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Contents

WAR ACTIVITIES OF COLLEGE AND RESEARCH LIBRARIES .......................... 179
Evelyn Steel Little

LIBRARY SERVICE ON THE BERKELEY CAMPUS, UNIVERSITY OF CALIFORNIA 212
Harold L. Leupp

THE ADMINISTRATIVE ORGANIZATION OF THE HARVARD UNIVERSITY LIBRARY 218
Edwin E. Williams

A NOTE ON THE LIBRARY ORGANIZATION AT THE UNIVERSITY OF TEXAS,
1934-43 ......................................................... 228
Donald Coney

ACTIVITIES OF THE COLORADO CONFERENCE OF LIBRARIANS OF INSTITUTIONS
OF HIGHER LEARNING ........................................ 233
Ralph E. Ellsworth

DISTINGUISHED AGRICULTURAL LIBRARIANS ................................. 239
Ralph R. Shaw

LEIBNITZ' CONTRIBUTION TO LIBRARIANSHIP ................................ 245
Ernest Maass

AN INDEFINITE TIME SYSTEM OF BOOK LOANS IN A COLLEGE LIBRARY ...... 250
Joseph Komidar

June, 1943
Volume IV, Number 3

(Continued on next page)
Contents

THE NORTH CENTRAL ASSOCIATION'S 1943 SURVEY OF COLLEGE AND UNIVERSITY LIBRARIES .................................................. 253
Robert W. McEwen

PUBLICATION PROGRAM OF THE A.C.R.L. ........................................ 257

NEWS FROM THE FIELD ................................................................. 262

MINUTES OF THE MEETING OF THE BOARD OF DIRECTORS OF A.C.R.L., CHICAGO, JANUARY 31 AND FEBRUARY 1, 1943 ................. 267
By EVELYN STEEL LITTLE

War Activities of College and Research Libraries

A summary of the war services of academic libraries based on a quick study by the librarian of Mills College for the A.C.R.L. Committee on War Activities. This work was made possible by the Emergency Fund of the A.L.A. under a grant from the Carnegie Corporation of New York.

THE FOLLOWING brief review of the activities of academic and research libraries during the past year may well be termed a report of progress and should perhaps be read as a supplement to the report published in College and Research Libraries, December 1941, under the title “College and University Libraries and National Defense.” The study, based on an elaborate questionnaire circulated several months before December 7, showed the academic libraries reflecting a rather tepid attitude toward national defense which characterized their respective institutions and the country as a whole before Pearl Harbor. To quote from the conclusion of the report:

A number of librarians expressed the opinion that the responsibility of the library for promoting study and understanding of the present crisis belonged more properly to the public library. . . . A majority believed that the college library could not make a significant contribution on its own. . . . The library was generally regarded as having met its responsibility if it made available materials on all aspects of these problems.1

In the course of the year 1942 the picture has changed significantly as the nationwide awakening has affected academic institutions in varying degrees. Four hundred and eighty-eight colleges have been designated by the Army and Navy as possible centers for the specialized training programs, and many college halls and playing fields otherwise deserted are now filled with marching men. The large universities are centering their research efforts and facilities on scientific problems directed toward military purposes, often in buildings guarded night and day; the services of their experts in various fields of knowledge and the resources of their great libraries are devoted largely to governmental use. Education for peacetime living is continuing, to be sure, for certain groups and in certain places, but on the whole the colleges have gone to war, some regretfully, others with enthusiasm, all with a sense of dedication to fundamental purposes, with a desire to fulfill their obligations and with an attitude which is expressed by Dr. Harold W. Dodds, of Princeton, as the necessity of cooperating with the inevitable. In his annual report for 1941-42, the president of Princeton wrote:

The thing to remember is that the colleges and universities will find themselves by losing themselves in the war effort. Only by so doing can they fit themselves into the whole structure of this war which is a war of the people. If they remain aloof in this

struggle, they cannot claim to be a part of the stream of civilization afterward.²

The Role of the Library

As might be expected, the role of the library in the activities of the institution varies in importance as it has always done. In a college where the library has been an active and positive force in the past it automatically becomes the center of information, and sometimes, as in extension or radio work, the library's staff is used not only in the planning but also in carrying out the new or enlarged programs, whether of specific instruction or general stimulation of interest. There are other institutions in which the library's function in the past has been strictly limited and often relatively unnoticed by those who made use of its facilities. Under the stimulus of the national emergency and the general desire in college communities as elsewhere for cooperative effort in the common cause or sometimes because of intense personal conviction as to the needs of the hour, the librarian has forgotten his traditional role—silence until spoken to—and now finds himself in a new position among the leaders in council, included ex officio in policy-forming bodies which plan for present war service and a continuous educational program. That today's problems offer the librarian this opportunity for increasing the effectiveness of the library and the realization of this increase on the part of administrative and governmental authority, few will deny, and it is the primary purpose of this report to make known to librarians through the field, in academic institutions differing widely in size and purpose, the varied opportunities for service. Many of the details reported seem trifling in themselves—a short cut discovered, an instance of useful cooperation, a project that proved successful—but in the absence of general meetings it is the belief of the A.C.R.L. Committee on War Activities that a gathering together of suggestions should prove helpful. Some libraries will find their greatest usefulness in the field of research, others in the better understanding of vital war issues which they can encourage in the undergraduate student body. Still others, by their location, may be able to answer a need in the communities surrounding the campus. All alike share in the responsibility of educating the people, and each can best serve in its own way according to its talents.

Conflicting Opinions

Conversation with any group of college librarians brings to light the fact that there is still a fundamental difference of opinion as to the proper function of the library in today's world; and while there is no need to justify the undertaking of the committee, it might be well at the beginning to answer the most frequently heard objection to studies of this sort. The familiar argument of the college librarian, as he drops the questionnaire in the wastebasket, runs somewhat as follows:

Another one of these things? When I get time I'll write and tell that fellow that our job is one of educating the students of this institution and that we are trying to carry on as effectively as possible in spite of wartime difficulties. What we do in relation to information concerning the war, to spread the use of printed materials through all the means at our command, we have always done for any subject of current interest. We don't call it a "war activity" or publicize it as a stunt. Our regular reference service provides prompt answers to all

² School and Society 56:428, Nov. 7, 1942.
queries for information without draping itself in flags and posing as a key center for civilian morale. Our task in this troubled time, as we see it, is to keep our heads, to avoid the contagion of hysterical activity, to recognize that our job is not to fight the war but to conserve the printed resources which will serve the cause of education hereafter and may help to build a lasting peace.

The composite opinion quoted above represents the honest view of many librarians, not necessarily dwellers in ivory towers, but men and women who believe that their most important function is to acquire, to conserve for the future, and to make available when sought, the records of the civilization which all alike seek to defend according to their powers.

In answer to this point of view the other librarian replies:

Of course our purpose is educational. Granting that we must carry our daily job and build for the future, that teachers and students to come must not be hampered by gaps in our essential collection, by arrears of uncataloged books, or by records which defeat their purpose through inaccuracy or incompleteness, isn't it equally true that our all-time task includes the present as well as the future? This war is the greatest event in our day and generation. Its progress and its outcome affect the life of every individual now and in the years to come. As citizens we are all sharing the burden. As librarians some of us occasionally have work to do which contributes directly to the military effort, but this is a restricted field limited chiefly to the reference and research service of highly specialized or unusually complete general collections. The service which is open to all of us today in large or small libraries is to help interpret this perplexing world to our public through the printed word.

To this the first speaker, who likes to think of himself as hard-boiled, replies:

So what? Haven't we always stood ready with the answers? What more can you do than have them ready when needed?

To which again the advocate of further activity maintains:

There are some libraries conceivably whose sole duty is to collect and preserve, but the library in a teaching institution which stands aloof today, with "custodial philosophy" or narrowed aims of purely academic education limited to college courses, will inevitably lose any vital relationship to the life and thought of this generation of students. The impact of the war on their lives is difficult to overestimate. Whether they view it as an adventurous world crusade in which they have a share or as a net in which they are caught, it overshadows all other events. If they live through this experience with no aid from books whether in the realm of information, guidance, or enlarged understanding, books will have little meaning for them and it is unlikely that they will turn to reading later. Thus we shall have missed our great opportunity.

Basis of the Report

It is because of faith in the immediate as well as the future value of the library's services that it seemed worth while to publish at this time a quick overview of what some libraries are accomplishing, often with inadequate resources in books and personnel, in the hope that such a record grouped by activities rather than by institutions (though necessarily incomplete) might prove useful to other libraries, seeking enlargement of their facilities, by presenting suggestions for possible action.

Unlike its predecessor, the survey published in 1941, the present report is not the result of exhaustive study or detailed investigation on a broad base, but rather a sampling taken from those libraries which answered a widely scattered inquiry
and from a few others chosen for visits because of their geographical location, for unusual specific activities reported, or because they seemed to be typical of a number of other institutions. All sections of the country were represented in the replies received, and visits included institutions on the Pacific Coast, the Middle West, and the Atlantic Seaboard, covering all the types of libraries represented in the A.C.R.L. Information available at A.L.A. Headquarters in print and other materials on file has also been of great assistance. Thanks are due also to the many librarians who gave their time in letters and interviews to contribute the material for this report. Nevertheless, the limits of time available and the necessary restrictions on travel made many gaps inevitable, and the writer is aware that many interesting undertakings have been missed and that valuable services performed by various libraries are cited for only one. For all such omissions or implications we ask your charity—and hope that you will keep the committee informed henceforth as to your activities and plans.

War and the Colleges

The central importance of the library's function is ever-present in the minds of librarians, but it must be admitted of all academic libraries that they are merely parts of a larger whole, their services limited by the purposes of the institution, and their abilities by its fortunes. Previous wars have doubtless had their noticeable impact upon college halls but chiefly in leaving them empty for a time, their treasures guarded by those who seemed, in contrast with the young warrior, to be the aged or unfit. To preserve the enduring values of civilization through successive wars has been their task and their justifica-

tion. But now the country calls upon its educational institutions to convert their programs and activities to perform services of immediate value to the war effort, often at the expense of their traditional purpose. The air is full of the conflict of opinion as to whether this is wisdom or folly, but an increasing number of addresses, articles, and academic reports indicates a growing consciousness of twofold purpose and responsibility on the part of the colleges—to adopt all necessary measures of training required by the war emergency and somehow at the same time to maintain the standards of humane education which are theirs chiefly to guard. There is recognition that the basic function of education remains the same and that for certain individuals and population groups it must be carried on with as little dislocation as possible, but that the war adds other tasks thereto which are inescapable. These must be the war work of the academic world.

Briefly the picture presented by college campuses the country over is much the same. A war council, war activity board, or emergency committee has been set up by the administration. The loss in faculty men, whether directly to the armed forces or for special tasks required by the government, would seriously cripple the teaching program were it not for the corresponding loss in student bodies. Even so the shift of personnel and reassignment of subjects is a constant strain.

The greatest change is the shift in student population, the replacement of four-year students by those whose professional academic program has been accelerated or by a still greater number who are inducted and returned to the campus for a short program of purely technical training. The Navy College Training Pro-
gram has announced its purpose to disrupt as little as possible the academic work of the reservists now in college, but this is not true of the units training for the Army, whose bodies might be said to occupy campus space while their minds are elsewhere. There is common agreement on the tension and strain observable among college men and women, which is not to be wondered at. With many there is increased application to the work in hand, a desire to finish the job, but a probably greater number are marking time with a sense of futility. The picture was graphically presented by Fortune in the heading “The college student waits in the anteroom.”

Changes Reflected in the Library

As might be expected, the visible signs of enlistment in the war effort vary widely among libraries. There are university buildings whose marble entrance halls still display the treasured incunabula, where there seems to be no appropriate place for poster, map, or reminder of the day’s pressing need. But this is no proof that work of vital importance to the Army Map Service is not going on in an upper room. The reference department may be spending two thirds of its time in services which cannot be publicized because of their confidential nature in military plans. Another library, concentrating on its campus public and keenly aware of its task of keeping them informed, lines its entrance corridor with arresting displays, posters, maps, the daily news on bulletin boards, so that even he who runs is tempted to pause, look, and read, perhaps even to think. Some libraries succeed in achieving both types of activity.

Librarians’ reports the country over indicate that changed conditions on the campus have made new demands upon them rather than diminished their work. The loss in student enrolment has naturally been shown in the drop in circulation statistics, but this is frequently counterbalanced by new demands for other services to be described in some detail below. In general it may be said that the type of service which any library can or should render, whether in time of war or peace, will depend on the character and purpose of the institution it serves, its location in relation to other libraries or agencies equipped to offer similar services, and its resources in printed material and personnel.

The Library’s Task

While the great collections of university and research libraries are proving of estimable value to the experts in many branches of government service, there is general recognition among thoughtful librarians that our primary task is education, that our part in winning the war is a minor one though our function in aiding understanding is essential. It follows then—almost a truism—that our first duty is to our faculty and students, to implement the curriculum, to supplement classroom teaching by providing the records which form the link between past and present, to aid the teacher, and to expand the ideas presented by him. The library also has a further duty in relation to the curriculum, to complement its incompleteness with regard to the limited number of courses which any one student takes, to make him aware of other fields of which he should have some knowledge.

To collect and make available the varied types of material necessary for this task,
to select wisely from the stream of books, to keep collections in order without undue fussiness, to decide where completeness is important and when it may better be sacrificed to variety, is a task requiring not merely knowledge, wisdom, and foresight but the gift of prophecy and sometimes the blessing of luck. To accept this as our task is, in the eyes of some, to damn our philosophy as "merely custodial," but there can be no effective teaching or learning if someone does not supply the necessary means, and the records of civilization have become too numerous to be readily cared for by those who use them.

The present emergency has brought to vivid light the value of the library which has consistently in the past strengthened its collection by enriching areas in which it was already strong, by completing files, or by aiming at complete coverage in certain types of material. When information of a sort not often called for is needed, about the Solomon Islands, for example, mere willingness to serve will not suffice and the best publicity is of little use, but the library which has the official yearbooks or other publications of all the colonial possessions in the Pacific is, in this case, the one which passed the ammunition when needed.

While the current reference service of the great university libraries is necessarily confidential, it is permissible to state that during the past year the University of California Library has been used constantly by the Army and Navy authorities in search of detailed information concerning the war areas in the Pacific. Its map collection for this particular area and for the Far East in general proved the strongest in the country, though many other libraries have also proved invaluable for maps of other areas. Numerous other examples of a library's proving useful because of systematic collecting could be cited. The University of Illinois had local Midwest newspapers which furnished the government one important index of group opinion not observable in the metropolitan press. The Naval School at Columbia, training men for colonial administration, was set up in New York City rather than elsewhere because the New York Public Library had for years preserved files not to be found elsewhere in this country in their entirety, the parliamentary laws, sessional papers, official gazettes, and departmental reports of all the leading countries, including their colonial possessions. The Detroit Public Library was unusually well equipped to provide reference service on conditions in India because this was one of the fields for export which had interested the motor industry, and the Army has used this information extensively in planning bases and in studying problems of transport and supply.

Many similar instances could be cited, not to imply that all libraries should collect everything. Obviously there is no value in complete files of unused material for the sake of symmetry, but if and when the material is needed, there will be no effective use of it unless it has been previously collected and preserved. Librarians who see their chief service in terms of collecting need not apologize for their lack of modern advertising techniques as long as they make known their resources to qualified potential users, chiefly to other libraries which might call on them in case of need.

Various Types of Activity

Many scholars would agree with Dr. Marjorie Hope Nicolson, of Columbia
University, that "the true end of a university is less the dissemination of learning through teaching than the accumulation of knowledge through research," \(^4\) yet few librarians would deny that all libraries are concerned with the diffusion of information as well as the collection and preservation of its records, and even within a university the undergraduate students form a college public for whom the teaching function of the faculty is all-important. The varied activities of different libraries in relation to the war, nevertheless, fall naturally into patterns dependent largely upon the size, nature, and location of the library. One will be most useful for research. Another is concentrating its energies upon the undergraduate group. Still others have extended their functions to the surrounding community. Some few can do all three. One service is not more valuable to the war effort than another, since all are necessary to its final and permanent success. In a general report such as this, however, they must be recounted separately.

Service to Research

The provision of material for specialized research and of the trained personnel to do much of the searching is carried on chiefly in the libraries of the large universities, the technical colleges of engineering and agriculture, or the reference divisions of the large public research libraries in cities. The specific demands upon an individual library are often due to its strategic location in relation to the armed forces, as in California; to industry, as in Michigan and Chicago; or to government departments, as in Washington, D.C., and New York City. It is equally true, however, that the mousetrap theory still operates and the authorities have, in many instances, established bureaus of the government or branch offices of Army services in centers where they could most effectively use the resources of certain libraries. The Army Corps of Engineers has rented offices next door to the Engineering Societies' Library in New York. The Army Map Service has its principal branch offices in San Francisco and Chicago, though it has searched the libraries of the country as well. Many government services and private industries employ special workers whose full time is spent in certain libraries. Others use the library or faculty personnel, and the choice of one institution for the work may be the result of expert knowledge available there rather than the material resources of the book collection. A type of skill not generally recognized by outside experts in the subject field is that of the experienced reference worker with a background knowledge of the subject who is often found in the large research libraries. The librarian of the Engineering Societies reports an instance of intelligent use of this skill by one government agency which employed the library on an hourly basis to do a piece of specific research. The reference assistant accomplished in five hours what, according to the librarian's estimate, would have taken the Washington official two weeks to do plus travel time and expense.

As suggested before, much of the reference work is confidential and cannot be publicized even in general terms. What

\(^4\) Bulletin of the Association of American Colleges 27:511-12, December 1942.
is generally admitted is that it falls into two categories: the geographic and economic information necessary to the military services planning the invasion and occupation of an area, such as weather data for the Solomon Islands or the gauge of the railways in North Africa; or the technical research in scientific fields which differs from the usual research merely in the urgency of the need and the application to immediate ends. Such work is largely in the fields of chemistry, physics, radio, electronics, engineering, agriculture, and botany.

Lending Research Materials

Academic libraries throughout the country are, without hesitation, placing all their resources in these areas at the service of all those who are working to further the war effort. Former members of the faculty and alumni now at work for the government feel free to claim by mail the materials with which they are familiar on the campus. Library loan facilities are being employed more freely than ever before, and many hitherto restricted volumes are loaned without question when the need seems imperative. In other cases reproduced copies can be supplied instead, and both microfilm and photostat are widely used. The University of California microfilm service is extensively used by the government in a variety of ways, one of which is the sending of weather reports by air mail.

The supplying of maps for Army purposes has been referred to. This is one of the chief fields in which material for reproduction is in constant demand. Not only map collections from coast to coast have been combed for the necessary guides to invasion by land and sea, but old travel books, picture collections, and even postcards and lantern slides have been found useful in the location of strategic landmarks visible from the air. From these and from detailed portions of other maps, enlarged and specially reproduced, with unnecessary features excluded, the Army cartographers produce the necessary guides for bombing expeditions.

The picture collection of the New York Public Library was providentially enriched a few months before Pearl Harbor by the collection of the Japanese Tourist Bureau which has been put to good use by several government agencies. Similarly Columbia University Library had accepted for storage the library of the Japan Institute, Inc., the most extensive reference library on Japan outside that country, which adds immeasurably to the wartime importance of Columbia’s East Asiatic collection.

Foreign Languages

Another example of useful service sometimes provided by the staffs of the large libraries is the translation of scientific articles, when needed, from periodicals in Slavic and other less-known languages. When little time is required for this it may be done as part of the reference service. If more lengthy work is necessary it is frequently done on outside time at an hourly rate by staff or faculty members who are competent. The language competence of hitherto unnoticed library workers is beginning to be recognized, and it is no longer surprising to find the demure cataloger of a university library compiling a Russian phrase book for U.S. merchant seamen or the scholarly professor of Arabic and Sanskrit engaged on a manual for Army officers who will need everyday Arabic phrases in Africa.

Another linguistic demand on the in-
genuity, if not the foreign language ability, of the university librarian has been the need for teaching materials in the common vocabulary of little-known Eastern languages, which were represented in American libraries by ancient and purely literary materials if at all. The sudden call to teach Army and Navy officers not merely Japanese or Chinese but Mongolian and Manchurian sent the University of California library on the hunt for vocabularies in these languages. The material was found in widely scattered sources, frequently in private collections, was reproduced, and made ready in time. Pushtu and other East Indian languages have presented fewer difficulties because the British Army and Civil Service have long been schooled and examined in the various languages of the empire and simple teaching materials must be available. The whole field of language study has been enormously widened by the possibility of American troops and postwar workers of all sorts being stationed in any corner of the world. American linguistic isolationism is over, and the wide-awake librarian will look over his dictionaries, grammars, and phrase books with a critical eye.

Siamese is being taught at the University of Michigan; modern Persian at Columbia; Hausa, Fanti, and the Arabic of North Africa at Pennsylvania; and Malay at Yale. Many of the municipal colleges are offering extension courses in modern Greek, Hindustani, military French, and German. This is chiefly intensive drill in the spoken language largely without books and by the use of a native of the country whom the bilingual instructor uses as an example and a "prop," as it were, to give local color. The class is confronted with such problems as:

"Here's your prisoner. Get what information you can out of him," or "Here's a villager. Find out what food's available."

New emphasis in the regular college teaching of the better-known European languages, however, does send teachers of French, German, Italian, and Russian to the library asking for reading matter with a practical war-related vocabulary. French classes at Mount Holyoke are specifically related to the work of interpreters, censors, radio listeners, etc. At Mills the needs of overseas workers in Red Cross and related fields of social reconstruction work are considered. The opportunities for service abroad in teaching and library work are leading students to take a practical interest in speaking a foreign language.

Improvement of Resources

While many libraries report the satisfaction of discovering recognized areas of strength in their collections which justify past policies of acquisition, others have become conscious of weakness in special fields and, where possible, have taken immediate steps to improve. Many a liberal arts college has been forced by new demands to strengthen its resources in mathematics, physics, chemistry, and geography. Several report that funds hitherto required for European periodicals are now being spent on the purchase of scientific sets, either secondhand or in offset copies. The subscription to microfilm and offset issues of periodicals not otherwise obtainable is now possible and promises to become more widespread in practice, even after the war, when those which survive may prove to be extremely scarce and on paper which will...
not last. Few colleges are able to accumulate periodical funds beyond the fiscal year, so many report other fields of expenditure for this surplus. Some use it to increase the salary budget. More often it stretches the general book fund. The growing internationalism in the American outlook is reflected in many of these purchase plans. Material in English on Russian affairs is being steadily increased in many libraries. Latin American literature is a field of expansion almost everywhere in the country, indicating probably a previous weakness in Spanish and Portuguese except in certain localities. Interest in the Far East is indicated everywhere from California, where special collections in this field have long been maturing at the university, at Pomona, and at Mills College (for examples of three sizes) to Massachusetts, where the newly established Mei-ling Soong Foundation in honor of Wellesley’s famous alumna bids fair to make that college a distinguished center of vital interest in the study of modern China and its needs. The clearly defined plan for this project and the philosophy of book selection as outlined by the librarian are models by which many a library could profit.

Service to Faculty

Members of the teaching faculty are a library’s most important patrons because effective teaching related to specific books will send the students to the library more surely than any amount of visual publicity. Time and effort spent, therefore, in acquainting the faculty with library resources are never wasted. Many libraries content themselves with a passive attitude of cheerfully providing whatever aid is sought by the individual colleague but volunteering none, on the theory that the responsibility for knowing his field in the collection belongs to the teacher. Others, however, have discovered the value of direct action and not only send Professor X the routine notice when books which he ordered arrive, but keep in mind his special interest, the subject of his own writing, or the new course he is planning and send him word of material noted or received, particularly in periodicals in fields other than his own, which might not come to his attention. The librarian at Bradley Polytechnic Institute skims through a number of journals regularly as they come to his desk, thereafter routing them for quick perusal to members of the faculty who might be interested in specific articles. The responsibility for doing this might easily be divided among staff members with comparable subject backgrounds. A similar service much appreciated in these days of rapid change is the practice of routing to the president, treasurer, or academic deans appropriate governmental or society publications affecting the institution and its educational opportunities. Incidentally, there is probably no more effective method of impressing the administration with the usefulness of library service than some of these intramural courtesies which are the daily rule in special libraries but are too often neglected in the academic world with the excuse that we lack the time.

Today there is an ever-increasing volume of important but ephemeral material pouring into the library from all sides. Much of it is of vital interest now in conveying graphically facts relative to the national or world situation and would be constantly useful in teaching if the instructor had it in time. All too often it is filed away in the library in case of future need, which may never arise.
Much of this would far better be distributed without record, used and lost if need be, unless more than one user is foreseen. As Keepers of the Book many of us are too prone to preserve all print as sacred, and it will be long before we live down the reputation we have earned, which is evidenced in the failure of every attempt to convince government officials that publications sent to libraries are actually—on occasion—read by some portion of the public. Washington stands fast by its belief that to distribute means to send to any other department on the campus, but not to the library, because, according to statements made verbally by two O.W.I. officials, “Librarians only keep things filed away.”

Library Publications

Few college libraries can afford printed bulletins or have the ability to produce one which would equal that of the Baker Library at Dartmouth, but most of us could do more than we do in the way of carefully mimeographed matter of use or interest to the faculty. We could learn much from the public library’s techniques in the matter of book lists. We might learn from our own art departments or our books on printing, something of layout and display. We could make a practice of duplicating and distributing more generously work which we frequently do for one department alone. We could arrange our monthly book lists by topics and by reader interest. This would be more effective than the complete acquisitions list by Dewey numbers which the library usually makes for its own records and frequently sends forth regardless of its forbidding effect. The Iowa State College list of books on “Understanding the War,” soon to be published by the O.W.I., is an excellent example of a topical list compiled cooperatively by the library staff and the faculty.

We could cooperate more often than we do with departments of the college and with other libraries in the making of indexes, abstracts, and bibliographies (where these do not exist in print). And if we make them for local use, we could try to see that they are made available through some form of duplication, like the cooperative bibliographies issued jointly by the technology division of the Detroit Public Library and the Library of Congress. In this case the reference worker in technology prepares the bibliography and the Library of Congress issues it in some form of lithoprint. The two issued to date are Tanks and Other Track Laying Vehicles and Powdered Metals, and both have been serviceable to scientific technicians beyond the reach of the library’s normal services. A similar project which might have been undertaken in the medical library of any university stands to the credit of Detroit’s medical science department, viz., the War and Medicine Index begun in 1940. Current medical journals are indexed for every reference relating to war, and recent articles of interest to special research projects carried on in Detroit are called to the attention of those in charge. The index is mimeographed and sent to medical libraries, Army medical officers, and industrial medical departments on request. Original journals are interloaned when necessary for research work, or films and photostats furnished. A new cooperative project, originating in the department of English at Columbia University and the National Council of Teachers of English, may soon bring forth a book, and the cooperation of librarians is being sought.
both in preparation and in publication. This is the “Guide to Comparative Literature for Inter-Cultural Relations,” which is designed to cover the literature of all countries as it appears in English translation with special emphasis on the language groups in this country which form islands in our American cultural pattern.

Service to Students

Students in Uniform

From coast to coast with few exceptions librarians report little if any demand upon library service as yet by the Army and Navy training units, whose men are rapidly taking the place of the former undergraduate student body. Individuals among them who are habitual users of libraries naturally find their way to the desk when they have time, but these are few. Michigan reports one lonely private, holder of a Ph.D. in Greek, who was made happy by stack privileges, and everywhere such individual patrons are welcomed. The men in uniform are quite generally offered all the usual privileges of the library upon proper identification. In many of the smaller colleges the staff has gone further in making known its services and extending its welcome in writing, in notices, in announcements, or in personal contacts through the officers. This practice will undoubtedly bring some result.

The units differ widely in their official use of the library for study purposes. On some campuses reading rooms in the library building are rented as part of the facilities for training and the men march to and from them as to classes, study being supervised by their own instructors. But this can scarcely be called library use since their eyes do not wander from assigned textbooks. This is more generally true of the Army than of the naval units, for the Army training seems to be purely technical and military while the Navy program is designed to produce officers and includes subjects generally accepted as academic. Yet contradicting this report comes word from the Georgia School of Technology that in a unit of five hundred Army students, whose officers said that they would not need the library, approximately one hundred are there every day, studying, reading magazines, or listening to records in the music room. Wherever the naval, aviation, and preflight meteorological schools are stationed, the librarians report use of the general reading rooms, an interest in current magazines and in popular books, but many of the training programs are built upon a rigid scheme of hours which allows little or no free time for reading. The only course reported as requiring its students to use the library is aircraft radio at Illinois. Here the librarian was invited to instruct the class in methods of use.

Music Hath Charms

The University of Colorado reports one special use of its record library which might well prove popular elsewhere if offered. The Naval Intelligence group, enrolled for the intensive study of the Japanese language, has been assigned an entire floor of the library, which is kept open until midnight for their use. After
eight hours of concentrated study of Oriental characters the men are too tired to read, but they will gladly listen to music, and the library's extensive record collection placed at their disposal is of real service. The director of libraries reports that "some of the men have confessed that these music programs are about the only thing that enables them to keep on an even keel emotionally." They are also provided with a room which is open to them throughout the twenty-four hours for listening to Japanese language records.

Colorado is also setting a fine example of carrying its library service wherever needed to help the men in uniform. Not content with aiding those who wish to follow a program of study, to whom all the facilities of the main library are open, they have set up in the quarters occupied by the Naval Radio Training School a library of detective stories and light fiction for the boys who want to read that kind of material in the little leisure they have.

These are only two suggestions of the way in which a campus library can help in the emergency. Many others will develop, and it seems certain that with the inauguration of the new training programs in the summer, which will return to the colleges a selected group of men for officer training with courses often of longer duration than a few weeks or months, there will be ample opportunity for the librarian who is awake and moreover believes in the value of the service he can offer.

Classroom Service

A lively and effective method of introducing library service to a new group of students has been practiced at Bradley Polytechnic Institute in Illinois. Here, in addition to the regular student body (normally 950, now 650), some 1500 persons are enrolled in the federally sponsored E.S.M.W.T. courses. According to the librarian most of these are mature people, aged 25-50, many holding responsible administrative positions in industry or business located near-by. In the years which have elapsed since their formal education ceased they have often come to rely on experience rather than books. Now they are seeking a new technical education to fit themselves for greater service in the emergency. Most of them are not familiar with the location or resources of the college library and come to the campus for this one class only, which generally meets for two hours at a time.

In this situation many a librarian would have considered his duty accomplished by a mimeographed notice or verbal announcement by the instructor, but the energy of a young and ably cooperative library staff under the leadership of an enthusiastic librarian is evidenced in the plan of "initial classroom service" started in the fall of 1941. A list of books and magazines pertinent to the subject is prepared for each class and distributed by the instructor. A selection of books is then taken to the classroom by a staff member at a time agreed upon with the instructor and a brief explanation of the library's resources and facilities given. The books are then examined by the students and may be checked out at once without delay. They are then returned to the library by the individual. No further classroom service is given, but the stimulus of this first contact has proved sufficient to insure continued independent use. Many classes have regular reports henceforth from their members on new material coming into the library. The fact that E.S.M.W.T. funds, controlled by the in-
structors and used for equipment, have gladly been made available for new book purchases is understandable in the light of this service.

The potentialities of such classroom service are of course great. The idea is not new. It has been used to some extent in high schools and in small colleges. The larger institutions are inclined to protest immediately that all such schemes are impracticable in dealing with numbers. The middle-sized colleges generally say, "We haven't staff enough." It might be pertinent to point out that the Bradley library staff consists of three professionals plus student assistants. Some colleges with seven to nine hundred students have staffs of ten to fifteen trained people and probably do more complete cataloging. It is a matter of choice.

The Forgotten Student

But in all this war activity of research and of service to the forces and to new students from industry, what becomes of the regular undergraduate student in the library, if any such still exist? He does exist of course, though in many cases, particularly in the universities, he may seem forgotten. The women's colleges have as yet suffered no noticeable drop in enrolment. In the coeducational institutions there are still freshman and sophomore men too young to enlist or in deferred classifications. There are undergraduates preparing for medicine, engineering, and other professions who need their full academic training, however accelerated, and need library service geared to the new tempo of life and perhaps more essential than in the days of comparative leisure and undergraduate loafing.

What are the libraries doing for this student or what new demands does he make upon them? In general there is little positive demand. There is much, however, that the library could do to stimulate his thinking, to aid him in a time of confusion. Activities reported by the majority of libraries include war information centers, guidance concerning war services, assistance by providing much more current ephemeral material for student use and by providing additional material for new courses or new emphasis in old subjects, new and renewed efforts to aid in the interpretation of current events and to provide reading material which will help students to understand this perplexing world. Some of these topics must be dealt with in detail, but in general it may fairly be said that the regular undergraduate student has gone his way during the past year with college administrators and librarians, for the most part, devoting little thought to any special needs that he might have. To the president he is one of a diminishing group at the moment unimportant. He has, in many cases, necessarily been turned out of his dormitory. His study halls are needed for the men in uniform. In some of the large universities this means that the house libraries are closed, the college study is used for military purposes, and its undergraduate collection consequently combined with a general reserve room with closed stacks so that there is no place on the campus to invite a student's reading. Those librarians who sincerely believe that war and education are poles apart, that our sole function is educational and our chief duty to keep alive the values of humane civilization in a world gone mad, might seriously ask themselves whether in "doing just what we have always done for our students," as many of them report, they are doing enough for those students. Per-
haps the students need, not something different, but more of the same.

War Information and the Student

The term "War Information Center" as used in library reports is confusing. Visits to a variety of institutions have shown that it may mean anything from a collection of war material (used by a speakers' bureau but kept in closed stacks) or a collection of O.W.I. pamphlets (in boxes behind the periodical desk) to a widely publicized office prominently situated in the main hall and functioning as a center of information along the lines made familiar in the public libraries. Where these exist they are designed rather to serve the surrounding community and will be treated as extramural activities. War information for the undergraduate student has meant chiefly data concerning the various services and his relation to the question of enlistment. All libraries have made this material accessible, and in many of the smaller institutions the librarian has been designated as the campus officer to coordinate all information concerning the services, the college, and the war.

Of greater effect on the library, however, is the war material required for new courses or new directions in standard subjects. Aeronautics has come to the fore and opens a wide field for development both technical and popular. Geography has been given a fresh impetus and units of courses are now concentrated on the Mediterranean, the Pacific Ocean, the Far East, North Africa, Latin America, etc. Libraries are called upon to supply not only books with the new global emphasis but quantities of pamphlet and periodical matter. Several theological seminaries report the addition to their curriculum of courses in global geography and interrelated history. Cartography offers a new field for combining a training in science and art. War information films of various sorts are available and have been found useful in classes, forum discussions, etc. Public libraries have employed this technique more than the colleges. Librarians wishing information on the subject should consult the A.L.A. or the O.W.I. Bureau of Motion Pictures.

The New Maps and Posters

Almost all libraries have accepted the challenge to make people conscious of the global outlook by posting numbers of maps, not only maps of the war areas in the day’s news but large-sized world maps in the new azimuthal-equidistant polar projection on the theory that if our eyes rest upon them constantly, the familiar Mercator projection of our school days will fade somewhat and our minds become accustomed to thinking in terms of the air distances which bring San Francisco so close to Chungking, and Chicago but a step from Moscow. For this purpose bulletin boards and the maps supplied by Life, Time, and the news services will help, but far more effective are the large colored maps which may be obtained for decorative use. The professional journals are full of information as to sources of map material. Whether the building includes a special map room or not, the library is the logical center for a map collection. When maps are scattered in various departments for classroom use, a card catalog with record of location is kept in the library.

The war posters of the United Nations are available from many sources and furnish useful material for classes in design as well as decoration for the library and other campus buildings. The O.W.I. will
supply the American ones in quantity and welcomes suggestions from librarians as to sizes and types desired. The British Office of Information has several series of most effective posters and enlarged photographs to lend. Librarians should consult the list of sources of posters published by A.L.A. and may obtain information as to future sources from the A.C.R.L. Committee on War Activities which will keep the lists up to date.\(^6\)

**New Emphasis in Old Courses**

The emphasis in studying Spanish literature has shifted decidedly to the Western Hemisphere, and there is a general demand for books by Latin American authors as well as newspapers and periodicals from the lands to the south. The growing interest in Portuguese requires library materials from Brazil.

The effort of instructors to relate the curriculum to the problems of today and tomorrow is reflected in such new courses as “The German Mind,” offered in one Western college, and “Racial and University Groups,” on a Southern campus, and in the widespread announcement of courses in “Postwar Planning,” “International Organization,” “The Theory of the State,” “Inter-American Politics,” etc. Courses in European history are being reorganized with greater emphasis on Russia and the Scandinavian states. To all these curricular changes the libraries are responsive, searching for new materials and increasing departmental fund allotments where necessary.

**Aids to Study**

While there is no verifiable data on changes in the reading and study habits of students and all reports are necessarily subjective, the observations of librarians fall into only two groups, somewhat contradictory but probably indicating the reactions of two general types of students. On one side we hear that students are more serious, have reduced outside activities, work more intently, are keen on finishing the job. From many of the smaller colleges comes this report. The conflicting statement is that they are understandably restless, whether dreading or anticipating service before long, are hopeless about future opportunity, and feel oppressed with a sense of the futility of study at this time and therefore do only as much as is required to pass.

With the latter group the library has little to do as they are likely to avoid it until the night before an examination. With the earnest worker, however, the library staff has always been quick to cooperate, as evidenced now by an increase in special privileges to undergraduates (particularly those engaged in independent study programs), such as undated long-term loans, the use of carrells, and other aids formerly reserved for graduate students.

**Ephemeral Material and Documents**

One of the effects of the war noted in libraries of all sizes and types is the greatly increased demand for and use of pamphlet and documentary material. In the larger libraries which have always received (and frequently filed away or kept for cataloging) quantities of such paper, the change is chiefly one of trying to make such forms of print quickly available. Some colleges are keeping much of it displayed on racks and tables while current, filing the rest roughly by subject in pamphlet boxes easily

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accessible, making no record except for numbered serials. At the University of Michigan it is sorted in the order department and all new material segregated there for a week where it is looked over by reference and departmental librarians for decision as to what shall be cataloged, what duplicated, and where the remainder will be most useful. Much of it the reference department chooses to use freely and lose if necessary. Other colleges file by subject in boxes, using a colored reference card for each subject heading in the main catalog. All such material is heavily used as the basis of classwork, student themes, and panel discussions as well as for public addresses and radio programs by members of the faculty.

The importance of use despite the risk of loss is now generally recognized and in time this change of heart in the library world will doubtless become known to distributors. At present all librarians are bewailing the increased difficulty of obtaining publications from government offices at the very time when the government is setting up other offices designed to carry information to the people through libraries as well as other channels. The library often fails to receive publications discovered elsewhere on the campus. O.W.I., O.C.D., and the Office of Education themselves are dilatory, and in too many cases separate requests are necessary for each departmental pamphlet.

A procedure has already been set up by the Library Program Division of the O.W.I., and may soon be in effect, to issue regularly a “Library War Guide.” By means of this librarians would be made aware, a month or so in advance, of subjects on which the government would concentrate information during a given period, with indications also given of what lists, reading materials, posters, etc., could be supplied to further this effort.

Another project is the plan for earlier and more complete listing and for the purchase of inexpensive documents promptly and with little effort by the use of special stamps or post cards obtainable at any post office. Regional offices for sale and distribution have also been proposed. The A.L.A. has made detailed recommendations to the government for the improvement of methods of sale and library distribution of official publications, and there seems to be at least the hope of better days to come.\textsuperscript{7}

\textbf{Student Understanding}

There is an unfortunate fallacy in the faith of many of us that a reading list necessarily indicates a number of books read. Advertising is doubtless necessary in this day of conflicting claims on our attention, but it is not in itself an accomplishment but merely a hopeful means to that end.

Nevertheless, the college library in one aspect of its work—that of extracurricular student reading—might do well to evaluate its policies of purchase and circulation in the light of public library experience. For in this one field we share with the public libraries the voluntary nature of the reader’s attitude. In general we are accustomed to the mill of the curriculum which grinds us a steady stream of patrons year after year, and often we apply to the circulating portion of our collection the methods and practices of a reference library. If the reading of any book not required for course work is regarded as solely for recreation this scantiness in

the provision of one of the joys of life by university libraries is not perhaps of primary importance. Librarians differ in opinion as to the responsibility of an educational institution to do this. Some directors of university libraries admit regretfully that with the pressure of large student bodies they simply cannot undertake the task. But in today's crisis few will deny that an important, perhaps an essential, part of the education of this generation is information and guidance toward understanding the present crucial problem. Many of them are about to fight a war and will enter upon their citizenship, if at all, in a world which will need more than ever before a well-informed public opinion. They need to think and talk about these problems; they need the stimulus which comes from reading many opinions and points of view as well as factual information and experience of men in this and other countries.

Are they reading the current books, pamphlets, and magazines which will provide this stimulus, and if not, what agency will best further this aspect of their education? Few of them have time to frequent a public library as well as that of the college which is their chief source of supply for books. As to whether or not they do read, the reports, like those on morale, are bound to be subjective and conflicting, influenced by too many extraneous factors to be reliable. Yet they are suggestive. From a technical college in Louisiana comes a comment on the apathy and lack of interest on the part of students and faculty. In a large Midwestern university the readers' adviser reports that the students need relaxation and ask for "something not about the war." Yet Columbia's rental collection offers concrete evidence of a steady demand for the popular nonfiction of the day which is almost exclusively war-minded. In Swarthmore, as well as in all the women's colleges, there is—as might be expected—a definite, serious concentration on the problems of peace, international organization, and postwar reconstruction. In general, it is probably safe to say that from the evidence of observation (not statistics of circulation) there is more reading of this type being done in the smaller institutions and in those which have made a special effort to make these books tempting and obtainable with little effort.

Books in Quantity

In some of the libraries which have definitely accepted their responsibility to defend democracy by helping to clarify the issues of the conflict, the following methods have been used. First, a generous supply of readable books is purchased promptly, displayed prominently, and circulated freely. The practice common in university libraries of buying only one copy of such books for general circulation cannot be counted generous, nor even the habit of purchasing another copy when ten reserves are lined up waiting. This is an emergency. We must do something to influence thinking when it is needed without caring whether or not these books will have permanent value on our shelves. Many of them will wear out or disappear. Let the others be disposed of, if necessary, when obsolete.

In support of this policy the Baker Library at Dartmouth has for some time been purchasing multiple copies—ten or more on occasion—of books which in the opinion of the librarian were "imperatives," though not necessarily those chosen as such by outside agencies. These "books of the hour," chosen in advance because
they seemed to offer a serious contribution to the issues of war and peace, are prominently displayed and have been steadily used by the college public. *Last Train from Berlin* has had the most readers, but *The Coming Battle of Germany, The New Belief in the Common Man, Sabotage, They Were Expendable*, and *A Time for Greatness* have all been in demand and have justified their purchase. The librarian infers that larger quantities would be welcomed and adds, to calm the fears of anyone with traditional ideas concerning the use of endowed book funds, that the “book of the hour” plan is financed by the sale of surplus class duplicates.  

The Iowa State College went even further and with funds especially secured for the purpose set itself to a campaign of spurring engineers and agricultural students to read and discuss some books likely to prove germinal. Fifty copies of such titles as *Mission to Moscow, Last Train from Berlin*, and *Berlin Diary* were purchased in the past year and widely scattered, without accessioning, in such centers as dormitories, fraternity houses, student union club rooms, and all the open-shelf reading rooms to be found on the campus. Informal dormitory discussions and interfraternity debates are held on the issues of the day, organized by a student speakers’ bureau, on the basis of the books read. Some of this seed may fall on stony ground, but surely with such a sowing some will bear fruit.

Wellesley reports that half its regular funds for the purchase of general books are now spent on reading of this type, for which there is a steady demand. Any book about the war which is considered worthy is purchased and kept in a changing collection in the central hall. Other copies purchased from a special fund are distributed through the house libraries. Mount Holyoke library received an anonymous gift of five hundred dollars for this purpose. This suggests the probability that almost any library could find an interested individual or organization to sponsor such a program. Columbia’s rental library has been mentioned, and though the barrier of three cents a day may qualify the term “generous,” this is a method which could be started in every library and is, in many, carried on at the loan desk with small collections. The one at Columbia is luxurious in its appointments: a large, light room with the air of a more than usually comfortable browsing room, all the latest books in shining cellophane jackets, all the popular book-reviewing periodicals, and a philosophy of service which includes a free mailing list of the weekly mimeographed bulletin, “Books You Want to Read.” The director reports that the collection pays its own expenses, receipts covering the cost of staff and service as well as book purchase. Candor compels us to admit that faculty and wifely consumption of mysteries may have a bearing on this prosperity, but there is general agreement that rental collections do pay!

**Library Bait**

Having obtained the books—in quantity we hope, but at least a few duplicated titles while they are hot—the usual methods of display can be used plus others. All libraries post book jackets on bulletin boards in the building. Try putting a few somewhere else on the campus. Try writing notes and annotations with a little more snap for the college paper. The...
editor would prefer to use short notes for fillers rather than the usual book review column which the students may skip. Send your first copy of a book to some member of the faculty whom you think it may ignite. Ask him to speak of it in class if he enjoys it, but if you have picked your reader well, be sure you have enough copies on hand, for this is the unfailing way to catch a stream of students.

One librarian has found informal reading groups in her home a good way to start demand for a book. A member of the faculty is invited to read aloud from and discuss his latest book enthusiasm, something he is bubbling to share; or, more often, the book is chosen by the librarian and "planted" with the instructor, also chosen for his personal ability to communicate enthusiasm or because the book is one which will interest him. A certain amount of food for nibbling, even in rationed days, can be provided. Student groups vary in size from ten to thirty-five a week, but these evenings by a fireside have their own value for those who come and their influence echoes in dormitory talk thereafter. Some of the books read this semester have been *The Guilt of the German Army*, *A Time for Greatness*, *Listen Hans, And Keep Your Powder Dry*, and *Destination Chungking*. Another Western college has found "Books and Coffee" at the union a popular meeting.

**Book Exhibits**

Nearly all libraries have an exhibit case with several hundred books displayed. In the large universities this often stands in the main hall and is invariably full, with a depressing effect of the same books being always there. This is probably not true, but the effect is the same and in general there is too little choice about the collections. The boys at the loan desk just keep the case full!

A more effective method is to group books by reader interest. A few at a time may be placed on a single shelf, with an arresting sign, "What Is Happening Now." Or a single volume may be placed in a bookrest labeled "Have you Read." If you use a bookcase, place a chair near it. Mills library finds a cushioned window seat on the stair landing the best spot to tempt a reader. Swarthmore has made its browsing room a comfortable place with an air of use, where a man would feel inclined to put his feet up. Instead of a permanent collection you find there small groups of readable books constantly changing. The Tower Room at Dartmouth is also famous for this atmosphere, and in many other colleges today there is a blessed tendency to move from the mausoleum which enshrined "a gentleman's library" toward scattered spots for relaxed reading, whether in stacks, patio, or other corners of the library.

One of the most important aspects is the recognition that books should be taken from the exhibit and circulated immediately, no matter how such gaps spoil the picture. The test of success is the speed with which the books disappear, and an alert staff can usually keep something on hand to refuel. Such mechanical devices as the "Imperatives" book shelf within a bulletin board are well known and might be widely used for other books. In libraries where exhibit techniques are studied and skilfully practiced the writer was convinced that the combination of bulletin board and book is the most successful and that the books themselves, waiting to be read, should not be separated from posters, lists, signs, or jackets.

One of the other most successful meth-
ods of stimulating student interest practiced by librarians conscious of the pressing need today is staff participation in student groups meeting for discussion. Library cooperation with student forum chairmen is taken for granted; reading lists, shelf displays, and posters to build up the subject of the current forum topic will be the rule in any self-respecting library. But now, by way of greater effort, one member of the library staff at Ames, Iowa, contributes a fifteen-minute review of the factual news of the week, which precedes the discussion. Another participates in the regular faculty panel, which covers European and world affairs, being responsible for developments affecting Russia. Following the panel there is a question period and general discussion among the students. It is significant that on this campus the discussion is always preceded by the statement of fact and opinion from informed sources, among which the library is rightly assumed to be a basic element.

The use of a student library committee for cooperative planning of discussions, exhibits, methods of campus publicity, and promotion of student reading in general has proved successful in spreading interest throughout the residence halls in college libraries and is probably worth the time required for a regular monthly luncheon and occasional meetings with the librarian. Conversation with university librarians has brought out the fact that because of the nature of their work and the pressure of administrative cares few of them have any contact with students or are able to give any opinion as to what they are reading or thinking. Even in large institutions, however, it might be possible to delegate to an associate the task of forming some regular channel for this human contact, for which no amount of statistical data reported can be a wholly satisfactory substitute.

Foreign Students

With few exceptions the college libraries seem to have made little effort to discover or make use of the talents of the foreign students on the campus, though they are in many cases among our most constant patrons and their number in any one college is not likely to be so great that personal contacts could not be established. The usual international club more often expresses itself in a variety of food and folk dancing than in the literature of the several nations represented. An active librarian can do much to provoke discussion of what people read in different countries, what they think of our books, what seems funny to them, etc. In one college a special member of the staff is assigned to attend weekly meetings of the international club as a friendly adviser.

One library uses the language skills of its foreign students whenever possible to give them a feeling of contributing something. Another invites their comments on its collection in their native literature, asks their opinion of the value of the translated novels in the collection, or the value of other current authors from their country not represented in the collection. Often they can establish valuable exchange relations with their own colleges. Students from South America particularly are coming in ever-increasing numbers to our colleges on exchange, fellowships, and federal grants. Some of the Catholic institutions are bringing them at private expense for the sake of values in cultural interchange. These students are at first shy and diffident, hampered by their lack of facility in conversation, but they have
much to contribute in our colleges; and the library, through its possession of books in their own language, is often the first place in which they feel at home, and if warmly welcomed they become genuine ambassadors of goodwill in both countries.

The College and the Community

Beyond the Walls

The problem of adult community education has not hitherto been one traditionally associated with the colleges where town and gown have been conventionally separate, but universities have, through their extension divisions and some less formal channels, exerted a wider influence in the United States, particularly where they constitute the apex of a state’s educational and agricultural system.

In this sense a college campus has always been a center of information but the project of key centers of information and training, as first inaugurated last year by the Federal Security Agency in connection with its program of civilian morale service, set up some 150 of these bureaus in many colleges strategically located for reaching a surrounding community not otherwise supplied with a war information center in a public library. Though these have functioned with various degrees of success, it is safe to assume that in many cases links have been formed between college and community which will last beyond the emergency. This is particularly true in the smaller universities and the rural colleges where public library service is less likely to be available than in the cities. Where the college faculty is the community reservoir for information and speakers, the purpose of the government in establishing this program is primarily to promote the translation of printed materials into speech.

Examples of the organization and workings of the war information centers are too numerous to quote, and the different patterns employed have conformed to local needs. Some institutions have followed the University of Missouri’s plan of moving several hundred selected volumes from their stacks to supply background for the current material in the center itself. Generally, however, this has been chiefly a service bureau with posters, pamphlets, and card files indicating the regular channels of information throughout the library. North Carolina and Minnesota are typical examples of state universities offering state-wide information services and distribution of materials in packets through the cooperative agency of the library and the extension division, which exercise a form of dual control over the war information center situated in the library. Michigan carries on much the same service to clubs, schools, and individuals through its regular library extension service, though the war information center on its campus is directed by the department of political science and housed in the league. Iowa State College Library is another which seems to permeate every phase of state activity, working through farm bureaus, county agents, home demonstrators, and the regular extension services of the college which are organized down to the final unit of “neighborhood leaders” in the rural townships. Colorado is an example of a state
in which the colleges of agriculture and education and the university have sensibly divided their fields of responsibility for information in certain subjects and work cooperatively to serve according to their respective abilities.

In Utah the university reports extensive use of the library from an outside public, but this demand is largely for specific technical books, not for services such as those offered by the key centers. This indicates to the librarian that people get their information through the channels to which they are accustomed, the newspaper, the radio, the weekly magazines, etc.

Vassar College, which may be taken as typical of the smaller private college, is extending its war information service to the community outside, including six counties, largely by means of its war information library, war research council, and bimonthly “War Information News Letter,” in which the war research council of the faculty evaluates the material currently received in the information library and prepares bibliographies of suggested reading. The library of war information is an open-shelf collection set up in the main hall, without supervision or record of use, serving chiefly as a center for the display of current materials on the war.

Community Service in the Future

Community forums on the college campus, in which members of the faculty, students, neighbors, and often visiting speakers meet for the discussion of problems common to all citizens, are not new but have been the practice for many years. The need for such cooperation is merely intensified by the emergency and has been met in all parts of the country by the enlargement of such programs into institutes on “Women and War,” “The Background of the War,” “The Citizen and the War.” In many of the women’s colleges the machinery for integrated effort is already established through the student community service undertaken in field work connected with courses in sociology, nursery school training, occupational therapy, etc. But the purpose of this work in the past has been the pre-professional training of the student, as a part of the academic program, not primarily a cooperative enterprise for community good or adult education. It seems probable that further development in the near future and in the postwar years will be in the direction of using the facilities of all academic institutions far more widely for state-aided programs of adult education. A project now being considered in the Office of Education, with the advice of the various national associations representing the liberal arts colleges and others not used in the Army and Navy training programs, will seek means for conserving and making available for wider community use the values inherent in the colleges already established, many of which may otherwise stand empty. This program will affect the libraries in many ways, and librarians should stand ready to take part in it from the earliest planning stages in their own institutions. There will be new demands for service, probably for guidance in individual reading not motivated by a curriculum, with a new type of adult public and with possible enlargement of facilities to meet new conditions.

Interlibrary Loan

Meanwhile the extended services of most libraries are being offered less to direct community borrowers than through interlibrary loan wherever this is possible.
All libraries report the relaxation of rules in this regard to meet emergency needs. Universities will lend materials hitherto restricted to reference use. The type of material required is generally in the field of science in periodicals or valuable sets of proceedings. Research libraries in the large cities, heretofore prevented by their governing law from permitting any book to go outside the walls except under judicial subpoena, are now mailing promptly whatever is essential to authenticated borrowers engaged in official work whether this can be done ordinarily through a library or not. In most institutions the volume of interlibrary loan traffic has increased rapidly although the University of California reports that its statistics in this department show a falling off, compensated by the large number of loans made directly to individual officers of government or industry whose requests come by mail, telephone, or messenger, within a radius of sixty miles of the campus. In these cases speed is always considered important and the library waives its peacetime procedure of requiring another library as responsible intermediary.

Nevertheless, it might be well to note that these departures from accepted interlibrary loan practices in answer to the need of the moment do not, in the opinion of the librarians concerned, constitute a reflection upon the justice or necessity of the code. Wails are heard in various libraries from New York to San Francisco that when a book goes to an office in Washington you might as well kiss it good-by; that government officials in haste themselves are notoriously irresponsible in the matter of returning; that insistent correspondence is often required; that the confusion resulting from the absence of important reference materials in a given research library, where everything is supposedly in place, results eventually in more lost time than the loan was designed to save. Owing to the large amount of material on loan from the Library of Congress, in response to the needs of research offices, a colonel in the Signal Corps will travel to New York in the confident hope of finding what he needs in the New York Public Library's supposedly immovable collection, only to find that the precious volume has gone to Washington to the office of a major general in the Service of Supply. The result is frustration and a confirmation of the librarian's conviction that they also serve who keep their material at hand to fill the greatest number of needs; yet one who refuses any loan is accused of obstructing the war effort. Librarians are mild people but sometimes they need to be tough.

The Library and the Radio

The popularity of radio book reviewing programs has been capitalized to some extent by public libraries, though success in this field is not conspicuous. Universities throughout the country have had their regular radio outlets, though Chicago is perhaps the only one with a nationwide fan public. Many colleges likewise sponsor local radio programs regularly or at intervals and college librarians as individuals are occasionally invited as speakers, but it has not been the general practice of academic libraries to concern themselves with this medium of reaching a potential reading public.

Once more, however, the emergency creates the pressure and, in the effort to use every available means at their command for bringing forcibly to the public mind the need for thoughtful reading and discussion of books which help to clarify
the perplexities which confront us, the library has taken to the air in many quarters. From Salt Lake City the librarian of the University of Utah writes of helping to organize a regular radio program to be known as “The University and the War,” hoping thus to reach a wider audience than the university students, with war information based on a broader background of historical knowledge than are some of the channels of information to which it is accustomed. The Rush Rhees Library at the University of Rochester has undertaken the task of assembling and preparing the material for a weekly half-hour broadcast over a local station, in the form of a round table discussion. Pamphlets, periodical articles, and books on the specific topic were digested in the library and given to the speakers at least a week in advance of the discussion.

Iowa State College is again an example of what is perhaps being done by other libraries as well, unknown to the A.C.R.L. The regular radio extension program of weekly book chats continues, though its customary subjects, popular biographies, novels, books of travel, etc., are likely now to be those of war interest. In addition there are special discussions of informative books and other publications related to the war in which the need for an intellectual rather than an emotional approach is encouraged. The library sponsors a radio book club which enables listeners to obtain the books discussed by mail from the college library, the nominal fee being paid in coupons previously purchased as a subscription to the club.

The familiar charge of isolationism justly hurled in the past at many sections of the country, particularly the Middle West, can no longer be applied to the states of Iowa, North Dakota, and Montana, whose leaders, at least, seem to a traveler to be thoroughly awake to the need of education which will produce understanding of the inescapable connection between international and local problems. The world is now closely knit together by innumerable ties but unhappily struggling in those bonds, each nation for its own freedom. In the realization that no one can be wholly free to stand alone, a group of educators in Iowa, including several librarians, has formed a Committee for Durable Peace, the aim of which will be a state-wide educational program on the problems of peace, embracing organizations of all types which can aid in stimulating thought, reading, and discussion on the practical question of what we as individuals, families, and members of special groups are willing to pay as a price for peace and what in return we shall gain from a peaceful world. It is expected that this committee will lead to the formation of a state council on education for a permanent peace, which is the form of organization adopted in the other states mentioned.

Main Street Discusses the Peace

There has been and will continue to be much discussion everywhere of postwar problems but too often it turns on what the British Empire should give up, what Japan should do, how Germany should be governed. The new and valuable element in this scheme and one which librarians elsewhere may be able to develop locally is the emphasis on the concrete and specific ways in which the people of Main Street are going to be affected by the post-war organization here and abroad. In other words we know what war costs.
What will peace cost us in terms of daily living and what price are we willing to pay for the values of peace and freedom for which we now fight? The people of Iowa are setting out to consider this vital problem systematically and with energy, seeking the aid of qualified persons to help them clarify the issues involved. Some of the questions suggested for discussion are: Must the United States police the world? Should all nations have access to raw materials? What is the future of the British Empire? Can we trust Russia? Can Japan become a democracy? Can we compete with Argentina and Canada? What was wrong with the League of Nations?

Endless other questions suggest themselves, and no one assumes that Iowa will find all the solutions, but at least there's going to be a lot of interested thinking and talking amidst the tall corn this year, the people's talk, which is the lifeblood of democracy. To this blood bank the local library is a constant donor. It can be the focal point and source of the thoughtful reading which must precede intelligent discussion. A somewhat similar undertaking which is under way in the academic world is known as the Universities Committee on Postwar International Problems, of which Professor Ralph Barton Perry, of Harvard, is chairman. The nature of its work may be indicated by a report from Wellesley College library (though more than one hundred colleges and universities are cooperating). In a letter dated April 9, 1943, Blanche Pritchard McCrum writes:

Wellesley has its own central committee on the subject and a number of subcommittees devoting their time to various aspects of the question. On each of these subcommittees there is a representative from the library staff who does the bibliographical work that is necessary. The librarian is chairman of the Subcommittee on Relief and Rehabilitation. The work of these committees looks to preparing a memorandum on the given topic, to working on solutions of problems sent out by Dr. Perry's committee, and to holding open meetings for faculty and students to spread abroad on the local campus accurate information. The library is the bibliographical center of the projects of all subcommittees and has done a great deal of buying and soliciting of material in support of the project.

War Hits the Library's Budget

Asked what effect the war has had on the internal affairs of the library thus far, the majority of librarians reply, "Very little, really, aside from the inconveniences which are universal and not peculiar to our profession." There have been budget cuts in some libraries, chiefly those in smaller endowed institutions where state provision for a biennium does not give even temporary security, but several of them have received special gifts or additions to endowment. The universities and the state colleges report the usual allotments, some of them even reporting increases in salary and book budget, so that the financial picture in general is not as yet a gray one. Those colleges which have received contracts from the government in the Army and Navy training programs are in some cases more flourishing than before because their regular operating costs can be met in this way. In some cases the Army contracts include a basic allotment (approximately one dollar per man per month) for library service (including books, staff, and depreciation of plant and equipment), but this is, of course, only justifiable where the trainees are using library facilities. Cases such as that in Georgia have been reported,
however, in which the men in uniform do use the library when the financial provision for this service from the college was not part of the contract. Such an omission cannot be blamed on the Army, which merely approves or questions the contract for expenses as estimated by the college authorities. Some college presidents seem unaware of the library as part of the training facilities offered by the institution, but energetic and well-informed officials will see to it that future plans for any new undertakings by the institution are considered in the light of the possible usefulness of the library and the demands likely to be made upon it. The provision of books for E.S.M.W.T. courses from federal funds has been mentioned above and applies chiefly to technical schools, though some liberal arts colleges are offering these courses.

Budget Problems Ahead

The present budgetary situation, however, will not survive a long war nor the straitened period likely to follow it, and college librarians generally are conscious of lean years ahead. As a group we are probably too inclined to accept these with passive resignation. While in theory the library is no longer considered an unimportant part of the college (see public addresses and writings of presidents), in the traditional practice of the budget committee and the accounting department it is still too often grouped with the chapel and the art gallery, which may be in the minds of the budgeteers pleasant but decidedly ancillary adjuncts of education. A sounder philosophy, generally practiced in universities, is to include its budget as part of the cost of instruction and research. The forward-looking librarian will in the spring of 1943 prepare to analyze his place in the college program as a whole, evaluate the library's various services as essential or desirable, and justify the essential in discussion with the administrative authority. The observations of the writer confirm those of the survey made by the librarian of Bard College, recently published in the Library Journal, that the drying up of their essential resources during the coming years is the most serious danger the college librarians have to face and that our best efforts should go into the planning which will insure adequate provision for the book budget and a competent staff.9

Most librarians argue that even as a matter of strategy it is not wise to defend your budget from all attacks, since in all probability every department of the college must retrench in time of war or depression. But the librarian should be able to submit what is in his opinion the wisest method of effecting economies whether the proposed decrease needs to be 10 or 20 or 30 per cent of the total. And then he should bring his best eloquence to enforce the argument that below a certain point the quality of library book collection and service cannot go without violating the intellectual integrity of the institution and what it stands for.

The Staff Carries On

More real than financial difficulties during the past year has been the burden of carrying on the regular and increased activities of the library with the rapid turnover in personnel which the war has occasioned in every type of work. In the professional ranks there has been the inevitable loss of the men of military age and of those who have gone into the serv-

ice of government, business, or industry on a noticeably higher scale of compensation. This loss has been most keenly felt in the universities and large research libraries. The New York Public Library has lost one seventh of its staff, largely in the higher brackets of subject reference specialists. A few women have left for enlistment in the armed services and for war library work of various sorts. In general, however, professional morale has been strong enough to prevent any large-scale exodus into types of war production work which can be performed as well by those with less specialized training, and for the most part the staff has carried on, cheerfully working a little harder and longer to fill the gaps in the line, for it has been the policy of many institutions to avoid general salary cuts by failing to fill the positions of those who resigned unless such positions were considered essential. In some cases infinitesimal increases were made possible by this policy. Very few libraries (though there are some, and again it is the active state colleges) report additions to the staff and a general salary increase in all the lower-paid positions.

In certain libraries located in industrial sections where the War Manpower Commission decrees the forty-eight hour week for all organizations employing more than eight persons and in other libraries where the change will take place in conformity with the regulations controlling governmental and other offices, this increase in scheduled hours of work will produce more problems than additional work accomplished. The necessary 20-25 per cent increase in the compensation of those who work a six-day week, without a corresponding increase in the budget, will make it necessary to reduce the number of employees and will in the medium-sized libraries present serious difficulties in maintaining public service over a fourteen-hour day. The Williston Memorial Library of Mount Holyoke College is the only one which has yet reported this situation as existing, though it is expected in many other libraries within the next few months. The librarian of Mount Holyoke has ruled that four of the eight extra hours may be spent in professional reading or in other similar tasks to be distributed throughout the week at the worker's own discretion rather than at scheduled duty.

The chief personnel loss has come in the ranks of clerical, page, and student workers. The replacement of these at greater cost, often with persons of less training or ability, has proved a hardship with the added result of time lost in training a constantly shifting group. The experience of England, where women first took the place of men and were later themselves called up for essential industries, leaving certain types of work to be done solely by shifts of part-time workers, may be repeated here. It might be that faculty wives will form a local source of supply, though as volunteer workers in a war information center one library found them not wholly satisfactory.

No library has reported the substitution of clerical for professional assistants, but Stephens College, indicating a turnover of nearly half the staff, has replaced several trained librarians with highly qualified nonprofessional persons, and in the judgment of the librarian the service has not been impaired by these changes. The report from Stephens does not state whether the new assistants were members of the faculty, but this possibility raises an interesting point as to the wisdom of using
teachers whose classes may have disappeared in the loss of enrolment. In some cases they might prove valuable additions to the library staff, while in others the personal adjustment would involve difficulties which would be almost insuperable. At Smith College, where the librarian resigned in December, the acting librarian is professor of Greek.

A movement in the opposite direction has been the tendency to use library staff members who are qualified to teach in the emergency replacement of men called suddenly into service. In modern languages, English literature, and political science librarians have stepped into the breach, and when necessary they have been found qualified for a variety of positions from tennis coach to dean of the faculty.

In addition to the war activities of the library as a unit, staff members the country over are reported as participating wholeheartedly as citizens in the many undertakings of the community. It goes without saying that they knit, sew, and roll bandages, serve as nurses’ aides, air raid wardens, airplane spotters, blood donors, etc. Except in areas where a larger public library nearby directed the Victory Book Campaign, the college libraries have been responsible for this effort and in all cases they have furthered it by campus action. As in many other instances, a traveler is impressed by the quality of work accomplished in the small institutions by a library staff composed of energetic people. The large library will put out a barrel and a poster, accepting passively what the students provide, and because of their number a fairly respectable total results, even though many of the books are old texts and must be discarded as useless. In a small college in Monmouth, Ill., for example, the librarian by a cleverly written appeal, based on personal reference by name to the men who have gone to war from the campus, induces the students to part with, even to buy “a book for Corky Kilpatrick in Africa, Herb Merillat in Guadalcanal, for former editor Larry Beth, and Bobby Dunlap who left only a few weeks ago. . . .” The appeal continues, “Dedicate a book to one of these boys you know and give it to the campaign, knowing whoever reads it will experience the same enjoyment that you intended for your friend.” This brought results, as one would expect, and though the number of volumes collected on college campuses does not always seem high if compared with the larger populations of the community outside, many librarians have commented on the average good quality of the books received.

Delays and Difficulties

Few libraries have as yet curtailed their regular services except in the matter of closing some departmental reading rooms and consolidating others. Often this reorganization results in more efficient service as well as economy of administration. One library notes a considerable increase in the use of the telephone for reference service. In some cases rare book rooms and special collections are no longer staffed and are opened only on request. In other colleges reading rooms are being closed on Friday nights and Saturday afternoons, when the student use is too slight to justify opening. But in general the libraries are open for business as usual for a fourteen-hour day or longer, six days a week.

The trials which are accepted as part of wartime living are chiefly delays, the
slowing up of publishing and purchasing machinery, delayed deliveries, delays in binding when demands for haste are more insistent than ever. There are few explicit reports of increased costs of operation though one institution in Vermont estimates a 10 per cent increase in binding costs and 8 per cent in cards. A number of libraries bought equipment and supplies in greater quantity than usual, anticipating that the present shortage will grow more acute.

The cessation of foreign book selling and of all periodicals from Europe has reduced the purchasing problems of academic libraries to some extent and thrown the budget out of balance, but books continue to come with surprising regularity, if some delay, from England. South American purchases are readily arranged and more rapidly received than formerly. A number of books in French and German are procurable in South America; and libraries have been quick to subscribe for the several French periodicals published there and in eastern Canada as well as in New York, which contain the current writing of the exiled French authors who were formerly the leading contributors to the scholarly and literary journals ordered from Paris. The whole question of foreign journals is still in process of solution. The enterprise of University Microfilms, Inc., should be noted. Librarians may notify the Custodian of Alien Property concerning additional titles which they desire to have filmed.

While no one familiar with the inner workings of libraries would ever accuse them of prodigal spending, it is also possible that occasional lean, or perhaps leaner than usual, years are a wholesome experience for us in forcing a close scrutiny of routine practices or traditional services.

The required continuity in the nature of our work tends to perpetuate whatever is once started, sometimes after the need has passed away.

Knox College reports plans for continuous study and reorganization of its library. Bradley has reduced its circulation routine as the result of a time and motion study. Catalog processes are under careful consideration in many quarters and it is probably in this direction that useful simplification and economy will be effected. It is said that the last war eliminated the accession book from many a library, and this one may go down in history as the event which brought action in the long argument over the varieties and degrees of cataloging which are desirable or necessary.

College and university library reports in the past year everywhere indicate a realization of responsibility for the care and preservation of treasured volumes, original sources, and valuable editions which may well prove the source material for future duplication of the books destroyed in war. Some Eastern libraries packed and shipped irreplaceable volumes to locations further inland and probably safer in the event of enemy attack. Many others, fearing the damage which might occur in long storage and preferring to have their rare materials accessible in case of genuine need for consultation, segregated them in portions of the building which seemed least vulnerable.

Policies of Acquisition

The squirrel complex to save everything within reach, which is an occupational disease with the average librarian and for the most part a blessing to historical research, should nevertheless receive curative treatment to the extent of divid-
ing its responsibilities and distributing its benefits. Too many libraries today are collecting everything they can get about the war. Yale has asked every Yale man the world over to send in every scrap of original war material he can find, and the haul is already imposing. The Hoover Library of War, Peace, and Revolution, at Stanford University, has an organization already equipped and in operation for the systematic collection of documentary and other material. Here are two scholarly institutions situated well apart, both suitable depositories for all such printed records as the future may need. Why not give them everything the rest of us get except local material for which each of us accepts local responsibility? Or if two centers are not enough, why not establish regional collections and let others collect in smaller, well-defined fields?

Cooperative buying too has long been the topic of papers at library meetings, but few of us get further than expecting the other person to cooperate. In rare instances, particularly when funds from foundations are concerned, complementary buying programs have been worked out. The specific division of the Latin American field among the libraries of Duke, Tulane, and the University of North Carolina, on a joint grant from the Rockefeller Foundation, is an excellent example of what might be done more consistently by neighboring institutions in various regions. The University of Michigan, because of certain faculty interests in the field, is also embarked on a program of buying heavily in Central and South America, although the director of its libraries points out that Canada would be a more logical and less competitive field for its endeavors.

All academic libraries, to be sure, need a certain amount of material on Latin America, Russia, and China, and all are now intent on strengthening their collections in what are for some relatively new fields of interest. But we should definitely limit those interests to the books necessary for teaching and reference, dividing the realm of specialized research into regional responsibilities and agreeing to serve each other through interlibrary loan and microfilm for the research scholarship of the future. This division in the library of Oriental studies is particularly desirable on the Pacific Coast.

Libraries are already making plans for future purchase abroad of books which have appeared during the war years or of collections which may come upon the market after the war in Europe and Asia. Many are setting aside substantial funds for this purpose. Yale has plans for sending an agent to the Near and Middle East. The University of California is talking of collecting on the spot in China at the earliest possible opportunity. The director of the National Library at Peiping has outlined inspiring plans for the rehabilitation of Chinese libraries with American aid and will undoubtedly cooperate in the undertaking of strengthening the Chinese collections in the libraries of this country. Many libraries are already collecting from their faculties personal copies of scholarly journals for later shipment to Chinese and European libraries, under the direction of the A.L.A. Committee on Aid to Libraries in War Areas. The air is full of library plans for international cooperation, a heartening sign in the present world and a reminder that despite all wars better days do come.


JUNE, 1943
in which men of goodwill may go about their business of building again singly and together.

Present Conclusions

Yale University Library reminds us that the college has survived nine wars. In this rapid flight over the country which has afforded glimpses of only a few colleges and none so venerable as Yale, the reporter has been impressed nevertheless with the essential stability of collegiate institutions. Their students come and go, the flags and the uniforms will pass, the curriculum will change, but the purposes of truth and learning endure. To fulfill these purposes libraries exist and will continue to grow. The test of their successful functioning is the contribution to knowledge made by the faculty and the degree of understanding which the students derive from books.

In April 1943 the importance of every American institution or endeavor must be measured in terms of its relation to the total war effort. Does it help or hinder? In terms of research the academic libraries have given a clear answer. The government has called upon them and not found them wanting in the required aid to science and techniques.

Wisdom and understanding, however, are equally necessary in the present crisis, and in the realm of student education to this end we cannot claim conspicuous success as yet. Here then is the task ahead for every college, large or small, and for the colleges within the large universities where it has been chiefly neglected—to provide the necessary books, pamphlets, and periodicals in sufficient quantity and to stimulate their use by every means in our power. By all means let us extend our functions beyond the walls with war information services if and when we can, but remembering that other agencies may also serve this wider community while the responsibility for student reading is ours alone.

Future Plans

One of the few excitements in a somewhat staid calling is the satisfaction of what the librarian of Wellesley describes as “prophetic buying,” the justification in present use of one’s past judgment in the development of certain areas in the collection or in the choice of specific titles which prove to be finds. The librarian who is to be ready must forecast needs, and even now in time of war we can prepare for carrying on the studies necessary if peace is to endure. The fact that the urgency of military training is fast draining the majority of students from classes in the humane and social subjects in no way lessens the future need for strong collections in these fields. There will be a resurgence of interest in the things of mind and spirit such as follows every conflict; there will be enlarged programs of rehabilitation and reconstruction, as well as those for occupational therapy and vocational adult education, and in all these endeavors the library will do its part.

Academic librarians are by nature and training neither crystal gazers nor wishful thinkers. For the immediate future they have few rosy-tipped prophecies but a steadfast determination to carry on the allotted task, to bear a full share of the common war burden, and to preserve the permanent values for which their work exists. If they can do so through this period of stress, certain strengths should develop in their libraries which will leave them in a better position after the war,
both internally and in relation to other departments. The wholehearted participation of the library in all the activities of the institution it serves during a period of war will bring about better integration in the life of the campus and the community outside, which may for the first time have learned to know the college library. Work with administration, faculty, and students in a common cause will bring to each better understanding of the other's problems. If the library's work is sound and its service effective, there is no reason to foresee a permanent crippling of that work, provided that the librarian has enough faith in its value to defend it against indifference or lack of understanding on the part of authorities. Publicity alone will not do this, but good work first plus a valiant coming-out-from-under-the-bushel in which college librarians have too long hidden their light may accomplish wonders.

A few hours spent in reading the annual reports of academic libraries impresses one with their similarity in pattern and general lack of effective power to produce results. Follow this by a glance at the corresponding report of the president to the trustees and the reason for inaction is obvious. The librarian's report almost invariably deals with acquisitions, gifts, resignations, etc., a faithful recounting of what has happened to the library, with an appendix of circulation statistics meaning little to the uninitiated. The president, skipping the statistics and any troubling references to the leaky roof or the need for more stack space, reports to the trustees the more imposing of the gifts and the activities of the Friends of the Library. The trustees purr approvingly at the annual meeting following the commencement luncheon and forget the library until next year.

Compare this with the graphic reports prepared by some of the public libraries, such as that of Detroit,11 which is an excellent example. These are designed to render to the board and thus eventually to the taxpayer an account of the library's stewardship of public funds. The emphasis is all on what the library has accomplished and what it could do or plans to do.

An ideal library report should recount briefly the year's activities with reference to the plans outlined in that of the previous year. With proper record of what has been spent and acquired it should carry also some reference to the intangible but no less real accomplishment of the library in its direct service to faculty and student bodies: in aiding the faculty in research and teaching, in helping the students to attain intellectual maturity. It should leave an impression of forward vision and include, not timidly modest hopes, but demands as daring as the visions deserve—though not more so. In other words, the report should perform the functions of a preliminary bombardment for the detailed attack on the budget to follow.

Only with foresight, vision, and energy can college libraries hope to carry on effectively both the war service which calls them today and the larger task of tomorrow which is theirs also, a share in the education which will shape the world of the future.

Library Service on the Berkeley Campus, University of California

Mr. Leupp is librarian of the University of California Library, Berkeley.

The University of California pursues its multiform activities on seven campuses. Each campus has its own library, administered locally in accordance with local requirements. The two large units, in Berkeley and Los Angeles, render assistance, when desired, to the smaller ones and also cooperate with each other in many matters when the five hundred miles separating them does not impose independent action. The largest campus is that of the parent institution at Berkeley, which also possesses the largest library, with holdings of about 1,195,000 volumes at present. It is with the rather complex organization of library service on the Berkeley campus that this paper deals.

The campus is a roughly oblong tract of about 593 acres, on which the buildings are fairly well distributed. As in most universities which follow a building plan, the older buildings antedate the plan, while those erected subsequently have been located, and in most cases constructed, without much reference to the need or possibility of library service to the departments which occupy them. As a result, until recently, library facilities in buildings at a distance from the General Library usually have “just growed,” like Topsy, while in other cases they have mushroomed into sizable if not always very healthy growth from artificial stimuli of various kinds, such as gifts for specific purposes, federal appropriations, foundation grants, etc. Separatist tendencies, traditional in some departments and in others deriving from the influence of some strong-minded individual on the faculty, also have contributed to the picture.

The Standing Orders of the Board of Regents make the following provisions:

The General Library and the several departmental libraries together shall constitute the university library. . . . Departmental libraries shall be considered part of the working equipment of the departments to which they are attached, to be provided in the same manner as other equipment, viz., by purchase with funds allowed the departments in the annual budget or with special funds otherwise available for the use of the departments.

Departmental libraries are under the control of their respective departments, not under that of the General Library. General Library funds may not be used to purchase books for them, although the librarian may deposit in a departmental library, subject to recall, General Library books which “may be required exclusively in the work of the department concerned.” The librarian is also instructed to “record” all books acquired by a depart-
mental library, which in practice means that all departmental books are entered in the General Library catalog. Since the General Library is the purchasing agent for all books ordered by any library on the campus, cataloging for these libraries is a simple matter of routine, which includes furnishing copies of the catalog cards for their books, at cost, to any libraries which may want them.

It will be noted that the standing orders recognize only a General Library and an unspecified number of departmental libraries. Some of the latter without material change have evolved into college or school libraries, as engineering, architecture, and jurisprudence libraries. When the library of one department, agriculture, merged with the General Library some years ago, it retained certain divisional collections, notably entomology and landscape design. All of these, for practical purposes, are regarded as departmental libraries.

**Special Libraries**

A very important group of libraries has come into being, all but one within recent years, the existence of which is not recognized in the standing orders at all. These are known collectively as “special libraries.” Their distinguishing characteristic is that they are not organically connected with any department but are independently administered, with budgets of their own. The most important are the Bancroft Library of material relating to the West Coast, the Bureau of Public Administration and Library of Economic Research, and the Library of the Giannini Foundation for Agricultural Research. The first two are housed (and very much cramped) in the General Library building; the Giannini Foundation occupies a building of its own. The General Library purchases and catalogs the books ordered for the special libraries as it does for the departmental libraries.

When in 1911 the General Library was moved to the building it now occupies, the departmental library situation was very unsatisfactory. Conditions which developed during and immediately following World War I made it worse. Nearly every department had its library, varying in size from a dozen or two books in a department office or seminar room to collections of several hundred volumes in chemistry or mining or to libraries embracing almost everything possessed by the university in their fields, such as law and architecture. Because of inadequate facilities, sometimes from plain cussedness, a would-be reader not connected with a department often was made to feel distinctly unwelcome if he ventured into the departmental library. Some departments limited access to their books to members of their own faculties and favored graduate students; in some, even members were excluded unless the head happened to be around and had the key in his pocket. In most departments in which supervision was attempted at all, it was made the responsibility of a clerical assistant or stenographer with other and invariably more pressing duties. Few departments attempted systematically to keep their collections abreast of the times; those which did, notably the premedical departments, were continually in a state of exasperation arising from conflicting demands for the same expensive books and periodicals and insufficiency of funds for the extensive duplication which seemed to offer the only remedy.

_JUNE, 1943_
As the situation was studied, certain phenomena emerged. The scientific and technical departments were the principal sufferers from the existing inadequacies. Without exception, they occupied buildings at a distance from the General Library building. Much of their work was done in laboratories or with machines and tools fixed as to location. These phenomena were common to the departments in these groups and were not found to any extent in other departments. Moreover, the literature of interest to these departments, while in large part common to two or more of them, was little in demand by members of other departments or by general readers, differing therein from the literature of, say, the social sciences or the humanities. These considerations led to the conception of still another type of library not recognized by the standing orders, which, in the one group where it has been in operation for nearly thirteen years, has proved so remarkably successful that its extension to other groups of scientific and technical departments is assured. This is the "branch library."

**Biology Group**

In 1930 the departments constituting the biology group abandoned the temporary buildings in which they had been distributed over the campus and came together in a building especially designed for them, the Life Sciences Building. There are ten of these departments, plus certain related entities such as the Museum of Vertebrate Zoology and the Herbarium. Nearly every department had its departmental library. When the building was planned the General Library asked for and obtained an assignment of space, centrally located, for a branch library to serve the group. Some of the assigned space was withdrawn before the building was finished, diminishing the projected reading room facilities uncomfortably; but enough was left to provide a stack area with a capacity of about 100,000 volumes and facilities, in reading rooms and stack area, for 180 readers. The departments pooled their libraries; the books and periodicals in corresponding classifications were transferred en masse from the General Library (except multiple copies in the rental-reserve service), and the General Library provided the staff. With minor variations due to local conditions, the hours are the same as those of the General Library. The branch librarian is advised by a faculty committee selected from the biology group and appointed by the chairman of the Library Committee of the General Library. The branch committee is always represented by at least one member on the parent committee.

**Education Collection**

There is one other branch library, in the department of education. When the department occupied its present building in 1924, the General Library was asked to take jurisdiction of and to administer the departmental library. The General Library did so, largely as an experiment. The experiment will not be repeated. A single department is too small a unit to justify the cost of branch organization, and the literature of education, even if room could be found in the branch for the General Library holdings, is not the kind which should be separated from the main collection. A good deal about the principles underlying partial decentralization by branch libraries was learned from this mistake.

The next branch library undoubtedly...
will be opened in the engineering group. The program has been approved, but nothing can be done until the second and main building of the group is erected. The plans for this provide an entire floor for a library. The departmental library, which consists of the merged libraries of the three engineering departments, occupies an insufficient area in a badly overcrowded building, and funds are lacking to keep it open on full schedule. The much larger technical collection in the General Library cannot be merged with the departmental collection until more space is available and would not be in any case until a full schedule of hours is assured.

**Branch Library Purposes**

Other departmental groups seem to offer opportunity for extension of the branch library program, though definite planning has not been carried beyond an engineering branch. In general, the tests applied to any proposed grouping of departments for branch library purposes will be these: Is a considerable body of literature common to two or more of them, and is each of them included in one or more such groupings? Can the common literature and the literature of the individual departments be separated from the main collection without interfering materially with other departments or individuals? Is the work of the departments so related to laboratories, shops, or drafting rooms, or their equivalents, or is the time of students so scheduled with respect to laboratory periods, etc., that a considerable body of literature close at hand is a necessity? Distance from the General Library building, unless excessive, would not in itself be held to justify the expense of branch library installation and maintenance.

Of the departmental libraries which still exist, few are important. The smaller ones have become mere office or seminar room collections which, for the most part, duplicate material in the main collection. Of those in departmental buildings, the law library has but a fraction of the space it needs but is well administered. Architecture is fairly well housed, less well administered. Both the law and architecture departments have independent funds for library maintenance. The chemistry, physics, and mining libraries are adequately administered. The chemistry and physics departments are interested only in the latest literature of their subjects, which they obtain largely from the General Library on deposit, and their needs conflict to some extent. Fortunately the libraries are close together. Neither has much room, and neither is hospitable to visitors. The libraries of geological sciences and of mining are almost wholly duplicated in the General Library. It has been the policy of the mining and engineering libraries to order for the General Library, from its allotment, a copy of every significant book purchased from departmental funds for its own library. The departmental library of agriculture was discontinued in 1919, and most of its books were transferred to the General Library, which agreed to maintain an agricultural reference librarian and provide certain reading room space for agriculture students, with adjoining shelving for reference books, journals, etc., of interest to them. The plan has not worked wholly to the satisfaction of the department, as increasing demand for reading room facilities makes it difficult for the agriculture students to maintain their segregated area. Agriculture would like to move from the General Library building to the biology
library, where material related to its own is now housed and which is considerably nearer the agriculture group. While the books could be cared for in the biology library, there is, unfortunately, no room for the students.

General Services

Turning now to the General Library, the loan desk, on the second or main floor at the entrance to the stack enclosure, is the headquarters of the loan and shelf division. This division handles all loans, including interlibrary loans, except those of unbound periodicals and material in pamphlet form, maps, and rare or restricted books. The handling of these is a function of the reference division, which is responsible for both the reference and the periodical desk. The loan division also administers the rental-reserve service on the ground floor just inside the main entrance of the building. To many undergraduate and most lower division students this service is the most, if not the only, important part of the library. In normal times the rental-reserve service does a greater volume of business than the loan and periodical desks together. Now it is barely active, a minor casualty of the war. Facing the rental-reserve room across the entrance hall is the A. F. Morrison Memorial Library, a room for recreational reading, beautifully and comfortably furnished and equipped with books by May Treat Morrison of the class of '78 in memory of her husband, a classmate. Dedicated in 1928 to the use of registered students of the university, it has grown steadily in popularity. In the last year before war altered the picture, the 15,000 books on its open shelves had more than 59,000 readers. The room is now open to men in uniform, and many come in to read and relax in its atmosphere of repose.

All of these services, together with the documents division, are under the supervision of Associate Librarian Jerome K. Wilcox, who also keeps a fatherly eye on the two branch libraries. Under Assistant Librarian Jens Nyholm’s supervision fall the accessions and catalog departments, the division of gifts and exchanges, and all bindery work, including both preparation of material for the university bindery and the newspaper and pamphlet binding, repair work, etc., done on the premises. This organization divides library operations into the services of acquisition and preparation on the one hand and the public services on the other, each under a coordinating and supervisory head responsible directly to the librarian. Its effect has been to break down the invisible but effective walls which independent departments so often tend to erect about themselves and to insure harmonious action within each group, reducing friction, duplication of effort, and lost motion.

Staff Meetings

Articulation between the groups is insured by frequent meetings with the librarian of what may be termed the general staff of the library: Mr. Wilcox, Mr. Nyholm, and the assistant to the librarian, Mrs. Elinor Hand Hickox. Mrs. Hickox combines in herself the functions of personnel officer, manager of the photographic services (photostat, microfilm, and dexigraph), and supervisor of work centering in the librarian’s office, such as preparation of pay rolls, ordering and issuing of supplies, looking after repairs to building and furnishings and upkeep of equipment, maintenance of correspondence files, etc. Many difficulties have been ironed out in

(Continued on page 232)
The Administrative Organization of the Harvard University Library

Mr. Williams is assistant to the librarian of Harvard University Library.

The oldest and largest university library in the United States is far from simple in its administrative structure, but, like the institution of which it forms a part, it may be described as having a flexible organization. This article is an attempt to outline the present administrative situation and to indicate the principal alterations that may be made as suitable occasions arise.

Complexity is suggested at the outset by the fact that, as of July 1, 1942, Harvard's 4,400,870 books were divided among seventy-nine units. The main collection of the college library, usually referred to as Widener, contained 44 per cent of the total; 9 per cent were in the fifty-two special libraries that make up the rest of the college library; 2 per cent were in the eight house (dormitory) libraries; and 45 per cent were in the eighteen libraries of professional schools and research institutions. The latter, at Harvard, are known as department libraries. Perhaps the dispersion of books is not quite as extensive as might be thought at first glance, however, since the main collection and six of the largest department libraries account for 81 per cent of the total, fifteen of the largest libraries make up 91 per cent of it, and 36 units contain all but 2 per cent of the books in the university.

The office of director of the university library was not created until 1910, and before that date there appears to have been no statutory provision governing relations between the libraries of the university. It is now provided:

The university library consists of all the collections of books in the possession of the university. The director of the university library shall be ex officio chairman of the council of the college library; shall visit and inspect the law, medical, business, and other departmental libraries, and be ex officio a member of their administrative committees, and their librarians shall annually make a report to him.¹

A further step toward coordination was taken in 1937, when the same man was appointed both director of the university library and librarian of the college library. The Statutes provide for the college library as follows:

[The college library] is for the use of the whole university. . . . The general control and supervision are committed to a council appointed annually. It is the duty of the council to make rules for the administration of the college library. Subject to the direction of the chairman of the council [i.e., the director, who is now also the li-

¹ Statutes, No. 15. In the annual Catalogue of the university.
brarian] the librarian has the care and custody of the college library, superintending its internal administration, enforcing the rules, and conducting the correspondence.²

The central unit of the college library is one of thirty-one academic budgetary departments of the university, and the librarian is responsible for drawing up the budget, which goes to the corporation for approval. He appoints all staff members who are paid from this budget, but those employees (fifteen at present) who are officers of the university must be approved by the corporation, and appointments of officers for terms of more than one year must also be ratified by the overseers.

The College Library Council consists at present of seven members of the faculty plus the director as chairman. It is appointed annually by the corporation and it is customary each year to reappoint six of the members and replace the one who has served longest. In practice, the council is essentially an advisory and legislative body. The rules for administration it has adopted cover only matters that directly affect the public—library hours, borrowing privileges of all classes of patrons, access to stacks, damage to books, fines and penalties. In accordance with the Statutes, it has left “internal administration” to the librarian.

Duties of Assistant

The assistant to the librarian, who was originally described as the “general assistant,” acts also as assistant to the director. Duties of the position have varied with changing circumstances and have included handling correspondence for the director-librarian, representing him in his absence, assigning and supervising N.Y.A.

¹Ibid., No. 16.

and Temporary Student Employment Service personnel, compiling statistics, supervising the project for filming foreign newspapers, giving special reference assistance to the director, and performing a good deal of work in connection with extramural activities of the director as an officer of the American Library Association, etc.

Building services are supervised by a member of the staff responsible directly to the librarian. These include the doormen, coatroom attendant, caretakers (who are, however, on the staff of the university maintenance department), dispatch of packages and distribution of mail, and the messenger service between the main collection and other libraries of the university. The same person also supervises the stack employees at present but, in this capacity, acts under the direction of the assistant librarian in charge of reference and circulation.

“Registrar” will probably suggest to most readers a university official whose duties, at Harvard, are handled by the bursar and by various deans. Here, instead, the college library has a registrar in charge of accounts, financial records and payrolls, purchase of supplies, arrangements for repairs and alterations in the building, recording and acknowledgment of gifts to the college library, and photostat and microfilm services. Logic suggests that one person might well be given responsibility for the building services noted in the preceding paragraph as well as for the duties of the registrar. This combination may take place when circumstances permit, and it might prove desirable at that time to transfer gift records and correspondence to the order department.

JUNE, 1943
ORGANIZATION of the HARVARD UNIVERSITY LIBRARY

BUILDING
- Doormen
- Caretaking
- Mail
- Building Repair
- Supplies
- Messenger Service
- Photostat, Microfilm
- Records of Gifts

REGISTRAR
- Finance, Accounts, Payroll
- Selecting, Checking & Ordering Books & Continuations
- Approval of Bills & Bookkeeping
- Exchanges & Disposal of Duplicates

ORDER
- Executive Assistant
- Preparation for Shelf
- Searching
- Typing
- Classification
- Shelf list
- Standard Cataloguing
- Descriptive Cataloguing
- Specialized Cataloguing
- Catalogue Curator
- Filing
- Union Catalogue & Interdepartment Service

CATALOGUE
- General Assistant

REFERENCE & CIRCULATION
- Reference Division
- Interlibrary Loan
- Reading Room (Reserved Books)
- Circulation Desk
- Stack
- Stalls & Studies
- Periodical Room

SPECIAL COLLECTIONS
- Houghton Library (Rare books & Maps)
- Poetry Room
- Theatre Collection
- Department of Graphic Arts
- Exhibits
- Widener Room
- Archives
- Maps
- Newspapers

UNIVERSITY SERVICES
- Harvard Union (Freshmen)
- Recreational Reading Room
- Boylston Hall (for large beginning classes)
- 5 Dormitory Libraries

52 SPECIAL LIBRARIES - Technically part of the College Library, but relationships with main collection are not uniform. Include museum libraries, laboratory collections, seminar libraries in main library building, tutorial libraries, and many small, miscellaneous units. Special libraries, with a few exceptions, are not on the main library budget.

12 DEPARTMENT LIBRARIES - Containing 45% of all books in the University Library. Administered by Departments to which they belong, but report to Director, by whom they are inspected and advised.

(Dotted lines indicate relationships not yet established)
The work of the order department at Harvard falls into three main divisions. One assistant is in charge of selection of books, bibliographical checking, and ordering books and continuations. The book selection problem has been simplified to a considerable extent by the policy of buying everything that appears to be of interest in the fields covered by the college library as soon as it is published in this country and by arrangements for a similarly comprehensive purchase program in England through an agent there.

Another assistant directs the checking and approval of bills, allocation of purchases to the proper fund, and bookkeeping. All books purchased for the main library are paid for from gifts and special endowment funds donated for this purpose, and it is necessary to account for 112 funds. The services of the order department are available for use by all libraries of the university, and at present most of the special libraries and six of the department libraries call upon it to handle all or part of their purchases.

Disposal of Duplicates and Handling of Exchanges

Disposal of duplicates and handling of exchanges form the third major function of the department. Exchanges are restricted by the fact that the college library has relatively few new or current publications at its disposal for exchange; some of the department libraries have more extensive lists. In recent years the exchange assistant has served as coordinating agent for exchanges throughout the university library.

The catalog department staff includes more than half of the professional employees of the main library and has a relatively more complex organization than the other departments. Table I shows the average number of persons employed in each department, 1939-42, classified according to A.L.A. definitions.

### Table I

**Average Size of Staff, 1939-42**

<table>
<thead>
<tr>
<th>Department</th>
<th>Professional</th>
<th>Subprofessional</th>
<th>Office assistants</th>
<th>Clerical</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian, assistant, and secretary</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Building</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Registrar</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Order</td>
<td>28</td>
<td>20</td>
<td>18</td>
<td>3</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Catalog</td>
<td>7</td>
<td>4</td>
<td>14</td>
<td>21</td>
<td>46</td>
<td>72</td>
</tr>
<tr>
<td>Reference &amp; circulation</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Special collections</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Undergraduate services</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Special libraries on budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>36</strong></td>
<td><strong>45</strong></td>
<td><strong>28</strong></td>
<td><strong>18</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>

An executive assistant is in charge of the three activities that occupy the greater part of the clerical and subprofessional personnel—typing, preparation of books for the shelves by marking, labeling, etc., and searching. The latter process consists of checking material with the catalog to discover duplicates, to determine whether or not Library of Congress cards are available, and to note authors’ names so that typists can make preliminary cards. The Harvard system calls for checking both purchases and gifts, and the bulk of the material that must be handled is augmented by the buying of large collections en bloc as well as by the fact that from 50 to 70 per cent of all accessions in recent years have come by gift. A record was established last year when 93,000 books were “searched.”

**Cataloging Divisions**

The standard cataloging division handles descriptive cataloging and classification of ordinary books that do not
present special problems in handling. Maintenance of the shelflist is a subdivision of the classification section.

The specialized cataloging division catalogs and classifies books difficult to handle, those in Slavic and the minor languages, etc. It is, therefore, a division of specialists. This system formerly prevailed for all books, with an individual subject or language specialist responsible for the classification, subject heading, and descriptive cataloging of all books in his field. Now in this division, that system is retained for the difficult books, but ordinary material can be handled more economically and the work can be more evenly distributed in the standard cataloging division, where classification and subject heading are separated from descriptive cataloging. The subject specialists of the catalog department, it should be added, have always been valuable sources of assistance for the reference and order departments.

The curator of the card catalog supervises the filing staff and is also responsible for maintenance of the union catalog, which includes a depository set of Library of Congress cards as well as cards for books in all units of the university library. It serves, in addition, as the official catalog, since accession information, tracings, etc., are added to cards for books in the main library. The union catalog section includes the interdepartmental telephone service between Harvard libraries, which makes information contained in the catalog readily available throughout the university.

A division with headquarters in the Houghton Library handles cataloging of rare books and manuscripts. Other divisions care for documents and for education, which includes very large collections of textbooks and college catalogs. Selection and transfer of little-used books to the New England Deposit Library, plus simplified cataloging and classification by size for new acquisitions that are sent there directly, occupy another division. Serial records are handled by a division of the catalog department, and the binding records division, now unattached, may be added to the department in the future.

Cataloging for Special Collections

The department catalogs most of the books added to special libraries of the university as well as all or part of the acquisitions of four department libraries. Four special and two department libraries take advantage of its willingness to supply any Harvard library with copies of cards for all books in the field of the special library that are added to the main collection. In sorting gifts, the catalog department keeps in mind the interests of all collections in the university and passes on appropriate material.

The reference and circulation department, in addition to the activities named in its title, handles interlibrary loans, assignment of stalls and studies, and supervision of the stack employees, the periodical room, and the main reading room, in which are shelved reserved books for all but the largest beginning courses in the college. As will be seen, the reserved book division will eventually be removed from the circulation and reference department if the hoped-for separate undergraduate library is constructed. The present main reading room would remain under the department, but it would then be a general reading room, with space for expansion of the reference collection that is now confined to one end of it.
Special Collections

The special collections department is concerned only with those collections that are an integral part of the main library. The chief of these is the former “Treasure Room,” which now occupies its own building, the Houghton Library, connected with Widener by a bridge and a tunnel. This building has its own reading room, exhibit facilities, work rooms, offices, and rooms for special collections, as well as space for 250,000 volumes, and it houses most of the rare books and manuscripts of the college library. Naturally it handles its own circulation and much of its own reference work. The rare book division of the catalog department is located in Houghton and is closely associated with the librarians in charge of that building.

All exhibits of the college library theoretically come under the authority of the special collections department, though in practice the exhibits in Widener are managed by the assistant librarian in charge of the order department.

The division of printing and graphic arts, which maintains its own special collections and equipment and offers instruction in the subject, has its headquarters in the Houghton building and is under the direction of the assistant librarian in charge.

Two separately endowed special collections in Widener, the theatre collection and the poetry room, have recently become divisions of the special collections department. The Winsor Memorial Map Collection, the Harvardiana and Harvard University Archives Collection (which at present, for physical reasons, serves also as the newspaper reading room), and the Widener Room, containing the remarkable library of fine books assembled by Harry Elkins Widener, are the other important special collections of the college library. Theoretically they should become divisions of the special collections department, but various considerations make this coordination undesirable at the present moment.

Undergraduate Services

The department of undergraduate services will be little more than a plan until Harvard can have a separate library building in which undergraduates will not be forced to find their way through a book collection at least twenty times as large as would best serve their purposes. There is now only unified supervision of the freshman library in the Harvard Union, Boylston Hall, which serves the large beginning classes in history, government, and economics, and the house libraries. The latter are collections of from ten to twelve thousand volumes each located in the seven houses occupied (except for the duration) by sophomores, juniors, and seniors, plus a new collection for commuters. They are under joint control of the director and the various house masters; their librarians, usually graduate students, are appointed with the approval of the director, who must also approve their book purchases; but each library does its own ordering and cataloging.

When the undergraduate library is built, it will house the Boylston and perhaps the Union libraries, most of the tutorial collections that will be mentioned later, and a carefully selected undergraduate collection of something less than one hundred thousand volumes, together with its own reference, circulation, and reserved book service. The latter, it has been noted, is now handled in the main
reading room at Widener and in Boylston Hall. The Farnsworth Room for recreational reading will also come under the new department of undergraduate services.

Harvard's fifty-two special libraries (to be distinguished from the special collections already mentioned and the department libraries treated in the next section of this article) vary in size from one or two hundred books to more than eighty thousand and serve a great variety of needs. Five of them, for freshmen and large beginning classes, have just been mentioned as potential units of the undergraduate library. The proposed new department would also include the eight tutorial collections, relatively small libraries needed by tutors of various subjects in connection with their work.

Seminar Collections

The main library building houses nine seminar collections covering history, mathematics, and the principal fields of philology and literature. These are open to graduate students who hold keys. Three small temporary collections for research committees, and nine small miscellaneous libraries (for the infirmary, physical education department, medical adviser, etc.) need not be examined here.

Then there are nine laboratory collections ranging in size from 553 volumes for the geographic laboratory to 34,692 for cryptogamic botany and 72,662 for the biological laboratories. It is hoped that construction of a new building will make it possible to combine most of the research materials of the latter two collections, the orchid library, and three department libraries—the Arnold Arboretum, Gray Herbarium, and Museum of Comparative Zoology—to make a single life sciences library of more than four hundred thousand volumes.

Eight other libraries have functions comparable with those of the laboratory collections: the music library, Isham Organ Library, philosophy, and sociology; and four museum collections, Germanic, Semitic (now being absorbed by Widener), fine arts (in the Fogg Museum), and Dumbarton Oaks Research Collection (Byzantine art) in Washington, D.C.

Service for Professional School

Finally, the Library of the School of Public Administration (Littauer Center) is unique among the special libraries because it belongs to a professional school rather than to a department under the Faculty of Arts and Sciences. It is the newest of the professional school libraries and its work is on the budget of the main library and under direct administrative control of the librarian of the college. It now houses many of the documents formerly kept in the Widener Building and functions as the document center for the university.

It must be evident by now that the special libraries do not have a great deal in common. They are all, technically, a part of the college library and, with the exception of Littauer, under the control of the Faculty of Arts and Sciences.\(^3\) It has been seen that most of their order work and cataloging is handled by the staff of the main library, but this does

\(^3\) Until this year there were, in addition to Littauer, four exceptions to the rule that libraries independent of the Faculty of Arts and Sciences were "department libraries," while those under it were "special libraries." Beginning Jan. 1, 1943, however, all of the museums and research institutions except Harvard-Yenching were placed under general supervision of the Faculty of Arts and Sciences. It remains to be seen whether or not this arrangement will be continued after the war.
not distinguish them from all of the department libraries. Fifty-two is, perhaps, a startling number, but it is less disturbing when one considers that some are small office collections, that nine are housed in Widener and thirteen more should eventually be coordinated by the department of undergraduate services, while several others may eventually be combined into collections serving broader fields of knowledge.

Department Libraries

The eighteen department libraries should, according to the terminology used by most writers on university library administration, be called "college" libraries. Nine of them serve graduate professional schools and the other nine are in research institutions such as observatories and museums. Together they are slightly larger than the main collection of the college library, and the law school library, with 557,753 volumes, is larger than the libraries of many universities.

Two of them are not entirely Harvard property. More than half of the Andover-Harvard Library in the divinity school belongs to the Andover Theological Seminary, which no longer has any legal connection with Harvard, while the Chinese-Japanese Library is supported by the Harvard-Yenching Institute, a separate corporation collaborating with both Harvard and Yenching University. Several of them are not in Cambridge. The Business School is across the Charles River in Boston; the dental and medical schools are several miles farther away; the Arnold Arboretum, Harvard Forest, and Blue Hill Meteorological Observatory are more distant still; and the Astronomical Observatory Library includes a collection located at Bloemfontein, South Africa.

Relationship to Main Library

All of the department libraries, like most of the special libraries, are financially completely independent of the main library. Under these circumstances it is obvious that a director would encounter great difficulties if he attempted to assume authority over these libraries rather than to make advice and help available to them. Transfers of books between the college library and the department libraries are often arranged, but relationships differ. The school of education, for example, does not attempt to maintain historical research collections but turns older material over to the main collection; the Institute of Geographic Exploration is the university center for current maps and the Winsor Map Collection in Widener confines itself to older material. The librarian of the business school serves as adviser to the college library on purchases in the field of economics, which prevents needless duplication by the main library of material covered by his collection.

Union Catalog

Maintenance of a union catalog of all university holdings is regarded as the major essential activity in the field of coordination. This work was neglected for several years because of lack of funds, but the lost ground has now been regained and the record is nearly complete. The catalog now also offers telephone reference service which, in combination with a regular system of deliveries between the libraries of the university, makes it possible for any department to locate and obtain books.
quickly from any part of the university.

Only four of the eighteen department libraries depend on Widener for any of their cataloging, and emphasis on maintenance of the union catalog has not been combined with insistence on uniform cataloging. The utility of the union catalog is not impaired by the wide variety of cataloging and classification schemes used throughout the university, and editing by the college library staff takes care of variations in entries. It is much cheaper to do this editing than to require departmental and special libraries to adopt more detailed and technical systems of cataloging than they need.

Many of the departmental and special collections, before they came to the university, were built up by professors as private libraries, and many have continued to be closely identified with individual collectors after becoming Harvard property. Other collections that were begun by the university owe most of their development to the labor of one or more faculty members. It has appeared a sound policy not to dampen or interfere with collecting enthusiasm by insisting on unessential expense or work in keeping records. It is believed that it would be undesirable, even if it were practicable, to impose uniformity on the seventy-nine Harvard libraries; order librarians and catalogers in the central unit could hardly hope to match the interest and the skill in many specialized fields that now go into Harvard book collecting and organization of research materials for use.

**Coordinated Decentralization**

Perhaps the essential feature, as suggested at the outset, is flexibility. Individualism naturally brings a certain amount of inefficiency, of unsatisfactory service in units that are too small, of inconvenience for those whose work does not fall wholly within an established field, and of duplication, though the union catalog makes it possible to forestall much unnecessary duplication and to reduce that which has already taken place. But the middle road of "coordinated decentralization" brings freedom to meet the needs of scholars, to utilize a maximum amount of faculty interest and enthusiasm, and to maintain economical systems of cataloging and records. Harvard administrators are by no means ready to agree with Mr. Branscomb that, as opposed to the often-repeated advantages of centralization, there "is virtually a single argument, the desirability of getting directly at the books needed in one's work."  

Logical organization might seem to call for appointment of an assistant director who would be responsible for relations with and between the special and departmental libraries. For the present at least, however, there does not appear to be enough work to warrant creation of the position. The staff at Widener, particularly the catalog and order departments, offer their services to all libraries that wish to use them and, when there is a project calling for coordination, such as assembling information for the new edition of the *Union List of Serials*, it is possible to centralize it under the direction of a member of the college library staff.

**Problems of Organization**

There are, of course, good reasons for doubting that a theoretically quite logical administrative organization, either throughout the libraries of a university

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or within the main collection itself, is practicable in any but a new—or totalitarian—institution. As soon as the conditions that gave rise to the original organization have changed, and as soon as relationships are affected by traditions and personalities instead of explicit regulations alone, every feature of the organization involves a good deal more than simple logic, and many changes suggested by logic must be made slowly or postponed to a more suitable time. The danger is that if too little or too late an effort is made to keep the organization changing in the proper direction, it will become hopelessly inefficient and incapable of fulfilling present needs.

The proposed developments mentioned in this paper seem to indicate that the officers of the Harvard library are trying to look ahead and to initiate changes that, in their opinion, will improve the organization of the library. They believe that too many of the important department and special libraries have staffs too small to give all-round library service of high quality and that too many of them cover fields so narrow that overlapping is a serious problem. They believe that the solution is development of fewer but larger collections covering related fields of knowledge. One proposed combination of this sort, in the field of the life sciences, has been mentioned. They believe that undergraduate services ought to be detached physically from the main library and have made plans for a separate building which would become headquarters for a department of undergraduate services. They believe that in the past too many minor divisions of the college library have been responsible directly to the librarian. A number of these units have been coordinated in recent years, and the relatively new, still incomplete department of special collections is the appropriate agency to take over most of those that remain.

If the suggested coordination of functions of the registrar and building services also takes place, the general library (with undergraduate and dormitory collections) would then be administered through six divisions. These would include a business office handling finances, records, building, supplies, and special services, and five departments covering order work, cataloging, reference and circulation, special collections, and undergraduate services.

In any case, the administrative organization of the Harvard University Library, after three hundred years, has not ceased to change and to adapt itself to changing environments. This appears to support the hypothesis that it is still alive and reasonably vigorous.
By DONALD CONEY

A Note on the Library Organization at the University of Texas, 1934-43

Mr. Coney is librarian of the University of Texas, Austin.

THE SPAN OF YEARS from 1934 to 1943 generated in the University of Texas many changes affecting its library. The enrolment rose from 7667 individuals in the long session of 1934-35 to a peak of 11,146 in 1940-41. The instructional staff rose from 387 individuals to more than 630 by the end of the period. During that time the university changed presidents and an appreciable number of the older faculty died or retired and were replaced by new men with different research interests. The library in 1934-35 comprised 474,000 volumes and by the end of the period had increased to 715,000 volumes. The library's archives collection had increased from something like one and one half million original documents to something over two and one half million, with correspondingly large increases in photostats and transcripts. Within that period 57,000 feet of manuscript microfilm, 7000 pieces of music, and 2400 pictures were acquired. The staff increased from thirty-five full-time individuals to fifty-seven. The period begins with the occupation of a new library building and ends with the involvement of the United States in a total war. Within that period the depression-born largess of free government labor in terms of P.W.A., W.P.A., and N.Y.A. came into existence and all but disappeared.

The pattern of organization at the beginning and at the end of the period is stated graphically in Figures 1 and 2. These charts display units of work, each homogeneous with respect to character of work, bodies of materials, or functions. The charts are not intended to display the flow of work from one unit to another.

In 1934-35 twenty units out of a total of twenty-one were reporting directly to the librarian. In 1942-43 the total number of units had increased to twenty-nine, with six reporting directly to the librarian and sixteen to the associate librarian. Seven units report directly to persons intermediate between the unit and the associate librarian. In addition to the six units reporting to him, the librarian works with three individuals who do not direct work units but are staff officers (as opposed to line officers) and who act in behalf of the librarian in specialized ways. Thus the librarian's span of control has been reduced from twenty persons to seven (including the associate librarian but excluding staff officers). The lot of the associate librarian is not far different from that of the librarian at the beginning of the period with respect to numbers. It is apparent, however, on inspection of Figure 2 that eight of these units reporting to the associate are branch libraries, two
of which operate without staffs. Since these units present similar problems, the variety of work coming to the associate librarian is somewhat reduced despite his wide span of control.

The personal knowledge and activity of the librarian is extended by three staff positions. To the bibliographer is delegated much work coming to the librarian’s office on the evaluation of offers of books and the availability of new materials for the special collections, except for the rare books collection. Demands for information for news stories by the student newspaper and the ready acceptance of articles by the state and national press relating to new library acquisitions have tended to fix on some member of the staff as a part-time responsibility the preparation of such information for distribution. The position of service coordinator is an experimental staff position designed to keep the library in touch with student needs through systematic contact with members of the faculty. The service coordinator acts in behalf of the librarian as a liaison officer with the faculty, attempting to discover, from demands they intend to make on their students, the ways in which the library’s service may better match clientele needs.

Serials Work

All work with serials (except for cataloging and the placing of orders) was originally handled by a single unit. Figure 2 shows to what extent and in what ways serials work has been reassigned. The ordering of serial material of all kinds remains, as formerly, with the order department, but the receipt of serials is assigned to a serials acquisition unit. Preparation for binding serials and separates (formerly handled by the periodicals unit) is assigned to a bindery preparation unit. The cataloging of serial material (formerly the specialty of one member of the cataloging department) is now handled by a serials cataloging unit. The reading room function of periodicals is now handled in conjunction with the open-shelf reserve and the popular reading collections, the latter being a “public library” collection for the recreation of faculty and students. Public documents work of all kinds is handled as a separate work unit under the supervision of the person in charge of the business and social science room.

Branch libraries show a quite different organization pattern at the end from that displayed at the beginning of the period because of a policy of “stretching” branch librarians over more than one branch library. The level of performance set for most branch libraries calls for a kind of activity that might be described as “library housekeeping,” namely, the orderly and systematic maintenance of the collections and conscientious liaison work between the branch library clienteles and other parts of the library system. While this function calls for library training, it does not necessarily require familiarity with the subject of the branch. This policy is recognized as a temporary one, intermediate between the situation at the beginning of the period, when the number of branches was smaller and two were operated by part-time student labor, and an ideal situation in which each would be headed by a library-trained subject specialist. It is believed that under the present circumstances economical and adequate supervision can be maintained by one branch librarian over more than one branch library, particularly when the branches contain related collections and
hence serve interrelated clienteles, as exemplified by the chemistry librarian's control of geology, engineering, and the chemical engineering laboratory collection, and the education librarian's control of the textbook and curriculum collection. A sport occurs in the control of the music library by the biology librarian. This is merely a case of exploiting the biology librarian's interest in and knowledge of music and an example of the utilization of a latent capacity when opportunity arises.

**Subsidiary Activities**

Subsidiary activities, which do not occupy the full time of an individual but are generally recognized library functions or which utilize the services of several persons but are definitely subsidiary in character, are not shown on the charts for reasons of simplicity. Interlibrary lending and borrowing are separated, borrowing being assigned to the reference department and lending—to other libraries and to individuals—to the loan department in accordance with the major functions of those departments. Card manufacturing (mimeographing and typing) and file maintenance are organized as small separate units, utilizing student labor, under the head of the separates cataloging unit. The loan department maintains central loan files not only for books loaned from the general collection but also for those loaned from the popular reading and open-shelf reserve collections. This department is responsible for sending overdue notices, recording accumulated fines, and the other paper work incident to the loan process.

Aside from their responsibility for controlling specific units of the library organization, the librarian and the associate librarian divide other types of responsibility between them. The librarian is responsible for outside relationships, e.g., with the university administration, other libraries, and individuals off the campus; while the associate librarian assumes re-

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**FIGURE 1**

**UNIVERSITY OF TEXAS LIBRARY ORGANIZATION, 1934-35**

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Rare Books Archives Latin News- Repair Order Catalog Loan Reserves Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collection America paper Texas Collection Periodicals</td>
</tr>
<tr>
<td></td>
<td>Special Collections Technical General Service</td>
</tr>
</tbody>
</table>

**Branch Libraries**

(Biology)—Branch library without staff, supervised directly by a department.

| Education Law Architecture Chemistry Geology Engineering (Physics) (Classics) (Biology) |

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230 **COLLEGE AND RESEARCH LIBRARIES**
FIGURE 2
UNIVERSITY OF TEXAS LIBRARY ORGANIZATION, 1942-43
responsibility for such internal activities as the selection of part-time and student assistants, building maintenance, the vacation schedule, and supplies and equipment. Prospects for full-time appointments are interviewed jointly.

Aside from the coordination secured through the reporting of one unit to a superior officer, horizontal coordination of activity is sought by means of a fortnightly library council, meeting with the librarian and associate librarian, whose members comprise all those responsible for important units of work. Staff meetings held independently by departments or work units are infrequent since the number of individuals in such groups is small and because, for the most part, they work at adjacent desks. The absence of adjacency, however, has prompted those in charge of loan work (in branches, loan department, periodical room, etc.) to meet together from time to time to discuss related problems. Recommendations proceed from this body to the librarian, to the associate librarian, or to a department head, depending on the nature of the problem.

Library Service on the Berkeley Campus

(Continued from page 217)

these conferences, many ways and means devised, and many undertakings initiated and planned in detail before being launched. In particular, and this has proved important in this time of frequent emergencies and constant unprecedented demands upon resources and personnel, they have insured a thorough understanding by the executives of the aims and the policies of the library, both in its capacity as a vital organ of the university, necessary to its proper functioning, and as an agency active in forwarding the country's war effort. That has meant teamwork.
Activities of the Colorado Conference of Librarians of Institutions of Higher Learning

Mr. Ellsworth is director of libraries, University of Colorado, Boulder.

Just as it is true that a family with a low income is often more aggressive about seeking methods of getting more for its money than is a family with a large income, so is it true that colleges and universities with limited budgets have to be especially alert to ideas that will enable them to use their incomes most wisely. Although the state of Colorado is not large in population (it has 1,118,820 people and ranks thirty-third), its per capita wealth is relatively high.1 If the expenditures of all Colorado’s state-supported institutions of higher learning were added together, they would amount to $3,921,718 annually. Their combined library holdings would be 764,008 volumes. But they are not combined. The University of Colorado at Boulder has a full university curriculum except for dentistry and social work. The Colorado State College of Agriculture and Mechanic Arts and the Colorado School of Mines at Golden are well-rounded schools within their specialties. The three teachers colleges all offer liberal arts work as well as professional curriculums for teachers. The various private colleges and universities (Denver University, Colorado College, Regis College, Colorado Woman’s College, and Loretta Heights) also draw the major share of their income from within the state. When all of these are considered together, it is readily seen that the citizenry of Colorado spends liberally for the higher education of its youth.

It is equally obvious that the citizenry of Colorado cannot be expected to increase appreciably the contributions they are now making to the state-supported institutions. Therefore, if the colleges are to increase the quantity and quality of their services, it follows that the best way of doing this is to seek ways of eliminating duplications of effort.

These statements explain why the librarians of the colleges in Colorado have made a conscientious effort to find out if programs of cooperation might enable the libraries to devote a larger share of their income to the purchase of book titles and less to duplicated book collections and to technical processes. Fortunately, the librarians in Colorado, stimulated by the influence of Malcolm G. Wyer, have long understood the potentialities of cooperative action. The founding of the bibliographic center in 1932 is early evidence of their attitudes. The strength and popu-

larity of the cooperative movement among the citizenry of the state, especially in the rural areas, suggests that proposals made by the colleges will receive an enthusiastic reception from the citizens.

Programs of the Colorado Library Association have for many years included papers and discussions on various aspects of coordinated library activities, and informal lobby conversations have often turned in this direction. In 1940 the college librarians decided to start holding a series of informal meetings to explore more systematically the possibilities of centralized action. In February 1941 the group drew up a list of fourteen propositions (and we were not unmindful of the fate of President Wilson's fourteen points). One of the original points has on further consideration been dropped, leaving the following:

1. Can the institutions agree upon a book-buying program that will result in no two institutions spending large sums of money on duplicate research collections?
2. Is it possible for the institutions to cut down on the number of current periodical subscriptions that represent duplication?
3. Can the cost of cataloging and other technical processes be cut through a state or regional cooperative cataloging program?
4. How can the present practice of interlibrary loan be extended to meet instructional needs as well as the needs of individual researchers? In other words, can collections of books for courses be loaned between two colleges that offer the same courses?
5. How can the various libraries make the fullest use of microphotography and the microphotographic laboratory services available at the University of Colorado?
6. Is it possible in our extension divisions to offer a higher type of service by farming out reference questions to the libraries that specialize in the fields concerned?
7. Are the institutions willing to allocate their library gifts and exchanges to the other institutions in terms of existing specialized collections?
8. Will the libraries consider lending to one another special types of library materials, such as pictures, slides, microfilms, etc?
9. Will the libraries be willing to work cooperatively on the problem of making relations between the library and the faculties more satisfactory?
10. Cannot the standards of library service be raised if the librarians all take an attitude of mutual concern toward problems of standards, practices, and ethics? (For example, had this attitude been adopted, it is possible that the other librarians could have convinced the University of Colorado many years ago that its practice of hiring untrained librarians would some day prove to be expensive and unwise.)
11. Is there any possibility of coordinating the extension services of the various institutions, especially in terms of mutual use of audio-visual materials and personnel?
12. What is to be the future of the relations between each institution and the bibliographic center when the time comes for financial contributions?
13. How can the librarians in institutions involved in teacher-training programs solve the problem of offering instruction for teacher-librarians?

These thirteen propositions represent what our group proposed to study. The various activities of the bibliographic center, such as the cooperative book-buying program, are not included in this report. Actually, the work of the last two years has centered around the first three propositions, because these are the most important ones.

Problem of Curriculum Duplication

Propositions 1 and 2. We soon agreed that if we were to make any progress in avoiding the building of duplicate book and periodical collections, we would have to find some means of eliminating the
duplication of curriculums of the various state colleges, because it seemed obvious to us that book collections would have to be maintained for each subject wherever it was taught. Our problem, therefore, was to try to show the administrations and faculties of the various state colleges that if they were interested in having better library collections, they would first have to eliminate duplication in the curriculums. There is no problem in convincing anyone that duplicate libraries are inevitable when specific subjects are taught similarly in two or more places. But it is not so obvious that duplicate libraries are also inevitable when a subject is approached from two points of view. For example, geology and engineering are approached differently in the University of Colorado and the school of mines. Yet both institutions have to have essentially the same libraries in engineering and geology. The same is true of zoology and botany for the university and the state college of agriculture and mechanic arts. Since the latter is concerned with the agricultural aspect of engineering, it too has to have an engineering library that is similar in many ways to those of the university and the school of mines. Thus, in many fields, it has been necessary to build duplicate libraries in the various colleges.

Library Duplication

Our group realized that in discussing the matter we were treading on dangerous ground and that we would be accused of sticking our noses in other people's business. We knew, however, that the solution to our library problem could be approached in no other way.

We, therefore, undertook two projects which we thought would be useful in convincing faculties and administrations that library duplication was a result of duplication of curriculums.

First, we began the compilation of a list of periodicals currently received in all the libraries. (We decided also to include the privately supported college libraries in our group as well as the Denver Public Library.) This list was completed in January 1943 and has been distributed. The librarian in each institution is responsible for seeing that the proper officials and groups in each college study the list. It is too early to say what the results will be.

Second, although most of us are aware of the nature of the curriculums of the various colleges, it is not easy to find out from the college catalogs just what subjects are taught at the colleges and at what levels the subjects are taught. We therefore agreed to compile a list of the course offerings, at six instructional levels, of the various institutions. We hoped to be able to include in this list a statement of the adequacy of the book collection in each institution for each subject at each instructional level. We have not been able to do this.

Comparison of Courses

The compilation of the document has proved to be difficult and time-consuming because a specific subject may be taught in different departments and from different points of view in several institutions. For example, nutrition is taught in the home economics department and as a subject for research in the chemistry department of the University of Colorado; in the agricultural colleges, it is in the home economics department; and in the Colorado State College of Education, it is taught as a part of the home arts courses.
A preliminary edition of the list was finished in November 1941. At this time our group sponsored a meeting in Boulder of the college presidents, graduate school deans, arts college deans, and librarians to discuss the preliminary list of course offerings, with its library implications. We planned to use this meeting as a means of acquainting the deans and presidents with the problems our group was struggling with and, if possible, to enlist their aid. We hoped also to spend some time studying the possibilities of the microphotographic process in developing our research collections.

The list of course offerings was compiled in such a way that for each subject, or division thereof, one could see what each institution was doing and at what level. Six levels were used:

1. Scattered undergraduate courses with no major or minor.
2. Basic undergraduate courses with majors or minors.
3. Scattered graduate courses with no graduate major or minor.
4. Basic graduate courses with majors or minors, or as possible thesis fields.
5. Ph.D. theses written in the field.
6. Special research work carried on but no curriculum involved.

The list was microfilmed and was to be shown to the meeting with the aid of a projector. Unfortunately, the projector broke down during the showing, thus preventing a full discussion of the problem of duplication of curriculums. A fine opportunity was badly muffed. The writer, who was responsible, didn't sleep well for several nights after that!

Nevertheless, enough information was presented to make possible a discussion of the basic issue, and we were able to establish our point, which was that it would be necessary to continue duplicating libraries as long as the curriculums of the colleges overlapped. It was also generally agreed that it would be desirable to hold combined meetings of deans and librarians to continue discussion of the problem.

**Microphotography**

Part of the meeting was spent discussing microphotography. Three well-known scholars in the fields of science, social science, and the humanities commented on the advantages and disadvantages of the process as a means of building library resources in their respective fields. The processes of microfilming and microprinting were defined and illustrated along with the equipment used. The University of Colorado's program for microfilming theses was described, and it was suggested that it might be a good thing to have the theses from all the colleges microfilmed and a joint list of thesis abstracts published.

Thus, in spite of the failure of the projector, the meeting was reasonably successful.

The final edition of the list of course offerings has since been completed and turned over to the college presidents. The war has, of course, changed the picture completely and has caused radical curricular revisions. This situation has one possible advantage in that when the war is over and the colleges begin to "retool" for the postwar activities, it is possible that they can use the list of course offerings in developing new curriculums. This assumes that the colleges can agree on the principle of eliminating duplication of curriculums beyond the level of general education. No one in our group is naive enough to believe that accomplishment of this will be easy or even possible.
Centralized Technical Processes

Proposition 3. In March 1941 the conference concentrated its attention on the problem of centralized cataloging and other technical processes. In order to focus the discussion the chairman proposed that all technical processes be handled for all the state-supported institutions at the University of Colorado Library. This served to open the discussion with a vengeance. The resulting discussion brought us quickly to a realization that the problem was not a simple one and that many aspects would have to be studied. Everyone expressed willingness to agree if the program could be made practical and if it would serve to cut costs for all institutions. The problem of where the work was to be done was considered to be of minor importance. The inevitable committee was appointed, and after many months of hard work the committee submitted its first report in August 1942. This has been circulated in mimeographed form under the title "First Report of the Special Committee for Centralized Technical Processes and Book Buying." Copies can be secured from James G. Hodgson, Colorado State College of Agriculture and Mechanic Arts, Fort Collins. This was followed in October by a second report, "Planning Studies in Centralization."

The issuance of these reports has caused vigorous and honest differences of opinion in the conference as to future procedure. The first group, under the leadership of Mr. Hodgson, believes that the present situation should be used as the occasion for the launching of a thorough, long-time series of investigations of the whole process of cataloging and of other technical processes, based somewhat on the outline presented in the first report of the committee.

Mr. Hodgson has organized a steering committee of librarians which will outline, supervise, and coordinate a long series of researches on various aspects of the technical processes. The specific researches are to be done in the library schools, by bureaus of governmental research, and by such other individuals and groups as can be interested in the idea. The steering committee will suggest, coordinate, and interpret.

Need for Preliminary Study

The second group in the conference agrees that as long as the present structure of cataloging is considered fundamentally sound, needing only polishing and correcting here and there, the researches outlined by Mr. Hodgson's group are logical and necessary. This group thinks, however, that if the present structure should prove to be fundamentally unsound, it would be a waste of time to study all aspects of cataloging and centralized technical processes until the first part, "Basic Studies on the Nature of the Technical Processes," has been thoroughly investigated. Until we have better understanding of the bibliographic needs of college and university clientele, we are not yet ready to say that the present system of classification and cataloging is right or wrong. Neither can we be in a position to think out a new and logical approach to the problem until the preliminary work is done. If a melodramatic figure of speech may be used, the second group doesn't see much point in scouring the decks of a ship that is in imminent danger of being sent to the bottom by a torpedo.

Both groups agree that the first step is to study the bibliographic habits and needs of college and university clientele and, once these are defined and under-
stood, to proceed to scrutinize the present cataloging and bibliographic practices in light of the findings. Both agree that the thesis upon which Raynard Swank at the Graduate Library School, University of Chicago, expects to work will be the first study of fundamental importance. The second group disagrees on whether or not it is worth while studying other aspects of centralized technical processes before the fundamental work is done.

The local aspects of this disagreement are, of course, of no interest to librarians generally. It does seem, however, that the basic issue is of national importance. If a sufficient number of librarians interested in cataloging could concentrate their time and energy on basic studies in the nature of technical processes, it would not be long before we would be ready to take the next step: to decide on the basic structure to be used in meeting the bibliographic needs of college and university clientele. If, however, the time and energy of researchers is scattered on all aspects of the problem, it will be difficult to prevent getting the cart before the horse.

Summary

The following generalizations may be made in summary:

1. This group is discovering what other serious students of librarianship have learned, namely, that in spite of the large amount of literature about library centralization, specialization, or cooperation, there has been very little real research done on the basic elements of the problem, and that college librarians have frittered away their time and energy on minor aspects of the major problem without attacking the problem itself.

2. The group has learned that the large problems of university library specialization, centralization, or cooperation are primarily curricular problems and only secondarily exclusive library problems, and that librarians alone are not, and never can be, in a position to solve the problems by themselves.

3. The group believes that more careful and systematic steps should be taken nationally and in various sections of the country to encourage meetings of university presidents, deans, members of the faculties, and librarians for the purpose of discussing the nature and implications of the problem of library specialization, centralization, and cooperation.

4. Some in our group think there is considerable danger in the present tendency of librarians to start programs of local, state, or regional cooperation or centralization (of technical processes) before all elements of the problem are thought through and all implications carefully considered.

5. Some in our group hope that the Library of Congress will not allow the reorganization of its technical processes to become fixed until it is certain that the present structure of cataloging is a sound one. Although a majority of college and university librarians may think it wise to accept and perfect the present cataloging structure, a substantial minority think it wise to do a little more research and creative thinking before a final decision is reached. The Library of Congress may be legally a Congressional library, but at the same time it has become a national instrument. It would be tragic indeed if it should interpret its responsibilities and opportunities too narrowly.

6. Since our group has been concerned up to this time primarily with the scope and direction programs of cooperation

(Continued on page 244)
Distinguished Agricultural Librarians

Mr. Shaw is librarian, U.S. Department of Agriculture.

Librarians serve. In a research institution their service covers not only the work incident to the organization and use of published materials but it includes, in addition, intensive work with the content of publications. At times they even create new tools to facilitate the discovery and dissemination of knowledge. They want no more than the privilege of serving, and they serve so quietly that frequently the contributions they make to research and, indeed, to the welfare of mankind are not very generally known.

Among the outstanding tools of bibliographical research which are prepared in the Department of Agriculture Library are the Plant Science Catalog, the Index ... to the Literature of American Economic Entomology, and our series of bibliographical publications in agricultural economics, which include a monthly review of the literature of agricultural economics and rural sociology, as well as hundreds of special bibliographies.

These three major contributions to the work of the department were, respectively, the work of Alice Cary Atwood, Mabel Colcord, and Mary G. Lacy, all of whom, interestingly enough, entered the service of the department library in the first ten days of July in 1904 and all of whom have retired during the past few months, after contributing a total of more than a hundred years of intelligent interest and leadership to the task of putting knowledge to work.

Although their part in the building of these tools is now history, their work lives on in usefulness and will, we hope, continue to grow through the efforts of staff members whom they have trained.

It is impossible to put into print the full flavor of the personalities, perseverance, judgment, and the countless other attributes which have gone into the creation of these tools as a part of the heritage of future research and administration. This brief sketch of the careers of these three outstanding contributors to research, to bibliography, and to library administration is intended both as a tribute to their accomplishments and to make their contributions more widely known, so that they may increasingly serve the purposes for which they were designed.

Alice Cary Atwood. Alice Cary Atwood, who first came to work for the Department of Agriculture Library as cataloger in 1904, has just the combination of education, scholarly interest, and wholehearted application to the work in hand to make her an outstanding bibliographer.

A graduate of St. Lawrence University, she continued her education both in library science, with courses at Drexel Institute, and in botany, with courses in morphological and physiological botany at Cornell University. Her first scientific biblio-
graphical work was at Arnold Arboretum, where she worked on The Bradley Bibliography for two years.

After two years as a cataloger in the department library she was transferred to the rolls of the Bureau of Plant Industry in 1906, and since that time she has been one of the mainsprings in the department's mechanism for botanical bibliographical work. At first, in collaboration with Marjorie F. Warner and Eunice Rockwood Oberly, and finally in sole charge of the project, she developed the Plant Science Catalog of the department library, which now contains approximately six hundred thousand cards in its author, botanical, and plant industry sections.

Although this project was initiated by Dr. Coville in 1896, it was not really begun until 1903. Thus Miss Atwood's contact with this work, ranging as it did from 1906 to date, spans in effect the history of this tool.

**Plant Science Catalog**

The Plant Science Catalog has never attempted to be all-inclusive. Its usefulness, therefore, may be attributed more to Miss Atwood's discriminating selection of the important literature than to its size alone. In this work she was always able to obtain the interest and active cooperation of plant scientists and botanists in the department, and the resultant tool is recognized as a primary bibliographical source not only in the department but by plant scientists all over the country. Its use as a reference tool increased as the catalog grew until, at the present time, it is used more by assistants in the library in answering reference and bibliographical questions in the field of plant sciences coming from all over the world than it is by all others together.

In addition to the Plant Science Catalog Miss Atwood has been engaged in many other bibliographical projects in the field of botanical plant science literature, such as "The Catalogue of the Botanical Library of John Donnell Smith," 1 Description of the Comprehensive Catalogue of Botanical Literature in the Libraries of Washington," 2 "Important Errors in Lindau and Sydow's Thesaurus," 3 "Errors in Lindau's Thesaurus and Saccardo's Sylloge," 4 and "Bibliographical Notes." 5 She has also published bibliographies on orchid literature, state and local floras, daffodil literature, and a number of other subjects in the scientific press.

Her interest in general bibliographical problems is clearly shown by her article, "The Increase in Scientific Periodicals since the Great War," 6 and her latest publication, Geographical Guide to Floras of the World, 7 done in collaboration with Dr. S. F. Blake as the senior author, is an indication of the level of subject competence attained in her bibliographical work.

The Plant Science Catalog has been housed in the main library since 1923 to make it more accessible to readers who use it in conjunction with the department library catalog, the collections of the department library, and other bibliographical tools.

One of the important by-products of Miss Atwood's bibliographical work was improved and intensified selection and acquisition of important botanical publications. This has strengthened the de-
partment library and has increased its potential for service to the department and to the country at large.

Miss Atwood’s own approach to the purpose of bibliography is clearly shown in her Description of the Comprehensive Catalogue of Botanical Literature, in which, on page 7, she says: “The catalog is only a tool for the use of the worker in botanical literature. . . .” Never did the catalog become to her or her staff an end in itself, and the result has been a tool of ever increasing usefulness.

As an administrator Miss Atwood succeeded in developing assistants who aided in the work of compilation of the Plant Science Catalog and who now carry on this work.

Miss Atwood’s membership in professional associations parallels her work interests by combining membership in the American Library Association, the D.C. Library Association, and the American Association of University Women with membership in the Botanical Society of Washington.

**Miss Colcord’s Contribution**

*MABEL COLCORD.* Mabel Colcord came to the department library with a very well-rounded background of public, scholarly, and administrative library work. After graduation from Radcliffe College and the New York State Library School she served as assistant in the Young Men’s Association Library in Albany, in the New York State Traveling Library Division, as assistant cataloger at the State University of Iowa Library, as assistant librarian in charge of the State University of Iowa Library, and as classifier and cataloger at the Nevada Public Library, Nevada, Iowa.

Her most outstanding single contribution in the field of bibliographical work is the *Index . . . to the Literature of American Economic Entomology*, which is published each five years by the American Association of Economic Entomologists. In this highly specialized field Miss Colcord was able to enlist the assistance of entomologists, both in the department and out, to such an extent that these quinquennial volumes are the standard tools of entomologists all over the world.

Dr. Leland O. Howard, chief of the Bureau of Entomology and Plant Quarantine during most of the time that Miss Colcord served, reports that an entomologist who was calling upon him said, “Miss Colcord’s *Index* is the finest and most perfect of its kind. It is worth everything to all of us.” Dr. Howard adds: “And that is the opinion of all the entomologists of the country. It is a first-class thing done by a master.” The cooperative arrangements with the American Association of Economic Entomologists, which makes publication of this *Index* possible, has given it maximum availability and usefulness to entomologists, and its praises may be found throughout entomological literature.

As librarian of the Bureau of Entomology and Plant Quarantine Library and, later, chief of the entomological work of the department library, Miss Colcord is not only a distinguished librarian and bibliographer but also a good friend. She has no equal in telling stories, and if she could be persuaded to put her store of library lore into writing, it would not only be one of the best classics of librarianship but would be by far the most readable and enjoyable. She writes poetry and can make up rhymes and jingles to suit any occasion. Her loyalty to associates and friends, her understanding, sympa-
thetic, and helpful approach to all problems balanced the high standards of performance she required of her staff, and our greatest joy in the day's work is when Miss Colcord comes in to continue some bibliographical work she has always wanted to get done but never had time to do as long as she bore responsibility for the selection of materials to be added to our entomology collection, for bibliographical and reference work in entomology, and for supervision and training of the competent staff who now carry on the work she started.

Professional Memberships

Miss Colcord's subject competence, like Miss Atwood's, is attested by the fact that she participated not only in library affairs through membership in the American Library Association and the D.C. Library Association, but that she was also a member of the Bibliographical Society of America and the American Association of University Women, and a fellow of the American Academy for the Advancement of Science, the American Association of Economic Entomologists, the Entomological Society, the Biological Society, the Agricultural History Society, and others.

Maintaining the Index . . . to the Literature of American Economic Entomology currently consists in checking incoming publications daily, preparation of index entries on slips, with subject headings noted as the slips are made. These slips are filed, and at the end of each five-year period all the headings are reviewed and subdivisions are made where necessary. The list is then checked by specialists in the Bureau of Entomology and Plant Quarantine to decide on the form of scientific names used and on the adequacy and accuracy of the headings.

The typing of this manuscript from the slips is a gigantic job which requires about twenty people working for approximately a month, after which several months are spent on proofreading the typescript, the galley proof, and the page proof, which, in this bibliographical tool, is a prodigious task. The American Association of Economic Entomologists does the final editing of the typescript, provides the printing funds, and arranges for its publication and distribution. Its members, and all the staff of the Bureau of Entomology and Plant Quarantine as well, have always been available to Miss Colcord and to others in the library for suggestions and assistance in this work.

To Miss Colcord her work is not just a task to be done but an integral part of her life. She has always brought to it a cooperative spirit and a rare quality of devoted service, enlivened by an irrepressible sense of humor. There are two things that any library user who came in contact with Miss Colcord soon learned to expect, namely, expert service and a merry quip to spice it.

Miss Lacy's Work

MARY GOODWIN LACY. Mary Goodwin Lacy, respected and loved throughout the library profession, came to the department library as student assistant in the summer of 1904 to learn, as she says, "what a catalog was for." She then became librarian of the Virginia Polytechnic Institute and remained in this position until 1910 when she took the position of reference assistant in the department library. From 1919 to 1921 she was agricultural librarian of Iowa State College and assistant in the Scripps Economic Bureau in Washington. From 1921 to date she has been in the Depart-
ment of Agriculture, first as librarian of the Bureau of Agricultural Economics Library and later as assistant department librarian.

As noted above, Miss Lacy first came to the department library to learn, but, to the profit of librarianship and bibliographical research, she stayed to teach. Probably her greatest single contribution has been the development of an outstanding staff of bibliographers and librarians through whom her great contributions to agricultural economics bibliography have been made.

*Agricultural Economics Bibliography*

*Agricultural Economics Literature*, now Section A of the *Bibliography of Agriculture*, has been recognized in journals at home and abroad as the most useful tool in its field. Miss Lacy's bibliographical work has always been on the firing line of research and administration in the field of agricultural economics. Among her bibliographies was *Food Control during Forty-Six Centuries: A Contribution to the History of Price Fixing*, which made a profound impression upon the agricultural leaders who were gathered in Washington in 1922 to consider price fixing. This study has been kept up to date by three comprehensive bibliographies on price fixing. The range of the work done under her supervision ran all the way from a 1500-page printed *Bibliography on Land Utilization, 1918-36* through hundreds of short typewritten lists and scores of comprehensive mimeographed bibliographies on subjects in her field of work.

These are contributions to research and administration and also provide examples of the development of new bibliographical technique.

Working in highly specialized and frequently controversial fields, Miss Lacy obtained the cooperation of subject specialists in laying out the field of a bibliography, frequently secured their aid in the arrangement of the bibliography for maximum usefulness, and sometimes, in special cases, got them to write critical annotations when nothing short of critical annotations would serve the purpose.

The bibliographies in these series, therefore, are significant not only for the promptness with which they are issued and the adequacy of their coverage but also for the fact that most of them represent a very high level of both bibliographical and subject competence. This accounts for the frequency with which bibliographies in this series have carried off the Oberly award.

In addition to her library duties Miss Lacy has always carried a full load of responsibility in related fields of work. She not only belonged to her professional associations, including the American Library Association, the Special Libraries Association, the D.C. Library Association, and the Bibliographical Society of America, but was also active in the American Academy for the Advancement of Science, the American Economic Association, the American Farm Economics Association, the International Conference of Agricultural Economists, the Agricultural History Society, and the National Grange.

Miss Lacy's infinite patience, broad knowledge of department programs, history, and library service development, and especially her familiarity with the needs and work methods of administrators and research men in the economic and social science fields of the department, together with her never ending search for better ways to do everything that should be done.
or must be done in a great research library, have been sources of unending inspiration to all of us. And her assistance to me, as a new librarian coming into this great, complex institution, in helping me obtain the necessary background quickly and accurately for all the work to be done, is a debt that cannot readily be repaid.

**Diffusion of Knowledge**

As Dr. William S. Learned has pointed out:

The distinction between discovery and spread ... of ideas is clear, but it is often largely a matter of one's social philosophy or temperament as to which is considered to be of the greater importance. These two great processes of civilization are ... complementary, for accurate knowledge thoroughly diffused is, in the long run, the best possible preparation for fresh discovery.³

The careers of Miss Atwood, Miss Colcord, and Miss Lacy substantiate Dr. Learned's thesis that discovery and dissemination of knowledge must proceed together. The usefulness of their work to both the advancement and diffusion of knowledge is attested by scientists, administrators, and librarians alike. The bibliographical structures they have provided are the reference tools of today and the foundations upon which those whom they have trained may build the bibliographical tools of the future.


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**Activities of the Colorado Conference of Librarians of Institutions of Higher Learning**

(Continued from page 238)

might take, it is inevitable that we have been unable to turn our attention to smaller and less pretentious activities that would yield results of a more practical and useful nature. As yet we haven't done anything that has saved a single dollar. But we agree that unless time can be found for both kinds of activities, for the time being at least we shall continue stirring up trouble and disturbing the status quo. That kind of thing seems to suit our collective predispositions very well.
Leibnitz' Contribution to Librarianship

Mr. Maass is the cataloger of the Zionist Archives and Library of New York.

It is no accident that Leibnitz (1646-1716), whose almost universal attainments are comparable to those of Aristotle, worked as a librarian for over forty years. While he is better known as a philosopher, man of affairs, promoter of the sciences, and writer on theology, jurisprudence, history, and politics, and for his discovery of integral calculus, all these pursuits are closely connected with his position as a librarian.

At the age of twenty-three, Leibnitz, already the author of several essays on philosophy and law, became secretary to J. C. von Boineburg, first minister to the Elector of Mainz. It was in Mainz that Leibnitz entered the field of library work when he compiled a subject catalog of the statesman's library. The thoroughness with which he cataloged the collection is indicated by Leibnitz' own words:

[I set up] a catalog which probably does not have its equal. It enables the reader to find all the authors dealing with a certain subject, and often there are more than ten entries for one small book.¹

In 1672 the Elector sent Leibnitz to Paris as his diplomatic representative. There he submitted to Louis XIV a plan for the conquest of Egypt by the French. During his stay in the French capital Leibnitz came in contact with the leading French librarians, associating with Caracavi, Clément, and Baluze, and visited the famous Bibliothèque du Roi. Returning to Germany, he was appointed historiographer and librarian by Duke John Frederick of Brunswick-Lüneburg at Hanover, a dual position which was not uncommon in the seventeenth and eighteenth centuries. He remained in the service of the Brunswick family until his death.

The ducal library and Leibnitz' private collection were both housed in his home in Hanover. His private collection, which has been preserved as a whole in the municipal library of that city, consisted, to a large extent, of dissertations, treatises, and pamphlets, and included a number of medieval manuscripts.

Leibnitz expanded the ducal collection constantly. He kept himself informed on new publications and sales and regularly received catalogs, auction lists, and offers from antiquarians. From 1687 to 1690 he traveled extensively in Germany and Italy, collecting material for his genealogy of the Brunswick family, and used this unique opportunity to buy a number of valuable books. Other purchases included the libraries of Gottfried Hermant in Beauvais (1690), Counselor von Westen-

holz in Hanover (1696), Emmerich Bigot in Rouen (1706), and the manuscript collection of the Danish state counselor, Marquard Gude (1710).

On his return from Rome, where he had declined the librarianship of the Vatican, Leibnitz was entrusted with the additional assignment of administering the Bibliotheca Augusta in Wolfenbüttel. His letter of appointment contained the following provisions: (a) The secretaries had to put the catalogs in order; (b) Outsiders, scholars, and noblemen who desired to see rare books and manuscripts were to be accommodated; (c) In case Leibnitz should resign he was not to take with him copies of secret documents of the Brunswick-Wolfenbüttel family; (d) Leibnitz had to make sure that persons who had used manuscripts of the library in the compilation of their works would submit their writings to the censor before publication, *ne detrimentiosum quid aut ingratum irrepat.*

The Wolfenbüttel library had a subject catalog; Leibnitz had to arrange for the compilation of an author catalog. The staff consisted of Lorenz Hertel, Leibnitz' representative, and two secretaries. The cataloging progressed very slowly during the first eight years. In fact, Leibnitz asked not to be called librarian of the Bibliotheca Augusta, because he was able to exercise only partial control as administrator *in absentia.*

**Leibnitz on Book Selection**

The letters which Leibnitz exchanged with Hertel were gathered and numbered by no less a man than Lessing, librarian at Wolfenbüttel many years later. At first the correspondence dealt only with library matters; later it touched upon literature, science, and politics. From this exchange of letters we learn of a controversy concerning Leibnitz' book selection policy. Hertel maintained that at the auction of Counselor Lucius' books in Hanover in 1708 Leibnitz did not buy enough books of large size. In his reply Leibnitz made his position perfectly clear:

> Above all I consider whether with the publication of his book an author has rendered a service to the world of letters; otherwise, there would be no limit to the expenditures. In the case of books dealing with ordinary matters, I prefer the small ones to the large ones, especially when they deal with a single subject. Besides, small but interesting books, which disappear in the course of time, have to be preserved in the great libraries.

**Leibnitz and Hertel**

The relationship between Leibnitz and Hertel was not always a happy one. The Duke of Wolfenbüttel received an anonymous letter which discredited Leibnitz' administration and concluded, "The library is in an awful state of confusion which, it seems, will continue as long as the librarian lives." The anonymous writer apparently was Hertel, and in a letter dated Apr. 30, 1705, Leibnitz complained in no uncertain terms about Hertel's giving an unfavorable report to the Duke about the administration of the library. After Leibnitz' death Hertel became his successor.

The library in Wolfenbüttel suffered considerably from the lack of funds. Leibnitz, who on one occasion called the Bibliotheca Augusta *à present peu auguste,* solicited the interest of the Duke

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3 Ibid., p. 21.


5 Hessel, Alfred. *Leibniz und die Anfänge der Gottinger Bibliothek.* Pillai, Gottingen, 1924, p. 6. (Vorarbeiten zur Geschichte der Gottinger Universität und Bibliothek, iii.)
more than once. He even suggested the creation of new sources of revenue which should be applied to the library. He advocated the introduction of stamped paper, and in a humorous vein commented upon his proposal in a letter to Hertel, saying that the scholars, poets, and artists would cheer the Duke if he would accept the suggestion, but if he rejected it, the whole corps would pronounce anathema against him. ... But I have now relieved my conscience." When this proposal was not accepted, Leibnitz recommended that mulberry trees be planted in the domain adjoining the library building for the rearing of silkworms. He started the project with his own funds, but lack of support forced him to abandon it. Finally the librarian had to resort to the sale of duplicates. The Duke in Hanover was little better than his relative in Wolfenbüttel; Leibnitz pointed out to him how small the subvention for the library was as compared to those for "worthy and pleasant yet transitory and ephemeral purposes such as music and comedy." Only in 1708 did he succeed in obtaining an annual budget of two hundred thalers, an amount which remained unchanged until 1835.

Service to Scholars

Although a visitor from Frankfurt complained in 1710 about Leibnitz' unwillingness to show him the two libraries in Hanover, as a rule the philosopher was most liberal and generous when scholars wanted to use the library for their investigations. An English theologian, for example, asked for books which he needed to compile a martyrology of the Protestants. Though Leibnitz did not view this project with favor, still he wrote Hertel, "It would be better not to write a book which might stir up passion; yet one must not reject a zealous man who believes he is rendering a service to his church." In spite of his achievements in library work, which cannot all be enumerated here, Leibnitz would rank with such distinguished fellow-librarians as Lambeck or Magliabecchi if one considered only his practical accomplishments. His specific merit lies in his ideas and plans concerning libraries which he developed in his letters and memoranda to the Guelphic princes.

Universal Library

The librarians whom Leibnitz had met in Paris were influenced by Gabriel Naudé, first director of the Bibliothèque du Roi and author of the oldest manual on library science, *Advis pour dresser une bibliothèque*, published in 1627. He had formulated the idea of a universal library, which was to contain the most important books in all branches of science as well as commentaries and reference books. A library of this type, he asserted, would greatly enhance the glory of its royal sponsor. Leibnitz pursued similar ideas and carried them further.

His ideal is the well-rounded library. He calls it a general inventory, an encyclopedia, a storehouse of all sciences, a mute but pansophical teacher. The library is to him a treasury of the human spirit or a convention of the greatest men of all times and nations miraculously assembled in one building, who tell the readers their choicest thoughts.

If somebody wants to begin a career in trade and industry, a writer who knows the subject well can advise him; if a town is to be fortified, one may obtain plans and may

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read about the defects of fortification discovered by the victor; if a new law is to be issued, the library has all the information on the subject..."

A library must have material on everything, be it finances, carnival, gardens, military science, genealogy, maps, or how to influence men in high positions. It might include "pleasure objects" as well, such as "finds" from voyages, portraits, games of hazard, machines, and medals.

Whether such an ambitious scheme could have been realized by any of the libraries in Leibnitz' time is doubtful, but it shows the grandeur of his conception. No less remarkable, considering the period in which these ideas were conceived, are Leibnitz' observations on the quality and function of a library.

The importance and rank of a library, he states, are determined only by the intrinsic quality of its collections and not by the number, size, or rarity of its books. Leibnitz attaches particular importance to works dealing with inventions, demonstrations, experiments, and historical and geographical matters as well as "curious" pamphlets. Serials and new books must be purchased regularly if the collection as a whole is not to decay. A fixed annual budget is indispensable. The highest duty of the librarian is to make the books accessible to the public. Therefore, he has to arrange for author, subject, and chronological catalogs, long hours of admission, liberal loan rules, and adequate heating in the winter.

**Leibnitz vs. Naudé**

A comparison of the ideas of Naudé and Leibnitz shows that a change in emphasis has taken place. The library which Leibnitz envisages helps to achieve the improvement of mankind, a consideration totally absent in Naudé's statement. The philosopher considers the usefulness of libraries for the prince and his subjects far more important than the glory that goes with the ownership of valuable books. He assigns to the library the character of a public institution and puts it on the same footing with the church and the school.

At this point a reservation is necessary. Leibnitz has justly been called the spiritual father of the great university library. But, except for his successful insistence on a regular budget, his ideas, which were sent to the dukes in the form of memoranda, were shelved and did not reach the public during his lifetime. Thus, the popular accounts that treat Leibnitz as if his ideas had been applied in practice in his time need some revision. This is particularly true of writers, like Pfleiderer, who tried to portray Leibnitz' activity as the one bright moment in a dark period of German history.

**Classification Scheme**

Leibnitz was well aware of the difficulties of classification. In his treatise on the division of knowledge proposed by Locke we read: "The same truth may be classed in various ways according to its relationships. Thus it happens that people arranging a library often do not know where to put certain books because they might fit equally well into two or three different places." Leibnitz contributed to library science his own system of classification, which was intended to divide books in a library according to their classes by a single and convenient method. He did succeed in evolving a theoretical arrangement consisting of only a few groups,

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the four university faculties of theology, jurisprudence, medicine, and philosophy. However, as soon as he began actually to classify books by his own method, the groups multiplied to such an extent that the whole scheme became too complicated and unwieldy for practical purposes. His experience as a librarian is evident from the fact that his classification provided for a special class, Communia communium, books of all kinds which did not fit into any other category. Another interesting feature is a special subdivision in the history of literature class entitled “Bibliothecaria seu res libraria tanquam pro repertio universalis,” or, in other words, library science.

This repertory, or globus intellectualis, was one of Leibnitz' most cherished projects. Already in his youth he had planned to publish a nucleus librarius semestralis based on catalogs of fairs, which was to expand gradually into an inventarium scientiae humanae libris proditae, a universal system of science in which every subject would find its well-defined place. Leibnitz hoped that a universal encyclopedia would emerge from the combination of the subject catalogs of different libraries. Pursuing the same idea, the philosopher asked Louis XIV to order a survey which would abstract the world’s best books and would then be combined with the as yet unwritten observations of the foremost men in each field. This survey was to be the basis of an exhaustive scheme of science, intended for “the greater happiness of mankind.”

Thus the relationship between Leibnitz the philosopher and Leibnitz the librarian becomes clear. As a philosopher who emphasized the uniqueness of the individual, he thought that even the smallest book had a specific and definite value. At the same time, his characteristic trend toward the universal made him assign an important role to the libraries. His ideal was to elevate humanity to a higher level. Leibnitz was convinced that mankind would find its happiness if the progress of science were combined with pure Christianity; he wanted the academies, which he was instrumental in founding in Prussia and Russia, to help in the realization of this aim. The progress of science, Leibnitz thought, was possible only if everybody was enabled to inform himself easily about the sum total of the research of preceding generations. In that way he logically came to see the necessity and the inestimable value of libraries, storehouses of knowledge that were equipped to meet the far-reaching demands which he himself had formulated in the interest of libraries.

By JOSEPH KOMIDAR

An Indefinite Time System of Book Loans in a College Library

Mr. Komidar is reference librarian, Carleton College Library, Northfield, Minn.

An indefinite time loan plan refers to loans of books by a library to its clientele for an extended period. In a college or university library the period of circulation would extend for a semester or for the entire academic year if necessary, unless a book were needed either for reserve or for use by someone else. Such a system of loans is not common in any type of library, high school, public, college, or university. In a public library there is some justification for limiting the loans of books to two weeks, but an indefinite time loan system appears to be a far more satisfactory system for a college or university library. An analysis of student reading reveals little necessity for a college library's requiring a student to return a book within two weeks. Reading is largely curricular and therefore intensive rather than extensive. Books in which class reading assignments are made are generally placed on reserve shelves, depending of course upon the teaching methods of the faculty and the number of copies of books to be read. Books in the general collection, or those not placed on reserve, are used for supplementary reading and source material for term papers. The amount of reading done by students beyond that actually required by an instructor is relatively limited, and subjects for papers are diversified sufficiently so that the same books will not often be used by more than one or two at a time.

However, before a college or university library can institute an indefinite time loan plan and expect to have it operate successfully, certain conditions must be present. The two most important factors determining the practicability of such a plan are the size and quality of the book collection and the location of the student body. The collection must be a large and comprehensive one which permits a reasonable amount of substitution of titles and provides more than one copy of the titles most in demand. Regardless of the excellence of the book collection, however, the factor which controls the success of the indefinite time loan system is the accessibility of the student body. A system of recalls is essential, and the efficiency with which the recall system operates depends on whether or not the students can be reached easily by telephone or campus mail. Unless it is possible to have a book returned within a day after notification, the plan cannot operate satisfactorily.

It was only after careful consideration of the problems involved that the extended loan plan was adopted by the Carleton College Library in September 1942. To the individual student the extended loan period had obvious advantages, but to the
student body and the college community as a whole it appeared to have one possible disadvantage. Too many books might become "cold storage" in the students' rooms. Such a situation would handicap those students and faculty who prefer to browse in the stacks before selecting the material that they wish to read at home. To prevent books from becoming "cold storage" for the entire year, it was decided to limit the loan period to a semester. Then at a determined date at the end of each semester all books charged to students were to be returned. Such a system would assure a semiannual replacement of all books on the shelves where they would become generally accessible again, as well as a semiannual clearance of the files and a checkup on books lost, strayed, or stolen.

Routines

Routines established under the indefinite time loan plan are simple. If the student himself gets the books he wishes to take out, he signs only the book card. The desk attendant stamps the date due slip in the book with the date set at the end of the semester for the return of all books and the book card with the date of the charge. The procedures involved in the recall system are also very simple. All books are subject to recall—immediately if needed for reserve, or after a week if needed by another student, with a full day allowed for the return of the book after the notice has been sent. When someone wishes a book recalled, the desk attendant withdraws the proper card from the files, marks it with the name of the reserve (or the person for whom the book is being recalled), and places it in the "recall" box on the loan librarian's desk. Notices are made out from the cards in the box at intervals during the day and promptly mailed, and the book cards are refilled. Recall cards give the author, title, and call number of the book and indicate the date due. To facilitate checking of returns, a black metal tab is fastened to the top of the card of the volume being recalled. Tabbed cards are exchanged for orange ones to indicate overdues. Fines for overdue books are the same as those for reserve books, twenty-five cents per hour per title, beginning at 8:15 A.M. the day following the date due.

Recalling Books

During the entire first semester only three or four recalled books failed to be returned on time, but there was some difficulty experienced with returned books at the end of the first semester. Although students had frequent reminders that books were due on a certain date, there were many who did not return books on time. Not only were all books stamped with the date due, but two weeks before the end of the semester return notices were posted on the main college bulletin board as well as in the library. Of course, this problem existed even when the two-week time limit had been used. Students had been required to return all books at the end of each semester, and there were equally as many books overdue.

Some difficulty had been anticipated with books on the freshman reading lists, since in this case the demands for a comparatively few titles are always heavy. It was suggested that books on these lists should be limited in their circulation as previously. But even under the two-week plan the titles on those lists were always in demand and always out, and unless the student reserved a title, there was very
little assurance that that title would be available to him on the day it was due. Students were for the most part reluctant to reserve a title. When they wanted a book, they wanted it immediately and would therefore exhaust all possibilities on their lists before asking for a reserve. The situation could not be more unsatisfactory under the extended loan system. In fact, under the recall system established, there were definite possibilities for its improvement. Although there are no statistics, we believe that the students have had a much easier time getting the books they want. The students realize that a book can be recalled immediately if necessary and feel some pressure to complete their use of it as quickly as possible. Recalls have been encouraged. Students were at first slow to take advantage of the recall system, but now they are continually using it. Almost no difficulty has been experienced in getting books returned to the library, and in the six months that the new plan has been in operation there has been only one objection to a recall notice. Students have cooperated well not only in responding to recall notices but in returning books when they are through using them, and books are apparently as readily available as they were under the two-week system.

A check on circulation statistics showed a decrease in the figures for the same period last year, but this drop could be attributed to the current emphasis on the sciences and resultant smaller enrolment in courses requiring extended reading rather than to the indefinite time loan plan. For the sake of comparison, a check was also made on the use of periodicals, which circulate under the same rules as before. The figures showed a corresponding decrease.

Greatly simplified circulation routines resulted from the use of the indefinite time loan system. The revolving date due file was eliminated, and the number of steps necessary for charging or discharging books was reduced. Moreover, under the two-week system the number of overdue books had been large, and the amount of daily time consumed in checking call slips with the card files and stacks and in sending out overdue and fine notices was frequently two hours. Under the new system the checking has been eliminated and the time spent in sending out notices has been reduced about seventy-five per cent.

Finally, the situation in regard to fines has improved. No matter how small the fine was, the collection of fines had always been a source of friction between staff and students. Relationships between staff and students have been friendlier under the new system not only because of the fewer fines that have had to be paid but also because a student who does return a book late can better understand the reason for a penalty if he knows that the book is being recalled because someone else needs it and not just because the library wants it back on the shelves.
The North Central Association's 1943 Survey of College and University Libraries

Mr. McEwen is librarian, Carleton College, Northfield, Minn.

The North Central Association of Colleges and Secondary Schools has just called on all its member institutions in the field of higher education for reports on their library resources and holdings. Its current practice is to request of member institutions a report on one of three aspects of their programs every two years. In 1943 libraries are being surveyed. In 1945 reports will be requested on college and university faculties, their training, teaching responsibilities, research, etc. In 1947 member institutions will report on their financial and budgetary situation and procedures.

A committee was appointed in June 1942 to prepare the forms to be used in this evaluation of the libraries of member institutions and of those institutions seeking accreditation by the association. The committee consisted of the chairman, Dean A. J. Brumbaugh, secretary of the Commission on Institutions of Higher Education, and four librarians to represent the four types of institutions in the association, as follows:

Group I institutions, offering two-year programs beyond high school graduation.

Group II institutions, offering only bachelor’s degrees in a single unitary organization.

Group III institutions, offering master’s degrees and/or professional degrees in a total of not more than three separately organized units.

Group IV institutions, offering doctor’s degrees (Ph.D., Sc.D., Ed.D.), master’s degrees, and/or professional degrees in a total of four or more separately organized units.

Each of the four librarians served also as chairman of a subcommittee of librarians and college presidents representing the designated type of institution.¹

Librarians suffer at least as much from the burden of questionnaires and reports as other officers in higher education. Accrediting agencies and professional associations are entitled to the data necessary for their purposes. But it is felt increasingly that there should be closer coordination between the various organizations calling on librarians for such data, that it should be possible to limit requests for data to what can be supplied fairly readily, and that some reasonable limit should be imposed on the time required in providing the

¹Members of these committees were as follows:

Group I: Leon Carnovsky, University of Chicago, chairman; President A. Andrews, Grand Rapids Junior College; Wave L. Noggle, Virginia Junior College.

Group II: Robert W. McEwen, Carleton College, chairman; President V. F. Schwalm, Manchester College; President A. J. Burke, St. Ambrose College.

Group III: Julian S. Fowler, Oberlin College, chairman; President H. M. Gage, Lindenwood College; Clarence S. Paine, Beloit College.

Group IV: Errett W. McDiarmid, University of Illinois, chairman; Dean M. M. Willey, University of Minnesota; Charles H. Brown, Iowa State College.

JUNE, 1943
data. These considerations have been constantly in the mind of the committee responsible for the new survey schedules of the North Central Association. So far as possible, the information requested follows the forms adopted by the U.S. Office of Education and employed by the American Library Association. In passing, it may be said that several members of the committee, including the writer, expressed the opinion that the present U.S. Office of Education form is unnecessarily complicated and is in urgent need of revision and simplification. The committee hopes that its work marks a step toward such uniform report forms in higher education as are under consideration by the American Council on Education.

Data Needed

For the purposes of the North Central Association, in evaluating college and university libraries and their programs in member institutions and as a basis for consideration of requests for accreditation, it was agreed that some index to the following was needed:

1. The quality of the book collection with reference to the academic program of the institution concerned.
2. The adequacy of the list of periodicals currently received.
3. The expenditures of the library for salaries, books, periodicals, and binding and rebinding.
4. The use of the library collections.

To this end a revision of the checklist of books and the list of periodicals currently received was the primary task of the committee. Brief additional schedules call for the pertinent data on expenditures and use.

The most difficult task of the committee was the preparation of a new checklist of books. The North Central Association took an important forward step some few years ago in deciding to base its accreditation on the acknowledged aims and curricular objectives of each institution. The application of such a principle to the study of book collections might seem to imply procedures that would be quite impossible. The principle is quite right. Each college or university should hold the books needed for its own curricular program, which is the expression of its institutional aim. But how, then, could any list of books be prepared which might serve as a fair checklist of the holdings of all institutions and which might provide data for comparative and evaluative studies?

Evaluating Book Collections

Perfection is hardly to be expected in such matters. But the committee reached certain conclusions, based partially on previous practice, which we believe provide a dependable measure of book collections.

It was decided, first of all, to return to the principle of using reference titles only as the basis of the checklist. The assumption of the 1934 North Central checklist that there would be a high correlation between holdings in the reference collection and library book holdings in general was statistically established. Reference books have an additional value for such use. They are more likely to be free from any partisan bias than the general run of books in a library.

The 1939 revision of the North Central checklist has proved less satisfactory than the 1934 checklist. The revision in 1939 departed from the principle of using reference titles only and was based on the premise that great emphasis should be laid in such an evaluative schedule on current and recent acquisitions. The principal
source of the 1939 checklist was the Shaw supplement of 1931-38. The sampling method employed in selecting the titles from the Shaw supplement resulted in the inclusion of books regarded by many librarians and college professors as quite unimportant. This criticism reflects an apparently widespread opinion that the Shaw supplement is less dependable as a "basic list" than its predecessor. The compilers of such lists must ignore the correlative criticism that certain important titles are omitted—that will always be true.

Procedures Used

It was felt that the checklist should include new as well as older titles. Reference titles in the original Shaw list, the Shaw supplement, the Mohrhardt list, and the Mudge-Winchell list, 1938-40, were clipped and mounted on cards. Duplications were deleted and certain series eliminated which would have involved improper balance in evaluating holdings. The cards were then examined at each of the four institutions represented by members of the committee. Titles whose importance was questioned were so marked. Members of the faculty as well as reference librarians were requested to assist in this evaluation. At a subsequent meeting of the committee titles whose importance had been questioned by more than one institution were examined again by the committee.

Judgments as to the importance of any specific reference book were involved in its original selection for any of the lists used as bases in the work of the committee. It was the judgment of the committee that further joint judgment by a number of subject specialists as well as librarians at four institutions would provide a more dependable checklist than could be secured by the application of any sampling procedure to the total list of titles included in the basic lists.

All titles in the new checklist are arranged alphabetically to simplify checking in the libraries of member institutions. They are all keyed, however, with reference to the curricular department for which they are important. A college or university will be given credit for all titles on the list held by its library, but will not be penalized for the absence of specialized reference titles in fields in which the institution does not offer courses.

Use of One Checklist

The one checklist will be checked by institutions of all four types. There was discussion by the committee of the adequacy of any one list to cover the book collections in universities, junior colleges, teachers colleges, and liberal arts colleges. Should not a checklist for university libraries, for example, test holdings of special subject bibliographies, society serial publications, and specialized dictionaries and handbooks not needed in other types of institutions? The desirability of a more specialized approach such as this was admitted, but it was not deemed practicable within the limits of time and expense involved. In any case universities may reasonably be expected to hold a larger percentage of titles on such a list as the committee has developed and will be compared with other institutions of their own type in any evaluation.

In many cases the latest edition of handbooks, yearbooks, and similar reference tools is listed, and credit is given only for holding the latest edition. If separate checklists were prepared for the four types of institutions, credit might be
allowed in institutions belonging to Group I, and perhaps Group II as well, for recent and usable editions other than the latest. Yet in such cases some edition must be specified, and the holding of the latest edition is felt to be very important for Group IV institutions and advisable in every case. A handbook of chemistry and physics published ten years ago may still contain useful and dependable tables and formulas, but colleges offering courses in these fields need the latest edition.

The revision of the checklist of periodicals currently received involved a study of the checklist in use by the association, based on the Lyle list of periodicals for a college library. Titles which have ceased publication were, of course, dropped from the list. In some cases, titles believed by members of the committee to be adequate substitutes for such withdrawn periodicals have been included. A few new titles have been added. Members of the faculty and library staffs at the four institutions represented by the committee participated in the decision in such cases. Libraries will no longer be asked to report on the binding of periodicals. The entire list is in one alphabet in order to reduce the time required to check it. Since some foreign periodicals not now being received in this country are on the list, libraries are asked to check whether they were received up to the time when delivery became impossible. Specialized subject field periodicals and a number of outstanding Catholic periodicals have been included in the one alphabetical periodical list. The holding of any such periodical will receive credit at any institution, but failure to receive it will not penalize an institution in which the periodical is not directly related to its program.

An additional schedule prepared by the committee will provide data needed by the association relative to library budgets and staff. This schedule constitutes a study of salaries, both academic and professional education, and experience of persons employed as librarian, assistant librarian, department head, or head of departmental or school libraries in member institutions. Total amounts spent for each of the past five years for salaries, books, periodicals, and binding and rebinding are called for.

**Measures of Use**

The final schedule deals with measures of use of library collections in member institutions. Its form represents the judgment of members of the committee that we do not have at the present time clear and dependable measures of the use made of our libraries. Institutions are asked to report on the measures employed by the library in checking on its own use by students and faculty and on the results available through such methods as to the use of the collections in the past year. Most institutions will probably report here the total number of two-week loans made to students and a similar figure for faculty loans, as called for by the U.S. Office of Education form. Such figures may represent the most adequate statistical report on use available. But their significance is so limited by a host of factors, such as the availability to students of other libraries, the adequacy of the college library's own collections, and the character of the curriculum and of the methods of teaching, that the committee felt it unwise to make such figures the basis for any comparative studies. The schedule as presented encourages individual institutions to report self-surveys which may be much more significant.
Publication Program of the A.C.R.L.

Prepared by Miss Ethel M. Feagley, associate librarian, Teachers College, Columbia University, and member of the A.C.R.L. Publications Committee.

The Publications Committee of the Association of College and Reference Libraries (hereinafter referred to as the Publications Committee) consists of a representative from each of the sections of the association and a chairman appointed annually by the president of the association. The representative of the association on the A.L.A. Editorial Committee and the editor of College and Research Libraries are ex officio, nonvoting members. To insure continuity in publication policy the appointment of the chairman is made from within the Publications Committee and the appointment of members is made on a rotation basis, two new members being appointed each year to replace two that are going out.

Relationships with Other Publication Committees

Three members of the committee were in attendance at the midwinter meeting of the A.L.A., on Jan. 31, 1943: Guy R. Lyle, chairman, Wharton Miller, and Ralph R. Shaw, together with Everett O. Fontaine, chief of the A.L.A. Publishing Department, who had been invited to join the group. Discussion centered around plans of organization and definitions of policy. Believing that the lack of integration of the publishing interests of the several sections of the A.C.R.L. constitutes a serious defect in any program of effective publication for the division, the Publications Committee drew up the following recommendations regarding its own organization which were approved by the Board of Directors of the A.C.R.L.:

I. Publication relations with the A.L.A. Editorial Committee.

1. That the Publications Committee submit all A.C.R.L. publications for A.L.A. publication to the A.L.A. Editorial Committee for final review and approval.
2. That in case of disagreement, the Publications Committee may:
   (a) Appeal the decision of the Editorial Committee to the Executive Board of the A.L.A.
   (b) Seek an outside publisher.
3. That the Publications Committee has the authority to submit publications to publishers other than the A.L.A. if this seems desirable for reasons other than the one mentioned above.
4. That the Publications Committee make all approaches to foundations, institutions, or other organizations and societies for aid in publication projects through the Executive Board of the A.L.A. with the approval of the directors of the A.C.R.L.

II. Publication relations with sections and publication committees of the A.C.R.L.

1. That all publishing ventures of the A.C.R.L. be cleared through and subject to the approval of the Publications Committee.
2. That, in case of disagreement, the section publication committee has the right of appeal to the Board of Directors of the A.C.R.L.
3. That, in order to insure continuity in publication policy, sections setting up publication committees in the future shall appoint someone from the Publications Committee to their committees.

Wartime Program

The Publications Committee wishes to emphasize again that it does not now con-
template an elaborate program of publication planning. Any extended program of initiating publications and research would probably need 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 Publications 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 organizations which are adequately equipped and financed. 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 Publications 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 Association of College and Reference Libraries, and to report such publications with recommendations to the A.L.A. Editorial Committee or to other appropriate publishing concerns. A number of proposals, received during the past five years at A.L.A. Headquarters, have been referred to the Publications Committee by the chief of the A.L.A. Publishing Department. They include:

**Agricultural Libraries—Manual**
Preparation of such a manual was discussed at Kansas City in 1938.

**Archives—Administration Manual**
A need for a manual on archive administration was expressed in October 1939 in a statement made to Dr. Kuhlman by Miss Julia Schmitz of Whitman College Library, Walla Walla, Wash. Dr. Kuhlman passed the suggestion on to us with his endorsement.

**Bibliography**
The recommendation has been made by the Bibliography Committee that A.L.A. help finance a revision or supplement to Van Hoesen and Walter's *Bibliography*. A suggested procedure looking toward preparation of a manuscript, provided the A.L.A. is to publish the work, was agreed upon with Leland R. Smith, chairman of the Bibliography Committee, at the midwinter meeting, 1940. Apparently no steps were taken by the committee or by the authors up to the close of August 1942.

**Bibliographical Terms—Dictionary**
In 1935 Frank K. Walter indicated that he had three times as much material on hand for a dictionary of technical bibliographical terms as is included in his earlier book, even with Moth's supplement. In October of the same year, Louis Feipel of Brooklyn indicated a need for something more comprehensive than Cowles' glossary, published in 1933 by Bowker. Consideration of a new project must await publication of the "Glossary of Library Terms," scheduled for 1943.

**Biography—American Library Pioneers (Omnibus Volume)—College and University Librarians**
Early in 1942 the Publications Committee decided to do nothing looking toward preparation of this volume until after the war. The chief of the Publishing Department suggested to the editor of the series that planning might be done as fast as the group could find time for it, as such manuscripts would not go out of date even though held for publication.

**Book List—Buying—College Libraries—Annual Supplement to Shaw Supplement**

**Book List—Buying—Variant Titles**
Mr. Feipel of the Brooklyn Public Library expresses a need for a list of books
that have been published under variant titles.

"Booklist"—College and University Libraries—Scholarly Publications

Some preliminary discussion of a book selection tool for scholarly publications was held at the New York conference. A committee to study the proposal made a report to the A.C.R.L. in September 1940.

"Booklist"—College Libraries—Undergraduate Level

A current book selection guide for college libraries has been proposed. It has been discussed by the Editorial Committee and the College Library Advisory Board separately and jointly. It was last discussed by the College and Reference Section at the New York Conference. The secretary of the A.L.A., the chairman of the Editorial Committee, a representative of the C.L.A.B., and the chief of the Publishing Department made suggestions at the San Francisco conference about how this project might be started.

College Libraries—Administration from the Standpoint of Control

In response to a questionnaire sent out by the chairman of the Editorial Committee of 1936, several institutions expressed a need for a study of this subject comparable to the study which Ralph Dunbar made at the University of Chicago on the university library.

College Libraries—Adult Education Services

A suggestion for a book on alumni reading, submitted by John Knickerbocker, librarian, Gettysburg College, led to the idea of a book in the college field, similar to Helping Adults to Learn, which would describe various aspects of adult education service given by college libraries.

College Libraries—College President and His Library

The College Library Advisory Board suggested this topic to President Robertson of Goucher College. He was obliged to withdraw his offer to prepare the manuscript when the war broke out. With the discontinuance of the C.L.A.B. and with the appearance of Branscomb’s Teaching with Books, it has been decided to hold this project in abeyance.

College Libraries—External Relations of the Librarian and His Staff

At Midwinter, 1939, the Editorial Committee expressed interest in Charles Brown’s proposal for a book on the general subject of external relationships of the college library staff.

College Libraries—Finance and Accounting

The librarian at St. Olaf College, Northfield, Minn., suggests the publication of an introduction to college library finance and accounting.

College Libraries—Survey Manual

This project, which came to a halt even before Peyton Hurt’s death, should probably be revived. Initiative rests with the A.C.R.L.

Educational Methods—Influence on Reading and Libraries

Mr. Milam and Miss Hostetter returned from the meeting of the department of superintendence of the N.E.A. in 1935 with a suggestion that we consider the publication of a book on new methods in education which affect reading and the use of library materials. Inasmuch as the emphasis was to be in the college library field, the Board on Library Service to Children and Young People recommended that the Editorial Committee consult the C.L.A.B. After this item had appeared on the docket for two joint meetings of the Editorial Committee and the C.L.A.B., it was shelved for the time being.

Ephemera

There was once a plan of the Social Science Research Council and the Joint Committee on Materials of Research to treat ephemera in one monograph. Subjects to be covered were: maps, pamphlets, clippings, manuscripts, music (possibly under such headings as sheet music, records, etc.), films, posters, broadsides and dodgers, pictures (picture collections and art collections). This was to be one large monograph with chapters on various subjects.

JUNE, 1943

259
It was to deal with the collection, care, organization (cataloging and classification), methods of preservation, how to keep the collection alive, weeding, etc. In Dr. Kuhlman’s opinion it would not duplicate to any extent the series on the cataloging of special collections proposed by the Cataloging Committee. Something in this field may still need to be done.

**Historical Collection—Organization and Preservation of Material**

The need for a brief manual on the subject of historical manuscripts, their collection, organization, and preservation, has been expressed to Dr. Kuhlman by Miss Julia Schmitz of Whitman College Library, Walla Walla, Wash. Dr. Kuhlman passed the suggestion on with his endorsement.

**Index—Guide to Bibliographies of Foreign Theses**

Professor Palfrey and Mr. Coleman have done considerable work toward the preparation of a guide to foreign theses. The project is at a standstill because of the world situation.

**Index—Rare Books (Articles Dealing with)**

During the year 1939-40 the Bibliography Committee approved in principle the preparation of an index to periodical articles dealing with rare books, book collecting, first editions, etc. Further exploration was recommended to see if such an index could be incorporated in some other publication.

**Index—Subject List of Serials**

Mrs. Barbara Cowles is presumably still working on a manuscript (1400 pages) which will list by subject the titles appearing in the Union List of Serials. Our latest information does not indicate whether Mrs. Cowles is working on titles listed in the original Union List . . . or whether she will use the second edition of the Union List . . . as a basis for her project.

**Manuscripts**

A by-product of Dr. Kuhlman’s study of ephemera for the Social Science Research Council and the Joint Committee on Materials for Research was to have been a treatment of manuscripts. According to Dr. Kuhlman this would not overlap the project listed under the title “Cataloging—Special Collections—Manuscripts” to any great extent.

**Public Documents—History of the U.S. Depository System**

At the Midwinter meeting, 1937, Dr. Kuhlman reported that he had almost completed a manuscript on “The History of the U.S. Depository System.” He believes it to be basic literature which is much needed and which would be used by document librarians as well as by library schools. He believes the initial sale might be 250 to 350 copies the first year with a continuing, although abated, sale in the years following.

**Reading in Colleges**

A need has been expressed for a report and an evaluation of studies of reading interests and habits of college students. Any attempt to fill this need might overlap to some extent the project listed under the title “Educational Methods—Influence on Reading and Libraries.”

**Resources—Pacific Southwest**

Willis Kerr, librarian of the Claremont Colleges Library, who is chairman of a committee of professors and librarians of the Association of Colleges and Universities of the Pacific Southwest, may submit to the A.L.A. for publication the report of a survey now under way of library resources in the Pacific Southwest. It is expected that a subsidy will be necessary to help finance the publication.

**Resources—Rarities**

A letter from C. Stewart Peterson, 149 W. 84th St., New York City, to Mr. Milam, dated Nov. 2, 1935, asks for assistance in completing a bibliography of specially significant and highly treasured manuscripts, old maps, and first editions in the United States.

**Resources—Southern Libraries (Supplement)**

Under the sponsorship of the Board on Resources of American Libraries, a Sub-
committee for the South has been engaged in preparation of a supplement to *Resources of Southern Libraries*. The supplement would endeavor to bring the record of acquisitions up to date.

**Resources—Special Collections**

Suggested in excerpt from appendix to accompany minutes of the meeting of A.L.A. Committee on Resources of American Libraries, Nov. 11, 1935.

"Handbook of Special Collections."

**Resources—Union Catalogs**

There are suggestions in file from Lawrence College, Western Reserve University, and the University of Illinois, pointing to the need for union catalogs and regional lists. Some are for material in specific subjects; some are for serials.

**Resources—Union Lists**

Suggested in excerpt from appendix to accompany minutes of the meeting of A.L.A. Committee on Resources of American Libraries, Nov. 11, 1935.

"Check List of Union Lists." Annotated checklist of all union lists (printed or manuscript) to be issued in printed form.

**Training—Integration of Library Instruction in Teachers College Curriculum**

This matter was discussed briefly in 1935 by the Joint Committee of the A.L.A. and the A.A.T.C. The Joint Committee report published in 1936 with Miss Fargo’s curriculum outlines gives little attention to integration, according to Miss Hostetter. We have written Miss Fargo for reactions to the matter discussed originally by the Joint Committee. Her reply is in file.

Members of the Association, section chairmen, and committee chairmen are urged to comment on these projects and to suggest to the Publications Committee:

a. Which are the most important for immediate consideration?

b. What preliminary steps would be likely to produce the best finished work in a reasonable time?

**RUTH BIRD**

**ETHEL M. FEAGLEY**

**ARDIS LODGE**

**CLARENCE S. PAINE**

**RALPH R. SHAW**

**WHARTON MILLER, ex officio**

**CARL M. WHITE, ex officio**

**GUY R. LYLE, chairman**

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**A.C.R.L. Membership, 1939-42**

At the January meeting of the A.C.R.L. Board of Directors it was suggested that these figures, taken from the secretary’s report, on the membership of A.C.R.L. by sections be submitted to the editors for publication in an early number of *College and Research Libraries*:

<table>
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<td>60</td>
<td>80</td>
<td>183</td>
</tr>
<tr>
<td>Junior College</td>
<td>203</td>
<td>226</td>
<td>501</td>
<td>551</td>
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<tr>
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</tr>
<tr>
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<td>343</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Totals</td>
<td>737</td>
<td>1074</td>
<td>2215</td>
<td>2104</td>
</tr>
</tbody>
</table>

**JUNE, 1943**

261
Members of the staff of the Pennsylvania State College Library, Willard P. Lewis, librarian, are making a significant contribution to the war effort by cooperating "beyond the line of duty" with war research projects on the campus. The staff of the Chemistry and Physics Library, for example, has assumed responsibility for surveying the literature useful to the projects in their fields, thus releasing faculty members to the more important laboratory work. Raymond R. Dickison is librarian of the Chemistry and Physics Library.

An A.K.R. Memorial Collection has been established in the library of Goucher College, Baltimore, Eleanor W. Falley, librarian. The collection is in memory of Mrs. Anne Knobel Robertson, wife of Goucher's president. Over five thousand dollars have been pledged and will be used to buy the kind of books Mrs. Robertson enjoyed.

The University of Rochester Library, John R. Russell, librarian, has received the research library of Dr. Ira S. Wile, an alumnus of the university. The collection includes about five thousand volumes in the fields of anthropology, sociology, comparative religion, medicine, and psychiatry. There are many interesting rarities, first editions, and association copies. Additions to the collection will continue to be made by the donor.

The Library of the Drexel Institute of Technology, Marie Hamilton Law, librarian, issues semimonthly a book-bulletin for distribution to its faculty. The bulletin contains a list of new accessions, annotated lists of books on timely subjects, and other information of interest to the faculty.

Brown University Library, H. B. Van Hoesen, librarian, has received from Frederick S. Peck a collection of manuscripts which includes ten letters by Simon Bolivar written in 1823. A gift of broadsides from Mr. Peck included the first publication abroad of "Yankee Doodle" and "Back-Side Albany," the earliest known song written in American Negro dialect.

The staff association of the Pennsylvania State College Library studied at its program meetings this year the administration of the library against the background of the theory and practice of other libraries. The program was based on a seminar in university library administration given by Dr. W. W. Bishop at the University of Michigan. Younger members of the staff gave papers and the entire staff took part in discussions.

The Friends Historical Library of Swarthmore College, Frederick B. Tolles, librarian, has received a collection of seventy-seven manuscript letters from John Murray, Jr., of New York, to James Bringhurst, of Philadelphia, 1787-1806. It has also acquired recently a special collection of books, pamphlets, and manuscripts relating to the Friends.

The Carl Schurz Memorial Foundation is building up the documentary tools necessary to make it the center for information on German-American materials and to this end is compiling a subject catalog, "Union Catalog on Americana-Germanica," which numbers at present thirty thousand cards.

The Philadelphia Museum of Art announces the opening of the Archives of American Art. The archives are a repository where artists' letters and papers
and all documents which throw light upon the artist’s life and opinions are preserved. The museum is prepared to receive, store, and make available any such documents and solicits the cooperation of American research libraries.

The Library of the School of Veterinary Medicine of the University of Pennsylvania is preparing a bibliography of veterinary medical periodicals published in the Americas. It is also preparing a subject list of motion pictures on veterinary medicine.

The Philadelphia Bibliographical Center announces the publication of *Union List of Microfilms*, Supplement I (1942). This supplementary volume of 244 pages lists about three thousand items reported since the publication of the main volume. Rudolph Hirsch is director of the Bibliographical Center.

The Library of Congress has received as a gift from Lessing J. Rosenwald a magnificent collection of rare books and manuscripts. In the collection are the finest examples of the book making art, including productions of early presses, embellished by famous artists and bound by great craftsmen. The collection includes fine copies from the fifteenth century presses of Germany, France, Italy, the Low Countries, and England, and also many of the outstanding productions of the modern great typographers. The collection from the early presses includes such volumes as *Biblia Latina*, 1462, *The Pynson Chaucer*, of 1542, and several Caxtons.

The William Robertson Coe Collection of Western Manuscripts has been given to the Yale University Library by Mr. Coe. The collection, which is probably one of the most extensive and finest in existence, contains holograph letters, diaries, law books, and official documents on the Spanish voyages to the Pacific coast in the eighteenth century, the overland expeditions of the early nineteenth century, the early missions, particularly in the Oregon country, the Forty-Niners, the Mormon trek to Utah and their early difficulties, Indian wars, and the early histories of nearly all of the Western states.

The Library of Congress can now supply duplicates of its folk song records to libraries and the public. With the assistance of a grant from the Carnegie Corporation it has prepared seven albums containing 119 titles selected as being the best and most representative of the approximately thirty thousand recorded songs in the archives, and these are now ready for general distribution. These recordings were made in the field by such folklorists as Alan Lomax and his father, John Lomax. A catalog may be obtained by writing to the Archive of American Folk Songs, Music Division, Library of Congress, Washington, D.C.

The New York Academy of Medicine Library, New York City, has received one hundred and twelve editions of *The Vicar of Wakefield* by Oliver Goldsmith. The collection is a gift of Mrs. Lesta Ford Clay in memory of her father, Dr. Linsly R. Williams, a former director.

A catalog of *Chinese Local Histories in the Library of Congress* has just been published by the Library of Congress. It is a compilation of 584 pages, prepared by Chu Shihchia, a cataloger in the Chinese collection of the Asiatic division, and includes nearly three thousand histories of Chinese localities.

*JUNE, 1943*
Emory University Library has received $10,000 from the estate of the late Dr. J. M. McCandless, of Santa Monica, Calif. The income from this fund will be used for the purchase of books in education, supplementing a collection established by Dr. McCandless in honor of his mother, Fanny McCandless, a pioneer teacher in South Carolina and Georgia.

The Rollins College Library, Joseph D. Ibbotson, librarian, is being reclassified, using L.C. schedules.

The manuscript and rare books collections of the Emory University Library, Margaret M. Jemison, librarian, have been moved to a newly completed Treasure Room on the main floor of the building. Manuscripts and printed materials of the Confederacy and of prominent Methodist leaders from the time of the foundation of the church to the present are particularly strong. The special collections are under the direction of Richard B. Harwell.

One of the outstanding new college library buildings of the South is that of Davidson College in North Carolina, Chalmers G. Davidson, librarian. The new building, housing forty thousand volumes and costing $150,000, was completed in the spring of 1942. The book stacks, to which all Davidson students have access, are equipped with carrels and consultation rooms for students and professors. Three interesting collections of the library relate to Woodrow Wilson, who was once a student at Davidson, to Peter Stuart Ney, and to books written by and about alumni of the college.

Bulletin No. 15 of the Friends of the University of Florida Library was issued in January. It is concerned chiefly with the role of the university library in the university community but contains news about library development on the campus and about gifts received from Friends.

Lincoln Memorial University, Harrogate, Tenn., has dedicated a Civil War Memorial Room. This room now contains an extensive collection of letters, manuscripts, and documents relating to the Civil War and to Lincoln.

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The University of Middle West Wisconsin Library, Gilbert H. Doane, librarian, has received the collection of the late William Ward Wight, of Milwaukee, pertaining to the lost Dauphin of France. Also included in the collection are several hundred titles relating to eighteenth century France, including memoirs of prominent and obscure persons of the French court of that period. The collection was presented to the university by Elizabeth Wight, the owner's daughter.

The Indiana-Oakleaf Collection of Lincolniana, of Indiana University Library, was formally opened on February 13 in the presence of scholars, friends of the university, and state officials. Among the gifts received during the day were funds from the Ball Brothers Foundation at Muncie for the purchase of the Paul F. Coster collection of books, manuscripts, and pictorial matter relating to Abraham Lincoln and for the purchase from Frederick A. Meserve of the complete set of photographs relating to Abraham Lincoln and other personages connected with the Civil War. The foundation also presented a portrait of Abraham Lincoln painted by Jesse Atwood in 1860. Robert A. Miller is librarian of Indiana University.

The University of West Oregon Library, Willis C. Warren, librarian, has completed assembling a photostat copy of The Oregon Spectator, the first newspaper on the Pacific Coast, which was published at Oregon City Feb. 5, 1846, to Mar. 10, 1855. No complete set of the original numbers is available.

The war information desk of the Los Angeles Public Library continues to serve population groups not usually reached by libraries. Faith Holmes Hyers' popular War Queries column in a Los Angeles newspaper, which is based on questions asked at the war information desk, stimulates readers to send in their questions and problems.

The Colorado College and Head Librarians Conference has established a Joint Committee for the Study of Basic Problems in Technical Processes, Wyllis E. Wright, chief cataloger, New York Public Library, chairman. The committee will serve as a correlating agent for research in the field of the technical processes. The needs of the users of the catalogs, the types of information that should be given in records, the administrative organization of acquisition and cataloging departments, and the possibilities of better and cheaper cataloging through cooperative means are topics on which the committee hopes to stimulate research. Inquiries may be addressed to James G. Hodgson, secretary, Colorado State College Library, Fort Collins.

Emily Miller

Personnel

Danton has been appointed acting director of the Sullivan Memorial Library of Temple University, replacing her husband, J. Periam Danton, who has been given a leave of absence to accept a commission in the United States Naval Reserve.

Oscar C. Orman, librarian of Washington University in St. Louis, has been granted a leave of absence to accept a commission of lieutenant (jg) in the United States Naval Reserve.

W. Francis English has been appointed assistant professor of history and director of the Western Historical Manuscripts Collection at the University of
Missouri. The collection is a joint project of the department of history, university library, and State Historical Society of Missouri.

John J. Lund, librarian of Duke University, has been given a leave of absence for the duration of the emergency. He is engaged in defense work on the West Coast.

Lorena A. Garlock has been appointed acting librarian of the University of Pittsburgh, to replace Carroll F. Reynolds, who is now employed in a war industry.

Clyde H. Cantrell, formerly circulation librarian at North Carolina State College, is now assistant librarian at West Virginia University, W. Porter Kellam, librarian.

Bernhard Knollenberg, the librarian of Yale University, has been given a leave of absence and is now Senior Deputy Administrator of Lend-Lease in Washington.

Mary Lyle Vincent, formerly cataloger at the Georgia State College for Women, has been appointed librarian at San Angelo College, in Texas.

Lawrence C. Wroth, librarian of the John Carter Brown Library, Providence, R.I., has been appointed consultant of the Library of Congress in the acquisition of rare books. He will retain, however, his post as librarian of the John Carter Brown Library.

Father B. E. Moll, librarian, St. Benedict's College, Atchison, Kan., has been granted a leave of absence to serve as chaplain in the Army.

William D. McCain, director of the Mississippi State Department of Archives and History, has been commissioned a first lieutenant in the Army and has been granted a leave of absence for the duration of the war. Charlotte Capers, research and editorial assistant in the department, will serve as acting director during Mr. McCain's absence.

Georgia Coffin has resigned as librarian of Huie Library of the Henderson State Teachers College, Arkadelphia, Ark., to accept a position in the University of Illinois Library. Mrs. R. W. Huie, Jr., has been named acting librarian for the spring semester.

Frederick Cromwell, for the past year acting librarian of the University of Arizona, has been appointed librarian.

University of Chicago Institute

The University of Chicago Graduate Library School's eighth institute will be devoted to the public library in its community relationships and will be held during the week of August 23-28. The program will emphasize the sociological backgrounds and structures of cities, small towns, and rural regions and their interrelationships with library activities; methods of community survey and analysis; the needs of special community agencies and population groups; the nature of community services and obligations imposed by the war; and the role and responsibilities of the library in the community of the future.

A registration fee of five dollars will be charged for all persons enrolled in the institute except regular students in the Graduate Library School. Registration may be made in advance by writing to the school.

266 COLLEGE AND RESEARCH LIBRARIES
MINUTES OF THE MEETING OF THE BOARD OF DIRECTORS OF A.C.R.L., CHICAGO, JANUARY 31 AND FEBRUARY 1, 1943

The meeting of the Board of Directors of the Association of College and Reference Libraries was called to order at 8 P.M., Jan. 31, 1943, at the Drake Hotel, Chicago. The directors present were: President Mabel L. Conat; Secretary Benjamin E. Powell; A.C.R.L. Directors Etheldred Abbot and Willis H. Kerr; Section Directors Fina C. Ott, of College Libraries, and Lois E. Engleman, of Junior College Libraries. Section chairmen present were: Harold Lancour, Engineering School Libraries; Wave L. Noggle, Junior College Libraries; Mary N. Barton, Reference Librarians; Eleanor W. Welch, Libraries of Teacher Training Institutions; and John J. Lund, University Libraries. Hazel Armstrong, A.C.R.L. representative on the A.L.A. Council, was present by invitation. Others attending by special invitation were Frances Warner and Florence Gifford, of the A.C.R.L. Committee on Wartime Activities; Flora B. Ludington, Hazel B. Timmerman, and Paul North Rice, of the Committee on Budgets, Compensation, and Schemes of Service; Ralph E. Ellsworth, chairman, A.C.R.L. Committee on College and University Library Buildings; Thomas P. Fleming, A.L.A. Committee on Importations; Guy R. Lyle, A.C.R.L. Publications Committee; Carl M. White, editor, College and Research Libraries; and Samuel W. McAllister, chairman, A.C.R.L. Committee on Constitution and By-Laws.

In view of publication in the December 1942 issue of College and Research Libraries, the minutes of the last meeting were approved as published.

Committee on Wartime Activities

A general report of the committee was presented by Florence Gifford and Frances Warner, who represented Charles H. Brown, chairman of the A.C.R.L. committee, after which the recommendations of the committee were considered. Copies of College Libraries and the War, compiled by Charles H. Brown and issued by the American Library Association as circular number 8 of Libraries and the War, were distributed. The committee presented for the consideration of the board a suggestion that a publication devoted to college libraries and the war be prepared and published. Funds for such a study have been set aside by the American Library Association from a Carnegie Corporation grant to the A.L.A. for emergency activities. After discussion, it was

VOTED to authorize the preparation and publication of such a report as early as feasible.

It was further suggested by the board that the committee publish in such form as it shall agree upon, and as often as available material warrants, additional information about the wartime activities of college and university libraries.

The committee presented to the board without recommendation a statement on the deferment of librarians, a statement which if approved might be sent to the head of the Selective Service Bureau of the War Manpower Commission. This statement was prepared by the committee and the A.L.A. Board on Salaries, Staff, and Tenure in response to requests to A.L.A. that the question be discussed. There was general opposition to the board's sponsoring a request for the deferment of librarians, and after discussion it was

VOTED to reject the statement.

An excellent propaganda collection has been brought together by Mortimer Taube, of Duke University, and from it an interesting exhibit prepared. The committee pointed out that it would be highly desirable for such a collection to be exhibited in libraries throughout the country. Mr. Lund
informed the board that it would not be practicable to lend the exhibit. He said, however, that a list of its contents might be prepared. The board recommended that if possible the committee secure a description of the Duke exhibit and include it in the publication describing wartime activities in college and university libraries.

The committee recommended that the A.C.R.L., through the directors, join the A.L.A. Board on International Relations in commending the action of the United States government in bringing many Latin American scholars and students to this country. It was

**VOTED** that the A.C.R.L. join the A.L.A. Board on International Relations in sending such a statement of appreciation and commendation.

The committee expressed the hope that the new publication Victory, published by the Office of War Information for our men overseas, could be made available to libraries in this country, especially to depositories of government publications. The board authorized the committee to see what might be done about securing files for preservation in libraries of this country.

Recognizing the interest and value of the publication recently prepared and distributed by the A.C.R.L. Committee on Wartime Activities, it was

**VOTED** that the A.C.R.L. board, through its president, express its appreciation to the A.L.A. Committee on Libraries and the War for making possible the publication of College Libraries and the War. Copies of the resolution are to be sent to President Metcalf and Secretary Milam.

The board was in unanimous agreement that the A.C.R.L. Committee on Wartime Activities should be continued, and its sphere was extended to include activities in college and university libraries relating to postwar planning.

**Committee on Budgets, Compensation, and Schemes of Service**

Since copies of "Classification and Pay Plans for Libraries in Institutions of Higher Learning" had been distributed in advance by the Committee on Budgets, Compensation, and Schemes of Service, the report of the committee was brief. It was presented by Flora B. Ludington, who represented the committee as acting chairman in the absence of the chairman and vice chairman. She explained that the report was not intended to regiment or to set up standards for college and university libraries. Its mission is to be information rather than legislation. It is designed as a guide for the librarian wishing to evaluate his library. In the discussion which followed Miss Ludington's report, both Miss Ludington and Miss Timmerman answered questions raised by members of the board. After considerable discussion and several minor suggestions, the board

**VOTED** to endorse the report but recommended that the report's objective be made clear in the introduction.

Ralph E. Ellsworth reported that the A.C.R.L. Committee on College and University Library Buildings has a subcommittee working on a study of divisional libraries. The advice of the committee is regularly sought by those contemplating building programs or alterations and by those in need of information on library furniture and equipment. The chairman realized the committee would not be active during the war period but suggested that it be continued, and it was so ordered.

Thomas P. Fleming, of the A.L.A. Committee on Importations, reported briefly on the efforts of his committee to secure certain 1942 foreign scientific publications and on plans for 1943. His informative, written report was accepted and a copy has been filed with the secretary.

Chairman Guy R. Lyle submitted the report of the A.C.R.L. Publications Committee as it appears in this number of College and Research Libraries. Each of the major headings was discussed and given a vote of approval, after which the board ordered that the full report be mimeographed and copies sent to section chairmen and representatives of section publication committees.

The statement of policy of the editors of College and Research Libraries, as it appeared in the March number of the journal,
was approved as presented to the board by Editor Carl M. White.

Mr. White presented for the information of the board several other matters relating to publication activities. One of them called attention to the possibility of making *College and Research Libraries* an effective substitute for meetings during the war period. Subjects which in normal times would be discussed in section meetings will be treated in the pages of the quarterly. None of these matters called for official action, but members were asked to express their opinions and offer suggestions.

College and university library statistics for 1941-42 were compiled by volunteer assistants and were included in the March number of *College and Research Libraries*. Mr. White raised the question of whether statistics should be compiled and published during the emergency and suggested that if so some permanent plans should be laid. The board

VOTED that if possible these statistics be collected annually and published.

Upon motion, the meeting adjourned at 11:45 P.M., to meet in the same room at 2 P.M. on Monday.

**February 1, 1943—2 P.M.**

The Board of Directors meeting was continued at 2 P.M. in the Drake Hotel. Those present were: Conat, Powell, Abbot, Kerr, Engleman, Armstrong, Ott, Barton, Lancour, Noggle, and Welch, of the previous meeting, and Past-President Donald Coney, who was able to stay for only a part of the meeting.

Miss Conat called attention to the discontinuance of the substitution plan for *College and Research Libraries* and *Handbook and Proceedings*. After some discussion, it was agreed to let the matter rest.

Miss Barton suggested that the A.L.A. membership forms should carry a blank space to be filled in by subscribers to *College and Research Libraries*. The idea was also advanced that more members of A.L.A. would check division and section choices if the names of each were printed on the front of the membership form. The secretary pointed out that the present form had been approved in 1941 by the secretary and president of A.C.R.L. Nevertheless, it was recommended that the secretary look into the matter of working out with A.L.A. a revised membership form which should include checking space for members who wish to subscribe for *College and Research Libraries*.

The secretary read the report of Donald Thompson, chairman of the Periodicals Exchange Union, on the activities of this committee and its plans for the immediate future.

The secretary next reported on the growth of A.C.R.L. membership by sections from 1939 through 1942. A statement of this growth appears on page 261 of this issue of *College and Research Libraries*.

Copies of the report of the Committee on Constitution and By-Laws were distributed by Chairman Samuel W. McAllister. The committee had been asked by the board to consider the status of A.L.A. life members who might wish to become members of A.C.R.L. and its sections. The committee's report called attention to the constitution of the Division of Cataloging and Classification, which provides that those becoming life members of A.L.A. before 1940 may pay $10 for life membership in the division; for those after July 1, 1940, $2 per year shall be allocated by A.L.A. to the division.

The report was accepted, and the committee was authorized to prepare an amendment to the A.C.R.L. constitution providing for membership in A.C.R.L. of life members of A.L.A. along the same general plan as adopted by the Division of Cataloging and Classification. Life members of A.L.A., meanwhile, will continue to enjoy the same A.C.R.L. privileges as granted during the past two years.

With respect to the appointment of substitutes for absent councilors, the committee pointed to the A.L.A. provisions in its By-Laws, Article IV, Section V (a), and the provisions of the constitution of the Cataloging and Classification Division. Each provides that the president of the division can appoint a substitute for regularly elected councilors who cannot attend a meeting of the council. It was
Voted that the President of A.C.R.L. be empowered to appoint substitutes for A.C.R.L. representatives on the A.L.A. Council who can not attend council meetings.

The treasurer was not present, but copies of the following report were distributed:

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, Jan. 1, 1942</td>
<td>$1,532.69</td>
</tr>
<tr>
<td>Allotment from A.L.A.</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Additional section choice</td>
<td>25.00</td>
</tr>
<tr>
<td>East Lansing State Bank—liquidation dividend</td>
<td>70.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,057.69</strong></td>
</tr>
</tbody>
</table>

**Expenditures**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Research Libraries</td>
<td><strong>$ 800.00</strong></td>
</tr>
<tr>
<td>Agricultural Libraries</td>
<td>$50.00</td>
</tr>
<tr>
<td>College Libraries</td>
<td>50.00</td>
</tr>
<tr>
<td>Junior College Libraries</td>
<td>62.00</td>
</tr>
<tr>
<td>Reference Librarians</td>
<td>85.00</td>
</tr>
<tr>
<td>Teacher Training Institution Libraries</td>
<td>70.00</td>
</tr>
<tr>
<td>University Libraries</td>
<td>75.00</td>
</tr>
<tr>
<td><em>Committee expenses</em></td>
<td></td>
</tr>
<tr>
<td>1. Budget, etc.</td>
<td>100.00</td>
</tr>
<tr>
<td>2. Encyclopaedia of Sports</td>
<td>50.00</td>
</tr>
<tr>
<td>3. Other committees</td>
<td>150.00</td>
</tr>
<tr>
<td><em>Officers' expenses</em></td>
<td></td>
</tr>
<tr>
<td>1. President</td>
<td>75.00</td>
</tr>
<tr>
<td>2. Secretary</td>
<td>150.00</td>
</tr>
<tr>
<td>3. Treasurer</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$1,900.00</strong></td>
</tr>
<tr>
<td><strong>Unallocated balance</strong></td>
<td><strong>1,157.69</strong></td>
</tr>
<tr>
<td><strong>Total income, 1942</strong></td>
<td><strong>$3,288.89</strong></td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td><strong>1,210.11</strong></td>
</tr>
<tr>
<td><strong>Balance on hand, Dec. 31, 1942</strong></td>
<td><strong>$2,118.78</strong></td>
</tr>
</tbody>
</table>

*Periodical exchange* $18.31

Joint meeting with Cataloging and Classification Division—Stenographer $9.62

Council of National Library Associations contribution to expenses $27.93

Delegate to National Institute on Education and War $21.93

The Treasurer’s accounts were audited by Robert B. Downs and Paul North Rice, who voted to approve the budget for 1943 as outlined below:
Income 1943  
Balance, Jan. 1, 1942 $2,118.78  
Allotment from A.L.A. 1,500.00  
Total $3,618.78  

Expenditures  
College and Research Libraries $1,125.00  
Sectional expenses (400.00)  
Agricultural Libraries 50.00  
College Libraries 50.00  
Engineering School Libraries 60.00  
Junior College Libraries 30.00  
Reference Librarians 50.00  
Teacher Training Institution Libraries 30.00  
University Libraries 50.00  
Committee expenses (300.00)  
Officers' expenses (300.00)  
President 75.00  
Secretary 150.00  
Treasurer 75.00  
Total $2,125.00  
Unallocated balance $1,493.78  

At the recommendation of the presiding officer, it was  
VOTED that the president is authorized by the Board of Directors to appoint, as a standing committee, an Auditing Committee to check annually on the treasurer's report.  
Attention was next turned to the vacancy on the A.L.A. Council created by the induction into the Navy of J. Periam Danton, one of A.C.R.L.'s representatives on the Council. It was  
VOTED not to fill the vacancy until the next election.  
President Conat asked for a nomination from A.C.R.L. for the Board on Resources of American Libraries. Willis Kerr was proposed, and it was  
VOTED that Mr. Kerr be nominated for membership on this board.  
In view of A.L.A.'s decision not to meet again during the emergency, the question arose as to the wisdom of electing A.C.R.L. and section officers this year. After much discussion it was agreed to hold the election of A.C.R.L. officers this year.  

Following more discussion, in which the A.C.R.L. Board of Directors recognized both the autonomy of sections and the demands of the national emergency, it was apparent that the continuity of section programs and activities might be better preserved, during this period, by the continuance in office of section officers. It was, therefore,  
VOTED that the board recommend the "freezing" of section officers and nominations for the duration of the emergency. This action provides that present section officers be continued until the next annual meeting, at which time the present nominees will be elected to office.  

Reports from Sections  
Fina C. Ott recommended that section chairmen keep their directors better informed about affairs of the sections. Many directors apparently feel that they have not been in a position to represent adequately the wishes of the sections at board meetings in the past. The board urged, therefore, that section chairmen establish some procedure to bring about closer relations between these officers.  
The officers of the Junior College Libraries Section devoted much attention during the past year to a membership campaign. That the campaign was successful is reflected in an increase in membership from 80 members in 1941 to 185 in 1942.  
The Reference Section has appointed a committee to make a study of needed reference books, to stimulate the writing of reference articles, and to study the general field of reference work. The committee is making progress.  
The Libraries of Teacher-Training Institutions Section has also been concerned with membership and has increased its number from 152 in 1941 to 186 in 1942. A committee has been appointed to make a study of in-service training.  
The new Engineering School Libraries Section now has a membership of 58 members representing 39 institutions. It is issuing a news sheet and has in preparation a directory of members. A project to survey the country for the holdings of Axis scienc-
tific publications was started in 1942, but the work done by this committee has been turned over to the Library of Congress, which has expanded the program and will continue it along these expanded lines.

Through the secretary, the chairman of the University Libraries Section reported progress on its program related to postwar planning.

The Agricultural Libraries Section representatives were not present, but a written report was submitted by the chairman subsequent to the meeting. The section reported that its officers for 1943-44 have already been elected. Attention is being given to the problem of exchanges, especially with respect to agricultural and scientific publications, and some plans whereby the smaller institutions will be helped will be worked out.

Upon motion, the meeting adjourned at 4:45 P.M.

Benjamin E. Powell
Secretary, A.C.R.L.

University of Chicago Scholarships for Basic Curriculum in Librarianship

The Graduate Library School of the University of Chicago will offer two full-tuition ($300) scholarships and two half-tuition ($150) scholarships for the academic year 1943-44 for students enrolled in the new basic curriculum leading to the bachelor of library science degree. The new program will begin in the autumn quarter of 1943. The scholarships now offered are in addition to the fellowships previously announced for advanced study at the school.

The new program is planned as follows:

1. For students with a bachelor's degree, a one-year program of basic courses in library techniques, with additional courses in a subject field related to the special library interest of each student.

2. For students with two years of college, a three-year program, including two years of preprofessional courses in subject fields followed by one year of basic library courses.

Students in either of the above groups are eligible to apply for scholarships. Applications must be in the hands of the dean of the Graduate Library School by June 15, 1943.

Application forms for scholarships and for admission to the school may be obtained by writing to the Graduate Library School, University of Chicago.
Association of College and Reference Libraries

Section Officers for 1942-43

The present officers of sections, by request of the A.C.R.L. Board of Directors, will continue in office during the war emergency.

Agricultural Libraries
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
Chairman: Eleanor W. Welch, Illinois State Normal University Library, Normal
Secretary: Barcus Tichenor, Ball State Teachers College Library, Muncie, Ind.
Director: Mary Floyd, Eastern Kentucky State Teachers College Library, Richmond

University Libraries
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
Association of College and Reference Libraries
Officers for 1942-43

President: Mabel L. Conat, Reference Librarian, Detroit Public Library, Detroit

Vice President: Charles B. Shaw, Librarian, Swarthmore College, Swarthmore, Pa.

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