe we will come to have an increasing responsibility for service. Let me touch briefly on these.

We know that we can be an important factor in the in-service learning of our alumni. When books are needed, therefore, especially for study, we loan them, provided such books are not in demand at the college and that a deposit is made until the books are returned.

Aid to Former Students

We wish we might prepare annotated lists of recent educational books and send these out to our former students. Perhaps some of you will tell us about your experience in this field later on. Do not our college presidents feel, at this time, that it is most necessary to do what we can to assist our graduates in the improvement of their teaching techniques? And would not this be one method of approach to this problem?

And that third group—teachers in the same city and the surrounding area, including the rural teachers? Is there not a possibility of service to these teachers? Can we not at least open our doors for reference use of periodicals, collections of children's literature, elementary and secondary sections of the library, for survey and study of educational titles, pamphlets, and visual materials? These teachers would be free to come to the library in the evenings and on Saturdays.

When might and intolerance are struggling for dominance in our present and future worlds, should not we librarians in the teachers colleges encourage these teachers to further study and constructive thinking by sharing our resources with them? Through what better agency can we work in fighting the present-day forces of evil?

For the rural teachers we may well advise and assist, if necessary, with the provision of a professional library in the county superintendent's office or in the county library collection. Down in West Virginia a teachers college librarian is successfully putting through such a service in her area. Other librarians, no doubt, are pioneering in such professional provision in their parts of the country. Library indexes such as the Wilson's children's and high school catalogs should most certainly be made available to rural teachers in these collections if individual copies are not possible in each school.

The Curriculum Laboratory

There is another important service to in-service teachers which, in many teachers college libraries, is still in the initial stage. This is the establishment of a curriculum laboratory and the inviting of teachers to make use of its resources. In what better fashion may our school administrators and teachers be made aware of changing teaching methods, of new and better school texts and supplementary materials? These collections of sample texts and workbooks—gifts from the publishers—curricula, units of work, visual and other teaching aids, can be made vital tools of in-service teacher training as well as aids of instruction for teachers-in-the-making.

We all have much to learn about this
assistance to teachers. There are outstanding curriculum laboratories in all parts of this country. And studies are being made of such service. Let us become conscious of these workshops and, as soon as we get them well-established in our teachers college libraries, let us widen their usefulness by extending their service to teachers about us.

Rural schools, alumni, teachers of our area—three important groups—all, we believe, merit our attention. But how far shall we go? That's the question we must answer.

Service Area of a Teachers College Library

(Continued from page 70)

finally through the tunnel to West Hall where "tea" was served by book characters. An entire year is none too long in which to get ready for this annual event. Libraries must be built up and put into shape. That means there must be money raised to help buy books and lists, and books must be perused from which to make the selection for purchase. And, to be sure, once the purchase is made, the books must be properly cared for. The college librarian or her helpers have frequent calls to the various schools to counsel with the young librarians or to have secret conferences regarding program parts. These parts are, likewise, in process all through the year. Two schools have written book plays and designed and made their own settings and costumes. All the schools have school papers which will be a part of the display this coming fall. And as to the history of books and homemade examples from the earliest wax tablets and parchment (home-processed) to a beautifully bound book of the present day, it is probable that the college students viewing the exhibit know less than do these rural school pupils.

Other than these services outside the boundary of the college campus there are the usual college library services to alumni and services through the office of inter-library loans. These are more or less taken for granted. It is the two services regarding which I have spoken that help to define, as we see it, the service area of a college library, which area finally extends to whatever peoples and places having a contact with the college.
Teaching Materials Service

Miss Tichenor is librarian, Ball State Teachers College, Muncie, Ind.

The Teaching Materials Service at Ball State Teachers College is a department of the library. It is the campus center for the collection, preparation, and circulation of visual and auditory teaching aids. The problems involved in its administration and the problems of library administration are so similar that the affiliation between the two is a logical one. The field of visual and auditory aids is a limitless one on which we have as yet scarcely scratched the surface although we have done enough to see distinct results. Many of you may have accomplished far more in this line than we have done. If so, you appreciate the urge to extend which we feel.

What is teaching materials service? First of all, it is a highly organized collection of materials, other than printed books, which may be used to illustrate any phase of teaching. The collection includes a wide range of objects among which are samples of textiles, swatches of fabrics, charts, maps, pieces of wood carving, replicas, specimens of various kinds of glass and china, costume dolls, furniture in miniature, mounted birds and animals, pictures, slides, films, and projectors—in fact, anything that could be used to advantage in giving a child a clear conception of an object or an idea.

In the second place, the teaching materials service is a workshop. The workshop is available to individuals or to groups of students. The staff members give aid and advice and furnish materials to persons who are willing to donate to the department any worth-while project prepared there. This project may be any of a variety of pieces of work ranging from the mounting of an owl or an opossum to the creation of a puppet theatre or the preparation of a film.

What are the objectives of this department? The objectives which it strives to attain are of two kinds. One of them is campus economy. Making the collection and the services available to the whole campus cuts down drastically on the need for separate departmental duplications in equipment and material as well as in faculty requests for film loans from off the campus. Also, it is the center for the upkeep and repair of equipment. Furthermore, it gives a unity and permanence to all of the materials of a visual and auditory nature and it lends speed and easy availability to their use.

In the second place, it has a fine educational objective. This is neither the time nor the place for a presentation of the value of visual aids in teaching nor am I the person to present it. However, through the wise use of these materials the instructors are able to make the emotional appeal in teaching which turns classroom presentations into deep and lasting experiences. For this reason the collection constitutes a tremendous source of inspiration to faculty members and also to pro-
spective teachers. Its location in juxtaposition to the book collection is a distinct advantage.

*How was the service started?* That was a difficult problem because both the clientele and collection had to be developed. Previous to the organization of this department quite a large amount of material had been collected here and there on the campus but each article was thought of as the possession of a specific department and its existence was scarcely known in the other departments. At the time the arts area, which is very active here, seemed to be the logical one to approach first. It grasped the opportunity eagerly and consequently many of the early holdings centered around the presentation of various phases of art. The home economics department too was an early user of these services. The idea of having a center for information about films and for borrowing them took hold readily. Last year in addition to the repeated use of films belonging to our small film library, the department borrowed 846 reels from other sources for the use of various instructors. At present the student-teachers as well as all the departments on the campus are making active use of the services of teaching materials service.

**Publicity**

*What methods of publicity are used?* In the first place, the director of teaching materials service makes as many personal contacts with faculty members as possible. One faculty meeting, held in the department, was devoted to an explanation of the services and to an examination of the holdings of the department. College classes and classes in the campus laboratory school are encouraged to come in groups to investigate methods of supplementing their reading. Also the department arranges many exhibits which have real value for students. Some of them are elaborate, as for example, an extensive one on graphic arts, and some of them are more simple, involving materials which might easily be available in the ordinary classroom. Each week the director posts on strategic bulletin boards on the campus typed lists of the films which she is borrowing for certain days, so that they may serve as many different groups as possible.

*Who administers this activity?* It is in charge of a person who combines the fine background of wide teaching experience with excellent training as a museum worker. To our regret, we must admit that she does not have adequate assistance. If she kept abreast of the work which awaits her attention she would need a staff consisting at least of a cataloger, a reference worker, a carpenter, a seamstress, and several artists, not to mention scientists and a corps of boys for showing projections. In reality she manages to do an immense amount of good with only a very small part of that group. One of the regular library catalogers has helped her with her cataloging. From time to time she has had the services of a seamstress and a carpenter furnished by W.P.A. She has had also a young but able artist (with only high school training, however) and has had a great deal of student help. Among the qualifications for selecting student help are artistic and mechanical ability, an interest in elementary education, a quick and resourceful mind, a pleasant personality, a rather wide knowledge of some one or two subject fields, an interest in motion pictures, and, last but important, a capacity for carrying heavy projectors from one end of the campus to the other.

*DECEMBER, 1942*
Services Given

What services does teaching materials service give? First of all, from time to time the director teaches a four-quarter-hour course entitled, “Audio-Visual Education.” She selects and orders the new acquisitions. In addition, she directs all of the other activities of her department, a partial list of which includes workshop service; reference and loan work on the floor; a search through many film catalogs for appropriate films to meet the great number of faculty requests for loans from off-campus sources; training and scheduling student machine operators; training and directing students who work in the department; directing the preparation, upon request, of posters, charts, graphs, etc.; directing the preparation of materials for circulation including map mounting, picture framing, and dozens of other preparatory activities; work on the organization of a campus museum; making of a record of campus holdings of a similar nature in other departments, etc. Needless to say, only a few of these projects are being carried on at any one time. The director finds that one of the most time-consuming activities in her day is taking care of visitors who come to study the work of the department and to profit by methods and activities in use there.

What groups are served by it? Unfortunately, at present, only the faculty and the students actually on the campus.

When the collection and the staff have grown to a point which makes a more extensive service feasible, it will be offered. The public elementary schools and high schools of Muncie are given fairly adequate service because our students do their student teaching in them.

Typical requests. It might be of interest to repeat here a few requests which are typical of the vast number presented in the department during the course of several days or a week. (1) A textile designed by Tony Sarg or Dorothy Trout or Ruth Reeves. (2) A piece of blown glass and a piece of molded glass. (3) A replica which will show how a medieval knight’s armor actually looks. (4) A piece of hand-carved wood. (5) A doll clothed in the costume of a Swedish child. (6) A collection of fabrics arranged for use in teaching small children the difference between velvet and satin, linen and cotton, etc. (7) A collection of posters portraying graphically etiquette and manners for the adolescent. (8) A meteorite. (9) A framed picture to decorate the walls of a student’s room. (10) A film or film strip which presents aviation.

Is the service worthwhile? How do we know? The answers to these questions are intangible and difficult. We know that it is worthwhile because of the volume which has developed and because of the expressions of appreciation which faculty members, students, and visitors make.
Service Area of a Teachers College Library in Cooperation with the War Program

Mr. Kampenga is librarian, Central State Teachers College, Stevens Point, Wis. This is the fourth of four papers presented before the Libraries of Teacher-Training Institutions Section of the A.C.R.L., June 24, 1942.

When Miss Floyd asked me to contribute something on the subject, "Service area of a teachers college library in cooperation with the war program," I accepted the invitation without considering too well just why Wisconsin Central State Teachers College experiences would make me qualified to present this subject. Undoubtedly there are other librarians whose libraries are in states blessed with a master regional plan of library influence or whose libraries are part of an area under a library wartime council, such as the Newark Wartime Council in which New Jersey State Teachers College has a place. The experiences of such libraries within a service area that is planned on an organized scale must be particularly full. There are, too, I am sure, librarians of average and small-sized teachers colleges whose experiences in this war effort would be more vivid, whose contributions would be of more value to us. As it is, I figured that since our college at Stevens Point is an average-sized teachers college, with a somewhat better than average library (if statistics mean anything), and situated in an average-sized community of fifteen thousand, our experiences would be typical. Conversation with a few college librarians has convinced me that we are below average in our extramural war services. Wisconsin Central State's service area, although never defined for the library, would extend from north of Madison up the middle of the state to the northern reaches, being predominately rural-trading country, with a few small manufacturing cities and covering some rich farm land, much sandy potato soil, and vast woodlands and pine barrens. For the few requests received from Wisconsin citizens within this area asking for aid in books, in documents, in pamphlets, references or information, it has never occurred to me to look up to see if a particular request came from an alumnus. In every instance we were glad to do whatever we were able. Contemplation of the problem of extending services in actuality, especially as a subsidiary war information center, within this area has led me to accept a challenge and to deal with this problem more forthrightly.

Not much detail of individual college wartime library effort, its progress and results (if measurable), has yet appeared in print.

I doubt if there is a library in the coun-
try that by now has not declared itself a war information center. The steady campaigns of the U.S. Office of Education, the American Library Association, and others have made all librarians—big and little—war information conscious. These campaigns themselves grew out of the voluntary efforts of innumerable college and public libraries performing what they considered their place in their community of service. In the beginning it was a display or table or shelf or list of books, pamphlets, documents, or other materials. As naturally as we change our displays of books to meet current and changing interests, we changed the sign and the materials on that table from "propaganda analysis" (before that probably "world peace") to "fascism, democracy, and communism," to "defense services and selective service information," and finally to "war service opportunities and war information." It was part of the college librarian's contribution to the general education and welfare of the college student. We never would have deprived the public in general of the use of this material. In most cases it was not called to public attention. I think we thought of this service as the proper sphere of the public library and of the state and university extension services. Now it has become "our patriotic duty to exploit to the full our resources in printed materials in the interest of national defense." These are the words of a great librarian, William Warner Bishop.

**Not a New Development**

Extending service is not a new development for college libraries, although there may be signs in the development of our war service programs of a wider expansion of service areas for the future. I believe we should seize every opportunity and use every bit of publicity to make available our services, as far as we are able and as long as it does not interfere with our services to students. In general, extension of the services of a teachers college to the surrounding area is handicapped by the lack of funds. During the last three years I recall having attended a panel discussion with teachers college presidents participating and having listened to an address by a teachers college president on the extension of teachers college services. In every instance, the presidents were not unwilling, in fact they were very willing to extend services of every kind, but they had no funds.

**New Outlook**

We are not thinking nor talking of funds as much these days as we did during those glory days of the great depression. In these days of crisis our interest is in national morale, in national safety. Doing what appear to be nonessentials worries us. We have given up purchases from our desiderata list; the reference works which we regarded as indispensable are now not so necessary; the gap in the periodical file is not so large; we have forgotten about strengthening that botany collection. Instead, we are purchasing heavily in wartime books (books on war service opportunities, war information in general, and the peace to come after victory). We are purchasing with care, of course, because these perilous times have brought forth an even greater flood of valueless and repetitious books than in the days of security just past. These books and pamphlets—and do not forget the pamphlets nor the government publications nor the clippings—plus the books already on our shelves to meet curriculum
needs, in nutrition, health, consumer problems, aviation, radio, mathematics, chemistry, even to chemistry of explosives and manufacture of firearms; all these materials make our libraries war information centers. We should, of course, make these available to our areas of service. The citizens within this area, especially those in the rural, village, and small town communities, will have to be told our war information library is open for their use; they will have to be told via the publicity of local, county, and state defense councils, via the newspapers in the region, via radio, via the parent-teacher associations, via the rural school supervisors and commissioners, via the granges and other rural groups, via the trade unions. By then, we shall have done our bit.

War information centers have come into being for the most part through voluntary effort. The U.S. Office of Education has, however, designated 142 (as of May 15) colleges and universities over the country as key centers of information and training, these activities centering for the most part in administrative officials and in the extension divisions of these institutions. The key centers are strategically located and as such receive special materials and exhibits. Several teachers colleges have been so designated as key centers. These lists have appeared in *Education for Victory*, a periodical, by the way, which is full of suggestions for the war program.

As early as September 1941 the U.S. Office of Education had published a bulletin entitled *School and College Civilian Morale Service: How to Participate* which outlined a vigorous program of action, the major portion revolving about the maintenance of "a library of information on all phases of the national defense program and the social and economic problems emerging from the crisis."

The joint memorandum of the American Library Association and two other groups on our war participation, appearing in the March 1942 *Bulletin* of the Association, should be reread as our code of action.

Programs of Services

As you know, several all-out programs on the services of large college and university libraries have been outlined in recent numbers of the *A.L.A. Bulletin* by Charles H. Brown, of Iowa State College Library, Charles E. Rush, of the University of North Carolina Library, and by Carl M. White, of the University of Illinois Library. The fact that, for the most part, civilian programs were emphasized over student programs should be noted. The suggestions in each case are applicable on a modified scale to a teachers college library's wartime program in its own community and area of service. The A.L.A. has issued a list of seventy suggestions for library war service, many of which are pertinent to our situations. We should also take advantage of the splendid *Guides to Defense Materials* prepared by the Library of Congress and issued by the U.S. Information Service. With interlibrary loan at our disposal, with awareness of the existence of these officially designated regional war information centers, the average teachers college library can and should offer services off campus in the same categories outlined for larger colleges and universities.

To local defense councils we should offer our cooperation. As an institution in a small city much of the community and county defense work has centered in the state teachers college at Stevens Point.
The library was called upon to furnish materials in nutrition and health. Having purchased and collected materials in these fields especially to meet renewed curriculum interests, we were ready and willing to place these materials on special shelves for county and community classes. This was true also in the case of materials of value to defense courses for radio technicians and for aviation groundwork, also for citizen defense corps. These activities are probably typical of what has taken place in teachers colleges all over the country.

A Publicity Agency

To state and national defense agencies, as well as local, the library will have an opportunity to serve as a publicity agency, if only in matters of displaying materials and in distributing pamphlets.

To radio listeners, where facilities are at the disposal of the college, the library can and should present discussions of books and periodical articles and other materials relating to the war. The director of the Central State Teachers College radio station has asked the library to arrange and present a series of half-hour programs on this theme in this coming school year. I look forward with considerable interest to this experience. With all its limitations, radio can be used as an effective medium for bringing the idea of the college war information center to citizens in the rural communities.

To all citizens who need information obtainable from books and other library materials we should now be prepared to give service. This includes, of course, teachers, clubs, discussion groups, and others.

During the coming year, with the rural communities facing a teacher shortage, we should be prepared and willing to give assistance and furnish teaching aids and curriculum materials to recruit, relief, and refresher teachers who have been away from teaching and now in this emergency return to it.

It is especially important that we give emphasis to this victory’s peace, to the world after the peace, and to the preservation of democratic ideals. These causes give our war information service body, dignity, and continuity, hold us bound to a prime function of librarianship—the relationship of the present to the past and to the future. To that cause we are devoted and, although at crises such as Singapore, Java, and the fall of Tobruk, we may feel that this is overemphasized, by all means let us hold fast to and actively encourage direction of thought in the idea of the peace after victory.

Library Is Playing a Part

There have been developments at Central State Teachers College in this regard in which the library has played an important part. These developments should be of special influence in bringing our war information service to community and area. This last year, in part in order to meet the needs of wartime adjustments in the college curriculum, we made special purchases of books in the fields of international relations, U.S. foreign relations, Latin American relations, with particular emphasis on political and economic history, with special attention to the 1920’s and the 1930’s, the failure of the Versailles Pact and the League of Nations. If the people of this area would make use of these special collections the library could exert considerable influence as a war service center.

An event in the peace effort of our war
information center came in an opportunity to propose to a small social science club of the college that it become associated with the International Relations Club. The loan collection of books received through this from the Carnegie Endowment for International Peace was placed in the library. With these books and our own collections in international relations as a foundation, these select and serious students of world peace problems have given panel discussions and debates before local service clubs and before groups in communities near Stevens Point. Next year the club is planning to extend these activities and is contemplating a series of radio talks on war and peace. This is indirect extension service but effective withal and one that needs a librarian's cooperation.

**Canby's Statement**

We have been reading in the current issue of the *Saturday Review of Literature* Henry Seidel Canby's commencement address entitled "Books in Wartime." I would like to quote the concluding paragraph.

The country laughed when Churchill called Mussolini the great miscalculator. But how the French miscalculated after the last war when they thought they could clamp down peace and security on Europe! How we miscalculated when we thought we could keep out of trouble by withdrawing from world settlement while continuing to do business with the world! How the Austrians miscalculated at the beginning of that war when they tried to smother their Serbian difficulties in a European conflict! Was there no wisdom available? Plenty. A historian can supply you with a bibliography of good books published before each event and showing its inevitable failure. But the leaders did not want to use their filing cases because they had immediate purposes of their own, and the people never opened theirs and were easily misled. In the old wars of Greece they used to say to the citizens, come back with your shields or on them. I say to the reader, whatever else you do for your country, don't, when it comes to ideas, be dumb.

This paragraph has particular meaning for librarians. If you care to, you can substitute "librarian" for "historian," and "libraries" for "filing cases."

We cannot tell what social changes will come out of this war. We only know what tremendous changes came out of the major wars of the past. In our small place as teachers college librarians, under the call that "it is our patriotic duty to exploit to the full our resources of printed materials" in this, our cause, we may be moving toward that goal of regional librarianship in which teachers college libraries will undoubtedly take a place. This is true in that we do have responsibilities of community service, if only in the fact that our colleges train teachers to take positions of importance within the region and need the continued assistance of a key library center.

I should like to recommend as our basis of action in developing our centers of information for these times the Educational Policies Commission's remarkable study *The Education of Free Men in American Democracy.*
The Local History and Genealogy Reference Section of the Library of Congress has acquired an eight-volume typewritten index of marriages reported in the *Massachusetts Centinel* and the *Columbian Centinel* from March 24, 1784, to April 29, 1840. The value of the list lies in the fact that the *Centinel* copied marriage records from all newspapers received in exchange from various parts of the country, including many from the South and West. The list was compiled with W.P.A. aid by the American Antiquarian Society and includes about eighty thousand names.

An excellent collection of the works of Washington Irving has been given to the University of Rochester Library by Mrs. C. Schuyler Davis of Rochester. The gift consists of about seventy-five titles, most important of which is a complete set of the first edition parts of the *Sketch Book*. With few exceptions, the run of Irving firsts is complete. An Irving letter is also in the collection.

Mrs. Charles Hoeing of Rochester has given the library of the University of Rochester a fund from which first editions of eighteenth century English authors are being purchased. Dryden, Pope, Gay, Swift, and Defoe items are the specialties which have been acquired, together with other material of significance to the literary history of the period. John R. Russell is librarian of the University of Rochester.

The Franklin D. Roosevelt Library at Hyde Park has recently received the correspondence of President Roosevelt covering his activities as a leader in New York State politics during the years 1913-20. Other papers received include a diary covering the first three years of his service as Assistant Secretary of the Navy, 1913-16.
A Netherlands studies unit has been established in the Library of Congress under the auspices of the Foundation for Netherlands-American Cultural Activities of New York City. The new project will prepare special bibliographies and will act in a consultant capacity, surveying the library's collections and answering difficult inquiries in this field. Dr. Bartholomew Landheer, of the Netherlands Information Bureau, New York, has been appointed director.

The Atlanta Junior Members have compiled a Georgia Authors' Bibliography, 1900 to 1940, which includes books written by Georgians during this period. It is mimeographed and copies may be secured from Teresa W. Atkinson, Insurance Library Association, 534 Hurt Building, Atlanta.

The Presbyterian College Library, Willard Jones, librarian, has been completed and is now occupied. It was constructed as a W.P.A. project costing $130,000 and is owned jointly by the city of Clinton, S.C., and the college. It has a book capacity of one hundred thousand volumes.

The Carrier Memorial Building which houses the Carroll College Library, Waukesha, Wis., was dedicated on May 17 with Carl M. White, University of Illinois Library, as the speaker. It is modern in design and will house seventy-five thousand volumes. Hanna Elsa Krueger is acting librarian.

The informal Conference of Colorado College Librarians has now completed two of its projects and has a preliminary report on the third. The completed projects are: (1) A compilation of all periodicals currently received by the various Colorado college libraries; (2) A list of the course offerings of the various institutions by subject field, which has been rechecked by all the institutions and which will be turned over to the Association of College Presidents in the near future. A preliminary fifty-two-page report on cooperative cataloging has been prepared and will constitute the basis for the discussion of the conference this year.

The Chapman Memorial Library of Milwaukee-Downer College has received a gift of four thousand volumes from Mrs. G. E. White, of Milwaukee. The collection is particularly rich in books of art, travel, and Shakespeareana. Maude Mitchell is librarian.

The Union Catalog of Art Books in Chicago, in process of compilation since August 1940, now offers assistance in locating books in the fields of art, archaeology, book arts, landscape architecture, numismatics, etc. It contains some fifty thousand main entries, representing the art material in the Art Institute of Chicago (Ryerson and Burnham), Chicago Public, Field Museum, John Crerar, Newberry, and University of Chicago libraries.

The catalog, sponsored by the Department of Art of the University of Chicago and housed in the art building on the university campus, was assisted by a grant from the Carnegie Corporation of New York to provide an editor for three years and by the Chicago Public Library (W.P.A.) Omnibus Project which supplied a number of workers. The editor, Ruth E. Schoneman, will be glad to answer inquiries.
The Rocky Mountain Screen Club has presented an endowment of five thousand dollars for a library of Motion Picture Arts and Sciences to be housed in the Mary Reed Library. The principal books and journals in the field will be bought, together with stills, programs, and other miscellaneous items.

The library of the Graduate School of Business, Stanford University, has received as a gift the major portion of the account books, minute books, and correspondence of the Pacific Improvement Company and its subsidiaries. The collection consists of 279 ledgers, journals, and minute books, 42 transfer cases of correspondence, and 150 drawers of vouchers. The period covered is from 1868 to 1925. The Pacific Improvement Company is the successor to two earlier companies formed by Stanford, Huntington, Hopkins, and Crocker: the construction and finance company which built the Central Pacific and the Western Development Company which was organized to construct the Southern Pacific Railroad.

Lois E. Engleman, formerly librarian of Frances Shimer College, Mount Carroll, III., has been appointed librarian of Colby Junior College, New London, N.H., to succeed Mrs. Mildred Peterson McKay, who has joined the staff of the Springfield, Mass., City Library Association.

Marshall Stewart, for the past two years in charge of the W.P.A. library project in Tennessee, has been appointed librarian of the State Teachers College in Memphis.

James T. Rubey, assistant professor, School of Library Science, Simmons College, has been given leave of absence for the school year 1942-43 to accept the position of supervisor of training of the Hood Rubber Company, the footwear division of the B. F. Goodrich Company, Watertown, Mass.

Leota Johns, formerly librarian of the Consumer Education Library of Stephens College, has been appointed librarian of the general library and assistant coordinator. B. Lamar Johnson continues as librarian and dean of instruction.

William H. Carlson, for several years librarian of the University of Arizona, was appointed associate librarian of the University of Washington, Seattle, effective August 15, 1942. Frederick Cromwell, assistant librarian of the University of Arizona, Tucson, is now acting librarian.

Leroy C. Merritt has been appointed librarian and associate professor of library science at Virginia State Teachers College, Farmville.

David Jolly, librarian of the University of New Hampshire from 1940-42, became librarian of Hampton Institute, Hampton, Va., on September 1.

Thelma Brackett, for several years librarian of the New Hampshire State Library, is the new librarian of the University of New Hampshire.

Odella Nation, librarian of the Kansas State Teachers College, Pittsburg, from 1903-42, retired as librarian in June. Ralph A. Fritz, professor of education, succeeded Miss Nation as librarian.

Guy R. Lyle, librarian of the Woman's College, University of North Carolina, has been granted a leave of absence to accept a position for the year 1942-43 in the University of Illinois Library School as assistant professor of library science.
The Encyclopaedia of Sports, Games, and Recreations

Due to the present world conditions, active work on the proposed Encyclopaedia of Sports, Games, and Recreations is being suspended. Action to this effect was taken at the Milwaukee meeting of the Board of Directors of the Association of College and Reference Libraries, on the recommendation of the encyclopaedia committee. This action has the unofficial approval of the American Association for Health, Physical Education, and Recreation, the cosponsors.

While completion of the plans for this project are thus postponed, it in no sense means that the project will be dropped. The committee is being kept intact with the definite purpose of maintaining the organizational setup so that progress may continue at the earliest possible favorable moment.

The status of the project at the time it went on the inactive list was this: Preliminary plans, including a tentative budget, estimate of length, details of editorial supervision, and an outline of scope and procedure were in the hands of the full joint committee at the time of Pearl Harbor. Before replies and criticisms were returned to the general chairman for consolidation, events took place that made material changes necessary. It is hardly necessary to add that rising prices and priorities—both as to materials and personnel—made it desirable if not necessary to delay final plans. The whole-hearted support that this project demands and which it had had previous to Pearl Harbor, is for obvious reasons not present today.

While we regret our inability to proceed at this time, we feel that the project is worthy of the best and therefore worthy of delay. The general chairman and others of the joint committee will devote such time and effort as war conditions permit to perfecting the plans and working out kinks of procedure with the view to having the final plans ready soon after peace is obtained. It is believed that the need for an Encyclopaedia of Sports, Games, and Recreations will be even greater when the war is over. Interest and participation in these activities, as after the last war, is expected to increase materially.

Persons desiring more complete details regarding the project or who have suggestions or criticisms to offer are encouraged to communicate with the undersigned.

Wilson M. Ranck,
General Chairman
Encyclopaedia of Sports, Games, and Recreations
Association of College and Reference Libraries
Publications Committee

The Publications Committee of the A.C.R.L., appointed by President Coney, consists of the chairman, a representative from each of the six sections of the A.C.R.L., and the editor of College and Research Libraries ex officio. The representative of the A.C.R.L. on the A.L.A. Editorial Committee is also an ex officio member of the publications committee. At present he is a member of the University Libraries Section.

The committee wishes to emphasize at the outset that it does not contemplate an elaborate program of publication planning. If the times were normal, it might properly begin its activity by circularizing a select group of the membership for an opinion regarding fundamental needs in publication. This in itself is not a difficult or expensive task but without an intensive follow-up, work may have a way of becoming buried in the chairman's files. Furthermore, if the committee were to embark on an extended program of initiating publications and research now it would probably have to find funds from some external source. Such funds as are now available from internal sources should be devoted to the support and development of College and Research Libraries. This is not to say that the committee is opposed to individual or organized research at this time. There is opportunity in a number of fields of the Association's activities for individual research and publication and there are also many desirable publication projects beyond individual resources which must necessarily be planned and carried out with the help of adequately equipped and financed organizations. Since this is true, it would seem that the publications committee, representing all sections of the Association, would be the logical body to aid in planning and carrying out cooperative projects.

For a trial period, at least, the committee feels that its immediate task is to consider projects or publications that may be presented to it, either by individuals or organized groups of the A.C.R.L., and to report such publications with its recommendations to the A.L.A. Editorial Committee. A cordial invitation is extended to all members of the Association to comment on proposals which should be undertaken or on projects now under way.

The committee will normally meet once a year at the annual conference to discuss projects or publications which have been presented to it. It is understood, of course, that much of the committee's planning activity, consideration of outlines, manuscripts, etc., will likely be done by mail and that decisions will not have to await a full meeting of the committee at midwinter or annual conferences.

RUTH BIRD
ETHEL M. FEAGLEY
ARDIS LODGE
WHARTON MILLER
CLARENCE S. PAINE
RALPH R. SHAW
CARL M. WHITE
GUY R. LYLE, Chairman
MINUTES OF THE MEETING OF THE
A.C.R.L. BOARD OF DIRECTORS
AT MILWAUKEE

The members of the Board of Directors met at luncheon in Parlor B of the Schroeder Hotel on June 23. The directors present were President Donald Coney, Vice President Robert B. Downs, Secretary Benjamin E. Powell, A.C.R.L. Directors Etheldred Abbot and Winifred Ver Nooy, Section Directors: Fina C. Ott, College Libraries, Lois E. Engleman, Junior College Libraries, Mary Floyd, Libraries of Teacher-Training Institutions, and Robert A. Miller, University Libraries. Section chairmen present were: Lucia Haley, Agricultural Libraries (The Agricultural Libraries Section meeting was held on Monday, June 22), Anna M. Tarr, College Libraries, Maysel O'H. Baker, Junior College Libraries, Charles V. Park, Libraries of Teacher-Training Institutions, Fanny A. Coldren, Reference Librarians, and Harold L. Leupp, University Libraries. Others present by invitation were Charles F. McCombs, A.C.R.L. representative on the A.L.A. Council; Ralph E. Ellsworth, chairman of A.C.R.L. Committee on College and University Library Buildings; Samuel W. McAllister, chairman, A.C.R.L. Committee on Constitution and By-Laws; Thomas P. Fleming, A.L.A. Committee on Importations; Wilson M. Ranck, chairman of Committee on Encyclopaedia of Sports and Games; Carl M. White, editor in chief, College and Research Libraries.

In view of publication in the June 1942 number of College and Research Libraries, the minutes of the last meeting were not read but approved as published.

Thomas P. Fleming, of the A.L.A. Committee on Importations, reported on the status of foreign importations and especially on the work of the joint committee. Axis publications held by the British in Bermuda have been released and await transportation to this country, where they must be passed by the State Department before being released to subscribers. The joint committee has prepared its report to libraries seeking to secure through it certain Axis technical journals and is ready to inform these libraries of their share in the $250,000 permitted by the State Department to be spent in Axis countries. Mr. Fleming reported that payment must be made in Swiss francs, which at present are 30 per cent higher than normal. Some discussion followed this report.

Ralph E. Ellsworth gave a brief report on the work and plans of the A.C.R.L. Committee on College and University Library Buildings.

Wilson M. Ranck next reported the progress his committee had made on the Encyclopaedia of Sports and Games. He was authorized to prepare a similar statement for publication in physical education and library journals. The committee was continued.

The chairman of the A.C.R.L. Committee on Constitution and By-Laws, Samuel W. McAllister, presented a proposed amendment to the By-Laws of A.C.R.L. as follows:

**Article V. Chapters**

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

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least two months before the annual conference of the American Library Association.

**Article VI. Vacancies**
(Number of the article changed from V to VI.)

**Article VII. Years**
(Number of the article changed from VI to VII.)

**Article VIII. Rules of Order**
(Number of the article changed from VII to VIII.)

After discussion, it was VOTED to strike out "twenty" in the first paragraph and substitute "a sufficient number of."

After more discussion, it was VOTED to strike out "authorization" in item (2) and substitute "action."

The amendment was approved in this form for presentation at the general session. It was the feeling of the board that chapters might levy and collect local dues.

Chairman McAllister next presented a proposed amendment to the Constitution of A.C.R.L. as follows:

**Article VI. Board of Directors.**
Section 2. Members.

The board shall consist of the president, vice president, retiring president, secretary, treasurer, three directors-at-large, the directors elected by sections, AND THE ASSOCIATION REPRESENTATIVES ON THE AMERICAN LIBRARY ASSOCIATION COUNCIL WHO ARE SERVING THE LAST YEAR OF THEIR TERMS. The chief officer (or, in his absence, the vice chief officer or the retiring chief officer, in this order) of each section is an ex officio member without vote.

The Board of Directors indicated its approval of the proposed amendment and recommended that it be presented at the general session for vote of the membership of A.C.R.L.

In the absence of the Treasurer, the following financial report was read by the President:

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1 The text in capital letters above is the proposed change in the Constitution and By-Laws.

### Periodical Income and Expenditures

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<tr>
<th>1942 Budget</th>
<th>Period</th>
<th>Income</th>
<th>Jan. 1 - June 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance Jan. 1, 1942</td>
<td>$1532.69</td>
<td>$1532.69</td>
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</tr>
<tr>
<td>Allotment from A.L.A.</td>
<td>1500.00</td>
<td>1566.20</td>
<td></td>
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<tr>
<td>Additional section choice</td>
<td>25.00</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>East Lansing State Bank—Liquidation dividend</td>
<td></td>
<td>70.00</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>$3057.69</td>
<td>$3170.89</td>
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</tr>
</tbody>
</table>

#### Expenditures

<table>
<thead>
<tr>
<th>College and Research Libraries</th>
<th>$800.00</th>
<th>$400.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sectional expenses</td>
<td>$300.00</td>
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<tr>
<td>Agricultural Libraries</td>
<td>50.00</td>
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</tr>
<tr>
<td>College Libraries</td>
<td>50.00</td>
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<tr>
<td>Junior College Libraries</td>
<td>62.00</td>
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<tr>
<td>Reference Librarians</td>
<td>85.00</td>
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<td>Teacher-Training Institutions Libraries</td>
<td>70.00</td>
<td>13.50</td>
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<tr>
<td>University Libraries</td>
<td>75.00</td>
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<tr>
<td>Unallocated balance</td>
<td>108.00</td>
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<tr>
<td>Committee expenses</td>
<td>(300.00)</td>
<td></td>
</tr>
<tr>
<td>Budget, etc.</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Encyclopaedia of Sports</td>
<td>50.00</td>
<td>6.28</td>
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<tr>
<td>Other committees</td>
<td>150.00</td>
<td>27.93</td>
</tr>
<tr>
<td>Officers' expense</td>
<td>(300.00)</td>
<td></td>
</tr>
<tr>
<td>President</td>
<td>75.00</td>
<td>21.37</td>
</tr>
<tr>
<td>Secretary</td>
<td>150.00</td>
<td>70.98</td>
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<tr>
<td>Treasurer</td>
<td>75.00</td>
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<tr>
<td>Totals</td>
<td>$1900.00</td>
<td>$543.25</td>
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<tr>
<td>Unallocated balance</td>
<td>1157.69</td>
<td>10.00</td>
</tr>
<tr>
<td>Cash balance, June 16, 1942</td>
<td>$2617.64</td>
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</tr>
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</table>

Carl M. White, editor in chief of *College and Research Libraries*, asked whether the Board of Directors would be willing to allocate an additional $150 to permit a ninety-six-page September issue of the journal instead of an eighty-page one. It was

2 Periodical exchange ..................$18.31
Joint meeting with Cataloging and Classification Division—Stenographer ..................9.62
Council of National Library Associations—Contribution to expenses ..................$27.93

3 Council of National Library Associations—Contribution to expenses ..................$10.00
moved and seconded that an additional $150 be allocated. Upon motion, it was
VOTED that the motion be tabled.

Consideration was next turned to the matter of increasing permanently A.C.R.L.'s support of College and Research Libraries. After discussion, it was moved that the President be authorized to use up to $1000 for the support of the journal and given discretion to utilize the full amount needed as conditions warrant. The motion then was revised to read, $1200.

A substitute motion that A.C.R.L. take over the entire cost of College and Research Libraries was made. After further discussion, it was
VOTED that beginning January 1, 1943, A.C.R.L. should take over the entire cost of publishing College and Research Libraries.

The board agreed that John S. Richards, who recently transferred from the University of Washington to the librarianship of the Seattle Public Library, should continue to serve as an A.C.R.L. representative on the A.L.A. Council.

A petition for an A.C.R.L. section of Engineering School Libraries was received from Harold Lancour, chairman of the organizing committee for the group. The petition was signed by twenty-five members of A.C.R.L. It was
VOTED to accept the group as a section and the Secretary was authorized to so notify Mr. Lancour.

On December 28, 1940, the Board of Directors voted to "admit to A.C.R.L., A.L.A. life members joining prior to 1939 and institutional members without charge or allotment in 1941." At subsequent meetings of the board this decision was renewed. After brief discussion it was, upon motion
VOTED to continue this decision for the present (1942) and to appoint a committee to study the matter and bring recommendations to the board relative to the permanent status of A.L.A. life and institutional members in A.C.R.L.

It was the consensus of the board that J. Periam Danton and Charles F. McCombs, A.C.R.L. representatives on the A.L.A. Council, who were drawn for one-year terms last December by the Committee on Council Terms, should continue in office until successors are elected in 1943. (This action is, of course, subject to the approval of A.L.A.) It was suggested that in order to keep the terms in line, the successors to Danton and McCombs be elected for three-year terms or, if the election is for a four-year term, it should be retroactive to June 1942.

Upon motion, the meeting adjourned at 3:30 P.M.

**GENERAL SESSIONS BUSINESS MEETING**

**Arena, Auditorium, Milwaukee**

**June 23, 1942. 8:30 P.M.**

President Donald Coney introduced Herbert A. Kellar, of the McCormick Library, in Chicago, who spoke on "American Reference Libraries in the Postwar Era." The second speaker was Robert W. McEwen, librarian, Carleton College, Northfield, Minn. Mr. McEwen spoke on "American College Libraries in the Postwar Era."

Chairman McAllister, of the Committee on Constitution and By-Laws, was introduced and presented the following amendment to the By-Laws of A.C.R.L. providing for the establishment of A.C.R.L. chapters:

**Article V. Chapters**

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 a sufficient number of 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 ac-
tion 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.

Article VI. Vacancies
(Number of the article changed from V to VI.)

Article VII. Years
(Number of the article changed from VI to VII.)

Article VIII. Rules of Order
(Number of the article changed from VII to VIII.)

The amendment was approved by the membership (Article IX, Section I of the By-Laws provides that the By-Laws may be adopted, suspended, or amended by a majority vote of the members of the Association present at any general session of any annual conference, upon a written recommendation of the committee on Constitution and By-Laws appointed by the President).

The proposed amendment to the Constitution of A.C.R.L. was next read by Chairman McAllister:

Article VI. Board of Directors.
Section 2. Members.

The board shall consist of the president, vice president, retiring president, secretary, treasurer, three directors-at-large, the directors elected by sections, AND THE ASSOCIATION REPRESENTATIVES ON THE AMERICAN LIBRARY ASSOCIATION COUNCIL WHO ARE SERVING THE LAST YEAR OF THEIR TERMS. The chief officer (or, in his absence, the vice chief officer or the retiring chief officer, in this order) of each section is an ex officio member without vote.

It was approved by the membership and, as required in Article X, Section 1, of the Constitution, will be presented at the next annual conference for final approval.

The Secretary reported the election of officers for 1942-43 as follows:

President (one-year term): Mabel L. Conat, reference librarian, Detroit Public Library, Detroit.

Vice President (one-year term): Charles B. Shaw, librarian, Swarthmore College Library, Swarthmore, Pa.

General Director (three-year term): Willis H. Kerr, director, Claremont College Libraries, Claremont, Calif.

*The text in capital letters above is the proposed change in the Constitution and By-Laws.*
MINUTES OF THE MEETINGS OF THE SECTIONS OF A.C.R.L.

AGRICULTURAL LIBRARIES SECTION

Business Session, June 22, 1942

Dorothy M. Reuss, Ohio State University Library, reported as chairman of the Committee on a Clearing House for Duplicate Public Documents that a questionnaire had been sent to the thirty-six libraries represented in the section asking if they would be interested in cooperating in the documents exchange plan under consideration by the committee. So few affirmative replies were received, it was recommended that the plan be delayed for the present. The recommendation was adopted.

Louise O. Bercaw, chairman of the Committee on Cooperative Bibliographical Aid, said that little work had been done by the committee during the year and recommended that it be discontinued. The recommendation was adopted.

Eugene H. Wilson, Iowa State College, announced that the recommendations of the Committee to Continue the Study of Duplication of Agricultural Experiment Station Publications had been submitted to the Committee on Experiment Station Organization and Policy of the Association of Land-Grant Colleges and Universities. The recommendations were discussed by experiment station directors during the Land-Grant Association meeting in Chicago last November, and they agreed that the policies should be adopted insofar as they were in line with the policies of the institutions concerned.

The election of officers by a mail ballot was made the policy of the section. The following officers were elected for 1942-43:

Chairman: Lucia Haley, Oregon State College Library, Corvallis.
Secretary: Emily L. Day, U.S. Department of Agriculture Library, Washington, D.C.
Director: Janice Stewart Brown, U.S. Department of Agriculture Library, Washington, D.C.

EMILY L. DAY, Secretary

COLLEGE LIBRARIES SECTION

Business Session, June 23, 1942

Prior to the program, a short business meeting was held in Room 100, Science Building, Marquette University. In the absence of Secretary Foster E. Mohrhardt, Washington and Lee University, Chairman Anna M. Tarr, Lawrence College, appointed Hanna Elsa Krueger, Carroll College, acting secretary. Miss Tarr announced that there were 537 members of the section.

Following the afternoon program in Room 100, Science Building, Marquette University, a short business meeting was held. Maysel O'H. Baker, retiring chairman, announced that there were 105 members of the section.

Following a policy established in the section last year, the secretary succeeds the chairman as director of the affairs of the section. The officers for 1942-43 are:

Chairman: Julian S. Fowler, Oberlin College Library, Oberlin, O.
Secretary: Nellie M. Homes, Beloit College Library, Beloit, Wis.

HANNA ELSA KRUEGER, Acting Secretary

WAVE L. NOGGLE, Secretary

DECEMBER, 1942
REFERENCE LIBRARIANS SECTION
Business Session, June 23, 1942

The section met in the Museum Lecture Hall of the Milwaukee Public Library at 2:30 P.M. Following the program the officers for 1942-43 were elected as follows:
Chairman: Mary N. Barton, Enoch Pratt Free Library, Baltimore.
Secretary: Jack Dalton, Alderman Library, University of Virginia, Charlottesville.

EDNA J. GRAUMAN, Secretary

LIBRARIES OF TEACHER-TRAINING INSTITUTIONS SECTION
Business Session, June 25, 1942

A breakfast meeting at the Schroeder Hotel was given over to the business affairs of the section. In the absence of Secretary Frances G. Hepinstall, State Teachers College, Buffalo, Lyndal Swofford, Western Illinois State Teachers College, Macomb, was appointed acting secretary.

Chairman Charles V. Park, Michigan Central State Teachers College, urged librarians of teacher-training institutions belonging to the American Library Association to designate the Association of College and Reference Libraries as their division and the Libraries of Teacher-Training Institutions as their section when paying dues. He announced that during 1941-42 a “Who’s Who” of members of the section was compiled and has already been found serviceable. Upon motion, the section voted to provide some continuity of officers by having the secretary succeed the chairman each year as the presiding officer of the section.

The following officers for 1942-43 were elected:
Chairman: Eleanor W. Welch, Illinois State Normal University Library, Normal.
Secretary: Barcus Tichenor, Ball State Teachers College Library, Muncie, Ind.

LYNDAL SWOFFORD, Acting Secretary

UNIVERSITY LIBRARIES SECTION
Business Session, June 24, 1942

A short business meeting was held following the program in the Arena of the Municipal Auditorium, at which time the following officers were elected for 1942-43:
Chairman: John J. Lund, Duke University Library, Durham, N.C.
Secretary: Harry Clemons, Alderman Library, University of Virginia, Charlottesville.
Director: Charles E. Rush, University of North Carolina Library, Chapel Hill.

WINIFRED VER NOOY, Secretary
A.C.R.L. Committees 1942-43

STANDING COMMITTEES

1. Committee on Budget, Compensation, and Schemes of Service. (Subcommittee, A.L.A. Board on Salaries, Staff, and Tenure)
   Louis S. Shores, director of library school, George Peabody College for Teachers, Nashville, Tenn. Chairman.
   Mary Vick Burney, librarian, University of Tennessee Junior College, Martin.
   Ralph M. Dunbar, chief, Library Service Division, U.S. Office of Education.
   Flora B. Ludington, librarian, Williston Memorial Library, Mount Holyoke College, South Hadley, Mass.
   Paul North Rice, chief, Reference Department, New York Public Library.
   John S. Richards, librarian, Seattle Public Library, Seattle.
   Fremont Rider, librarian, Olin Library, Wesleyan University, Middletown, Conn.
   Eugene H. Wilson, assistant librarian, Iowa State College Library, Ames.

2. Committee on College and University Library Buildings. (Subcommittee, A.L.A. Committee on Library Architecture and Building Planning)
   Ralph E. Ellsworth, director of libraries, University of Colorado, Boulder. Chairman.
   Francis L. D. Goodrich, librarian, College of the City of New York.
   Edna Ruth Hanley, librarian, Agnes Scott College, Decatur, Ga.
   Edward A. Henry, director of libraries, University of Cincinnati, Cincinnati.
   William H. Jesse, assistant director, University of Nebraska Libraries, Lincoln.
   Richard Logsdon, librarian, Madison College, Harrisonburg, Va.
   Frank K. Walter, librarian, University of Minnesota, Minneapolis.

3. Committee on Constitution and By-Laws
   Samuel W. McAllister, associate librarian, General Library, University of Michigan, Ann Arbor. Chairman.
   Mary H. Clay, librarian, Junior College Division Library, Louisiana State University, Monroe.
   Emily Garnett, chief, Reference Department, Public Library, White Plains, N.Y.
   Gudrun M. Hoidahl, assistant librarian, State Normal School Library, Fredonia, N.Y.
   Edmon Low, librarian, Oklahoma State Agricultural and Mechanical College, Stillwater.

4. Committee on Importations. (Joint Committee with the A.L.A.)
   Thomas P. Fleming, medical librarian, College of Physicians and Surgeons Library, Columbia University, New York City. Representative.

5. Committee on Publications.
   Guy R. Lyle, librarian, Woman's College Library, University of North Carolina, Greensboro. Chairman.
   Ruth Bird, assistant librarian, Junior College Library, Kansas City, Mo.
   Ethel M. Feagley, associate librarian, Teachers College Library, Columbia University, New York City.

DECEMBER, 1942
SPECIAL COMMITTEES

1. **Committee to Apply to Certain Institutions a “Study of the Use of Books in the Different Courses of the College Curricula.”**

2. **Committee to Consider with a Joint Committee from the American Association for Health, Physical Education, and Recreation the Project for the Publication of an Encyclopaedia of Sports and Games.**
   - Dorothy M. Black, University of Illinois Library, Urbana.
   - Gladys E. Love, Public Library, Rochester, N.Y.
   - George Pettengill, Public Library, Reading, Pa.
   - Elizabeth Scott Richardson, University of Colorado Library, Boulder.

3. **Committee on Wartime Activities.**
   - Lois E. Engleman, librarian, Colby Junior College Library, New London, N.H.
   - Florence M. Gifford, Cleveland Public Library, Cleveland.
   - Margie M. Helm, librarian, Western Kentucky State Teachers College, Bowling Green.
   - Clarence S. Paine, librarian, Beloit College Library, Beloit, Wis.
   - Frank K. Walter, librarian, University of Minnesota, Minneapolis.

4. **Subcommittee to A.L.A. Committee on Revenues.**
   - G. Flint Purdy, librarian, Wayne University Library, Detroit. *Chairman.*
   - William H. Carlson, associate librarian, University of Washington, Seattle.
   - Ermine Stone, librarian, Sarah Lawrence College Library, Bronxville, N.Y.

5. **Nominating Committee**
   - Mary Floyd, librarian, Eastern Kentucky State Teachers College Library, Richmond.
   - B. Lamar Johnson, librarian, Stephens College Library, Columbia, Mo.
   - Charles F. McCombs, superintendent, Main Reading Room, New York Public Library, New York City.
   - Robert A. Miller, director of libraries, Indiana University, Bloomington.

6. **Committee on Periodicals Exchange Union.**
   - Donald A. Thompson, acting director, University of Alabama Library, University. *Chairman.*
   - Oscar C. Orman, director of libraries, Washington University, St. Louis.
   - Virginia Trumper, Woman's College, University of North Carolina, Greensboro.
Association of College and Reference Libraries
Section Officers for 1942-43

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Chairman: Lucia Haley, Oregon State College Library, Corvallis

College Libraries
Chairman: Julian S. Fowler, Oberlin College Library, Oberlin, Ohio
Secretary: Nellie M. Homes, Beloit College Library, Beloit, Wis.
Director: Miss Fina C. Ott, Washburn University Library, Topeka, Kan.

Engineering Libraries
Chairman: Harold Lancour, Cooper Union Library, New York City
Secretary: Brother Aurelian Thomas, Manhattan College Libraries, New York City

Junior College Libraries
Chairman: Wave L. Noggle, Virginia Junior College Library, Virginia, Minn.
Secretary: Mary H. Clay, Junior College Division Library, Louisiana State University, Monroe
Director: Lois E. Engleman, Colby Junior College Library, New London, Conn.

Reference Librarians
Chairman: Mary N. Barton, Enoch Pratt Free Library, Baltimore
Secretary: Jack Dalton, Alderman Library, University of Virginia, Charlottesville
Director: Luther H. Evans, Library of Congress, Washington, D.C.

Libraries of Teacher-Training Institutions
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Association of College and Reference Libraries
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Vice President: Charles B. Shaw, Librarian, Swarthmore College, Swarthmore, Pa.

Secretary: Benjamin E. Powell, Librarian, University of Missouri, Columbia

Treasurer: Constance M. Winchell, Assistant Reference Librarian, Columbia University, New York City

Past-President: Donald Coney, Librarian, University of Texas, Austin

Directors: Miss Etheldred Abbot, Librarian, Ryerson and Burnham Libraries, Art Institute, Chicago
Willard P. Lewis, Librarian, Pennsylvania State College, State College
Willis H. Kerr, Director, Claremont College Libraries, Claremont, Calif.

Mrs. Vera S. Cooper, Librarian, DePauw University, Greencastle, Ind.
John S. Richards, Librarian, Seattle Public Library, Seattle
Charles F. McCombs, Superintendent, Main Reading Room, New York Public Library, New York City
Hazel E. Armstrong, Librarian, Indiana State Teachers College, Terre Haute
G. Flint Purdy, Librarian, Wayne University, Detroit
Fanny Alice Coldren, Reference Librarian, University of California at Los Angeles
William H. Jesse, Assistant Director, University of Nebraska Libraries, Lincoln