College and Research Libraries

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The Education of the Librarian
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Vol. XV, No. 2, April, 1954
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"In the Presence of the Schollars"

Mr. Mearns is assistant librarian for American Collections, Library of Congress.

It is good to be in North Carolina. It is thrice good to be in North Carolina because this State, a region of the muses, provides a convenient mailing address for that itinerant, our foremost poet; because this state, with its genius for incitement to derring-do, compels the discovery of the South by that itinerant, our foremost editorial-explorer; and finally, because this State, possessed of rich reserves of the ingredients of a compost-heap, offers asylum to, and is the retreat of, that itinerant, our foremost librarian. To shelter, however precariously and momentarily, but simultaneously, a Sandburg, a Daniels, and a Lydenberg is to exalt a portion of the earth.

But this experience is the more memorable for me because in my remote and dissolute youth, I was ghost for a candidate for your highest office. The themes, as I remember them, were exclusively patriotic, which explains why, when he had misplaced the address for Labor Day, my patron fished out and repeated, without the audience being conscious of his duplicity, the stirring lines he had already intoned on the Fourth of July. His formula was commendably simple, for, whatever the subject, his single injunction would be: "include a paragraph on the wonders of Southern Womanhood."

Looking back, it is strange that those juvenile effusions were not enough to prevent his election. I could write with more conviction now.

Articles of agreement in 22 Sde School destrict Between Charles L. Thomison as teacher & Enoch McNair Francis Battie & Alexander Weer Committee in Said Schooll Destrict Ar 1 The Said Charles L. Thomison doath bind Himself to teach by the month at thirteen dollars Per month the afore Said Thomison doath Bind Him Self to teach all the Branches Required By the Schooll acts to be taught in Common Schools Ar 2 The Said Enoch McNair Francis Battie & Alexander Weer doath bind them Selves to pay to The Said Charles L. Thomison the Sum of thirteen Dollars per month by giving him an Order on the Cheareman of Common Schools Ar 3 The teacher has the privilege of cloasing the School At the end of any one month or the Committee May Cloase at

* An address before the North Carolina Library Association, October 22, 1953, Asheville, North Carolina.
the end of any month the See proper
Ar 4 School to commence in the morning
at the Sun one hour & a half high one
hour at intermision and Cloase one hour
by Sun Set
Ar 5 All Schollars coming to this School
over fifteen Years oald who transgress the
rules of Said School Shall Be Expeled
by Teacher & Committee
Ar 6 None of the large Schollars Shall
Exclude the Smaller Schollars from the
benefit of the fire Righting Benches or
any other privilege belonging to them in
Said School
Ar 7 Thair Shall be no Swareing rastling
nor Tale bareing Dureing Said School
Ar 8 Thair is to be no immorall conduct
neither By Teacher Nor committee in the
presence of The Schollars dureing the
above mentioned School

Now, for all I know, committeemen and
teachers may be permitted their peccadilloes
so long as they are conducted in shuttered
privacy, off-duty, and out of hours. But not
librarians—we belong to the Glass-House
Gang! We are forever “in the presence of
the schollars.” We must be circumspect—or else.

The inexhaustible Blades told a legend
which illustrates our quandary in reverse:

In the year 1439 [wrote William] two
Minorite friars, who had all their lives
collected books, died. In accordance with
popular belief, they were at once conducted
before the heavenly tribunal to hear their
doom, taking with them two asses laden
with books. At Heaven’s gate the porter
demanded, ‘Whence came ye?’ The Mi-
norites replied, ‘From a monastery of St.
Francis.’ ‘Oh!’ said the porter, ‘then St.
Francis shall be your judge.’ So that saint
was summoned, and at sight of the friars
and their burden demanded who they were,
and why they had brought so many books
with them. ‘We are Minorites,’ they
humbly replied, ‘and we have brought these
few books with us as a solatium in the new
Jerusalem.’ ‘And you, when on earth,
practiced the good they teach?’ sternly
demanded the saint, who read their char-
acters at a glance. Their faltering reply
was sufficient, and the blessed saint at once
passed judgment as follows: ‘Insomuch as,
seduced by foolish vanity, and against your
vows of poverty, you have amassed this
multitude of books, and thereby and there-
for have neglected the duties and broken
the rules of your Order, you are now sen-
tenced to read your books for ever and
ever in the fires of Hell.’ Immediately, a
roaring noise filled the air, and a flaming
chasm opened, in which friars and asses
and books were suddenly engulfed.

For having been diverted from their spir-
itual exertions, it was no doubt proper that
the monks were condemned for all eternity
to the Great Books program. But books,
ladies and gentlemen, are, temporarily at
least, a librarian’s business. He should re-
spect, honor, revere them. He should know
something about them. With some temerity
I venture to suggest that he should occasion-
ally even have patience enough to look at
them. And if he would serve an earthly
penance and thereby assure himself a para-
dise where there is neither print, nor
readers, the librarian should piously bring
himself, from time to time, to read a book.

For the librarian is “in the presence of the
schollars,” and the “schollars” are uneasy.
Their suspicions were aroused when first
the librarian decided that he had a profes-
sion; those suspicions continue to mount;
there are moments nowadays when the
librarian, oilcan and wrench in hand, inter-
rupts his tinkering and wonders forlornly
what has happened to him.

Warnings of popular disfavor came early.
In the Eighteen-Eighties, Victoria’s subject,
Frederick Harrison, expressed a general
mislivering in an essay, in which he wrote:

Our human faculties and our mental
forces are not enlarged simply by multiply-
ing our materials of knowledge and our
facilities for communication. Telephones,
microphones, pantoscopes, steam-presses,
and ubiquity engines in general may, after
all, leave the poor human brain panting and
throbbing under the strain of its appliances,
no bigger and no stronger than the brains of
the men who heard Moses speak, and saw Aristotle and Archimedes pondering over a few worn rolls of crabbed manuscript. Until some new Gutenberg or Watt can invent a machine for magnifying the human mind, every fresh apparatus for multiplying its work is a fresh strain on the mind, a new realm for it to order and to rule.

But ah! the apparatus was lovely; it was an end in itself; the caution went unheeded. Then, half a century ago, a New England divine, Gerald Stanley Lee, with his genius for opprobrium, put the so-called "modern" librarian squirmingly on the spot. Wrote Dr. Lee:

They [the modern librarians] are not really down in their hearts true to the books. One can hardly help feeling vaguely, persistently resentful over having them about presiding over the past. One never catches them—at least I never do—forgetting themselves. One never comes on one loving a book. They seem to be servants—most of them—book chambermaids. They do not care anything about a library as a library. They just seem to be going around remembering rules in it.

And Dr. Lee made other unkind accusations, declaring that 'So far as I can get at his mind at all, he seems to have decided that his mind (any librarian's mind) is a kind of pneumatic-tube, or carrier system . . . for shoving immortals at people.' Dr. Lee went on to say that 'Any higher or more thorough use for a mind, such as being a kind of spirit of the books for people, making a kind of spiritual connection with them down underneath, does not seem to have occurred to him.' But Dr. Lee conceded that 'As a sort of pianola or aeolian attachment for a library, as a mechanical contrivance for making a comparatively ignorant man draw perfectly enormous harmonies out of it (which he does not care anything about), a modern librarian helps.'

That was in 1902. In the same year, a youth in the Academic Department of Brooklyn's Polytechnic Institute (his name was William Warner Bishop) indirectly protested so harsh a judgment, writing that 'A librarian who is not a lover of books is indeed a sorry specimen of his kind,' and insisting that 'librarianship does not consist in standard sizes and pneumatic tubes.' And the youngster, with that unerring instinct that has made him always an elder statesman, posed a rhetorical question: 'May we not find in the spirit of the bibliophile one of the bonds which shall hold firmly together the members of our calling now rapidly differentiating to such a degree that we are obliged to flock by ourselves in a yearly increasing number of sections?'

It is interesting but futile to speculate on what might have happened had anyone read Dr. Bishop's essay and had had the hardihood to act upon an excellent suggestion. But, so far as my findings go, it received no attention whatever. Instead . . .

We find in the Twenties a distinguished colleague, overwhelmed with the number of books which came under his care, averring 'the librarian who reads is lost.' His listener, my lamented friend, Francis Huddleston, did not agree. Mr. Huddleston thought it would have been more true had he said, 'The librarian who does not read will be found out.'

Actually, of course, he was found out long ago; but by some miracle of self-delusion he is either unaware of his exposure or completely immune to its implications.

When, in the pages of The Library Quarterly, Randolph Adams, the irreplaceable, added librarians to fire, water, vermin, dust, housemaids, collectors, children and other enemies of books, he credited an eastern member of the guild, with having made, in 1935, the bland pronouncement: 'Book-loving is no doubt a noble passion, praiseworthy in business men and other amateurs, but out of place in the temperament of the librarian.'
Even so decorous and decorative a spirit as Larry Powell was recently obliged ruefully to admit: 'It has been my experience that many of the present generation of library administrators are hardly more than literate.'

And Manchester's Louis Stanley Jast, put the finishing touches on the indictment when he told an audience at Birmingham: 'We speak of a man of the world, meaning a man who is easily at home in any society in which he finds himself. The librarian must be equally at home in the world of ideas.' But, continued Dr. Jast: 'The things that so many of them don't know, don't want to know, maybe aren't capable of knowing, are staggering.' Dr. Jast supposed 'that modern mechanized and unduly stressed vocational education is responsible, together with the revolt against the old-fashioned discipline.'

There you have it, ladies and gentlemen. Is the charge well-founded? Have we, thoughtlessly but deliberately, changed a rather lovely, personal art, compounded of imagination, pertinacity, initiative, and the exhilarating joy of the search into a grim and selfless technology? Have we forfeited the fertile fields of bibliography to the barbarians who call themselves documentalists? Have those heathens, Mini and Magni, proselyted us to their strange cult where perversely invisibility is held benign and everything must be reduced before it can regain wholesome dimensions? Have we replaced memory and ingenuity with electric scanners and magic eyes? Are our libraries become no more than intellectual garages? Must we practice our craft only in accordance with strict, inflexible and anointed procedures? Have centralized cataloging and automatic accession processes removed us to an unlettered world? Have we surrendered our prerogatives to the drugstore clerk behind the counter of paperbacks? If we have, ours is a wretched plight indeed.

I do not disregard the plethora of print. I have grown old in acres of arrearage. I am not insensible to the problem of dealing daily with accretions of hundreds and thousands of books. But there is a maxim to the effect that 'if you can't lick 'em, jine 'em.' This I would paraphrase: if you can't list 'em, read 'em!

Leigh Hunt described our quandary when he wrote: 'The idea of an ancient library perplexes our sympathy by its map-like volumes, rolled upon cylinders. Our imagination cannot take kindly to a yard of wit, or to thirty inches of moral observation, rolled up like linen in a draper's shop.' He was right. Unless we are resolved to resist the tendency, books in quantity lose their individual identities and become mere commodities, comparable to so many cans of soup on a market counter.

This Hunt was a man who hated 'to read in public, and in strange company.' Carlyle suffered acutely from what he called 'Museum headache.' Perhaps our environment discourages us from obedience to our precepts.

But there have been those whom books did not appall. My Lord Bishop of that other Durham, Richard De Bury, old philobiblon himself, exclaimed, 'Oblivions would overcome us had not God provided for mortals the remedies of books.' Another man of passion, Casanova, when wearied of more muscular exercise, graciously became librarian at Dux.

It was Charles Lamb, you remember, who enquired why have we not 'a grace before Milton—a grace before Shakespeare—a devotional exercise proper to be said before reading the Fairy Queen?' And Thackeray, in one of the charming Roundabout Papers followed suit when he wrote:

Many Londoners—not all—have seen the British Museum Library. . . . What peace,
what love, what truth, what beauty, what happiness for all, what generous kindness for you and me, are here spread out! It seems to me one cannot sit down in that place without a heart full of grateful reverence. I own to have said my grace at the table, and to have thanked heaven for this my English birthright, freely to partake of these bountiful books, and to speak the truth I find there.

Perhaps, after all, there is something to be said for the institutions to which we belong. But how, ladies and gentlemen, how are we to defend, as we are called upon to defend, the freedom of enquiry, the freedom of information, so long as we ourselves do not enquire and are uninformed?

There is nothing for it; we must re-capture childhood’s habit. We must begin to read again. Reading is very splendid, but when we librarians take it up again, let us be more moderate. The “schollars” are looking and vicariously insist on temperance in all things.

And there was Macaulay, of whom the Reverend Sydney Smith remarked: ‘There are no limits to his knowledge, on small subjects as well as great; he is like a book in breeches.’ It seems to me that Macaulay also went too far. It is fine to be crammed with learning and to talk like a page from the World Almanac, but among librarians there are far too many women for the world ever to tolerate their being books in breeches. Despite her prevalent disbelief, it is contrary to a law of nature for Madame becomingly to be contained within a pair of pants.

No, if I have persuaded you, if you are determined to recover an ancient, quite forgotten taste, please, I beg you, take it easy. And if you would follow sound counsel, listen to a rising member of Parliament, Arthur James Balfour, delivering the rectorial address at St. Andrews sixty-six years ago:

The best method of guarding against the danger of reading what is useless is to read only what is interesting. . . . He has only half learnt the art of reading who has not added to it the even more refined accomplishment of skipping and skimming; and the first step has hardly been taken in the direction of making literature a pleasure until interest in the subject, and not a desire to spare (so to speak) the author’s feelings, or to accomplish an appointed task, is the prevailing motive of the reader. . . . There are times, I confess, when I feel tempted somewhat to vary the prayer of the poet, and to ask whether Heaven has not reserved in pity to this much educating generation some peaceful desert of literature as yet unclaimed . . . where it might be possible for the student to wander, even perhaps to stray, at his own pleasure: without finding every beauty labelled, every difficulty engineered, every nook surveyed, and a professional cicerone standing at every corner to guide each succeeding traveller along the same well-worn round. . . . This world may be kind or unkind, it may seem to us to be hastening on the wings of enlightenment and progress to an imminent millennium, or it may weigh us down with a sense of insoluble difficulty and irremediable wrong; but whatever else it be, so long as we have good health and a good library, it can hardly be dull.

If this be so, how long shall we be dullards? For us, salvation is at hand. We can reach it on our shelves. We can find fellowship with the “schollars” and become again part of a sometimes entrancing company: the noble company of the lettered. And in the words of a manuscript come straight from the Middle Ages:

O Lord, send the virtue of thy Holy Spirit upon these our books; that cleansing them from all earthly things, by thy holy blessing, they may mercifully enlighten our hearts and give us true understanding; and grant that by thy teaching, they may brightly preserve and make full an abundance of good works according to thy will.

Surely we are standing in the need of prayer.
The Education of the Librarian*

Dr. Leyh retired as director of the university library at Tübingen.

The theme that I have chosen can to a degree serve as the fundamental basis of our profession: it is the question of the education of the librarian. I refer not solely to what he learns in the classroom, the training in courses and lectures and the taste for knowledge but also to his education, an intellectual attitude, described by Goethe in that well known phrase, "Geprägte Form die lebend sich entwickelt." (A form that is fixed yet full of living change.) It is the librarian's special problem to find some sort of harmonious compromise for the conflicting requirements of his personal and professional life.

Perhaps there are librarians in charge of special collections who have already reached a safe harbor. The professional workers in general libraries are like heavily laden ships which toss about in a rough sea and peer through the mist for a landmark. This is no less the case in America than it is in Western Europe. Confronted by the tremendous problems of growth and use of our collections, we ask ourselves what should we as librarians naturally stress?

Not a few of us chose the library profession because of the breadth of our interests, only to find ourselves tied to some routine task. Between these two poles of ideal and reality the profession has swung in the last two thousand years, and not without reason have men spoken of the tragedy of the profession. It is simple enough to judge the merits of any other profession. Everyone knows what is meant by a gallant officer, an inspiring teacher, an impartial judge or a learned physician. But even the scholars, though they have spent their days in libraries for centuries, do not understand the training, the duties, and the accomplishments of the librarian.

That the librarian must merge in himself the qualities of the scholar, the organizer and the practical man is not perhaps entirely unknown. But all too often it is chance personal interests—not to say bias or mood, which affects the librarian's judgment. And certain objective facts add to his confusion. Now and then in the history of libraries he finds a first class scholar like Leopold Delisle or Fredrich Ritschl while at other times he finds that the librarian is just a bird of passage on his way to a career or a shipwrecked sailor seeking a snug harbor. It takes a long time for him to form a real picture of what the librarian really is.

The same uncertainty underlies any estimate of the value and purpose of libraries. To Leibnitz the library was the bringing together of the greatest spirits of all times and peoples. The poet Rilke is not the only one who speaks of purposeless museums and of libraries in which humanism is dried out like a mummy. Even the scholar complains of the dust and mustiness of these same libraries where he quarries the very foundation stones of his learning.

We should not allow ourselves to be led astray by these differing judgments. Sound judgment and objectivity have never been

* This address was first delivered in Stockholm on May 1949. It first appeared in print in Nordisk Tidsskrift for Bok och Bibliothekskvissen, XXXVII (1950), 56-70, and was reprinted as the title essay of a collection by the author published in Copenhagen in 1952 by Ejnar Munksgaard (Library Research Monograph No. 3). The translator is indebted to Professor Karl J. Arndt of Clark University for invaluable assistance in making the translation. Permission to translate and print has been granted.—Albert C. Gerould, Free Library of Philadelphia.
the strong suit of the scholar and to no less a man than Wilhelm von Humboldt scholars were, "of all men the most unruly and hardest to please with their eternally criss-crossing interests, their jealousy, their envy, their urge to power, their onesided judgments where each claims that his field alone deserves to be supported and promoted." But to be judged by one's peers, that is, by experts, is one of the chief rights of man. And this right we claim for libraries and particularly for librarians; let us begin with the libraries.

It was Schopenhauer who made one of the most pregnant comments about libraries when he called them mankind's only sure and living memory. It was they that saved ancient literature, and the Swiss zoologist Rütimeyer assures us that the whole of zoology would be reduced to the natural history of Aristotle if libraries and museums should suddenly vanish. These two facts alone should provide libraries with glory enough for all time. That we librarians even today are threshing no empty straw, statistics give daily proof.

As far as their custodians, the librarians, are concerned, they must follow all the movements of far-reaching modern science. For this purpose an application of intellectual energy and willpower is just as necessary as it would be for most other academic professions: an encyclopedic learning based on a thorough grounding in a special field; an unusual measure of the ability to concentrate and make decisions, in order to remain master of the ever flowing tide of books; love of order, without which all else is as nothing; and last but not least a full measure of benign human understanding in order to meet the danger, always peculiar to librarians, of dabbling in projects, "playing with libraries" like a dilettante. For qualities of character are perhaps more important to a librarian than are those of pure scholarship.

That the librarian is a homo sui generis had already been manifest for centuries before it was officially recognized in the last quarter of the 19th century by the setting up for it of admission, training and examination regulations as a profession in its own right. The librarian is an administrator without being any the less a scholar. Administrative duties and scholarly work are in competition for his time. The fundamental problem of the librarian is to give to each of these the proper importance and to keep each in a proper relation to the other.

This crisis is an old one. It was Lessing who said that he refused to make himself a stableboy and keep the horses supplied with fodder. The classic case was Jakob Grimm who felt as librarian in Göttingen like a harnessed slave. The Americans believed for a long time that they had surpassed the European libraries because of their interest in purely administrative and technical matters. Since then they have realized that administrative technique must itself be based on sound scholarship if it is to serve a useful purpose. Many library schools even there are attempting to bridge the gap between the daily task of the librarian and scholarly activity.

Things came to crisis in Germany in the years 1903-09 when representatives of quite a number of libraries issued the complaint that professional librarians were being put to work at mechanical tasks for which their scholarly preparation was quite superfluous. The immediate development of the middle ranks of the profession was demanded and it was urged that all librarians of whatever rank should cooperate in building up their collections. Through carrying out these suggestions it was hoped to set aside all these objections. But this hope was in vain; a mere change in organization did not get at the root of the evil. Resignation and discontent remained in our libraries.

Half a century before this, the philo-
logian Fredrich Ritschl had already penetrated this problem of the library profession. As the real creator of the Bonn University library he had a clear insight into what it meant to work in a library when he said that enthusiasm comes through concentrating, not through scattering one's learning, and only the learning that one has worked for is of value. These words may have hit the nail on the head but libraries and librarians were not helped by them.

The occupational disease of librarians, the tendency toward the encyclopedic, is the final reason for personal discontent and technical disorder. On the other hand our ever increasing educational requirements have not even produced a competent technician, to say nothing of a librarian passionately devoted to his scholarly duties. Our catalogs of manuscripts are in disorder. With very few exceptions subject catalogs in the several libraries of Germany are either entirely lacking or are in large part in hopeless disarray. Even the fame of the Realkatalog of Goettingen has been for a century a thing of the past.

It is the same with that other field of learned activity, the purposeful building up of our collections. The outstanding jurist, Ernst Heymann in 1920 could without contradiction criticize the Minister of Education C. H. Becker because though the great Berlin library was able to purchase the most expensive works on ancient ivory sculpture, it ignored the field of foreign law.

Actually what was lacking in this richly endowed library was not so much the means as the people who knew the literature. Despite the most explicit regulations, employment was given to persons who were strangers to libraries, birds of passage and learned fugitives who looked upon the library as a way station on the road to an academic career. The profession was rootless.

"The whole man must move together"—that is, all of a man's talents must be devoted to a single purpose. Even a highly developed education is only an introduction to knowledge and cannot give a profession form and substance that is true learning. A work is only fruitful or creative when it proceeds steadily from some point of concentration. In this sense even a simple peasant or laborer can be said to be educated.

The master is one who can limit his field. He is only found in special libraries, or in general libraries among the learned custodians of manuscripts, incunabula, orientalia, or the music collections. Tension remains the lot of the bulk of the profession.

Attempts of all sorts have been made to make library work more satisfying, not the least of which was through a sort of sublimation. The compilation of research bibliographies in an objectively limited field has often been suggested as a solution, but has no connection with the actual practice of the profession. Then after 1886 a number of professorships in library science were set up which only for a limited time aided posterity by adding to our objective knowledge, but did not affect the question of intellectual development which is central to the problem of the education of the librarian. Then came Ferdinand Eichler who wanted to develop library science into a science of values and library policy into world policy, a proposal so utterly unreal that Adolph von Harnack promptly attacked it in good set terms. But Harnack's own proposal for a professorship of the political economy of the book which would deal with the roles of the publishers, the book trade and the needs of scholarship showed itself likewise to be an unfruitful invention. Ortega y Gasset went even further. Already in the 18th century the brilliant Lichtenberg was calling for a police force to patrol the world of

books which was swelling beyond all sensible boundaries. It was the Spanish cultural philosopher though who first worked out the program in its details. He said that it was the job of the librarian to provide for the producing scholar all the necessary bibliographical information, that he should draw the attention of scholars to gaps in the literature that needed to be filled, that the librarian should prevent unnecessary works from ever being written, and finally that he should direct the reader in his reading. All these projects evaporated before the recognition of the simple fact that only in his own narrow field in which he himself is active can the librarian move with the authority of an expert.

Nonetheless the German journal *Zentralblatt für Bibliothekswesen* has taken up Ortega's plan of 1935 and latterly carried it even further. It speaks no longer of the matter of doing simple bibliographical spade work but of the duty to take a stand creatively and on the basis of research on all the intellectual, cultural and social questions of the day. It goes on to say that the librarian can survey as no other the progress of research and scholarship in which he must take part not only as a scholarly advisor but as a productive critic. It is immediately obvious that this overwhelming idealization of the librarian's job is not founded on the basis of reality.

The important thing is to train librarians for libraries, not for a romantic cultural policy. The emphasis is not to be found in the realm of imaginary duties but on the hard ground of reality and therefore it must be fundamental that the day-to-day job, the *aliis inserviendo consumor*, takes precedence over all others. But only the man with a background of successful practice can gain credence as a reformer. Whimsical suggestions have little place in cataloging or in planning buildings and even less determining the basic function of libraries.

Obviously it is likewise quite clear that a conscientious administrator alone is not qualified to direct a scholarly library, as even American experience has shown. Above and beyond the practical man we need a learned, technically trained librarian who first of all has mastered the literature of his own particular specialty but who from his own special studies has gone on to an understanding of neighboring fields and their functions and possibilities.

But is this not arguing for out-and-out dilettantism? The dilettante has a poor reputation among scholars. We refer the critics to the judgement of Goethe, Schopenhauer and Jakob Burckhardt about his real worth. The specialist who refuses to look beyond the bounds of his own specialty into the wide landscape of learning around him is to them no more than an ignoramus, a ruffian and a mill hand; indeed, Schopenhauer speaks of scholars who outside their own special fields were no better than cattle. Stated in terms less forceful but more elegant this means: he who understands only his own field does not even understand that.

For true learning is not a matter of piling up facts about some detail but in giving the detail meaning and relating it to the whole. Every specialty is just a corner of the great realm of human knowledge, which admittedly can no longer be compassed by any one scholar. So much greater then is the need to bridge our way to neighboring disciplines. Every science needs the guidance and stimulation of its neighbors.

So it is that the great comprehensive fields of comparative philology, comparative religion and comparative anatomy and physiology, have arisen; and above and beyond these there has come into being the need ever anew to take a broad view of the whole state of the learning of the age. Every individual field of learning tends back into the unity of knowledge and draws from it sustenance. The confusion of Babel
would be the result if every scholar kept to
to his field without reference to neighboring
disciplines or to knowledge as a whole.
Every science feels constantly the need to
bring together its matter in textbooks and
handbooks and in historical summaries be-
cause only in this abbreviated form can its
significance be brought out.

There are indeed scholars who maintain
that only the specialist is the true scientist,
who call Ranke a novelist, and say that
philosophy is the most superfluous of all the
sciences. In the intellectual world these
extreme though doubtless highly scholarly
attitudes have no standing. Every really
important scientist is to be found on the
frontier of his specialty. David Hume is
not only the greatest English philosopher,
but also a great historian and political econo-
mist; Kant, a philosopher and a scientist;
indeed all modern physics is pressing toward
a new philosophical picture of the universe.
One needs only to think of such names as
Wilhelm von Humboldt, Franz Bopp,
Jakob Grimm, and Viktor Hehn to realize
how particularly in history in all of its
branches including linguistics the fact of the
inner coherence of all knowledge lies open
to the day. And the greatest dilettante of
all, the poet and government official Goethe,
has long been accepted as a universal genius
in whom after a century whole sciences find
inspiration.

It is on this very ground of the unity in
the diversity of the sciences that the librarian
is most at home. This is his greatest
strength, but also his weakness.

For the librarian, his intellectual curiosity
stimulated on every side, runs the constant
risk of learned dissipation and scientific busy
work. Much more than the specialist he
risks cloying and breaking his spirit through
much reading until at last he ends in a sort
of literary nihilism. “The librarian who
reads is lost,” is an old library saying. It
is by no means unheard of for a librarian to
retire from a career devoted to the narrow
field of practical matters, and never again
set foot inside his library, preferring rather
to hunt and fish. The learning that impelled
did not lead to wisdom.

Memory work and knowledge of book
titles is at best dead knowledge. At best it
may be erudition, but it is never learning.
This is what Lessing meant when he said,
“I am not learned, I have never had any
intention of becoming so—all I have ever
tried to do is to be able in case of need to
make use of a learned book.” With charac-
teristic acuteness he has described the art
of reading so essential to a librarian.

A very gold mine on the art of reading is
found in the letters and aphorisms of Lich-
tenberg. To this great psychologist proper
reading was a problem of the first impor-
tance. He constantly returns to this ques-
tion of the distinction between erudition and
learning, with which the problem of wrong
reading and right, of passive reading and
active is so closely related.

The Göttingen professor Wilhelm Büt-
tner, who though he was at the same time
a natural historian and linguist, was Lich-
tenberg’s prototype of the fact-crammed
scholar. Though he was president of the
Academy of Sciences, Lichtenberg said of
him that there were few men who had less
insight than he, and added “The man has
read much but understands nearly every-
thing wrong. He set up endless hypothe-
ses . . . but he is one of those people with
whom one can talk by the hour without ever
reaching a meeting of minds. He becomes
fascinated by some new thing that he has
read but never completely absorbs it . . . he
is more like a big dictionary full of errors
than a philosopher.” His library was the
outward counterpart of himself. Goethe
has left us a clear picture of it. After his
death they found in a large room “laid out
in groups as they had come all the books he
had bought at auction. The bookcases were

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bulging and in the whole room one could scarcely find space to stand. On his old tottering chairs were piled bundles of books unopened the way they came from the bookstore, while the new flowed out over the old in layers and his decrepit furniture caved under the weight.” His type in all its variants is still far from extinct.

The opposite to this urge to collect mere facts, the falsely encyclopedic, is real breadth of knowledge steeped in philosophy and inspired by it. The beginning of all knowledge is the recognition that one is ignorant, that all learning is but a patchwork, and what all the scientists in the world know is but a fragment of what is worth knowing, but that this fragment gets its great value when and only when it has coherence. It must be a part of me; I must experience it, not merely know it. I must absorb it into my being, it must be digested. The difference between knowledge and wisdom is like the difference between an imagined fire and a fire in which one has burned a finger.

If for an original thinker like Lichtenberg the art of reading was a continuous problem, how much greater problem it is for the librarian who by virtue of his profession stands in danger of trying to read at everything.

*Multum legendum, sed non multa.* It is better to know a little well, than to know much superficially. He who seeks for true learning does not read for distraction, to pass the time, rather he seeks to gain time through conscious selection.

The sources are more important to him than the literature derived from them. Whole epochs of the human mind have been from time to time condensed into a few smallish books, classics of their kind. Everyone knows their names and general outline, but a person deeply versed in them is not often met with. Across the centuries this literature reads to us at first a little strangely; only after we have worked at it for years does its meaning began to appear inexhaustible. The classics are few enough in number. Schopenhauer reckons only one out of every hundred thousand books to be great literature. Knowing them in the original is a tremendous advantage, for every language holds within it the whole thinking of a people.

But even in what seems at first the staggering immensity of the literature of pure science one can keep one’s bearings. Here too for each discipline there are classics whose number is likewise not large. It is only the utter specialist who must have the latest edition. For our seeker after learning it is often the first edition which is important for it is in that form that the work appears in its proper historical context. These great ideas, which science takes and works over for decades and longer, have a special significance as they were first announced.

For anyone who advances from a familiarity with titles to a familiarity with ideas the picture of the state of human knowledge becomes easier to grasp; in the place of bewilderment and confusion there appears an intelligible system. For the librarian it is here—by the bye—that the great superiority of the classed catalog over the dictionary catalog becomes obvious.

This kind of education is not to be had in library courses or in introductions to academic studies, or even in the first assault on the world of books and learning, but comes only as the reward of hard work. It is no easily learned memory work but the result of experience; though there are some clues as to how to attain it.

Again Goethe, Schopenhauer and Jakob Burckhardt have thought the problem important enough to give their views on it. Goethe, for example, wrote to his son, a student at Heidelberg. “In your studies everything depends on whether you can remain master of your subject every step of the way. As soon as tradition gets beyond
your control you will grow either dull or irritable and it is easy to be tempted to throw the whole thing over." What experience there is in those few words!

The way to meet the danger of over-charging the memory and thus losing elasticity is by making it a habit never to read except with pen in hand. Whatever seems noteworthy, whatever touches the nerve must be noted down. That is the simple receipt of as great a scholar as Jakob Burckhardt. One lays up files of notes first for one's general education and a second more detailed series for special studies. These files were what Lichtenberg called his money boxes. But without some sort of a subject index these notes would soon fade from the memory.

Those even more intellectually inclined should follow Lichtenberg's practice in reading to set down in a few words the author's purpose and his chief thoughts. He said that in every book there must be a spiritus rector, a guiding theme, or the book is not worth a penny, and it is for the reader to discover what it is. He who reads thus is well employed and gains something. There is a kind of reading, he added, whereby the mind does not gain, but rather loses, reading that is done uncritically. This is passive reading. There are times when the whole contents of a thick book can be compressed into two or three words, as in Schopenhauer's or Darwin's chief works.

He who is in the habit of reading purposefully can look upon "desultory reading" to use Lichtenberg's phrase, or "reading by the minute" to use Goethe's, as his greatest pleasure, though for others less well equipped, this leads only to emptiness and waste.

A good ear for the language and the style of a book is an almost infallible compass on the sea of literature. Uncertain, vacillating, unclear language is evidence of thinking of the same sort. Whether an expression fits like a glove or only half applies is immediately obvious to the careful reader.

A carefully selected personal library is furthermore the essential beginning for the education of a librarian. The librarian must always have his own special literature in the best editions at hand. Biographies of scholars, histories of the various branches of learning, above all philosophy, the literatures for example in the great form of Hermann Hettner, introductions to the branches of learning such as Wilhelm Wundt or Friedrich Paulsen for philosophy, or Paul Wernle for theology, and the classics of each great discipline go to make up the content of the librarian's library. Even in cheap second-hand editions they are sufficient to create the proper scientific historical atmosphere. A rich source for understanding scientific trends and results is found in prefaces and even more in the lectures and Festreden (learned addresses on special occasions) in the publications of learned societies, biographical memoirs, in Rektorsreden (scientific presidential addresses) without number and in the collections of shorter works that give in popular form the essence of the work of all the leading scholars. Not to be neglected are the German readers by Wilhelm Wackernagel, Adalbert Stifter, Hermann Bächtold, Hermann Masius, Hugo von Hofmannsthal, and Eduard Korrodi with their short selections and glances at the peaks of literature. Hermann Hesse and particularly Martin Bodmer in their books on world literature open an even wider perspective, which give one so much more than mere knowledge of book titles. Here we are in the realm of the higher development of the mind. In the words of Shakespeare's Prospero, "Mine own library with volumes that I prize above my dukedom."2

In a fundamental study Konrad Fiedler found the origin of artistic activity not in

1 The Tempest I: 2.
any special manner of viewing things, but in the necessity of actively expressing oneself about Nature. Only in this way does real genius manifest itself. The merely passive point of view is the clear mark of failing talent. It is the same with an author's use of language. The thought and the language cannot be separated. Only when a thought has found expression in speech does it become personal and tangible. Knowledge must have roots. "We know a thing only insofar as we can express it," as Novalis wrote. Good expression is no more than the evidence of good thinking. An unclear thought is expressed in unclear speech.

The formulation of a thought belongs just as much to man's fundamental need for spiritual autonomy as the setting down in writing of a word, a word which disappears like a breath. Even a shy man can be eloquent in his own field. The word does not follow after the thought as something secondary, but is related to it in the closest way. "Everyone who has ever done any writing has found that the very act of writing awakes in one something that one never clearly recognized even though it had lain in him all the time."

That is the explanation of the significance of the literary remains of great writers and scholars. Even apparently unimportant fragments when brought together, can become valuable. For example, among Jakob Burckhardt's papers, there were found some papers on the history of art which he had prepared for publication simply to clarify his own thinking on certain matters. Lichtenberg had the habit for decades of noting down without any sort of order the most fleeting thoughts in his old copybook, even some mere turn of phrase he would preserve in this way. But no work of any consequence is ever produced by sleight of hand, and even the greatest artist needs a note book.

No one who understands the situation would demand of a librarian, busy with work for others, that he should produce any lengthy scientific work. Milkau with one stroke gained the reputation of a finished author on librarianship by one not very long but carefully written essay on the state and history of scientific libraries, which appeared in a big collection. The librarian should never withdraw into self-chosen learned loneliness, but should expose for public criticism the results of his wide reading. That is the keystone of the true librarian.

By sound tacit agreement there is no rank among the sciences. The time is past when one librarian of long service could dare to describe as mere affectation the study of incunabula now so important to the cultural history of the late Middle Ages. The complete devotion of the author to his theme is decisive. With every seriously conducted work in his own field the librarian can achieve self-respect and the general respect of others.

There are certain tasks in the field of learning that can be done by no one better than the librarian. Their variety is great. The German and foreign professional journals, the handbooks founded by Svend Dahl and Milkau give an idea of the variety and breadth that subjects can cover. Even the apparently simplest technical publication especially in its historical and comparative setting can be fascinating and of critical importance over the decades as faulty catalogs and badly planned buildings have shown clearly enough.

Every librarian must know the history of his institution and especially the development of its collections from the sources—that is, from direct observation. The history of an individual library is a part of the general history of libraries, which in turn is an important part of the history of learning. The history of learning leads into the science of the sciences and therewith to the summation of the knowledge of which man is capable.

**APRIL, 1954**
The Divisional Library at Nebraska: Two Aspects

The following two papers on the divisional library at the University of Nebraska provide additional information on this development in library organization. Earlier papers have appeared in *C & R L*, July, 1951, and October, 1953. An article on the divisional plan at Oregon appears in the April, 1953, issue of *C & R L*.

By JOHN D. CHAPMAN, RALPH H. HOPP
and ARTHUR J. VENNIX

The Role of the Divisional Librarian

Mr. Chapman is divisional librarian in the humanities, and Mr. Vennix, divisional librarian in the social sciences, University of Nebraska Libraries; Mr. Hopp, formerly divisional librarian in science and technology in the University of Nebraska Libraries, is now assistant director, University of Minnesota Libraries.

As far back as 1911 the student body at the University of Nebraska began agitating for a new library to replace the inadequate building which had long outgrown its usefulness. It was not until 1940, however, that the dream became a reality, when the Board of Regents announced its intention to use the $850,000 bequest from the estate of Don L. Love for the erection of a memorial library. Early in 1941 plans for the new library began to take shape. Throughout the 1920's and 30's successive directors of the libraries had given considerable thought and planning as to what the library on the campus at the University of Nebraska should be. These men working with a committee of administrative officers and faculty members came to the conclusion that the traditional library organization, which provided a General Reading Room, a Reference Room, a Periodicals Room, and a Reserve Book Room, with the heart of the book collection in a relatively inaccessible closed stack area, would have to be replaced with a plan in keeping with the needs of the students and faculty.

The trend in college teaching had turned away from the use of a single textbook in a course, a method of instruction which made evasion of the library so easy for the student. More emphasis was being placed on the broader use of books and other materials, and the library had to recognize this concept. In order to break down the barriers between readers and books and thereby bring the students into intimate contact with printed matter, the organization decided upon was the "divisional plan" which had been pioneered among university libraries at the University of Colorado and Brown University.

The three subject matter divisions into which all materials were divided are: the humanities, social studies, and science and technology. This paper concerns itself with the role played by the Divisional Librarians in the "divisional plan" of library administration at the University of Nebraska.

Functions Common to the Divisional Librarians

The Divisional Librarians at the University of Nebraska are the heads of the three major subject divisions. As such they are equivalent in rank, authority, and responsibility. Most of their duties are of a common or similar nature. Important variations are dealt with in a later part of this study. At the moment, however, we are concerned with explaining the general areas of operation which are alike in each of the major subject divisions.
In the interest of orderly analysis, the common functions of the Divisional Librarians can be divided into four broad areas:

a. administration;
b. contacts with other faculty members;
c. book selection; and
d. supervision and liaison.

The paragraphs immediately following briefly explore each of these common functions as they are pursued at the University of Nebraska Libraries.

The Director of University Libraries occupies a position established by the Board of Regents of the University. The organization and direction of the system of libraries are the major concern of the Director. He is guided primarily by the needs of the faculty and student body and by budgetary limitations. As the incumbent Director has set up his organization, there are eight positions on a more or less equal level immediately below that of the Director. These are the three Divisional Librarians, the three Branch Librarians—in Agriculture, Law, and Medicine—the Public Service Librarian and the Technical Service Librarian. Each of these eight persons reports to the Director. The common method of reporting is by means of frequent committee meetings.

For practical purposes of administration, the Divisional Librarians generally represent the Branch Librarians at meetings with the Director. As a matter of fact, for the past three years the positions of Divisional Librarian in science and Technology and Librarian of the College of Agriculture have been united in a single individual. The administrative sessions between the Director and the Divisional Librarians are practically always attended by the Public Service Librarian and the Technical Service Librarian as well.

By means of discussion at these meetings, which occur as often as three times each week, the system of libraries at the University of Nebraska is administered. Problems which at first seem unique to one division usually prove to have ramifications which effect the entire system of libraries. Generally speaking, after each problem or proposition has been discussed thoroughly, agreement is reached among the persons representing the areas concerned. Where agreement is not reached, experimentation is carefully outlined and authorized to determine whether one proposal has more merit than another. By such a method of democratic administration the cooperation, coordination, and comprehensive understanding so necessary to efficient administration are achieved.

In this type of administrative procedure, the Divisional Librarians play a prominent role. They are involved in all policy making. They present the matters which comprise the budget of the University Libraries, and they are in an excellent position to assist the Director in substantiating his request for funds. Each of the Divisional Librarians is aware of and shares in the responsibility for the complete program of operation of the University's entire system of libraries. Each is, accordingly, in a position to supervise the operation of the entire system in the Director's absence. As a matter of practice, the "Acting Directorship" is rotated among the Divisional, Public, and Technical Service Librarians when the Director finds it necessary to be away for a week or longer.

Since one of the major functions of the Divisional Librarians is dealing with the other members of the University's faculty, it is significant that each of the Divisional Librarians is designated as an Assistant Professor. At Nebraska this rank is factual rather than merely nominal or honorary. Each of the Divisional Librarians, as well as most of the professional staff, is an active member of the American Association of University Professors. Furthermore, with rank of Assistant Professor, each of the Divisional Librarians actively participates in the deliberations of the University Senate. As such, our contacts with other faculty members are on a much higher plane than the professor/clerk relationship that is still all too common in many university Libraries.

The reasons for frequent contacts with other faculty members are legion. Many of our conversations are concerned with book budgets. The Divisional Librarians regularly recommend additions to or deductions from the book funds allocated to the various departments of instruction. Such recommendations are carefully explained to the deans and department chairmen concerned by the Divisional Librarians. Other conversations center around such matters as the need to purchase more or fewer materials in specified areas to meet the demands of students, the clarification of regulations governing reserve book procedures, and the undesirability of purchasing ma-
terials for departmental consumption rather than for the libraries' collections. Concerning the latter point, all requests for purchase of printed materials to be housed in faculty or departmental offices must be approved or disapproved by the Divisional Librarians. As examples, it may be necessary for the Divisional Librarian in Science and Technology to convince the Dean of the College of Engineering and Architecture that he does not need each and every new edition of *American Men of Science* in his office permanently; or conversely, for the Divisional Librarian in the Social Studies to convince the Director of University Libraries that departmental subscriptions to a dozen specified periodicals are essential to the teaching program of the College of Business Administration.

The above brief outline of certain types of contact between the Divisional Librarians and the other members of the faculty illustrate two important features. First, the Divisional Librarians must be professionally and personally acceptable to the other members of the faculty and must be alert to the needs of the departments of instruction as well as of the library system. And second, the Divisional Librarians must act as a buffer between the general run of faculty/library problems and the Director's office. Under the divisional plan of administration at the University of Nebraska Libraries the Divisional Librarians must act as a buffer between the general run of faculty/library problems and the Director's office. Under the divisional plan of administration at the University of Nebraska Libraries the Director's contacts with the faculty members, other than the innumerable friendly and personal ones, are through Senate and faculty committee meetings.

The third major function common to all three Divisional Librarians is book selection. It is the obligation of the Divisional Librarians to build well-rounded collections in all phases of their subject divisions. Although the burden of selection generally falls upon the faculty members of book committees in each of the several teaching departments, careful supervision of the overall program of selection remains in the hands of the subject division specialists. Otherwise, mounds of material might be purchased to satisfy one professor's hobby or research program and there might be an absolute void in another area where a professor purchases books for his own personal office or home collection but ignores the needs of a library system. Where funds for the purchase of books are allocated to the separate departments of instruction, as they are here at the University of Nebraska, it would be easy to feel that expenditure of book funds was solely the responsibility of the departments. Such an attitude as: "Well, if the History Department wants to spend all of its money for English History materials, that's up to the Department," would leave the University Libraries in a woeful position when assignments are made or research is attempted in Latin American or Russian History. Ultimately, the various faculty members depart but the University Libraries remain.

The Divisional Librarians have two methods of meeting their obligation of building well-balanced collections. Through our overall competence in the general subject area and our regular recourse to book selection tools, we make direct purchase recommendations to the members of the faculty teaching in the specific areas. Unless the Divisional Librarian's evaluation of the material in question is faulty, the faculty members generally respond favorably and the recommended materials are purchased. To offset any areas in which there is an absence of faculty or a lack of faculty interest in book selection, each Divisional Librarian has a book fund to administer. This fund provides the reference materials needed by the subject librarians in the various divisions, as well as materials to fill in the gaps in the subject collections.

By consultation and agreement among the Divisional Librarians in the matter of book selection, a considerable amount of duplication is avoided. It is frequently difficult to determine the lines of demarcation between various treatments of the same subject. If the Divisional Librarians did not supervise the book selection process there would often be disagreement as to the "right" place to shelve certain titles, such lack of agreement leading generally to duplication of materials.

The fourth major function which is common among the Divisional Librarians is supervision and liaison. Working directly under the supervision of the Divisional Librarians are other professional librarians. These persons, in addition to being graduates of library schools, generally have degrees with majors and minors in specific subject areas. In the Social Studies Division, for instance, the Education Librarian has a degree in Secondary Education and has had several years of teaching experience; the Social Studies Librarian has a degree in Social Sciences; and the Documents Librarian has degrees in Political Scien-
ence and History. Each of these librarians in turn has one or more assistants with degrees in both library science and subject areas. In the Science and Technology Division, likewise, the Librarians have degrees in Geology, Biochemistry, Biology, and Chemical Engineering. The Divisional Librarians, in addition to supervising the activities of the Librarians in their subject divisions, are also charged with the responsibility of coordinating the efforts of the several Librarians. The Education Librarian may be inclined to make her part of the Social Studies Division a separate, and in her mind supreme, entity rather than a part of the unit. The Librarian in Science and Technology whose speciality is Geology, may want to spend her time doing bibliographical research for a favorite faculty member. Librarians, if left to follow their individual inclinations, are prone to pursue diverse paths. The Divisional Librarians must see that these paths are parallel or lead to a common goal.

The liaison function of the Divisional Librarians is most pronounced in dealing with branch, departmental, and laboratory libraries. Such special collections of material are the result of a variety of things, i.e., accreditation requirements, physical separation of campuses, and teaching techniques. Viewing the total picture at the University of Nebraska as being divided into three major subject areas—humanities, sciences, and social studies—the responsibility of the Divisional Librarians includes a close working relationship with the several outlying book collections. Some of these outlying collections are an integral part of one of the subject divisions. Such is the case with the Chemistry Library and the Geology Library. These libraries are under the direct control and operation of the Divisional Librarian in Science and Technology. On the other hand, his connection with the Library of the College of Medicine, located 60 miles away, is of a liaison rather than a supervisory nature. He advises with the Librarian of the College of Medicine relative to the needs of that Library and represents her at a majority of the University Libraries’ administrative committee meetings. Much the same situation prevails between the Divisional Librarian in the Social Studies and the Librarian of the College of Law, even though the Law Library is within 200 yards of the central library building, Love Memorial Library. Such liaison functions are designed to prevent unnecessary duplication of materials and to encourage uniformity in operating techniques.

Functions Unique Among the Divisional Librarians

Just as there are many functions which the Divisional Librarians have in common in fulfilling their positions in the University of Nebraska Libraries, so also are there functions which are peculiar to one or another division. The following brief description of the latter types of function is by no means exhaustive but is intended rather to provide illustrations of variations between the three positions held by the Divisional Librarians.

There is one feature in particular that makes the work of the Divisional Librarian in the Social Studies different from the work of the other Divisional Librarians. The Social Studies Division presents a special problem in coordination of activities within the central library building because of the physical layout of this division. Occupying the entire third floor of Love Memorial Library, this division is made up of three large reading rooms. One is devoted to government publications, one to education materials, and the third and largest to books, pamphlets, and periodicals in the subject fields of history, sociology, political science, social work, geography, psychology, business administration, and military and naval science.

Without the guidance of the division head, the subject librarians in each of these reading rooms are inclined to think of their units as separate areas rather than as parts of a coordinated division. Further, they come to think of themselves as “reading room” librarians rather than subject librarians. This has implications where the managing of materials in the stacks is concerned, and where building up research collections for the future use of scholars is involved, since the materials in the reading rooms are primarily of the type that are of most concern to undergraduate students. Coordination of the several physically separated areas in the Social Studies Division is further necessary to insure uniformity in procedures, record keeping, reporting, maintenance of card catalogs and vertical files, and so forth. An additional significant advantage of coordination is the broad experience the subject librarians get in providing service to students and faculty members. Being indi-

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viduals on the staff of a division, as opposed to having only reading room affiliations, these subject librarians are frequently called upon to answer questions anywhere in the Social Studies Division. Furthermore, the scheduling of Librarians and Student Assistants for service is simplified when all members of such a large division are trained and experienced throughout the division rather than in a single subject area.

The only Reserve Desk in the entire library system at the University of Nebraska is in the Social Studies Division and is accordingly under the supervision of the Divisional Librarian in the Social Studies.¹

Outside the confines of the central library building, the Divisional Librarian in the Social Studies has one branch library to supervise. This is the Teachers College High School Library. It presents a different kind of problem for the Divisional Librarian, not only because of its physical separation from the rest of his division, but because in addition, selection of its materials is quite distinct from selection of the types of materials usually purchased for a university library.

The Divisional Librarian in the Social Studies is also the person who is logically called upon to carry on liaison activities between the central library building and the College of Law Library. Since there is so broad a range of subjects common to both social sciences and law, e.g., international relations, sociology, business management, taxation, insurance, and social work, coordination between the Social Studies Division and the College of Law Library is important. Without cooperative methods considerable duplication of materials would be a natural result and there would be wide variations in procedures, reports, and record keeping techniques. As stated above, this liaison function enables the Divisional Librarian in the Social Studies to represent the Librarian of the College of Law at the administrative meetings with the Director of University Libraries and the other Divisional Librarians.

The Humanities Division of the University of Nebraska Libraries is much more compact than either of the other subject divisions. The only laboratory library in this division is in architecture, and it is attended by the Secretary of the Department of Architecture who is indirectly under the supervision of the Divisional Librarian in the Humanities. The remainder of the Division is housed in a single large room of Love Memorial Library and in adjacent stack areas. With such a compact area to administer, the Divisional Librarian in the Humanities is enabled to place more emphasis on providing direct service to students and faculty members than are the other two Divisional Librarians. Then too, although there is no such area as a general reference room in the University of Nebraska library system, the physical accident of proximity to the information center at the Loan Desk in Love Memorial Library results in the directing of more of the general questions to the Humanities Division staff. Thus, in administrative meetings, the opinions of the Divisional Librarian in the Humanities on matters affecting service to the public are particularly valid since his contacts with the problems of the students are so much more numerous and so much more direct.

As has been implied, the “division” concept as applied to University libraries is administrative rather than physical. That this is true is well illustrated by the division pertaining to science and technology. At Nebraska, for example, as well as at most other universities, there are small collections scattered throughout the campus designed mainly to serve specific departments, such as Chemistry and Chemical Engineering, or general subject areas, such as biology.²

The Divisional Librarian in Science and Technology, therefore, has under his supervision, in addition to the Science Reading Room, the so-called “departmental” libraries. These consist of libraries for the biological sciences, chemistry and chemical engineering, and geology. Each of these libraries has a full-time non-professional staff member in charge, whose responsibility consists mainly of service to faculty and students, and who is directly responsible to the Divisional Librarian. Matters pertaining to book budgets, subscriptions to new periodicals, physical plant, equipment, personnel, and other administrative contacts with the department chairmen

¹ For a fairly complete explanation of this operation see the article by Vennix, A. J., “Two-Hour Reserve Desk at University of Nebraska,” Library Journal, 77:1040-41, June 15, 1952.

and faculty are handled by the Divisional Librarian. The Science Librarian, who is second in command of the division, supervises the branches in matters of daily routine.

The administration of departmental libraries is primarily a matter of faculty-library agreement and involves a great deal of planning and conversation based upon overall university educational policy and finances. The rate and direction of growth of these outlying collections are limited somewhat by the needs of the faculties of various departments for the same materials. Because book and periodical budgets are not without limit at Nebraska and afford very little duplication, the Divisional Librarian in Science and Technology is often called upon to act as arbiter in deciding where to house new subscriptions or expensive compendia. For the most part the general policy prevails that if there is a need for an item by more than one department and the item is not to be duplicated it will be placed in the Science Reading Room of Love Memorial Library and made equally available to all. Such problems which have no completely satisfactory answer for everyone concerned, often suggest to the Divisional Librarian that a course in diplomacy would not be inappropriate in the library school curriculum.

Another type of outlying collection is the so-called “laboratory” library—an unorganized collection of materials necessary for the laboratory process of research and instruction. In the Science and Technology Division at Nebraska we have on the main campus laboratory collections in Physics, Pharmacy, Dentistry, and the Student Health Center. In each instance such collections are under the supervision of personnel in the respective departments, usually those departments which have libraries of their own.

Although there are recognized advantages in this dichotomy of responsibility, there are disadvantages due to the division of time between two campuses. Therefore the plan for the immediate future is to separate the positions, with a full-time appointment for each. The Divisional Librarian in Science and Technology will then serve as coordinator or liaison officer for the College of Agriculture Library in Animal Pathology, Entomology, Agricultural Chemistry, and Plant Pathology—uniform practices can be established among all such units at the University. The College of Agriculture is on a campus of its own, separated from the rest of the University. Therefore, this dual position insures a close relationship of the library activities of the two campuses and policies and procedures are closely coordinated.

The Divisional Librarian in Science and Technology has also been the Librarian of the College of Agriculture, a dual position which the present incumbent holds. As such it affords an excellent opportunity to practice to the fullest the role of coordinator. Duplication of book and periodical purchases between agriculture and other departments of science can be avoided, particularly in the areas of biology, both pure and applied. Because the College of Agriculture also has four laboratory libraries outside the College Library in Animal Pathology, Entomology, Agricultural Chemistry, and Plant Pathology—uniform practices can be established among all such units at the University. The College of Agriculture is on a campus of its own, separated from the rest of the University. Therefore, this dual position insures a close relationship of the library activities of the two campuses and policies and procedures are closely coordinated.

Although there are recognized advantages in this dichotomy of responsibility, there are disadvantages due to the division of time between two campuses. Therefore the plan for the immediate future is to separate the positions, with a full-time appointment for each. The Divisional Librarian in Science and Technology will then serve as coordinator or liaison officer for the College of Agriculture Library in much the same way as he does for the College of Medicine Library in Omaha, some 60 miles distant. The Divisional Librarian will continue to represent all science collections on the three campuses in most library administrative meetings. Specific problems however, involving the College Libraries will be handled by the Librarian of each library. Also, each Librarian will represent his respective library in the larger general administrative meetings called by the Director, and in such committees as the Periodicals Commit-
tee, which passes on all requests for new subscriptions, and the Public Service Committee, which meets on problems involving public service.

As coordinator for the Science Reading Room and departmental and laboratory libraries, the Divisional Librarian in Science and Technology is able to achieve a number of things. He is able to establish uniform practices among the various units. He is able to establish effective communications between the units, as, for example, making each unit aware of the periodical holdings of the other units. He is able to establish a policy in cooperation with the Director as to size and content of the various units. He can assure the adequate building of collections in areas which seem to be the responsibility of no one unit, and in areas which so greatly overlap into two or more units that no one assumes responsibility for them. He can effectively utilize the staff of the various units to the best advantage of the Division as a whole by staffing each unit with personnel most suitably qualified for the responsibilities involved in each position. He is able to centralize the reporting for the Division, thereby achieving unanimity for the division and more effective administration. He is able to plan a coordinated budget which will more accurately reflect the book needs of the university in the fields of science and technology, thereby achieving a balanced picture of needs in the total science area rather than a distribution based entirely upon demands. He is, as our British friends say, a scientific officer in the library, representing the interests of both the library and the departments of science.

Summary

The Divisional Librarian in the University of Nebraska Libraries is, as has been described, a junior executive. His responsibilities range from book selection to administration. Much of his work is of a supervisory nature and requires a great deal of contact with other faculty members. He serves as the liaison officer between the library and the teaching and research departments. He is the principal representative to deal with the faculty on nearly all their library problems.

The position of Divisional Librarian finds its near equivalent, in the non-divisional type of library, in the position of Assistant Director. It has the added advantage, however, of affording better acquaintance and a closer working relationship with the faculty since each Divisional Librarian deals primarily with faculty in those subjects in which he is personally most interested. Because of his intimate knowledge of the development of the various departments, the Divisional Librarian is able to advise the Director of University Libraries, and helps to build a strong collection and a coordinated service program to support the teaching and research which is carried on at the University of Nebraska.

By KATHRYN R. RENFRO

Cataloging in the Divisional Library

Miss Renfro is assistant director for technical service, University of Nebraska Libraries.

The University of Nebraska Libraries have met a distinct challenge of the divisional plan of library organization by extending the concept of subject specialization in public service into the Technical Service Division. Since June 1951, the subject specialists employed in the divisional reading rooms have been devoting half of their working week to the cataloging and classification of books.

Two situations have compelled such a program. The law of supply and demand has played irrevocable havoc in the cataloging profession during the last decade. It has become almost impossible to recruit catalogers, or to find librarians with the generally recognized qualifications of a good cataloger; a knowledge of cataloging method, of languages, and of subject matter. Secondly, with a public service
program geared to subject emphasis, it appears both logical and almost inescapable to develop a technical service area with an analogous organization and to employ the same personnel throughout in doing so.

Nebraska's Love Memorial Library is so planned that general library service is organized by subject matter in three divisions—the humanities, the social studies, and science and technology. The divisional librarians are selected for competence in broad fields of subject matter and also in librarianship. In most cases the librarian in the subject division has a master's degree or an equivalent background of experience in one of the major fields included in the area. For example, the science division is staffed with one librarian trained in the biological sciences and another trained in the physical sciences. Such training implies not only academic study in one subject area, but also an interest in and knowledge of related fields of science. The assistant librarians in the divisions now work half-time in public service and half-time in technical service.

The Catalog Department is currently staffed with three full-time catalogers, the Catalog Librarian and two senior catalogers, plus eight half-time junior catalogers. In addition to administrative assignments the three full-time catalogers handle proportionate shares of original cataloging and also the training of the junior catalogers and the revision of their work. The junior cataloging staff is composed of two people from each subject division, that is two from the humanities, two from the social studies, and two from science and technology, plus one each from the libraries of the Colleges of Agriculture and Law. The College of Medicine Library is located over fifty miles away in Omaha, and hence it is not practical to include its ordering and cataloging processes in the centralized system in Lincoln. Each junior cataloger devotes approximately half of his working week to cataloging. These librarians, selected for subject competence, thus apply their competencies to a broad area of librarianship including reference work and book selection, and also including bibliography, cataloging, and classification. This is librarianship "across the board" as we call it, and as such it is produc-

ing excellent results from both the public and technical service viewpoints. Norman L. Kilpatrick wrote in 1949: "The medium-sized university library requires subject specialists, but it cannot afford to recruit them for both the public service and technical processes division. Collaboration seems to be the answer."

Collaboration is proving to be a most productive form of organization at Nebraska. It can successfully be maintained, we believe, that catalogers experienced in reference work will produce a better catalog and that reference librarians experienced in cataloging will more competently interpret the collections to their patrons.

This thesis is not unique in library history. Libraries have frequently interchanged personnel between the reference and cataloging departments in the hope of gaining a more practical approach to mutual problems, as well as closer cooperation in solving them. In many cases the program has not been satisfactory because the period of duty was too short and too infrequent for the librarian to achieve professional competence in both areas.

In a paper published in 1942, John J. Lund proposed that the cataloging process in a university library should include a unified division for subject cataloging and reference service. This proposal was substantiated by two reasons. In the first place, subject specialists are required in both the cataloging and reference departments, and adequate coverage of the entire range of subject fields can be secured only by combining the staffs of the two departments. In the second place, a subject catalog, specialized knowledge of reference librarians, and bibliographies are all needed to guide the scholar to subject material in our collections. Proper coordination of the three can best be secured by combining them in one administrative unit.

At the Fifteenth Annual Conference of the University of Chicago's Graduate Library School, Raynard C. Swank of Stanford University presented a paper on the status of a central bibliography department in the subject departmentalized library. Briefly, his proposal was that a central bibliography department prepare the unit cards for all new acquisi-


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tions, assign subject headings for books published before 1950, and forward all books to the service divisions. The subject specialists in the division then classify all books, assign subject headings for books post-1950, and determine location—reading room, branch or main stack. A union author-title catalog of all books in the system is employed, but no general subject catalog is maintained.4

In contrast to Mr. Swank’s hypothesis of the decentralization of subject cataloging and of the discontinuance of a general subject catalog, Nebraska’s plan is one of coordination of subject specialization in the catalog department and of critical development of the general subject catalog. “General” reference work is already vestigial at Nebraska, and although it has not appeared functional or economically feasible to eliminate a general subject catalog, subject specialization can be incorporated to “build a better catalog.” The general subject catalog offers the most convenient approach to those many subjects which cut across divisional lines of organization; for example, advertising material is divided between Social Studies for business aspects and Humanities for art aspects such as design, layout, and printing types. Author and shelflist records only are duplicated in the subject reading rooms.

The subject knowledge of the divisional librarian plus his acquaintance with both faculty and student interest and with the academic program are now being applied to the public catalog. An intimate personal knowledge of general and special subject bibliographies is being used to eliminate from the card catalog those subject headings and analytics which are already available through other media. Specific subjects emphasized in local teaching and research can now be surveyed critically and given appropriate emphasis. Classification is more discriminating when assigned by librarians with adequate academic training in the subjects dealt with. An open-shelf reading room collection of fifteen or twenty thousand volumes quickly illustrates variations and deviations in the classification of similar materials located in the book stack. It should be pointed out, however, that material is designated for reading room collection on the basis of subject content in relation to undergraduate use rather than upon classification, and that classification is considered not only in relation to temporary location in a reading room but also in relation to book stack location and with due regard for policies already established; hence, coordinating authority is vested in the three full-time catalog revisors. Overall a more critical and evaluative treatment of books is being developed under this system than was hitherto possible.

The next step proposed in our program of subject application in technical service is the coordination of bibliographic work in the process of ordering with that in the process of descriptive cataloging. In this way a librarian in one of the subject divisions may initiate an order request for a particular title, search the bibliographic literature for verification and price necessary to process the order, descriptively catalog and classify the book upon receipt, and finally utilize the same material in reference work with students and faculty. The work of the librarian so employed is described and limited by the boundaries of the subject matter in which he has competence, rather than by concepts of form and process in traditional library organization.

Two limitations are obvious in a staffing plan such as the one described above. In the first place the administrative cataloging time expended in training two people for each budgeted position cannot be discounted. This has proved to be a heavy load in launching the experiment, and could only be counterbalanced to some extent by staggering throughout the year the assimilation of new personnel in the department. It is to be anticipated that in the future this initial training load will also be offset by the fact that one resignation will mean only a half-time replacement in that subject area in cataloging.

Another problem has been the individual’s adjustment to what are physically at least two distinct areas of library operation. Library schizophrenics are a possibility. One helpful feature in making this adjustment has been to orient the new library staff member in the divisional reading room for several months, before dividing his work week between public service and technical service. This offers an opportunity to learn the policies and procedures of the subject area before being introduced to cataloging policies and techniques.


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The weekly schedule has been experimented with in relation to half-days, alternate days and two and a half consecutive days in cataloging. Nebraska's professional staff works a 41 hour week. The half-day schedule in both public and technical service has proved to be the least productive, while the divided week is indicated by both staff and supervisors as best. Even so the criticism is made that in public service especially patron contacts and project assignments are limited to some extent by the short work week.

This total problem in adjustment can be countered in part by comparison with the adjustment of reference librarians in a more traditional type of library. No reference librarian alone can cover the desk schedule of a 75 to 80 hour service week, consequently faculty and student contacts are handled not by individuals so much as by the staff as a unit. A day's work may also include a problem in physics in the morning and a problem in classical literature in the afternoon. In contrast, the Nebraska staff working for example in the area of the humanities, cataloging books one day and answering reference questions the next day all in a definitely defined and limited subject area, does not face as many diverse complexities as the "general reference librarian." It is true that a project may occasionally have to be tabled for a day or passed on to another librarian for immediate completion.

Although it is still too early in the experiment actually to measure the success of the plan, certain accomplishments are apparent. The Cataloging Department is now fully staffed, so that currently increasing programs of acquisition and cataloging are being assimilated and inroads are being made on the backlog of non-processed materials accumulated during the war and post-war periods. A staff of subject specialists is being developed which has the academic training to do more satisfactory subject cataloging, subject classification and reference service in a well defined subject area, rather than attempting it in so many fields that similar competence is not attainable. There are many intangible factors which cannot be measured. Perhaps the catalog will sacrifice some perfection in description detail and in uniformity, but more critically assigned classification and subject headings should more than compensate for the loss. Certainly subject unity throughout the organization will demonstrate the ultimate implications of the divisional plan.

Congressional Bill Introduced

A bill has just been introduced into Congress to "authorize newspapers, permanently bound for preservation, to be transmitted through the mails at the rate provided for books." Congressman Harold Hagen who introduced the bill also favors an amendment which would authorize manuscript theses as well as newspapers to go book rate when sent to or from schools, colleges, universities, or public libraries, etc.

All librarians will certainly be grateful to Mr. Hagen for this action as well as the many other ways he has supported libraries in the past. Letters approving the bill and the amendment might well be sent to Congressman Edward H. Rees who is chairman of the House Post Office and Civil Service Committee, or to other committee members. This small but important piece of legislation might well pass without difficulty if it is given the prompt active support of all who read this notice. Be sure to send a carbon copy of your letter to the ALA Washington Office, Hotel Congressional, Washington 3, D. C.
Changes in Organization at Columbia

Dr. Logsdon is director of libraries, Columbia University.

The description given below of changes in organization and division of responsibility within the Columbia University Libraries which went into effect July 1, 1953 is taken directly from the "Bulletin" issued to the staff at that time. Present organization is shown on the accompanying organization chart.

The position of Associate Director discontinued. The duties and responsibilities of the positions of Director and Associate Director will be carried by the now full time position of Director and by the Assistant Director and Supervising Librarians. Division of responsibility within the Office of the Director of Libraries will be presented in more detail later in this statement.

Assistant Director of Technical Services now Assistant Director. The Assistant Director Technical Services will drop the Technical Services part of his title, devoting full time to sharing the work of the Office of the Director of Libraries will be presented in more detail later in this statement.

The Catalog Librarian will report to the Director of Libraries rather than to the Assistant Director, Technical Services, as previously. Administrative units within the Cataloging Division remain the same, i.e. (1) General Cataloging; (2) Serials Cataloging; (3) Processing; (4) Law Cataloging; (5) Medical Cataloging.

The scope of the Acquisitions Department is enlarged to include Binding and Photographic Services. The acquisitions Librarian will have general responsibility for the work of the Acquisitions Department as now constituted, the Binding Department, and the Department of Photographic Services. Accordingly, there will be five units in this newly constituted division, namely (1) Book Order Division; (2) Gifts and Exchanges; (3) Serials and Documents Acquisitions; (4) Binding; (5) Photographic Services. The Acquisitions Librarian will report to the Director of Libraries.

The Library of the School of Library Service is now part of the Division of Special Collections, having been transferred from the Butler Division. This was done for three reasons: (a) the close relationship between Special Collections and the School of Library Service Library in their concern with and coverage of the Graphic Arts and Book Arts material; (b) the close geographical location and joint use of Deck 12 of the stacks; (c) a desire to utilize more fully the space presently assigned to Special Collections and the Library School Library.

Other changes in the Butler Division. The responsibilities of the College Librarian will be enlarged to include general supervisory responsibility for the Philosophy Library and Lending Service. The bases for this change were three: (a) to achieve a more even distribution of responsibility within the Butler Division; (b) the adjacent physical location; (c) to provide greater flexibility in the use of staff assigned, particularly during vacation and intersession periods.

Four Readers' Services Divisions continue with the same internal organization. The four remaining divisions...
of the Readers' Services, namely (1) Avery-Ware and associated Fine Arts Libraries; (2) Engineering and Physical Sciences Libraries; (3) Law and International Law Libraries; (4) Medical and Natural Sciences Libraries will continue to operate on the Divisional arrangement as heretofore.

RESEARCH AND STUDIES ASSISTANT BECOMES ADMINISTRATIVE ASSISTANT. The position of Research and Studies Assistant established in 1948 has been renamed Administrative Assistant. The scope of this position will include research and studies projects, general supervision of the Library Office, and assistance in work related to the Development Program.

THE PERSONNEL OFFICER AND THE SUPPLY AND EQUIPMENT CLERK continue with the same responsibilities, reporting to the Assistant Director.

DIVISION OF RESPONSIBILITY WITHIN THE OFFICE OF THE DIRECTOR OF LIBRARIES. The Director of Libraries will work directly with the eight Supervising Librarians, the Assistant Director, and Administrative Assistant in planning and carrying out the work of the University Libraries. This position will carry primary responsibility for liaison with the Office of the President of the University, the Library Committee, the University Council, and with Faculties or members of the Faculties where questions coming from the latter involve more than one division of the library. It will also carry responsibility for preparation of the annual budget and for any changes in individual allocations covered by the budget.

The Assistant Director will carry primary responsibility for work relating to (1) the Controller of the University; (2) the Department of Buildings and Grounds; (3) the Office of Public Information; (4) personnel policies of the University with special reference to Non-Academic Personnel Committee; (5) the Purchasing Agent of the University; (6) interpretation of personnel policies of the libraries and the University; (7) Friends projects and activities, including Columbia Library Columns.

Flexibility will be the keynote in handling responsibility within the Director's Office, adjusting work between Director and Assistant Director as circumstances dictate during the year, and especially in handling representation with outside groups.

GENERAL COMMENT. In making these changes, it is recognized that there is no one perfect organization for all time but rather a choice of more promising alternatives at a given time. No feature of our organization and way of operating should be considered as permanent. If something fails to work out well in practice, we should change quickly to something better.

Guide lines in developing the above proposals were (1) to retain the strength of past experience and practice especially in building up divisional responsibility; (2) to strive for a maximum of direct communication—that is, a relatively horizontal as opposed to a vertical organization; (3) to provide for the maximum of autonomy of operation in divisions and departments, consistent with the objectives of a co-ordinated library system; (4) to secure a maximum of staff participation in developing and maintaining the library program.

"Administration" of the Libraries will be considered as residing with the Supervising Librarians, the Assistant Director and Director, as influenced by recommendations of Department Heads. Monthly meetings of the Supervising Librarians are projected, as have been held in the past, with something like quarterly meetings of Department Heads and Supervising Librarians.

These features are not new but are mentioned here to indicate that continued and increasing emphasis is being given to them.

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Counselor Librarianship at U.I.C.

Mr. Maxfield is librarian, University of Illinois, Chicago Undergraduate Division.

The Chicago Undergraduate Division of the University of Illinois, founded in 1946, now has a student body of nearly 4,000, and a faculty of about 300. The curricula consist of parts of the programs offered by the U. of I. Colleges of Liberal Arts and Sciences, Commerce and Business Administration, Engineering Sciences, Education, and Fine Arts. Since thousands of Chicago students cannot afford to go away from home, or pay the tuition rates of the private Chicago colleges, a special bi-partisan commission of the Illinois Legislature is studying the possibilities of moving the school from its temporary, rented quarters on municipally-owned Navy Pier to a suitable new campus.

Administratively, the “U.I.C.” Library is part of the University of Illinois Library system, and its Librarian reports to the Director of Libraries at Urbana. The Library possesses nearly 68,000 volumes (including 6,000 reference books), subscribes to 600 periodicals, maintains 24 drawers of vertical file pamphlets, and has a full-time staff of twenty-six, including twelve professional librarians. Its quarters include a Reserve Book Station (75 seats), a Main Reading Room (673 seats), and a Fine Arts Reading Room (40 seats) which is intended as the prototype of an eventual series of perhaps eight subject divisional reading rooms.

The internal departments include Acquisitions (books only), Catalog (books and non-periodical serials), Serials (acquiring all serials, fully processing periodicals, and participating in reading room activities), Circulation, and what is thought to be a new type of college library department, the Department of Library Instruction and Advisement. It is with this latter unit, staffed by Counselor Librarians instead of Reference Librarians, that this paper will deal.

FACTORS LEADING TO NEW DEPARTMENT

Four factors led to the organization of this department in 1951: general education, library instruction, limitations of the reference approach, and the “student personnel point of view.”

U.I.C.’s 1949 statement of general education objectives stressed helping the student “learn to think,” and stimulating “the student’s intellectual curiosity.” It also went on to emphasize the personal development of each student as a citizen and as a person. Such objectives called for a more highly “student-centered” type of library service than could then be provided. Library instruction was basic to implementation of

1 Locally known as “U.I.C.,” an unofficial designation sponsored by the weekly student newspaper.
these objectives, in addition to all the usual college library objectives, but the U.I.C. library found that without administrative arrangements specifically designed to carry this load, its new educational obligations could not be adequately met.

The Library's conclusions about possible limitations of the reference approach for undergraduate students were much less clear-cut. It was suggested, however, that conventional reference work does not always place quite so much emphasis upon the library patron as an individual person as it does upon library materials and bibliographic techniques. The pre-occupation with fact-finding sometimes found in public libraries, and the organization for specialized research essential to university conditions, may have unduly affected librarianship at the college level. College librarians perhaps should give more careful attention to the individual needs of their undergraduate patrons. It was believed that suitable collaboration with the U.I.C. Student Counseling Bureau, the best local exponent of the student personnel point of view, might open up new dimensions for library service.

The Student Counseling Bureau consists of a core of nine full-time clinical psychologists who have post-graduate training in the student personnel field, and a staff of twelve or more part-time counselors selected from the teaching faculties. These latter individuals are developed for counseling roles by means of carefully planned in-service training sessions continually in progress in the Bureau, and they routinely refer to the clinical counselors all student cases which are beyond their ability to handle. The Bureau's testing section gives a wide variety of objective psychological tests which are utilized by all counselors.

The Student Counseling Bureau's work covers not only the areas of educational planning and vocational guidance, but social-emotional-personal problems, reading efficiency and study skills. The counselors, whether professional or locally-trained, help students to clarify, redefine and specify their needs; to gain needed insights, information and self-understanding; as well as to develop suitably objective attitudes toward themselves, their fellows, and their difficulties. In addition to personal interviews, group discussion techniques are often used. With channels of communication set up with all U.I.C. departments, the Counseling Bureau also carries on an extensive program of referral of students for specialized help of various kinds.

RECRUITMENT AND IN-SERVICE TRAINING

Setting up of the new department began with an increase of the salary level and a special recruitment program. Appointed were three, and later four, seasoned librarians who considered librarianship to be a positive educational force, and who were believed to have: enthusiastic interest in young people and their personal development, deep knowledge of books and other library materials, important reference and library instruction experience, special qualifications for classroom teaching and group discussion leadership, in addition to mature, out-going, friendly personalities. Because it was important that these individuals be acceptable to the Bureau as potential faculty counselors, senior Bureau members assisted in the interviewing process. An expert clerktypist was also selected for the Department, and several part-time student assistants were provided.

The new professional staff members received the faculty titles of Instructor or Assistant Professor of Library Science in accordance with regular University of Illinois policy, since they were to perform class-

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6 Gilbert, W. M., "Training Faculty Counselors at the University of Illinois" (In: Williamson, E. G., ed., Trends in Student Personnel Work, Minneapolis, University of Minnesota Press, 1949, p. 301-309). (Gilbert's article deals with the program on the Urbana campus, from which the U.I.C. program has partially evolved.)


8 Downs, R. B., "Academic Status for University
room teaching as part of library instruction. Their library titles of "Counselor Librarian" were earned by participation in the in-service training program of the Bureau, and they fully qualified as part-time faculty counselors by the end of their first year of service, although their training still continues.

The in-service program is the cornerstone upon which counselor librarianship is built and must be properly discussed. It is first necessary, however, to indicate in more detail what constitutes counseling, lest some readers say: "We have always had 'counselor librarians' at our library." Counseling is a process, usually involving personal interviews, concerned primarily with attitudes—attitudes which motivate thinking and learning and make them possible. Successful counseling leads to changes within the counselee that enable him to be more self-responsible, to make for himself wise decisions regarding his own life, and to extricate himself from any immediate difficulties. Counseling is not mere advice-giving, guidance, or imparting of information, although the effective development of all these elements is often completely essential to its success. At its best, it is apt to be a collaborative activity, since the counselor attempts to place much more personal responsibility for the making of decisions directly upon the counselee than a teacher or adviser is likely to do.9

Although the word is often used loosely by the layman, "counseling" is not a particularly easy process, nor can it be carried on by just anyone. It represents a highly technical professional specialty in the area of personnel work within the larger field of applied psychology. It draws upon all the scientific knowledge of the past 100 years about how individual persons and groups of people differ, and about how their minds and emotions work under varying circumstances. Counseling involves, moreover, the selective and expert use of a large number of specialized tools and techniques that have been developed and tested through long years of laboratory experiment and clinical experience.

The in-service training program, though capsulized, is thus not a simple or hasty proposition. It begins with reading and group discussion covering such areas as: the student personnel point of view; human nature and needs—especially undergraduate human nature and needs—in specific individual and group situations; the developmental approach to student problems; problem identification and problem solving; similarities and differences between teaching, counseling and advisement; varieties of techniques in individual counseling and advisement interviews; group guidance and group discussion leadership; reading efficiency and study skills; counseling and guidance records, their use, and their interpretation; the kinds, uses, and limitations of tests and test results; technical information sources; referral procedures; referral agencies; and follow-up methods. Next come observation interviews, mock counseling situations staged with other counselors and, finally, supervised experience in handling a small part of the regular caseload of the Student Counseling Bureau. Tape recording devices are used to insure that maximum learning value is received from group discussion of completed interviews. Further reading is, of course, continually required.

ACTIVITIES OF THE DEPARTMENT OF LIBRARY INSTRUCTION AND ADVISEMENT

Concurrently with commencement of inservice training, the Counselor Librarians set about organizing the new department under the direction of a Chief Counselor

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Librarian, also in training. Within six weeks very full operation was under way, and the pace has been steadily accelerating ever since. As the Department's name was intended to imply, student instruction in the use of the library is perhaps the major function, at least for several months each year. The Department's other work includes operation of the Advisory Information Desk, counseling, liaison activities, and "housekeeping."

Advisory Information Desk activities include reference work, readers' advisory services, and assistance toward educational, vocational and social-emotional-personal counseling, as well as the library instruction questions and conferences described in a later paragraph.

Reference work is second only to library instruction in the total volume of the Department's activity, and some 4,989 "search" and "information" reference questions were recorded in 1952/53. It is believed, however, that the answering of reference inquiries and provision of assistance toward the solution of bibliographical problems is now being done in a manner more commensurate with student personnel philosophy and methods. Thanks to the in-service training program, greater interviewing finesse is possible, while the approaches tried with confused students are more gradual, and the amounts of time spent with each student are, on the average, larger than in the past. More effective effort is also being made to encourage students to, and show them how to, think through their reference problems and formulate their questions more suitably before going off on long, involved searches.

Assistance toward counseling plays a small part statistically, but is distinctly time-consuming, so that it is no insignificant aspect of the program. Sometimes it may include elementary "bibliotherapy" with special counselees referred to the Library by the Counseling Bureau. More frequently, it consists in helping students who apply directly to the Library for information and assistance from the available book, periodical and pamphlet literature in: general and applied psychology; self-understanding and personal adjustment; reading techniques and study methods; educational planning, including choice of curricula, colleges or professional schools; occupations, vocational guidance and the market for college-trained personnel. Readers' advisory services beyond such help are not lacking at the Advisory Information Desk, but cannot be carried on at U.I.C. to the extent which the general education program obviously requires, until more Counselor Librarian staff is available.

The Advisory Information Desk is U.I.C.'s successor to its former Reference Desk. This change of name, however, does not imply that reference work and other conventional library activities have been curtailed. By making reference service, readers' advisory assistance and library instruction part of the broader areas of general education, applied psychology, student personnel work and reading and study skills, the significance of the usual library services has probably been enhanced.

At this renamed desk the student can expect to find a skilled librarian, an effective teacher, and an efficient counselor, so that he may more readily define his problems—educational, personal or bibliographical—and begin to deal with them more effectively. When the inquirer is met as a unique individual, rather than as a mere consumer of bibliographical materials and techniques, his question may involve unexpected discoveries: a faulty reading or study habit, perhaps, or some unfortunate emotional block. Information relating, for instance, to educational planning and career choice frequently has but theoretical significance except in the light of the differing
interests, goals, problems, backgrounds and abilities of each individual student. By knowing when to send students to the Counseling Bureau or other agency, and by becoming part of the U.I.C.'s referral program, the Library believes that it has significantly extended its student usefulness.  

Library instruction began on a smaller scale before 1951, and has been greatly expanded by the Counselor Librarians, who sometimes have teaching help from other professional library staff members. With support of the English Department and the Associate Dean of the U.I.C. College of Liberal Arts, library knowledge and library skills are now part of the freshman rhetoric requirements. Since all U. of I. students—regardless of college—must take Rhetoric 101 and 102, association of library instruction with these two courses insures complete coverage of each freshman class. There were 80 to 90 sections (20 to 25 students each) of rhetoric each semester in 1952/53, so that the library instruction program was equivalent to 7.4 full-time rhetoric sections, or almost equal to the workload of two full-time rhetoric instructors.

Library instruction begins in orientation week on a voluntary basis with brief welcoming talks followed by tours of the library. Appropriate films are sometimes shown. Chief stress is placed upon physical arrangements, circulation procedures, advisory information services, and the encouragement of favorable attitudes toward the Library as an integral part of college life. In Rhetoric 101, a single class period is devoted to the Library, and librarians take full responsibility for that day's activity in each of the many sections. In classrooms full of live-wire students a question and answer approach is used, but formal lecturing is employed, whenever appropriate. The ground covered includes reading and the world of books and journals, parts of books, the card catalog, and the Readers' Guide.

In Rhetoric 102, three class periods are devoted to matters of efficient library utilization, previous to a term paper assignment. Using discussion and/or lecture techniques, the library instructors discuss additional periodicals and periodical indexes; stress the variety, usefulness, form characteristics and subject inter-relationships of selected standard reference books; and illustrate with personalized examples many of the steps to be taken in handling various types of library materials in quantity and in sequence for a "library search." In line with the general education objectives, considerable attention is given to bibliographical thought processes.

The Counselor Librarians have revised the Library's 50-page library instruction textbook, which is "required reading" for both Rhetoric 101 and 102, and sold through the local University Bookstore. This booklet is intended to embody the student personnel and general education viewpoints, and to be of permanent reference value to all U.I.C. students. The textbook and classroom aspects of the program are driven home by carefully-prepared "laboratory" exercises requiring bibliographical thinking and manipulation in the reading room. These mimeographed problem sheets are graded exactly like any other written work in rhetoric. Wear and tear on individual books, and copying of each other's papers by the students, is minimized by the preparation of several versions of each exercise. Beat-up "library instruction" copies of key reference titles are temporarily substituted for the Library's working volumes.

In addition to the classroom group advisement in library resources and skills,
individual guidance in these matters is constantly available at the Advisory Information Desk. Not only were 2,193 “library instruction questions,” counted separately from “reference questions,” answered in 1952/53, but some 1,289 voluntary “library instruction conferences” were held with individual students. These interview sessions dealt with difficulties experienced in connection with normal library use or in connection with the instructional exercises, and frequently involved preliminary planning and follow-up assistance related to individual projects—including term papers. The student counseling viewpoints and techniques inculcated by in-service training thus were put to good use, since these conferences sometimes proved to be fruitful sources for assistance toward educational, personal or vocational counseling, and on occasion lead to referrals to various members of the faculty, the Counseling Bureau, or elsewhere.

To keep their counseling proficiency sharp, all Counselor Librarians are scheduled for a small amount of participation each week in the general faculty counseling program. Not infrequently, one of these librarians will suggest to a student given preliminary assistance in the reading room, that he come at a specified time to see him in the quarters of the Bureau, where conditions are more conducive to conversation and full utilization of counseling tools. The liaison activities involve many things in the field of public relations, and various personal contacts with members of U.I.C. curricular departments, student organizations, and co-curricular services. “Housekeeping” includes much time-consuming book selection, and maintenance of the special pamphlet files which—in all student personnel fields—are probably outstanding in the Chicago area.

Some of the contributions of the new library department are difficult to measure. Certain trends, however, seem to be apparent in the response of the student body post hoc. Circulation of books of all kinds has increased far out of proportion to the acquisition rate, and even increased in certain recent years when U.I.C. enrollment was dropping. Rising use of library materials in the reading rooms has necessitated employment of more shelving assistants. The number of “elementary” reference questions has gone down in the past four years. Students with library self-confidence and ability to “think bibliographically” increasingly seem to be exhausting routine sources on their own before seeking help. The total number of reference questions, however, increased markedly in 1952/53.12

UNFINISHED BUSINESS

There are six items of unfinished departmental business:

(1) The present four counselor librarians work under pressure because of heavy volume. More professional and clerical help should be provided as soon as feasible.

(2) The large amounts of personal attention implied in counseling and assistance toward counseling not only require more floor space, but floor space specifically adapted to such activities. The Department’s quarters were originally laid out for a reference program, and various makeshift arrangements in the present reading room are inconvenient. Any future building plans must suitably consider the new type of library service program.

(3) Useful—though experimental—record forms are currently being used for certain aspects of library counseling interviews. An improved system of case history records comparable to—but appropriately different from—those kept by the Student Counseling Bureau must be developed.

(4) Testing programs should be devised, with the collaboration of the Bureau,

(Continued on page 179)

12 See the Library’s various Annual Reports.
How Little Cataloging Can Be Effective?*

Mr. Wright is librarian, Williams College.

The title of this talk is, I realize, quite indefinite, since there is no general agreement between administrators, reference librarians and catalogers as to the correct measurement of the effectiveness of a catalog. I am assuming that we here are interested in the catalog for a college library, with free access to the stacks, where the catalog is regarded as primarily a finding list of the collections. Although I would not wish to deny the usefulness of the catalog as a reference tool, I do not regard this as its primary purpose. The fundamental purpose of the catalog I am discussing is to show whether the library has a designated book, what works by a given author or on a given subject are in the library, and where these volumes are located.

Now these are not difficult things to record. There have been librarians who have managed libraries running to tens of thousands of volumes by the simple process of remembering these details about all the books in their care. Unfortunately the human memory is not immortal, and it would be unfortunate if the living catalog decided to take a position in some other city. Hence we rely on catalogs to preserve the information needed for each book.

But before considering the catalog and the cataloging process, we might look for a moment at some related activities which may be taking up time, effort and money in getting our books into the hands of those who want them. The accession book has been rather generally given up but the transfer of the information about source and price to the book itself or to the shelf list is still frequent. The information is little needed and on the rare occasions when it is wanted the bookplate will usually tell whether the volume is a gift or a purchase and the trade bibliographies will give the original retail price. The marks of ownership need not be extensively duplicated. If a bookplate is used there is no great need of perforating, embossing or stamping the library's name on the book itself. The mislaid book will come home with a single guide and the deliberate thief can remove any marking. Order routines must be watched to make sure that all routines and records are really necessary. Not many of us have enough outstanding orders at any one time so we really need a file of orders by department or fund in addition to an alphabetic file, and of the two the latter is far easier to use. It is usually necessary to record the amounts spent by each department, but if there are only two or three hundred outstanding orders at one time the departmental orders can be sorted out (by use of edge-punched cards if necessary) more cheaply than the extra files can be maintained.

In the detail of cataloging itself a large degree of simplification is possible. If Library of Congress or Wilson cards are used, they should be used as far as possible without alteration, and any cards made locally must be sufficiently consistent with those

* Paper presented at a meeting of the College Libraries Section, ACRL, Chicago, February 3, 1954.
purchased so that the two varieties will interfile. If all cards are made locally, simplification of entry is quite feasible. Author's dates, except in cases of conflict of name, are of little value to the normal college library. The number of homonymous authors which we will meet in our usual collection is very limited. If we use LC cards, then dates will need to be added to local cards when the same author is cataloged, to avoid questions about filing. If all cards are produced locally the classic authors can frequently be cut to their surname only, with some gain in the use of the catalog by having these authors precede those of the same name who are less known.

I should like at this point, however, to interject a warning against the loose thinking which prescribes the use of “the name as found on the title-page” as a quick and easy method of cutting catalog costs. With the idea behind this expression, that pseudonyms and shortened names are acceptable entries, I do not wish to quarrel. But as long as my catalog shows twenty or thirty “Mark Twain” title-pages, three “Mark Twain (Samuel L. Clemens)” and one “Samuel L. Clemens”; as long as the catalog shows works by Virgil, Vergil, Vergilius, Virgile and Virgilio; as long as Shakespeare appears under a variety of spellings, with and without William, and even without the author's name; I should want a statement of exceptions to the “simplified” rule at least as complex as the exceptions to the present rules.

In regard to the form of personal names some simplification is possible which would not prevent interfiling with previous entries. My own pet example of unnecessary complexity is the exclusion of titles and dates from the brackets used to indicate anonymous works. If the heading is supplied, it is the whole heading which we add, so why does not the entire heading go inside the brackets? And how many of the titles which we still add to names, such as “bp.” and “pres. U.S.,” really add anything of value to the name itself?

The subject of corporate entries is one which I do not wish to investigate very fully now. I have high hopes that the Division of Cataloging and Classification will shortly undertake a major revision of the rules for corporate entry which will remove a large part of their present complexity. I would like to point out here, however, that in our college libraries, containing 50,000 to 300,000 volumes, we can frequently enter all the publications of a body under the simple name of the body without the addition of subdivisions which may be needed in the university and large reference library. If we have ten or even twenty-five publications of the General Electric Company, it does not seem necessary to worry too much about the particular branch which has issued each one. If the information may have some value in locating an incorrectly quoted title, the name of the department or branch can be included in the title, where it does not require any careful establishing, rather than in the heading, where correctness is of greater importance.

The Library of Congress has already done much to simplify the transcription of the title, although their addition of [1st ed.] to thousands of cards where “only edition” would be more accurate has added an unnecessary complication. Minimum cataloging might omit the majority of sub-titles and all translator notes, except on cards for those standard authors where a variety of translations may be expected. For the great majority of works, including works of literature, only one translation will ever be made and there is in consequence no great need to specify the translator. Because editors are frequently listed in place of authors, there is need of more liberality in using their names both in the title and as secondary entries. Unless illustrations are a major feature of the work or are of par-
ticular interest in the library any statement about illustrations may be omitted from the title.

The imprint can be reduced if minimum cataloging is being sought. Successful catalogs have omitted it completely for most fiction. The order of importance in the imprint is date, publisher, place. While the date of publication is of little importance in current books, it becomes more valuable with every passing year. If there is any wide variation the copyright date is more valuable than the date of imprint. With obscure publishers the place of publication may assume more importance than the name of the publisher. An effective catalog can give the date alone, but the second element (either publisher or place) will usually be found worthwhile.

The collation statement is something of a luxury. A minimum collation would indicate only multi-volume sets, and perhaps the pagination of pamphlets of less than 100 pages. Progressive steps in complexity would add all pagination; illustration statement, and finally size which is of value only in searching for a book out of its proper place. The great majority of notes can be dispensed with. Contents notes are frequently useful but need not be indulged in when a set consists of several volumes in chronological order. Series notes for sets classified together which aid in locating material on the shelf, and notes of series which have a very specific point of view or form of presentation, are probably worth while.

Although there is plenty of room for argument on the merits of a dictionary catalog, most of us have and will for some time continue to have catalogs of this type. As a result we must deal with the problem of subject headings. I suppose that the great majority use Library of Congress headings: For the smaller libraries a slight simplification may be possible by omitting some subdivisions. For example, my own catalog has only four titles under "Portuguese language" and each card has a different subdivision. Since we are using LC cards, it might prove more expensive to decide on alterations than to accept the full forms given. But certainly if our cards were typed we would save on such items as these. Since such surveys as have been made indicate that the importance of the subject approach diminishes with the age of the book, many older books might be cataloged without subjects. Since general subjects, such as Economics; U.S.-Pol. & Govt.; U.S.-Hist., appear to be very little used, probably because the number of cards discourages use of the catalog in favor of browsing in the stack, a reference to the appropriate classification numbers might substitute for a considerable number of subject cards. And amorphous books, without a reasonably clear subject, can be left with the author approach alone. As a general rule, with plenty of exceptions, the more difficult a book is to subject head the less necessary the heading.

Title cards can be used sparingly, with recognition of the fact that reference to a work by its title alone is usually a transient phenomenon. Older books are generally sought for by author. This is particularly true for standard works, where the use of title cards can produce, in the William College Library, twenty-six cards under "Hamlet" where one would perhaps be an unnecessary luxury. (In our defense, I should point out that this proliferation of titles was in response to a request from the English Department that every edition of Shakespeare be analyzed under title.) Titles should be used more liberally for works of corporate authorship than for those of personal authorship, since the main entry for the former is frequently garbled or overlooked.

If one uses Library of Congress cards and Library of Congress classification the cheap-
est method of classification is a direct following of the assigned class numbers. If the classification followed is D.C., some simplification is possible without increase in cost, or with a saving in typing and lettering which offsets any extra time spent in the classification process. Since we are concerned with libraries with free access to the stacks, we do not need to consider in detail the savings possible through storage in accession order of books classified by size only.

Revision of cataloging and of typing is a luxury if a staff is well trained. With every new member of the staff it is necessary to revise until a reasonable efficiency is reached, but no longer. Not even LC printed cards are entirely free from typographical errors, so we may allow a few to occur in our own typing without feeling the need to be too apologetic. Occasional errors of substance, in classification or headings, will be found in filing or otherwise and corrected at far less expense than is involved in careful revision of every card typed.

Duplicate copies can be added to the shelf list only, or, if the information is needed in the catalog, to shelf list and main entry only, without the labor of withdrawing the complete set of cards to add or change information on every card. The use of self-cataloging devices for documents and the use of a vertical file for pamphlet material will cut out a considerable amount of cataloging. Periodicals and similar serials currently received can be recorded as "to date" with information about the latest volume kept in the binding record or central serial record. Some libraries circulate paper-backed books with no catalog record at all, merely keeping the volumes on segregated shelves as they are returned. This idea could be extended to any popular fiction purchased for current interest rather than for use as literature.

Since cataloging complexity and costs rise with the size of the collection one method of keeping these within limits is to have a regular program of weeding the collection. The reduction in size allows simpler classification, easier filing, fewer conflicts in names, and a relief from trying to fit subject headings to the slightly varying connotations that words acquire in a century or two of use.

The topic that was assigned me was "How Little Cataloging Can Be Effective?" I suppose a truthful answer to this would be that cataloging which consisted of the author's surname and a brief title would be, for some purposes, as effective as the pre-1948 Library of Congress variety of cataloging. For other purposes cataloging of the sort done in the Gesamtkatalog der Wiegendrucke is not sufficient. The good cataloger recognizes the variety of material and varies the type of cataloging accordingly, not being afraid to cut down from the standard rules when it is possible nor to go beyond them when it is necessary. It might be of help to revise Cutter's presentation of short, medium and full cataloging in a new code, if enough of us are willing to admit that the libraries we supervise are not the equals of Congress, New York and Widener.

One thing that is necessary if our catalogs are to be effective is for us, the administrators, to decide on the purposes that the catalog should serve. The cataloger is the proper person to determine how a given objective can be most cheaply accomplished but it is not within the competence of the cataloger to make the ultimate decisions on what those objectives are. The cataloger knows what can be done, the librarian must decide what should be done. And as long as our purposes are ill-defined and vague, our cataloging will be expensive. Trying to accomplish several things at once, we do none of them efficiently. What effect do you want from your catalog?

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Faculty Day and the Library at Brooklyn College: A Report

The following two papers provide descriptions of the general library participation and the exhibit program during Faculty Day in 1953 at Brooklyn College. Since these represent efforts at integration of the library in the instructional program, the Editors have included these papers for any suggestions to librarians who have similar occasions at their institutions.

By MARGARET K. ROWELL

The Library Participates in Faculty Day

*Mrs. Rowell is chief catalog librarian, Brooklyn College Library.*

Faculty Day at Brooklyn College, began in 1949 at the suggestion of the Dean of Faculty, and has had as its main purpose the joint discussion by faculty members, one day each year, of the college curricula. The teaching staff then became aware of problems faced by departments other than one's own, and of possible solutions for meeting those problems. Classes are suspended except for demonstration groups. The most popular subject for Faculty Day since its inception has been the new curriculum being tried out experimentally at the College.

The Experimental Liberal Arts Curriculum began in the fall of 1949 after three years of study, exploration and planning by a Committee on Long-Term Curriculum Study set up by the Faculty Council in 1946. When Faculty Day was established, it was hoped that it might give the faculty at large an opportunity to hear how the Experimental Program was organized, to participate in panel discussions, and to see how the experiment was operating.

One of the aims of the Experimental Curriculum has been to foster independent study of world literature. The Library, cooperating with the teaching faculty on all phases of the program, was particularly interested in this goal. In the spring of 1952, the Library Department asked for the opportunity to take part in the program of the 1953 Faculty Day in order to demonstrate to the teachers the role the Library played in the College's efforts to realize its educational goals.

According to its usual practice, the Committee for Long-Term Curriculum Study in the fall of 1952 distributed through departments a circular seeking an expression of preference for the program. In December, 1952, the Dean of Faculty announced in the "Staff Bulletin" that in accordance with the preponderant sentiment expressed by the Faculty in the poll conducted in November, the Faculty Day program in 1953 will be devoted to the "Experimental Curriculum: Its Past and Future." It was also announced that there would be two programs in the afternoon, one by the Air Force ROTC and the other by the Library. Members of the Faculty would be given the opportunity to express a choice for attendance at either of these two, as well as a choice among the morning programs offered. Attendance in the morning was required, but in the afternoon it was to be voluntary.

Preliminary plans provided for six panels in the morning session. Word came shortly after the first announcement that the Fund for the Advancement of Education had made a grant of $25,000 to Brooklyn College to finance a study by groups of faculty members of the significant innovations of the Experimental Curriculum. The Committee for Long-Term Curriculum Study then revised its plans for Faculty Day. It decided to concentrate on three of the six subjects originally scheduled. "Independent study" was one of...
the three panels eliminated. The Library program, which we had thought would best tie up with this panel, was still to be given but would concentrate on indicating its relationship to the entire College program.

The Library Department immediately set about planning its part of the program. A Library Faculty Day Committee, under the chairmanship of the author, was established. There were two other members of the Committee. They were the Chief Acquisition Librarian to represent the point of view of librarians behind the scenes, and the Chief Reference Librarian to represent the point of view of librarians serving at public desks. The Chairman met several times with the Committee for Long-Term Curriculum Study in order to keep it abreast of the Library's plans, and to receive suggestions on the program in general. The Long-Term Curriculum Study Committee made it clear that it was particularly interested in having the Library stress its relationship to the college curriculum with emphasis on services to students as well as to faculty. Since the morning programs were to consist of panel discussions, with no more than six speakers, to be followed by a question period, the Library Committee decided to adopt the same plan for its program in the afternoon.

Experience had shown that the most successful Faculty Day programs were those in which detailed statements, outlining the topic and including possible questions for discussion were distributed about two weeks in advance of Faculty Day to all those electing to attend that particular part of the program. The Library Committee found this suggestion quite useful as it provided opportunity to give ahead of time the background information considered necessary to understand the Library Department and its position in the academic community. Also pertinent questions could be listed which would help to make the discussion period advance along lines which in the judgment of the Committee would be most beneficial.

The afternoon programs were limited to one hour. This was somewhat of a disappointment because it restricted the program. The original plans had called for an extended tour of the Library building with emphasis on those parts of the building the teachers did not ordinarily see. It had also been hoped that an integral part of the program might be a showing of Kodachrome slides of new library buildings throughout the country, since Brooklyn College contemplates building an extension to its present structure in the near future.

To make the maximum use of the hour allotted, the Library Committee decided to have two panels, A and B, meet in two different rooms, one on the first floor and the other on the second floor. The audience, rather than the panel speakers, would move from one floor to another, so that they would be introduced to at least two of the rooms and main floors of the building. The showing of slides, an hour program in itself, was scheduled to be given after the regular program for all those who were willing to remain one hour longer.

"The Library in College Instruction" was the theme of the Library program. It was to be developed in two panel discussions, each lasting a half-hour. The subject for Panel A was "Services Behind the Scenes" and for Panel B, "Administration, and Services at Public Desks." Each session consisted of three 5-minute talks and a 15-minute question and answer period. Those attending the Library program were assigned to one of two groups on a staggered schedule.

Even though the afternoon program had to depend upon voluntary attendance, about 220 out of a faculty of approximately 500 elected to take part in the Library program. The Department was encouraged by this interest in the Library on the part of the teachers, especially as the competing program put on by the Air Force ROTC was concerned with the activities of a recent innovation on the campus and might reasonably be expected to attract many who would otherwise have little or no opportunity to learn about the offerings of the Department to a liberal arts college.

Panel A discussed acquisition, classification, cataloging and special services; Panel B discussed administration, circulation and reference areas. The talks cut across library organizational lines and dealt with a particular area of librarianship. Each panel had a moderator who gave a brief introductory talk and, at the end of the scheduled speeches, led the discussion.

The announcement of the Library program that had been sent out in advance to the faculty included a statement of the showing of the Kodachrome slides, as well as the ex-
hibit concerning the Library Department. The purpose of the exhibit was to show the activities of the various library divisions to supplement the panel talks.

The main part of the advance statement was entitled “Interesting Facts About Brooklyn College Library.” The facts were the legal status of the Library as an instructional department of the College, the fact that the librarians were members of the Faculty, the size of the book collection, circulation figures in 1951/1952; hours of service, number of library users in 1951/1952; size of the staff and the educational qualifications of the librarians, library finances, and library publications. A chart of the organization of the Library Department was included, with the name of the chief of each division noted. Finally there was a list of suggested questions to stimulate the question period scheduled to follow discussions.

Typical questions under Panel A were: 1. Is there any formula that can be followed in deciding how many copies of a title to order for reserve use? 2. Does the Library have any special strengths and weaknesses in the collection? 3. Why does the Library not buy more materials to aid faculty research? 4. How long does it take to make a book available? 5. How can the classroom teacher help shorten the time required to make a book available?

Typical questions under Panel B were: 1. How can the teacher and the librarian best cooperate to make it possible for the Library to meet the demands made upon it in the area of classroom assignments? 2. To what extent is it possible to expand library lectures to students, either within the field of their major subject interest, or as general lectures to upperclassmen? 3. Why does the Library plan to change from the traditional organization emphasizing function to that which emphasizes subject areas, primarily?

Panel A tried to convey to the teachers some understanding of the principles and procedures by which books and related materials are selected, acquired, classified and cataloged by the Library. The chief acquisition librarian, the first speaker, explained how materials are selected and acquired, the principles underlying good book selection, the divisions responsible for this area of work, the necessity for close cooperation between the teacher and the librarian in the building of a good and effective collection, and some mention of the part each plays in achieving this goal.

The chief catalog librarian, then defined classification and cataloging, and explained why both are necessary; how the materials acquired by Brooklyn College Library are organized and cataloged, listed the steps taken to make the card catalog as responsive as possible to the needs of the undergraduates, and made mention briefly of the cooperative efforts made nationally by catalogers to share the results of their bibliographical research so that all users of the Library, student and faculty alike, are greatly benefited.

The chief special services librarian discussed the “special” services offered by the Library Department. These are lectures to freshmen and some upperclassmen, publications, exhibits and public relation activities.

Panel B’s first speaker, the head librarian, dealt with the area of administration, the chief librarian’s responsibility for establishing and maintaining a good book collection, an efficient staff, and adequate physical facilities for housing the collection and the staff, and for providing reading area for students and faculty. The ever-present problem of finance was touched upon, and a brief mention was made of the contemplated organization of the Library Department when the extension to the present building would be erected.

The chief circulation librarian then discussed the purpose of circulation work, types of material circulated, regulations to provide effective service, provisions for recreational reading and the interlibrary loan service.

The final speaker on Panel B, the chief reference librarian, considered the nature of reference work, which divisions in the library gave this service, a detailed explanation of advisory services offered, and the contribution to the instructional program of the College made by means of these reference and advisory services.

The programs on Faculty Day began at 10 A.M. and were scheduled to end shortly after noon. There were several speakers at the close of the luncheon, including the president of the College and one of the honored guests. Approximately 100 teachers came to the Library.

The teachers showed a gratifying and keen interest in the entire program, asked searching questions, and studied the exhibit of the Library’s organization and activities in the main lobby. Some remained the extra hour to
watch the showing of colored slides of new
library buildings. The librarians would have
been happier if a larger percentage of the
Teaching staff had been able to participate in
their program, but they were satisfied that the
day itself had been a success, and that mutual
understanding among teachers and librarians
had been deepened.

By ANTOINETTE CIOLLI

The Faculty Day Library Exhibit

Miss Ciolli is a member of the Reference
Division, Brooklyn College Library.

An integral part of the Brooklyn College
Library’s program for Faculty Day was
an exhibit on services to students and faculty.
This was designed as a visual supplement to
the discussion presented by two panels and
described by Mrs. Rowell in the preceding
report.

The initial planning of the exhibit was
entrusted to a steering Committee of three
members of the Library Staff. The first de-
cision to confront the Committee concerned
the allocation of the available cases. Since the
panel discussions were to cut across division
lines, the Committee thought it best to accord
each division of the Library its own display
case. It was believed, too, that the core serv-
ces of administration, acquisition, cataloging,
circulation, and reference should be granted
the central floor cases in the main lobby of the
Library and that the Government Documents,
Special Services, and Teacher Education ex-
hibits should occupy the surrounding wall
cases. Aside from posters and uniform em-
bossed red and white title labels provided by
the Committee, the contents of each division
exhibit was left completely to the discretion
of the division heads or their representatives.

On the posters, a gayly colored medieval page
trumpeted forth the theme of the exhibit:
The Library in College Instruction.

Covering the work of each division, how-
ever, was not quite telling the complete story,
for Brooklyn College librarians, in addition to
being instructional members of the staff, are
components of an expanding profession. The
Committee therefore thought it suitable to
devote the remaining cases to publications of
our librarians and to books and magazines
dealing with trends in the science of librarian-
ship.

Throughout the planning the emphasis was
to explain the flow of procedures and describe
the varied services to students and faculty.
Thus, the step-by-step journey of Alexander
Heard’s A Two-Party South? through the
Acquisition and Catalog Divisions was por-
trayed. The account started with the receipt
of recommendation cards, and then proceeded
through the checking for accurate bibli-
ographic information and price, the sending out
of orders and the final receipt of the book.
Forms, checking tools and bibliographies were
shown appropriately underscored with red
cord.

The Catalog exhibit matched the Library of
Congress cards to the book and attached a red
tab to the main entry to indicate the ultimate
destiny of the volume to be the Reserve Room.
Tools used to catalog the book, such as the
LC and ALA Rules, the Dewey Decimal
Classification, the LC Subject Headings and
the Cutter table, with red strings connecting
the information in these lists with the corre-
sponding information on the cards, were dis-
played. Also included were procedures for
books and serials for which LC cards are
not available. Here, samples of the Catalog
Division’s own typed unit cards, including
foreign language cards, were shown. Head-
ings especially adapted to Brooklyn College
use but not listed by the Library of Congress
were an essential part of the Catalog exhibit.

The Circulation Division then carried the
narrative forward by spotlighting its IBM
charging and discharging operations. A flow
chart incorporated examples of transaction
cards and photographs of the IBM machines.
Also part of the Circulation exhibit was a
sectional drawing of the Library building with
areas under its supervision colored and labeled.

The Reference Division displayed examples
of its reference books, pamphlets, bibliogra-
phies and indexes in the humanities, sciences,
and social sciences, and showed a sampling of its occupational resources, bibliographies prepared by its members, and topics of research for which students sought reference assistance.

To tie together all these activities, the chief librarian and his executive assistant provided a large master chart showing in detail the administrative organization of the Library. Also featured in the chief librarian's exhibit were the services of organizations affiliated with the Library. Outstanding among these are the Library Associates of Brooklyn College, one of whose many activities is the sponsorship of an annual College-Community award to a deserving student, and the Walt Whitman Foundation of Brooklyn, Inc., whose aim is to microfilm all known manuscripts of the Brooklyn poet.

In the surrounding wall cases, the Periodicals and Documents and Education exhibits demonstrated, in an arresting manner, the richness of the resources of these divisions. Each stressed material distinctive to itself.

The display of the Periodicals and Documents Division consisted of a colorful selection of current scholarly and general magazines, newspapers, indexes, microfilms and reference resources in government documents. Indeed, the variety of the media comprising the Library prompted the Committee to bring together in a wall case entitled "Library Materials" not only examples of types of information already on display but also additional material such as maps, music scores and manuscripts. To represent the latter the Committee chose the original typescript of Frances Winwar's *Farewell the Banner*, one of six manuscripts presented to the Brooklyn College Library by this author.

Although each of the divisions promotes good relations with its patrons by striving to give good service, there is at Brooklyn a Special Services Division whose primary purpose is to act as liaison between the Library and its public. The Special Services exhibit, therefore, appropriately illustrated its four-fold function of publicity, exhibits, Library publications and student orientation with examples of awards it has won, handbooks and publications it edits, forms and clippings in regard to its exhibits, slides and problem sheets connected with its Library lectures to Freshmen and pages from its publicity scrap book.

With faculty attention concentrated upon the Library it was thought a good opportunity to highlight the professional literature in the field of librarianship. The Committee chose to display current issues of *The Library Quarterly*, *Library Trends*, *College and Research Libraries*, *The Library Journal* and *The Wilson Library Bulletin* and to feature such books as Louis Round Wilson's *The Library in College Instruction*; Fremont Rider's *The Scholar and the Future of the Research Library*; Louis Round Wilson's *The Practice of Book Selection*; Dorothy May Norris's *A History of Cataloguing and Cataloguing Methods* and Herman H. Fussler's *Library Buildings for Library Service*. A special case called attention to a sampling of the contributions of the Brooklyn College librarians to this literature.

Thus, for the first time in the young history of Brooklyn College Library, participation in Faculty Day provided a significant opportunity for the staff to summarize visually its resources, multiplicity of services and variety of professional activities. Both faculty and staff learn from the experience.

How Little Cataloging Can Be Effective?

(Continued from page 170)

As I look over this paper I must confess to a sense of frustration. These things have been said so often before. And we are still so far from knowing how our catalogs are actually used, and for what uses they should be constructed. Who uses an author’s dates, the notation of size, or a series note, and why? Is this title card ever consulted? Does the frequency of use justify the cost of giving collation? Until we know in fairly exact terms how much cataloging is effective, we really have no basis for discussing how little cataloging can be effective.

APRIL, 1954

Mr. Temple is librarian, Georgetown University.

There is nothing more attractive than an invitation to accomplish the impossible. Therefore when John H. Ottemiller, associate librarian of Yale University and Chairman of the ALA Federal Relations Committee, suggested to the writer that he obtain a leave of absence for eight weeks and in that time make a survey of Federal services to libraries and the policies governing them and present this information in the form of a written report, the only possible answer was "Yes." Since this was such an unusual assignment, it has been suggested that the methodology used in organizing and carrying out the project would be of interest to librarians generally.

The assignment grew out of a directive addressed to the Federal Relations Committee by the ALA Executive Board, calling for a comprehensive review of the relationships between the government and libraries. The purpose of such a review was to provide a factual basis to guide ALA in its dealings with the Federal establishment.

A subcommittee of the Federal Relations Committee met in Washington in the spring of 1953 and decided that a study should be undertaken immediately to achieve these objectives:

1. Review the literature growing out of previous studies and surveys of Federal services of benefit to libraries.
2. Provide a statement of the policies governing such services.
3. Compile a descriptive list of services currently rendered from Washington by the Federal government to nonfederal libraries within the continental United States.

The severity of the time limitation, even after the eight weeks originally allotted had been extended to ten, posed a difficult problem. It is the purpose of these remarks to define that problem and to describe the methods used to solve it.

In the first place it was discovered that nobody could say just how many Federal agencies there are in Washington because of the difficulty in defining "agency." The proposed survey was to cover not only the services given by Federal libraries, but by Federal agencies of whatever kind. A count made in 1952 had indicated 133 Federal libraries in the Washington area. The Britannica Book of the Year, 1952 lists some 150-odd agencies; the Civil Service Commission officially lists 10 executive agencies and 49 independent agencies, making a total of 59; the Bureau of the Budget does the same; while the United States Senate Committee on Government Operations has issued a large chart (3½ feet by 3 feet) entitled Organization of Federal Executive Departments and Agencies which proved, in the light of the ten week limitation, a thoroughly discouraging document inasmuch as it lists in small print every imaginable department, bureau, office, authority, division, administration and board.

Obviously a number of agencies given official listing in the Federal Register would be irrelevant to the purposes of the survey, and could be eliminated at once: the War Claims Commission, for example. On the
other hand, one of the most productive agencies in the government, service-wise, is the Department of State, and this Department's multifarious offices are spread out in 27 different buildings all over the city. While it is true that wholesale elimination of apparently irrelevant agencies might well deprive the survey of valuable but hidden services, the number of first choice agencies was so large that no practical problem was faced in the actual event, except that of covering as many of these as possible in as short a time as possible.

It was at this point that ordinary interview techniques proved completely inadequate. Supposing that the task were merely to interview all of the key personnel in the Library of Congress alone, it would still be impossible in ten weeks to gather, write up, verify, organize and produce in typewritten form all of their data. And the Library of Congress was only one—albeit a most important one—of the many agencies to be covered. Accordingly the following procedures were followed:

A mimeographed statement was drawn up defining briefly the objectives of the project, and stating explicitly the kind of cooperation wanted from each individual interviewed. It must be emphasized that this statement was not a questionnaire, but an interview sheet, sent in advance of each interview so that the person with whom the discussion was to take place would have a grasp of the principal purposes of the interview before it took place. One of the most common reactions at the outset of the interview itself was a puzzled and unhappy declaration by the Federal official that after all, everybody already knew what he and his organization were doing to help libraries, and what could he say that would be of value?

To meet this situation an exhaustive list of catch-headings was attached to the interview sheets. These headings covered practically every conceivable category under which a service might be classified, and made it abundantly clear that the survey was not confining the word "service" to its customarily narrow precincts, but on the contrary conceived it to mean any contribution or assistance by the government to the conduct and welfare of nonfederal libraries. Then, as the Federal official would glance down the list and begin commenting on or asking questions about one entry or another, a solid core of service data would begin to emerge—nearly always to the surprise of the official himself. In this manner were drawn forth both obvious and hidden services; services direct and indirect; consultative and advisory services as well as operating programs; cooperative projects involving the joint activity of Federal and nonfederal libraries; services which are by-products as well as primary objectives; legislative measures subsidising library operations; services asked for but refused, or offered but no longer needed—and running the gamut from abstracting services, card distribution, declassification projects and exchanges to photoduplication, reference assistance, subject headings projects, translation services and union catalogs.

However, the very thoroughness of the interviews, which lasted from ten minutes to an hour or more, presented a further difficulty. How was all this information to be garnered in accurate form and verified? Obviously not at the interview itself, or the interviews would be extended to a half day each. The solution lay in adopting a technique of self-enumeration which guaranteed three factors vital to the success of the project: speed, accuracy, and a division of labor. It was through the use of 5 x 8 inch cards that this was accomplished. As the interview progressed and the official would start talking about some service or contribution to libraries, the interviewer would jot down at the top of a blank card.
an appropriate subject heading. When a new point was introduced, the same would be done on another card. At the end of the interview—when both the official and the surveyor had already forgotten much of the wording and details of what had been said—the official would be presented with the pack of subject-headed cards and the request that, with these as reminders, he prepare or have prepared a concise typewritten statement on each topic, using a separate card for each topic, and to send the completed cards to the interviewer at the ALA Washington Office (whose facilities had been cordially placed at the surveyor's disposal). In this fashion it was possible to set successive series of people to work on the compilation phase while the surveyor went on to other agencies to repeat the process. While this procedure produced a success that was qualitatively satisfactory and sometimes quantitatively embarrassing, a major obstacle still remained. This was, briefly, the problem of how to hold hundreds of interviews within the six weeks allowed for the fact-gathering phase without achieving the miracle of bilocation. This problem was happily reduced to manageable proportions because of the cooperation of the administrations of the three largest institutions to be covered: the Armed Forces Medical Library, the Department of Agriculture Library, and the Library of Congress. In the case of the first two, arrangements were made for the surveyor to appear at a department head meeting, to present his case, distribute copies of the project statement, and then leave the task of assembling the requisite information on 5 x 8 inch cards to the various department heads and their staffs. A date was set by which the information would be ready, and the surveyor then used the time thus gained to contact other agencies.

At the Library of Congress a similar but more elaborate pattern was developed. The Librarian designated an administrative assistant who was to be the surveyor's point of contact there. After a long interview with this individual, who grasped the situation at once and made many valuable suggestions, a special statement was drawn up for the five top administrators at the Library of Congress, and these administrators received a careful briefing on the purposes and details of the project. The five administrators then instructed their department heads. They, in turn, picked from their staffs the appropriate individuals to assemble the information on cards. The completed cards were then channelled back through the same chain of command to the administrative assistant who originated the process, and who was responsible for scanning and clearing the cards before turning them over to the surveyor. When a card was found to be incomplete or unclear, it was returned for clarification to the staff member who wrote it, with appropriate inquiries. It was in anticipation of this contingency that the instructions to cooperators included the signing of the name and title of the individual writing the card.

If there is one fact that stands out above all others among the findings of the survey, it is the fact that no one individual in existence has an adequate idea of the number, extent, variety and nature of the services actually being given or potentially available to the librarians of this country by their government. Mountainous as the data seemed when they had all been collected, there is no pretension that they constitute a complete picture of Federal services. This was forcibly brought out when, during at least half of the interviews, suggestions were received as to other agencies or offices which had something to contribute to the service pattern. Many of these suggestions were followed through and proved productive, but in the end no way was found to slay

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so that both library knowledge and library skills—before as well as after library instruction—can be more effectively studied in relation to the general institutional program and in relation to all library activities.

(5) It is intended that, when the projected series of divisional reading rooms at last comes into being, advanced library instruction will be considered for certain subject fields. The present Fine Arts Librarian, however, has opportunities even now to discuss fine arts library materials and bibliographic techniques at occasional sessions of architecture and art classes.

(6) When graduate curricula are finally added to the U.I.C., suitable expansions of the present Department of Library Instruction and Advisement can be readily made. Specialized reference librarians, research bibliographers, etc., can be added without difficulty, and without disorganizing the undergraduate program. (It should be emphasized that the current research and development needs of the present U.I.C. faculty are in no way being slighted.)

CONCLUSION

In 1952, a well-known library author stated that the college librarian can “also be a valued member of the guidance and counseling staff” of the institution to which he belongs. This authority, however, did not go on to outline any specific arrangements whereby a college library could participate effectively in a fully developed counseling and advisement program.13 The U.I.C.’s Department of Library Instruction and Advisement, set up in 1951, provides definite machinery whereby librarians become recognized members of the local counseling staff. Since many other institutions, including high schools, junior colleges, four-year colleges, and universities have similar student personnel programs, Counselor Librarianship of the U.I.C. type possibly could be considered elsewhere. Public librarians, special librarians, library associations, and library schools also could consider using selected viewpoints and experience from the fields of counseling, personnel work, and applied psychology. Reader-service programs of all kinds might benefit significantly from such “cross fertilization.”

13 See Chapter XV entitled The Library: An Opportunity in: Johnson, B. L., General Education in Action (Washington, D.C., American Council on Education, 1952) p. 328-341. A shortened version appears in College and Research Libraries 13: 126-130, April 1952. (It is perhaps unfortunate that Johnson aimed this article specifically at the junior college library, since the principles he outlines are important for any academic library.)

* For a more detailed treatment of the U.I.C. program with extensive discussion of counseling procedures, see Mr. Maxfield’s Counselor Librarianship: A New Departure, which is Occasional Paper, No. 38 (March 1954) of the University of Illinois Library School. Free copies are available to those who write to Urbana, Illinois.

Seventh Edition Supplement

ALA has announced the publication of Guide to Reference Books: 7th Edition Supplement 1950-1952, by Constance M. Winchell and Olive A. Johnson. (Chicago, ALA, 1954. 140p.) This supplement describes approximately 1000 useful reference works in all fields, published between 1950 and June 1953. It includes, in addition, a few earlier titles omitted from the 7th edition. The Supplement brings up-to-date the indispensable Guide to Reference Books, a basic work for scholars, reference workers, and library school students. While this work is proudly issued by ALA, it might be said to add to the bicentennial laurels of Columbia University.

Miss Winchell’s semi-annual series on “Selected Reference Books” appears regularly in the January and July issues of C&RL.
Philadelphia, First ACRL Chapter

Mr. Trezza, head of the Circulation Department, University of Pennsylvania Library, is president of the Philadelphia Chapter of ACRL.

In June of 1950 the Special Libraries Association formally dissolved its national University and College group. Many of the local chapters of the Special Library Association had active University and College groups and these local groups were faced with the serious problem of deciding what their future would be. In Philadelphia, the University and College group appointed a Reorganization Committee to consider its future. The Committee sent out a questionnaire in April 1951 with the following five suggested courses of action and the implications of each:

1. Become an independent, local group.
   This would entail the development of a full program of meetings, projects, etc., as well as sufficient dues to finance the meetings, programs, etc. It would also mean the establishment of ‘another library association.’

   Under the present constitution of PLA, there is no provision for a special interest group such as ours. PLA chapters are all geographical units.1

   As there is no local chapter of ACRL here, this would entail development of a full program of meetings, projects, etc. Dues would be those of ALA membership, plus local chapter dues. Chapter membership would necessitate ALA membership.2

   As members of SLA or local members of the Council only, Division members would share fully in local SLA meetings and activities. Membership in such a local division would not affect the individual right to affiliate with other, national divisions. Dues in addition to SLA membership (local or national) would be necessary in order to finance a worthwhile program.

5. Disband.

A meeting of the members of the University and College group was held June 1, 1951, to consider the results of the questionnaire. Forty-three per cent of the members answering the questionnaire voted in favor of becoming a local chapter of ACRL, 26 per cent favored continuing as a division of the Special Libraries Council of Philadelphia, 16 per cent voted to disband altogether, and 15 per cent voted to affiliate with the Pennsylvania Library Association.

In accordance with these results, the University and College group dissolved as a section of S.L.C. A committee, comprised of Carola Baus, the Reverend Daniel P. Falvey, O.S.A., Walter Hausdorfer, and Alphonse F. Trezza, chairman, was then formed. On July 5, 1951, a letter was sent to all ACRL members in the Southeastern Pennsylvania, Southern New Jersey and Delaware areas requesting them to sign a petition for the formation of a regional chapter of ACRL. Seventy-five members signed such petitions which were, in turn, submitted to the ACRL Board of Directors in early October. Official recognition of

1Actually, PLA does have special interest sections, including College and Reference.
2It was learned later that chapter membership does not necessitate ALA or national ACRL membership.
the Philadelphia Chapter of ACRL was announced by the end of October. Thus, the first regional chapter of ACRL came into being.

The organizational meeting of the new Philadelphia Chapter was held April 22, 1952. At this meeting Arthur T. Hamlin, Executive Secretary of ACRL, spoke on the relations between national and local ACRL. Consideration and adoption of a constitution was the next item on the program. After a very lively discussion and much pruning, the proposed constitution was accepted. The chairman of the committee for organizing a Philadelphia chapter of ACRL was then instructed to appoint a nominating committee, plan the next meeting, and have the constitution reproduced in final form.

The second meeting of the Philadelphia Chapter of the ACRL was held in the auditorium of the Free Library of Philadelphia on February 17, 1953. The report of the election of officers, held by mail, was given by Mr. John P. McDonald (Head of Reserve Book Department, University of Pennsylvania Library) in his capacity as chairman of the Nominating Committee. He stated that the Nominating Committee had decided to try to get "a slate that had, above all else, good balance; that is, a variety of local institutions represented by candidates, a fair division between men and women, and use of young blood along with older and presumably wiser heads." Ten institutions were represented on the ballot and seven men and five women accepted nominations. Ballots were mailed to approximately 100 persons. Seventy completed ballots were returned in two weeks. The following officers were announced as elected:

President, Mr. Alphonse F. Trezza
(Head, Circulation Department, University of Pennsylvania)
Vice-President & President Elect, Miss Martha A. Connor (Technical Services Librarian, Swarthmore College Library)
Secretary-Treasurer, Mrs. Edith W. Finch (Business Librarian, Temple University)
Director (1-year term), Mr. Walter Hausdorfer (Librarian, Temple University)
Director (2-year term), Miss Jane Walker (Head Cataloger, Bryn Mawr College Library)
Director (3-year term), Dr. Charles W. David (Director of Libraries, University of Pennsylvania)

The term of the elected officers, according to the constitution, begins at the end of the Spring meeting.

A panel discussion was then held, with lively audience participation, on the problems of reserve book department administration in college and university libraries. The institutions represented were Haverford College, Lincoln University, Temple University, University of Pennsylvania, and Villanova University making it possible for views of a variety of sizes and types of libraries to be represented.

On Saturday, May 16, 1953, the Philadelphia Chapter of ACRL held a day-long meeting jointly with the eastern regional group of the College and Reference Section, Pennsylvania Library Association at LaSalle College. In a brief business meeting the president announced that the ACRL chapter officers officially assumed office at the end of this Spring meeting, that the Chapter now had 53 dues paying members, that membership should be solicited in each college library by some present member, that copies of our constitution would be available to members in the Fall.

Mr. Walter W. Wright, chairman of the College and Reference Section, PLA, conducted a business meeting for the PLA chapter. Of special interest to ACRL members was his mention of the great overlapping of membership and interests between the ACRL and PLA chapters there as-
sembled. The question Mr. Wright raised was whether two organizations so similar should exist side by side.

Brother Edmund Joseph, librarian of La-Salle College, then spoke to the group about his new library building, the problems in its planning and the resultant good features, and invited the group to tour the building before and after lunch. The guest speaker of the morning session was Mr. Lyle Boulware, architect of the new library building. He spoke on contemporary architecture: its functionalism, its expression of modern life, its reasonable cost, its utilization of latest and best materials and engineering.

In the afternoon the group reassembled in the library building for the afternoon panel session on "Library Buildings—Dreams vs. Realities." Mr. Walter Hausdorfer presented general principles and desiderata for library buildings, Dr. Harriet D. MacPherson spoke of plans for a new building for Drexel Institute of Technology library and library school. Dr. Charles W. David spoke of the long-term planning and many frustrations along the road to a new library building for the University of Pennsylvania. And Mr. Lee C. Brown spoke of the newly completed library building of the Pennsylvania Military College. The Reverend Daniel P. Falvey, O.S.A., led the panel discussion. All the participants and the audience agreed on the need for strong leadership by the librarian in long and careful planning, a close and reciprocal relationship between the librarian and architect, and sufficient expenditure to assure a building which will meet needs for many years to come, and require a minimum of upkeep.

With the close of this meeting came the end of the formative period of the first local chapter of ACRL. A petition for permission to organize was circulated, submitted and approved; a constitution was proposed, altered and accepted. Officers were nominated and elected. Three program meetings have been held. The committee for the organization of the Philadelphia chapter of ACRL did its work well. A solid foundation was laid on a broad base of wide participation. The future of the new organization is now in the hands of its elected officers. Hard work, leadership with some imagination, and the whole-hearted cooperation of all the librarians in the area will go a long way to insure the success of the Philadelphia Chapter of ACRL.

(Note: Copies of the Constitution of the Philadelphia Chapter of ACRL are available from Mr. Trezza.)

A-V Round Table to Organize at Minneapolis

At the Midwinter Meeting of ALA, authorization was granted by ALA's Council for the establishment of an Audio-Visual Round Table. If you are interested in membership in the Round Table write to Ira Peskind, Membership Chairman, Wright Junior College, 3400 N. Austin Ave., Chicago 34, Ill. Also watch the May ALA Bulletin for the date, place and time of the Round Table's organization meeting in Minneapolis.
New Periodicals of 1953—Part II

Miss Brown is head, serials section, Descriptive Cataloging Division, Library of Congress.

This second installment of the list of new periodicals launched in 1953 is a selection from the acquisitions received for form card cataloging at the Library of Congress. Variety is the notable characteristic of these journals. Many are scholarly, research publications, some are promising bibliographical aids, others are purely propaganda. The remainder, whatever their origin, purpose or treatment are informative.

Bibliography

Canadian Government Publications published monthly by the Supervisor of Government Publications of Canada "is a comprehensive listing of all official publications, public documents and papers, not of a confidential nature, printed or 'processed' at government expense by authority of Parliament or that of a Department, Commission, Board, Corporation, etc., of the Government, including publications bought at public expense for use of, or distribution to, Members of Parliament, public officials or the public." Entries are arranged under name of issuing office and show title, imprint, collation, contents in some cases, and price. Periodicals are listed separately.

Studies in Bibliography and Booklore published by the Library of Hebrew Union College, Cincinnati, will deal with Hebrew books. The editors state their aims to be the maintenance of high standards of pure bibliography and the analytical study of written and printed books in various aspects, their paleographical or typographical peculiarities, their ornamentation, ownership, censorship and the like. The first issue includes "A Catalogue of the Hebrew Books Printed in the Fifteenth Century Now in the Library of the Hebrew Union College," "Notes on Signatures Found in Hebrew Books," and other articles. Amor di Libro from Florence is "a review of bibliography and learning." For example the first issue includes a discussion of the 1595 edition of the Divine Comedy, an article on Mrs. Browning and a listing of new Italian bibliographies. Current Publications in Legal and Related Fields is compiled by representatives from Northwestern University Law School Library, Duke University Law School Library and Ohio State University Law School Library. Intended to be used as a supplement to the current publications section in the Law Library Journal it will bring promptly to the attention of law librarians information on new publications.

Literature

From Barcelona comes a "little" magazine, Atzavara, Cuadernos de Poesia y Critica. Poems in various forms predominate in the first issue. The Contemporary Reader is being published under the auspices of the Writing and Publishing Division of the New York Council of the Arts, Sciences and Professions. "It will be frankly concerned with themes that promote peace rather than war, racial equality and opportunity . . ." A journal from Copenhagen, Perspektiv, Litteratur, Kunst, Videnskab contains stories, poems, discussions of the theater, cinema, art and other matters.

History

From the east sector of Berlin comes
Zeitschrift für Geschichtswissenschaft with such articles "Im Jahre 1953 Gedenkt die Deutsche Nation Ihres Größten Sohnes Karl Marx," and "Die Bedeutung des Werkes J. W. Stalins 'Ökonomische Probleme des Sozialismus in der UdSSR' für die Geschichtswissenschaft." Vierteljahrshefte für Zeitgeschichte edited by Hans Rothfels, Theodor Eschenburg and others is published in Munich. Included in number one are such articles as "Reichswehr und Rote Armee," "Das Dritte Reich und die Westmächte auf der Balkan." Bibliographie zur Zeitgeschichte" is included as a supplement.

Special Places

The purpose of Cambodge is to interpret present day Cambodia. The archeology and prehistory of the state of Morelia are the subjects treated in the first issue of Cuadernos de Cultura Morelense. The first issue of Central America and Mexico, largely the work of its editor and publisher, James C. Parish of Houston, Texas contains discussions of Point 4, British Honduras and Nicaragua. Free Morocco published by the Moroccan Office of Information and Documentation in New York has as its aim the freeing of Morocco from French rule. Historic Nantucket published quarterly by the Nantucket Historical Association "will strive to keep alive the 'urge' in residents and visitors to preserve Nantucket town, its buildings, its streets and lanes, its customs and its spirit so that generations to come may still enjoy them . . ." From Scotland comes Orkney Miscellany, papers of the Orkney Record and Antiquarian Society. Such articles as "Early Records of the Free Church in Deerness," "The Parliamentary Representation of Orkney and Shetland, 1744-1900," and "Some Notes on an Old Orkney Family—the Scollays" give an idea of the content.

Current Affairs

The first issue of International Relations published in New York is a symposium on "How Can We End the Cold War?" The participants include Frederick L. Schuman, Pitirim A. Sorokin, the Duke of Bedford, Herbert Lehman and others. Continente from Milan treats of world politics and economics as well as of sports, the theater and art. There are many illustrations. L'Italia Contemporanea from Rome, according to its subtitle, is a journal of politics, science, letters and art. Such topics as the reconstruction of the Italian merchant fleet, the European army and Communism, and anti-Semitism are discussed. World, America's Magazine of World Events is planned to do more than merely report foreign affairs. It will analyze and draw conclusions, and emphasize the strategy of world events rather than the momentary tactics. Leaders such as Mayor Reuter, Alfred Duff Cooper and Chester Bowles were selected to contribute to the opening number.

Social Problems

The Society for the Study of Social Problems began the publication of the quarterly Social Problems. The journal will follow the aims of the society which include emphasis upon research in the study of social problems, application of research in the formulation of social policies, and the improving of standards for research. From the Institute of Social and Economic Research of the University College of the West Indies comes Social and Economic Studies. This publication will report on the work undertaken by, or in association with, the Institute whose field is the countries of the English-speaking units of the Caribbean.

Law

The Copyright Society of the United States of America is issuing a Bulletin to give coverage and a brief digest of domestic and foreign legislation, including conven-
tions and proclamations of important court decisions both here and abroad. It will also include a current bibliography of books, law review articles and other articles pertaining to copyright. Current Medicine for Attorneys is for lawyers handling personal injury cases, workmen’s compensation, health and accident and life insurance litigation. The Louisiana State Bar Association is issuing Louisiana Bar Journal. The principal article in number one is a discussion of the proposed changes in the United States treaty-making power. Association news is included. Another law school journal, U.C.L.A. Law Review has appeared, published by the faculty and students of the School of Law, University of California at Los Angeles. Roscoe Pound and two other outstanding law professors, Edmund M. Morgan and Ralph S. Rice contributed the principal articles in the initial issue. Also included are the sections “Comments” and “Case Notes.”

Science

Two new journals from the Australian Commonwealth Scientific and Industrial Research Organization were examined. They are Australian Journal of Botany and Australian Journal of Zoology and will publish results of original scientific research in botany and zoology, respectively. Instrument & Apparatus News will be of practical value to research and technical workers as it will contain technical reviews of new instruments and apparatus for measurement, analysis, inspection, testing, computing and control. The knowledge of the commercial availability of such apparatus will save the time and money that would otherwise be spent on their design and construction in private laboratories. The American Chemical Society has launched Journal of Agricultural and Food Chemistry. Within its scope will come food chemistry, biochemistry of nutrition, biochemical engineering and fermentation, and agricultural chemistry. It will be an outlet for the publication of society papers. From Oxford University Press there comes the Journal of Embryology and Experimental Morphology. The editors state the object of this journal is to bring together work concerned with all kinds of developmental processes to be found in animals at any stage of their life history. The papers published will for the most part be accounts of finished pieces of research. The Malayan Journal of Tropical Geography published by the Department of Geography at the University of Malaya contains articles by university professors on such subjects as “Agricultural Education and Research in South-East Asia,” “Recent Settlement Changes in South Malaya,” and “Outline of the Geography of the Western Region of Nigeria.” From Paris there has been received an attractive journal Naturalia containing illustrated articles on scientific subjects written in a popular style and intended for amateur scientists.

Engineering

Engineering developments in Italy is the subject of Civiltà delle Macchine from Rome. Automobiles, aeroplanes, ship building, electronics and mathematical topics are treated in the opening number. General Motors Engineering Journal largely about General Motors Corporation and for General Motors employees is also of interest to others because of its treatment of current engineering problems and techniques.

Civil Defense

Plane Spotter claims to be America’s first aircraft recognition journal. It is published for the use of members of the Ground Observers Corps in the United States and Canada, the armed services, Civil Air Patrol and civil defense agencies. It is well illustrated.

APRIL, 1954
Teaching

Oregon State College is issuing *Improving College and University Teaching* to give impetus to the movement aimed at preparing graduate students to do a better job of teaching in addition to their preparation in subject matter and research techniques.

Anthropology

International Anthropological and Linguistic Review published under the auspices of the Lawrence Pick Fellowship at the University of Miami is printed and sold by Brill in Leiden. The editors ask for papers of importance in anthropology (including ethnology, archeology, human paleontology, prehistory) and linguistics that treat of new investigations, new discoveries, or shed light on old problems. The contributions to the first number are in English and include two articles on the Basque language, one article by the editor-in-chief, Dr. Alan H. Kelso de Montigny on the "Cromanide Man in Modern Times."

Genealogy

What appears to be a carefully prepared new journal is *Ostdeutsche Familienkunde.*

Transport History

A unique field is that of the *Journal of Transport History* published in Leicester, England. Fares in South London 1860-1914, the role of the Balaklava Railway in the Crimean War, papers on the work of railroad and canal engineers, bibliographies and book reviews make up the contents of number one.

Office Decoration

The *Integrated Office* calls itself the business man's version of the familiar home planning magazine. Its subject is work environment and the effects produced thereon by use of light, color, air-conditioning, etc.

Philately

For the collectors of air mail stamps and covers there is *The Aero Philatelist Annals.* The first issue contains such articles as "Iceland Zeppelin Issue," "Sudan, No More Air Mail Stamps," and "Honduras, the 1930 Official Air Mail Issue."

Periodicals


*Atzavara.* Ronda San Antonio 94, Barcelona. v. 1, no. 1, 1953. 3 no. a year. 40 Ptas.


*Cambodge.* 107 Rue Hassakan, Cambodge. no. 1, January 1, 1953. Frequency not given. 20 $ per issue.


*Central America and Mexico.* P.O. Box 2123, Houston, Tex. v. 1, no. 1, January 1953. Quarterly. $2.


*The Contemporary Reader.* 35 W. 64 St., New York 23. v. 1, no. 1, March 1953. Quarterly. $2.50.


*Copyright Society of the United States of*


Current Medicine for Attorneys. 1682 Beacon St., Brookline, Mass. v. 1, no. 1, September 1953. 4 no. a year. $10.


Current Medicine for Attorneys. 1682 Beacon St., Brookline, Mass. v. 1, no. 1, September 1953. 4 no. a year. $10.


Improving College and University Teaching. Graduate School, Oregon State College, Corvallis, Ore. v. 1, no. 1, February 1953. 3 no. a year. $1.50.


International Relations. International Relations Associates, Box 75, Brooklyn 38. v. 1, no. 1, Summer 1953. Quarterly. $1.


The Malayan Journal of Tropical Geography. Dept. of Geography, University of Malaya, Singapore. v. 1, October 1953. 2 no. a year. $3.


Orkney Miscellany. Orkney Herald Office, Kirkwall, Scotland. v. 1, 1953. Frequency not given. 8s6d per issue.


Perspektiv; Litteratur, Kunst, Videnskab. Hans Reitzels Forlag, Amaliegade 21, København K. v. 1, no. 1, September 1953. Frequency not given. 28 Kr.


Studies in Bibliography and Booklore. Hebrew Union College Library, 3101 Clifton Ave., Cincinnati 20. v. 1, no. 1, June 1953. Frequency not given. $1 per issue.

U.C.L.A. Law Review. University of California at Los Angeles School of Law, Los Angeles. v. 1, no. 1, December 1953. 4 no. a year. $5.


Management Improvements in Libraries

The following three papers were presented at the 39th Conference of Eastern College Librarians, held on November 28, 1953, at Columbia University.

By MAURICE F. TAUBER

Surveys by Librarians

On the basis of correspondence with the Committee Chairman, I gather that this program is a unit and the parts are interrelated. In the early part of the correspondence with your chairman I was concerned with the implication that there was a necessary serious dichotomy of approach between surveys by librarians and those by management engineers. The implication is probably warranted to some extent. For that reason, I have found it desirable in my comments to note some similarities in the procedures of librarians and management engineers in their analysis of library problems, although the focus and emphasis of each group have been different. Policy making and administration have been the primary concern of library surveys. Specifically, this discussion will deal with the purposes, with some attention to self-evaluation, problem areas, methodology, and results of surveys by librarians. While stress is on academic library surveys, references to public and other library surveys are included.

Purposes

Perhaps some of you will recall the article by Louis R. Wilson, “The University Library Survey: Its Results,” which appeared in the July, 1947 issue of College and Research Libraries. Dr. Wilson, leading surveyor of university libraries, after describing the general and limited types of library surveys, directed his attention at isolating some of the beneficial results of those in which he had participated. Specific information concerning results of five surveys is recorded, with particular attention to accomplishments based on the University of Georgia Library survey, the oldest of the general surveys of university libraries. But Dr. Wilson’s final paragraph is worth quoting:

The results of the five surveys have not been so extensive or so substantial as those set forth by Dr. Parker [then librarian of the University of Georgia]. But they are substantial. The criticism could be made that the surveys are very much alike in form and scope, that they are elementary, that when one is read there is little need to read the others. Such criticism is easy to make but is wide of the mark. They have been somewhat alike because they represent prescriptions for libraries, for different libraries, however, and they are directed at specific as well as general ends. They are elementary because they have been intended for administrative officers and faculty members who are not experts in library administration but whose sympathetic understanding and cooperation are essential to the carrying out of an effective, significant library program.

It is obviously not possible to discuss in detail the many surveys made by librarians. Among the larger institutions surveyed by librarians are the Library of Congress, Armed Forces Medical Library, the Chicago Public Library, the Cleveland Public Library, the Los Angeles Public Library (made in collaboration with the Los Angeles Bureau of Budget and Efficiency), the Michigan State Library, the Illinois State Library, the New York State Library, the Air University, the United Nations Library, the libraries of the universities of Florida, Georgia, Indiana, Minnesota, Mississippi, Montana, and South Carolina, Texas A. & M. College, Alabama Polytechnic Institute, Virginia Polytechnic Institute, Notre Dame, Stanford, Columbia, and Cor-

nell. The special studies at the Montclair Public Library have been well publicized. There are many others, including two series which are ordinarily not available—those made for larger general surveys or for accreditation boards, and those which were made on a confidential basis. As a rule, however, general library surveys and many of the special surveys have been reproduced and given limited distribution. One of the most active public library surveyors has been Joseph L. Wheeler, formerly librarian at Enoch Pratt Free Library in Baltimore, and an expert on library buildings. He has participated in 82 surveys of various kinds.

Very simply stated, the major purposes of a library survey are to describe and evaluate. Whether it is a general library situation, a departmental matter, or a specific problem area, the goal is to gather all facts concerning it and to suggest steps for overcoming any shortcomings which are found.

Self-Surveys.—Any effective librarian is always trying to analyze and evaluate his own library situation. The well-run library is operated on the basis of continuous study of organization, facilities, services, and routines. Self-surveys, or studies of problems by administration and staff, are essential to effective library operation. These studies may be directed at the clarification of the aims and functions of the library, determination of the status of the library, the isolation of factors which limit or contribute to the efficiency of service, or at specific matters of immediate importance, such as a change of organization, evaluation of book or periodical collections, an examination of acquisition policy, a personnel clarification, financial support for special purposes, building alterations, equipment needs, cataloging operations and routines, binding procedures, reference service alterations, problems of users. Self-surveys, as well as those made by outside consultants, are frequently designed to blueprint the course of action for the future.

One may get a glimpse of the current efforts to introduce scientific management into their operations and routines by examination of annual reports of librarians. For example, the following quotation is taken from the "Annual Report of the University of Oklahoma Libraries for 1952-1953":2

Various technical changes were made to improve the economy and efficiency of library operations. An experiment was conducted in open-stack service in the general library on weekends and proved pleasing to all concerned; along the same lines, the Lower Division and Pharmacy libraries became fully open-shelf.

In Acquisitions, accessioning was discontinued, multiple order forms adopted, and punched cards used for faculty recommendations and for accounting. In Cataloging, the LC depository set of cards occupying a room 28' x 15' was abandoned, the discarded card cabinets used to expand the general card catalog, and the space added to cataloging work space; pre-ordering of LC printed cards was begun to speed up cataloging.

In Reference, a rotary Kardex was installed to make it easier to find periodicals, and multiple-carbon interlibrary loan forms were adopted. A study of binding standards and costs was made and arate collections in the Biological Sciences Library were consolidated and their catalogs combined, to facilitate use. Several library units improved their processing of non-book materials.

Two other examples of libraries which endeavor to introduce management improvements as part of the current responsibility of the staff are the U.S. Department of Agriculture Library and the Brooklyn Public Library. Librarian Shaw at Agriculture has been a constant student of management engineering applied to library procedures.3

His recent work with the photoclerk was based on experiments in the Agriculture Library. The machine was later tested in selected libraries. He is also the editor of an issue of Library Trends published in January on "Scientific Management in Libraries."

In an article in the April, 1953, issue of College and Research Libraries, Librarian St. John of the Brooklyn Public Library has spelled out in some detail management improvements with specific savings made in that institution. Mr. St. John writes as follows:

The development of management improvements in the Brooklyn Public Library is a joint affair and much of the basic discussion takes place in an Advisory Board meeting. The Advisory Board is made up of superintendents of all phases of our work performed by the professional, clerical, and maintenance staffs. Since they meet weekly there is a regular opportunity of bringing

to bear upon any problem, the experience and knowledge of all.  

However, Donald Coney, after describing some efforts of libraries and groups to come to grips with specific problems, summarized the current status in library management with a general conclusion that "there is a regrettable lack of first-hand acquaintance with management literature, and of orientation in the management field, on the part of library administrators and those who write on library management."

More and more libraries are facing their obligation to support a program of periodic study of problems. California, Chicago, Columbia, Idaho, Illinois, Iowa State, Harvard, Stanford, Temple, and Yale are a few examples of academic libraries which have been studying problems systematically. Many public libraries—Cleveland, Los Angeles, New York, Montclair, and others have been working constantly at improving operations. Whether it is done on a general basis or for a specific area is not as important as the recognition that the inherited problems of the past must be solved today.

Andrew D. Osborn and Susan M. Haskins, in an article in the October 1953, issue of Library Trends, describe the approach to the problem of catalog maintenance at Harvard. The Library of Congress, through staff committees and a consultant on Bibliographic Policy and Cataloging, has established a basis for a frontal attack on a variety of problems. It is not surprising that a state library has set up the following position:

Library Management Officer

$6700.00 $7060.00 $7420.00 $7780.00

Duties:

Under general direction as to policies, but with considerable latitude for the exercise of initiative and resourcefulness, analyzes library organization, procedures, and operations in relation to the responsibilities and commitments of the library.

Develops policies for economical and effective operation of the central library and its branches.

Initiates suggestions for improvement of the management function of the library system through alteration of the organizational pattern, through simplification of routines, and through introduction of new or improved methods of work.

Conducts management research projects designed to aid the director and staff of the library in the formulation of decisions.

Advises on training programs aimed at the development of cost-consciousness on the part of the staff.

Examines new items of library and office equipment for possible use or extended application to library operation.

Does related work and prepares reports as required.

Minimum qualifications:

Formal education or other education or training showing attainment of the level represented by graduation from college and at least one year of graduate study in a curriculum for industrial or management engineers and library science in an accredited graduate institution.

Three years of successful experience in industrial or management engineering or in librarianship.

Freedom from physical defects which would prevent efficient performance of the duties of the position.

The Washington, D.C. Public Library in its Management Improvement Reports contains a series of techniques and methods to be employed in reviewing operational problems. These include staff conferences and meetings, periodic and special reports, budgetary (cost) control, special studies and surveys, spot checks, statistical sampling, time studies and work load surveys, pooling and centralization, rotation of staff, orientation of new staff members, consultation with authorities outside the library (including visits), staff attendance at professional meetings and seminars, study of mechanical and technological processes, issuance of bulletins to the staff, review and analysis of staff operations, maintaining a staff reference collection of library and management literature, forms analysis, and staff questionnaires.

Surveys by Outsiders.—The outside library surveyor is sometimes called into the picture because detailed analysis of operations and routines and other parts of the enterprise has been lacking. It is frequently not possible for the library administrator and members of the staff, with their daily, pressing responsibilities to engage in systematic study of problems. This does not mean that the


6 Staff Bulletin No. 24, September 15, 1951.
librarian is necessarily unaware of deficiencies. In truth, many surveys have been initiated by librarians who, through experience and observation, have been able to single out the problem areas. They may have already assembled relevant data on the problems for the use of the surveyors.

Despite the fact that the personnel of an organization may engage in self-surveys, a fresh outside point of view is sometimes desired. To gain this point of view there may be involved exhaustive examination of operations and routines which will confirm conclusions which have been tentatively reached by the administration and staff members. But this confirmation may have beneficial results on the program of the enterprise. In many instances, it may help to impress realistic business men who are accustomed to efficiency experts and respect their findings. An investment in a survey of this type probably can be justified on this basis. Even in self-evaluation of problems, a number of libraries have worked closely with building and equipment specialists, as well as with experts in the development of forms for acquisitions, binding, cataloging, photographic work, circulation, and other services. Usually, in these cases, the consultants work with the librarians through the stage of installation.

Librarians, not having time to conduct surveys, in order to provide facts for budgetary officers sometimes find it desirable to obtain outside surveyors or consultants to work on problems that the library administration cannot itself solve. Specialists in management are also approached to provide data which are generally not available in either the literature or the experience records of libraries.

When library organizations were small, the librarian had little difficulty getting a book from his limited collection to a reader. Records and routines were simple, there were no serious disturbances because of building or financial situations, and personnel recruitment and organization were not constant sources of distress. Surveys, therefore, usually represent one of the concomitants of size and complexity, although it is readily understandable that even a one-man enterprise can become chaotic. With great size, organizational and operational problems become increasingly acute. Without careful planning organizational control becomes divided, records become cumbersome and difficult to change, new records and forms are not always thoughtfully introduced, turnover of staff is frequent and recruiting of personnel becomes a daily burden, responsibilities of staff members are not carefully outlined, lines of work cross and recross unsystematically, activities are carried on without regard to related activities, space becomes inadequate and equipment insufficient or outmoded. It is time to take stock of the situation.

The authorization for a survey usually comes from an individual or group within the institution—from the librarian, the faculty library committee, the president, or the board of trustees. Sometimes it may come from an interested supporting constituency of the institution, an educational or philanthropic foundation, or, as noted earlier, an accrediting association. The selection of surveyors may be made directly by the institution involved, by an interested foundation, or by a library organization acting as intermediary.

It should be noted briefly also that there are examples of surveys of libraries having been made jointly by librarians and management engineers. The Los Angeles survey was carried out under the supervision of the Los Angeles Bureau of Budget and Efficiency. The report on “Technical Services,” of this survey, for example, includes detailed work analyses and cost studies in the operations of acquisitions, cataloging, circulation, and binding. The New York Public Library survey represents an example of close staff cooperation and collaboration with management engineers. The administration of the New York Public Library, however, has consulted with other librarians whenever it has found it desirable to do so.

**Problem Areas**

The nature of the problems met by surveyors differ, of course, from library to library. When a total library situation is studied a typical pattern of problems has generally been considered. This pattern differs only slightly from the pattern found in non-library enterprises. The history of the institution, the governmental relationships, finances, organization, personnel, controls, methods, facilities, and physical factors are

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consistently parts of the library survey pattern. There are certain functions which are characteristic of libraries, such as use, the acquisitions program, cataloging, reference work or cooperation.

History and Background.—Most general surveys include a section on the history and background of the library. This is developed from various institutional and library reports, library committee reports, published materials relating to the institution, and other records which may be available. The history is important in assessing present problems, since it usually provides the basis for the current status and operational problems of the library.

Governmental Relationships.—One of the important factors in a study of an academic library—and indeed, of other types of libraries as well—is the government of the library. In some instances, library service and support have suffered because specific legislation regarding the place and responsibility of the library has been lacking. Surveys have clearly pointed out how particular library systems might be strengthened by such procedures as codifying regulations, improving the position of the librarian in respect to knowledge of developments affecting the library, activating library committees so that they help in library planning and programs, emphasizing the need for centralization of administrative direction, pointing out deficiencies in personnel policy, and indicating ways by which the librarian can work closely with the administration and the faculty. It has been useful in surveys to refer to successful situations where governmental relationships are concisely stated.

Financial Administration.—Funds are essential for carrying on library system programs. It is therefore important to show how well the library has been financed and how well the funds are being spent. In both the Stanford and Cornell surveys, for example, it was found that the library systems were actually spending more for library purposes than usually indicated in their statistical reports. A detailed examination of budgetary procedures will sometimes reveal hidden expenditures which are actually devoted to library purposes. The study of financial administration will also suggest improved methods of bookkeeping and accounting, records, and reporting. Surveys of some state institutions have been instrumental in eliminating in acquisitions work for the library red tape which might be necessary for the purchase of a supply of lumber or asphalt by other units of the institution.

Organization and Administration.—One of the usual trouble spots in library service is faulty organization and administration. At Stanford, the central library administration was “found to be too weak to serve adequately the interests of all instructional and research departments.” In other institutions it has been found that library units have developed without relation to central services. Moreover, surveys have been concerned with the nature of the organizational pattern as a whole—a clear marking out of the objectives of the library, the type of administrative officers necessary and their responsibilities, the character and number of positions needed to do the work of the library, and the distribution of the positions. A clear statement of functions of each person who is placed on the staff is essential.

Technical Services.—In acquisitions, cataloging and classification, binding and photographic service, operations and routines assume special importance in library administration. Even in small library operations, considerable waste can occur in the use of professional assistants for clerical work. In larger operations, which may involve the acquisition, recording, organizing and servicing of materials in all forms on all subjects and in all languages, the use of personnel well trained in subject fields and with linguistic ability has been found to be essential. Difficulties in some library organizations surveyed have arisen because of the failure to employ proper personnel. The technical services in an effectively operated library will provide prompt flow of work, economical routines, simple but adequate forms, and proper use of mechanical equipment. Poor technical facilities and routines have frequently been the primary reason for a library’s failure to provide effectual service. Surveys have revealed there is a high correlation between failure in technical routines and the ability of library personnel to provide adequate readers’ services.

Readers’ Services.—The study of readers’ services is concerned usually with the calibre of the reference service, the nature and effectiveness of the circulation system, inter-library loans, and the character and problems
of departmental and branch libraries and special collections. Questions of organization, controls, facilities, and routines are involved here as elsewhere.

Personnel.—In the Stanford survey, the portion of the summary concerning personnel began with the statement: “The problems relating to library personnel are among the most urgent confronting the Administration in its effort to improve the library program.” Then followed specific recommendations calling for a reclassification of positions, a listing of needed positions, recruitment of individuals with proper educational background and experience, particular need for personnel with subject specializations, and the inclusion of professional librarians in the membership of the University Staff. In most other surveys, considerable attention is given to the organization, size and training of staff, division of professional from clerical activities, working conditions, salary scale, physical quarters, and esprit de corps.

Holdings.—Examination of a library’s holdings becomes an involved task since acquisition and collections need to be considered in conjunction with a study of the instructional and research programs and future plans of the institution. This varies considerably from institution to institution in various time periods, and the considerations of financial support, distribution of book funds and character of collections call for tailored measurements.

Use of Libraries.—The true evaluation of a library should be arrived at by a study of the extent to which its clientele accomplishes its purposes. Company and other special libraries are compelled constantly to justify their existence—they either become integral parts of the organization supporting them or they are short-lived. There is no reason why other types of libraries should not justify their expenditures in terms of the achievement of their patrons. For this reason, those engaged in general surveys are keenly conscious of the need to examine user satisfaction and difficulties.

Buildings and Equipment.—In most general surveys, building problems are of a pressing nature. Lack of space for books, readers, and staff is a common failing. The surveyors are frequently faced with the need to examine plans for new structures, or with the development of plans for renovations or expansions. Unless it is stipulated, surveyors do not draw up plans for a new building. However, recommendations may involve working out plans for the better utilization of floor space, the purchase of efficient furniture and other equipment, the installation of modern lighting and ventilating systems, the painting of walls, and so on.

Cooperation.—Another general area studied in some of the university library surveys has been state or regional cooperation. In state universities, the problem of support involves the usual availability of limited funds for all state-aided educational and library facilities. The surveyors are sometimes called upon to outline a program of cooperation which will be designed to make the greatest use of the funds which are available. Specialization in collecting, exchange programs, coordinated use of standard forms, and other proposals have been developed. A survey of one state university library has resulted in the development of a council of librarians of all state libraries. Meetings are held for discussion and action on problems of mutual interest.

Methodology

The methods of surveys are probably familiar to most librarians. Perhaps the best way of indicating the methodology is to follow through a typical survey, that of Virginia Polytechnic Institute made in 1949. Correspondence with the Librarian of V.P.I. began in the fall of 1948, after the President of the institution had received a grant from the General Education Board for a survey. A collaborator on the survey staff was selected. A contract was drawn up, and included the major purposes of the survey (to make a comprehensive study of the entire library situation, and to submit recommendations for a plan of development for the library), an outline of the project, responsibilities of the library staff, distribution of budget, and plan for publication.

Prior to the arrival on the campus, January 5, 1949 (the survey staff was in Blacksburg for two weeks), correspondence with the librarian was concerned with materials available for study. Historical materials, staff manuals, special and annual reports, reports and catalogs, special statements of departmental and general library problems, and other papers were provided the surveyors for study prior to the visit to the campus. The library staff assisted in checking holdings, fill-
ing out job description sheets, and developing reports on areas which apparently had not been studied. Meanwhile, the librarian was carefully building up a spirit of cooperation on the part of the staff.

On arrival, discussions were first held with the librarian and the president. The president, who was looking ahead to a ten-year development of V.P.I., indicated what he expected of the survey, and listed a number of specific questions on such basic matters as budget, personnel, centralization of services, building, and state cooperation. He issued a memorandum to the faculty and administrative officers of the institution asking for collaboration on the survey.

For the first few days conferences were held with the Agriculture branch library committee (there was no general library committee), the several deans, department heads, all other administrative officers, many individual members of the faculty, a representative group of students, individual students, and members of the library staff individually and in groups. The librarian and supervisors were constantly consulted during the stay. Visits were made to the departmental and branch libraries, and to the Rad-Tech and Radford College (Women's College of V.P.I.) libraries. Correspondence was carried on with the extension division and experiment stations of the institution.

After a review of the materials on hand, a series of questionnaires were drawn up: one on holdings and needs to instructional department heads, one on technical services in the various library units, one related to other matters concerning departmental libraries, and one to users (students and faculty members). The responses on the questionnaires were thorough and prompt.

In addition to the interviews, questionnaires, and visits, there was also the task of checking holdings against special lists, which provided some idea of the strengths and weaknesses of the collections. The job descriptions provided a useful body of data regarding the duties and responsibilities of all staff members. Job analyses were also prepared, with members of the survey staff working with staff for certain periods in order to observe the nature of the problems facing them. Staff manuals, organization charts, and flow charts were used where appropriate. Efforts were made to use such standards of effective library service which have been developed. The practice of using the comparative method was also introduced into this study. V.P.I. is relatively a small organization, and the elaborate analysis sometimes made in other studies was not required for every routine. Despite certain delicate situations, particularly in connection with centralization of services, collaboration and cooperation were excellent. The campus family as a whole was aware of the inadequate library facilities and was anxious for improvement.

During the stay of the surveyors, the problem areas were outlined in considerable detail. Use of an ediphone made it possible to transcribe materials from confidential reports and from interviews. Approximately 20 cylinders of material were recorded before the surveyors left the campus. Before the surveyors departed, an interview was held with the president to inform him of tentative answers to the major questions that he had raised.

Writing of the report extended from the completion of the visit to the month of May. My collaborator on the survey, William H. Jesse, made another visit to Blacksburg before the completion of the report, and of late he has been the consultant to V.P.I. for its new building. The various portions of the survey report were examined by the librarian and his staff, and where errors of fact or misinterpretation arose they were pointed out. The conclusions of the surveyors were drawn on the basis of the evidence. Like all surveys in which there is frankness and cooperation between the parties involved, the findings are based on actual conditions and the recommendations are framed within the bounds of possible achievement. The published report, like many reports of university library surveys, does not contain all the work-sheets, work analyses, diagrams, building sketches and other materials which the administration may use in developing the library program. Questionnaires used, however, were incorporated in the final report. The presentation also included tabular data, organization charts, and other illustrative matter.

The president of V.P.I. used the survey report for the preparation of a condensed report which was distributed widely in Virginia to inform friends and others of the library needs of the institution. It met with prompt response from the Virginia legislature.
which provided the additional book funds and personnel required for improved library service. A $2,000,000 library building, for which funds have been acquired, is under construction.

RESULTS

The improvements resulting from the V.P.I. survey have been duplicated in other institutions which have had general library surveys. These results, which have been spelled out in detail by Dr. Wilson in the article cited earlier, may be summarized briefly. Surveys have been instrumental in increasing the understanding by the administration and faculty of what constitutes a proper library program, in clarifying the policy or government of the library, in integrating the library program with instruction and research, in raising the position of the library personnel, in gaining increased support for the library, in improving operations of the library, and in stimulating use of the library.

The speed with which implementation of recommendations and suggestions made in surveys is initiated varies among libraries. In a number of instances, changes in operations and routines have been made while the surveyors were still on the campus. In others, as Wilson has pointed out, there may be delays which have developed because of the general slowness of some academic institutions to change. This has been especially true in regard to personnel classifications. Improvements in general organization and in technical services appear to be most speedily introduced.

It is not always possible for specific personnel to have the advantage of putting into practice the recommendations of a library survey. This is undoubtedly a difference between the library survey and the long-term management analysis. The Stanford library survey, by L. R. Wilson and R. C. Swank, is an example of such a situation. Librarian Swank has had the opportunity of taking each recommendation and working with it in the development of the library's services. Elmer M. Grieder has written about some of the organizational results in the July, 1952, issue of College and Research Libraries, in an article entitled "The Reorganization of the Stanford University Libraries."

Two of the most important surveys of large non-university libraries in recent years which were mentioned earlier were those by Joeckel and his associates at the Library of Congress (1939) and by Metcalf and his associates at the Army Medical Library (1943), now the Armed Forces Medical Library. A recent letter from Verner W. Clapp, acting librarian of Congress, points out that the Joeckel committee report marked the beginning of a new era in processing in the Library of Congress, but that so many changes have been made since that time that it is practically impossible to say how many of them were due to the Committee. One consultant to the Joeckel team was appointed to the Library of Congress staff for a year which facilitated the consideration of the committee's recommendations.

The Armed Forces Medical Library reports more specifically on the relation of the survey to the reorganization of the library as follows:

The Survey Committee lent the great weight of its prestige and authority and made it seem much easier to

(1) convince the higher echelons holding the purse strings that action was necessary;

(2) gain the confidence and cooperation of the staff;

(3) steel the souls of the top administrative officers to go ahead with the enormous task of the reorganization.

The Survey Committee also pointed the direction in some specific ways. This was desirable, if only to illustrate the more general charge. Some of the specific proposals were followed faithfully; others have been modified in the course of time and changing pressures, as one might expect.

There is no doubt we have made great progress since the Survey, and that a large part of the progress has been expedited by the Survey findings.

A further examination of the reports of various members of the Armed Forces Medical Library reveals the implementation of specific recommendations. The article by M. Ruth MacDonald in the June, 1953, issue of the Journal of Cataloging and Classification on "Cataloging at the Armed Forces Medical Library, 1945-1952," points up in some detail the important changes that have occurred. As Miss MacDonald observes:

The survey recommendations on cataloging were based on a reassessment of the Library's mission at the end of its first one hundred
years, and the changes specified were not indictments of past activities but were due, rather, to a recognition of the Library's enlarged responsibilities.

In most library surveys there is a continued interest in the institutions by the surveyors. In the South Carolina survey, a member of the staff went back to the institution to help install the reclassification project. As a result of the Cornell survey, correspondence with surveyors on various questions has continued even to the present day. In the Dartmouth survey, the consultant worked closely with the personnel in the development of various forms for acquisitions.

What about the future of surveys? Undoubtedly, library administrators will face even greater problems in the future than they have had in the past. The study of individual library problems will necessarily have to go on without end. The skills of management analysis and scientific personnel administration will need to be assimilated within the general administration of libraries and the professional training of librarians. The various cooperative undertakings (and proposals for new ones) which the library profession has had before it for the last few years will require the earnest attention of all. Specialization in collecting, interlibrary centers, storage libraries, union catalogs, printed book catalogs, and other instruments of cooperation—if developed and expanded—should have definite effects upon the individual library situation in many of the problem areas that have been discussed in this paper. Efficiency in management must be a constant concern in the individual library, and the experiments of any library should be encouraged. There is little need to emphasize the fact that implementation of recommendations is directly related to the morale of the staff and the ability of the supervisory personnel to plan and control the work of the program.

By T. D. MORRIS

The Management Consultant in the Library¹

Mr. Morris is a member of the firm of management engineers, Cresap, McCormick and Paget, New York.

Can the Management Consultant render a genuine service to librarians?

This is not a question which the consultant can answer in general terms. In fact, the writer’s firm feels that this question cannot be answered with a positive “yes” or “no” for any prospective client until the client's problem is clearly defined and the objectives of the proposed study have been established. When these determinations have been made,¹ it may then become apparent that:

—the library staff itself is best equipped to solve its problems; or that
—a library specialist should be retained to conduct the study; or that
—a management consultant is the proper vehicle for achieving the desired improvements—usually in collaboration with one or both of the first two approaches.

How can the librarian determine when and for what purposes the management consultant should be retained? The following comments provide background information to assist “the librarian with a management problem” in securing an answer to this question. Three subjects are explored: I. The Role of the Consultant in Management; II. The Techniques of Management Consulting; III. The Application of Consulting Techniques to Professional Organizations such as libraries.

I—The Role of the Consultant in Management

Historically, management consulting sprang from the pioneering efforts of Frederick W. Taylor, who, 70 years ago, evolved and applied “scientific management techniques” to production operations. Taylor, with remarkable insight, defined scientific management as:

—The development of a true science in the operation of an enterprise.

¹ Developed from a slide presentation at the Eastern College Librarians Conference, Columbia University, November 28, 1953.
² The consultant is glad to aid in making these determinations.
—The scientific selection of the workman.
—His scientific education and development.
—Intimate, friendly cooperation between the management and the men.

While some of the early successors to Taylor (the "efficiency experts") lost sight of the all-important human equation, present-day practitioners have returned to these principles. Above all else, today's professional management consultant is concerned with the best use of human resources through the application of skillful supervision, adequate incentives and working conditions, and the numerous other factors which mold a group of people into a harmonious working team.

To define the role of the modern consultant, let us inquire into the types of services he performs, his personal characteristics and the clients he is serving.

A—Services Performed. Firms engaged in a general practice of management consulting conduct studies and render counsel in all or most of six basic fields of management:

1. Executive Management—which is concerned with over-all questions of organization, policies, objectives and controls. This is the sphere of the top policy group (Board of Directors or Trustees) and the top executive staff (President, Director, Chancellor or Librarian and the key department heads).

2. Personnel Management—which embraces all of the aspects of human relations in any organization, including procurement of personnel, training, assignment, compensation, upgrading, employee welfare and benefit programs, etc.

3. Consumer Relations Management (Sales Management)—which is that phase of managing an enterprise concerned with merchandising and distributing its products or services to its users. While such activities are most readily identified in profit-making enterprises, skillful presentation and distribution are essential elements in the management of any organization which is dependent upon reaching an audience or clientele. The library has a substantial interest in consumer relations management.

4. Office Management—which comprises the administrative and supporting clerical operations of an organization. The chief product of the office is "paper work"—records, files, reports, correspondence, etc. Office management is thus concerned with the personnel, materials, methods and facilities (space, furniture, equipment) required to process the organization's administrative work. Office management is a major part of library administration.

5. Production and Plant Management—which refers to the "physical aspects" of an enterprise—the personnel, materials, methods and facilities required to manufacture a product as well as to maintain the physical plant and equipment. Production problems are most characteristic of manufacturing organizations. However, a library requires a substantial physical plant and the librarian has an important interest in plant design, layout and maintenance, as well as in materials handling methods and devices.

6. Financial Management—which comprises those policies and procedures by which an organization budgets and accounts for the use of its funds. This is, obviously, an indispensable phase of management in any organization, profit or non-profit.

The typical consulting assignment covers a combination of the above phases of management. Thus consulting surveys are usually conducted by teams chosen to provide the full range of specialized knowledge required.

B—Personal Characteristics of Management Consultants. When my firm added its hundredth staff member recently, a study was made of the characteristics of the group. It was found that all were college trained, almost half holding postgraduate degrees. Three out of four were trained for a business career. Since graduation, the average member of the group had had twenty years of progressively successful working experience, and prior to entering consulting had held five significant positions in several different organizations. Especially striking is the interest of the group in speaking, writing or teaching—indicating that "adult education" is a strong motivation among those who enter professional consulting.

The combined talents of the group cover the six fields of management described earlier, but few members are specialized in a single field since the goal of the management consultant is to become a well-rounded generalist.

C—Clients Served. An analysis of the clients served by the writer's firm during the past eight years reveals that organizations of all types are drawing upon consulting services. Almost half are production enterprises (including construction, manufacturing, mining, refining, publishing, utilities). Another 20 per cent are service enterprises (including

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Over 30 per cent are non-profit organizations (including educational, religious, civic, charitable and governmental). These organizations draw upon the services of management consultants for reasons such as the following:

1. **The Need For Specialized Knowledge—Not Readily Available In The Organization**
   There is a shortage of executives and technicians in our nation's organizations who have "time to spare" for critical, painstaking self-analysis. Consulting firms represent a reservoir of trained executives and technicians with "time to sell."

2. **The Need For Objectivity**
   This frequently is of greater importance than the first reason. Established organizations, like family units, often find it difficult to make an impersonal and realistic appraisal of internal strengths and weaknesses.

3. **The Desire To Have A "Fresh Look"**
   Progressive managements are ever alert to the need for breaking through the barriers of habit and tradition. Outsiders with comparative knowledge of management practices can concentrate on conceiving new approaches to old problems, free from the restraints of past policies and practices.

II—The Techniques of Management Consulting

Organizations retain consultants for their knowledge and experience either in a particular subject field or in a particular phase of management. But it is not knowledge alone which makes the consultant of value, since there are executives in every organization who possess a knowledge of their business far beyond that of the average consultant. The proven consultant has one ability which is rare...this is the ability to analyze management problems.

In principle this is a simple ability. In practice we have not learned how this ability is acquired or how it can be taught. At best we can describe the steps which the analytical mind employs.

First, a word about the philosophy of the management consultant. In simple terms the consultant's aim is to solve problems which are within his competence or to help management find the means of solving problems which are beyond the technical competence of both. The consultant is concerned with three criteria in designing a satisfactory solution: workability, timeliness and acceptability. The first criterion means that the consultant must validate the feasibility of his ideas by sufficient test evidence; otherwise he will be presenting experimental ideas which the client must validate. The second criterion requires the consultant to complete his work within the calendar and man-day "budget" arranged with his client, and that he deal in solutions which can be effectuated quickly enough to sustain the client's interest in the change. In some situations the client may have the patience to digest changes extending over several years (long-range improvements); in other cases the client may insist that results be produced immediately, or concurrently with the findings of the survey. The third criterion stipulates that solutions must be understood and adopted by management (present or future). Thus the consultant's ability to present, explain and defend his ideas is just as important as his ability to develop workable and timely ideas.

The management consultant applies this philosophy through the systematic application of principles long recognized by the engineer and the scientist. Careful scrutiny of the management consultant reveals that his "work cycle" consists of the following four phases (illustrated in the exhibit).

1. **Research Phase.** This first phase of a management survey involves careful preplanning of the study, followed by painstaking fact gathering. Between one-half and two-thirds of the time spent in conducting a management survey is spent in the research phase. It is rare, in fact, that the consultant is able to spend enough time in research to exhaust the subject (or fully to quench his thirst for factual knowledge). As a consequence, most management research is a selective process of exploring, in priority order, the various elements of the problem under study.

2. **Analysis Phase.** Facts are but the raw material of the management survey. Analysis is the application of the creative skill of the management consultant. The process of analysis consists of six steps portrayed in the exhibit: (i) precise definition of the problem under analysis, (ii) determination (from the facts) of the causes of the problem, (iii) establishment of the objectives—i.e., specifications—of a satisfactory solution, (iv) development of the solution in principle—i.e., in broad outline,
(v) confirmation of the acceptability of the solution in principle with the client, and finally (vi) design of the solution in detail.

3. Presentation. This is the stage which brings the end product of the management survey into being. The presentation involves not only the submission of a report (visual or written) but the explanation and defense of the findings to the client's organization.

4. Installation and Follow-up. The extent of the consultant's participation in the fourth phase is dependent upon the client's desire for continued assistance in the implementation of the proposals. Whether he administers the installation or not, the consultant keeps in touch with the progress of the installation in order to counsel upon the inevitable adjustments required to introduce a new management program.

A successful management survey cannot be a one-sided effort by the consultant. The client must not only cooperate with the consultant; he must actively collaborate if he is to secure full and lasting benefits from the undertaking. Examples of the client's part in each phase of a management survey are as follows:

Client Participation
In The Research Phase

—Prepare the organization for the study by appropriate announcements and the display of interest and confidence in the survey.
—Review the plan of study with the consulting team and acquaint the organization with the fact finding process and schedule.
—Provide all practical assistance to the consulting team in fact gathering. It is frequently desirable for a member of the client organization to participate in the survey.

Client Participation
In The Analysis Phase

—Meet with the consulting team periodically to discuss the validity of findings and alternative courses of action.
—Keep an open and experimental point of view.

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—Begin to "condition" the organization to the possible courses of action which will be recommended by the survey.

Client Participation

In The Presentation Phase

As quickly as possible, bring the key members of the organization into full participation in the review and discussion of the survey report. This frequently involves the appointment of task groups to analyze the report and develop proposed plans of action. Care must be exercised to avoid unnecessary time being devoted to this phase, since it is easy for a survey report to be "talked to death."

Client Participation

In The Installation Phase

This is normally the responsibility of the client organization, with the advice and encouragement of the consultant. When the consultant is retained to manage the installation, he becomes in large measure a part of the client's organization.

III—Application of Consulting Techniques to Professional Activities Such as Those Performed by Libraries and Educational Organizations Generally

The writer's firm has performed studies for a large number of institutional organizations. These projects have ranged in duration from a few weeks to more than a year. A review of the benefits derived by these clients indicates that the consultant's contribution may result from three different circumstances:

1. Specialized Knowledge and Skill. This type of contribution occurs when the consultant is qualified by reason of (1) specialized knowledge of the subject, and/or (2) specialized skill and objectivity in analysis.
2. Ability to Correlate Ideas of Others. Here the consultant's contribution lies in formulating definite plans of action by drawing upon the ideas of client personnel, as well as his own.
3. Ability to Secure Agreement On Broad Principles and Objectives. When the issues are concerned primarily with judgment and opinion, the consultant's contribution is to secure agreement on broad principles and objectives in order to stimulate action by those who are responsible for the policy management of the organization and its program.

The reader should reread the above statements so as to understand the fact that consultants are not substitutes for effective management, but rather a means of supplementing management in the analysis of its problems. The degree and scope of the consultant's contribution varies from organization to organization, and from subject to subject. Keeping this fact in mind, the reader may be interested in the following examples of subjects which have been studied by management consultants in libraries and educational organizations generally.

Examples of General Management Studies

1. Evaluation of the role of the trustees and top policy officials.
2. Evaluation of basic departmental organization to secure best balance in distribution of responsibility and best use of the capabilities of key personnel.
3. Development of long-term plans to increase the administrative competence of supervisors and prospective supervisors.
4. Securing of agreement on fundamental objectives and policies.

Examples of Personnel Management Studies

1. Application of job analysis to identify professional versus nonprofessional work content, and to propose ways of securing greater utilization of professional skills.
2. Wage and salary administration practices.
3. Performance evaluation techniques.
4. Recruitment and training plans for professional and nonprofessional staff.

Examples of Office Management Studies

1. Analyses leading to simplification of work methods; introduction of laborsaving devices; improvement in furnishings, layout and physical factors.
2. Work measurement to improve control of clerical costs.
3. Work planning and scheduling to improve control over professional costs.
4. Improvement of inspection, revision and quality controls.

Examples of Production and Plant Management Studies

1. Studies of materials handling and storage practices.
2. Studies of plant maintenance procedures, programs and cost controls.
Examples of Consumer Relations
Management Studies
1. Development of more effective techniques for the presentation of materials and services to the user.
2. Studies of clientele served and the nature of current demand for services.
3. Forecasts of prospective clientele and nature of future demand.

Examples of Financial Management Studies
1. Development of budgetary techniques to relate proposed and actual expenditures to program performance.
2. Cost accounting analyses of revenue-producing services to establish an accurate basis for fees.
3. Development or refinement of chart of accounts.

When a management survey is made primarily for the librarian or a single major department of an institution, the full focus of the analysis is brought to bear on matters of greatest interest to these officers. The following are typical matters of greatest import:

— Studies of the basic organization structure, and evaluation of the performance and potentiality of key personnel.
— Studies of detailed work methods and procedures, especially in departments having the largest numbers of personnel.
— Studies of personnel utilization, both professional and clerical.
— Studies of layout, furnishings and equipment.
— Studies of clientele and type of demand.

When it is but one component of an educational institution which is being studied as a whole, the library is viewed primarily as it fits into the over-all organization and professional program of the institution. Internal operations of each department are audited in order to identify major opportunities for improved performance. Primary questions considered include (1) size and cost in relation to the over-all organization, (2) adequacy of organization and management in relation to the over-all organization, (3) principal needs for improvement, (4) principal opportunities for reduction in cost, (5) respects in which the library should be subject to controls and services in common with other departments—particularly on matters of budget and personnel.

Management studies may be undertaken for a group of cooperating libraries. The objectives here may include the framing of plans for the sharing of holdings, facilities and services. Another important objective may be the establishment of uniform accounting and statistical reporting practices to facilitate performance and workload comparisons.

SUMMARY
The Role of The Consultant in Management
The management consultant's value to any organization lies in the fact (1) that he is a trained analyst with varied experience, (2) that he has the time and opportunity to perform a systematic job of management research, and (3) that he is objective.

The Techniques of Management Analysis
The techniques of the management consultant are illustrated by the systematic procedure followed by the trained analyst: (1) precise definition of the problem, (2) precise determination of the causes of the problem, (3) formulation of attainable objectives for an acceptable solution, (4) development of the solution in principle, (5) confirmation of the solution in principle with the client, (6) design of the solution in detail.

Highest results are achieved when the client plays his part throughout all phases of the survey.

Application of Consulting Techniques to Professional Organizations
In libraries and other professional organizations there are respects in which the consultant makes a contribution due to his specialized knowledge, analytical skill, and objectivity. There are respects in which his contribution is to correlate the ideas found in the client organization with his own and to formulate definite plans of action. Finally, there are respects in which the consultant's contribution is to secure agreement on broad principles and objectives in order to stimulate action by those whose professional judgment is the key to the solution of problems.
What Happens When the Management Engineers Leave?

Mr. Kingery is chief, preparation division, New York Public Library.

Obviously, the possibilities are two: nothing, or something. While there is great temptation to discuss the specific applications of the principles and procedures Mr. Morris so vividly exposed, or to consider again the body of exciting theory behind the seventy-five recommendations he and his staff developed for the Preparation Division of the Reference Department of The New York Public Library, I had best stay with my original assignment which I understand to be "How to make something happen when the management engineers leave."

Customarily, such gentlemen leave behind a report, which in our case runs to several hundred pages and was made to the Director of The New York Public Library on August 22, 1951. Thus, our initial problem was to secure administrative acceptance of the report. Fundamental to Mr. Morris' method is his insistence upon the participation of the staff of the organization being surveyed in the survey, itself. This participation was continued by our Director, Ralph A. Beals, in the process of administrative examination of the Report.

The Director authorized the release of the Report to the general and unit supervisors of the Preparation Division immediately upon his receipt of it. For a three-week period it was read, studied and discussed informally by this group. Because of the involvement of these people in the survey, much of the Report itself was already familiar to them and in many instances reflected their own suggestions.

On September 13, Mr. Beals called the general and unit supervisors of the Preparation Division together and asked each one to comment on:

1. The adequacy of the fact-finding on which the Report was based.
2. Their own reactions to the general recommendations made in the Report.
3. Their guess as to the probable reaction of the division staff as a whole to the recommendations of the Report.

There were, of course, some reservations. However, the group found the fact-finding adequate, agreed that all the recommendations deserved careful consideration, and felt that the majority of the staff would react favorably. Accordingly, the Director authorized the release of the report to the staff as a whole.

Beginning with September 14, ranking assistants next to the unit supervisors were assigned the reading of the reports as a whole during working hours. Other members of the staff were given time to read as much of the report as they wished, and as rapidly as copies could be made available.

Having secured the initial administrative acceptance of the report, subject to subsequent examination of specific recommendations, our next task was to secure thorough, reasoned consideration of each of the Report's seventy-five recommendations. From September 19 through October 19, bi-weekly meetings of the supervisory group including ranking assistants were held and each of the recommendations and the plan of installation, included in the Report, were discussed. Many of the recommendations were enthusiastically endorsed without much discussion. In other instances, the initial reaction was emotional and sometimes impatient. When this happened, the group simply moved on to the next recommendation, withholding final opinion. Once the recommendations and plan of installation had been considered, the group back-tracked and reconsidered those upon which we had bogged down the first time through. Because the whole picture was clearer on the second go round, more of the recommendations were endorsed so that at this point, the score stood sixty-two accepted, four rejected and nine held for future consideration. Of those accepted, some under-

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went immediate revision, and all were considerably elucidated in terms of what they meant in policy and procedural changes.

At this point, the supervisory group had had full opportunity to become familiar in detail with and to react in a reasoned way to each of the recommendations. Accordingly, each supervisor was asked to prepare a written report on his reactions to the survey. These reports were later forwarded to the director as evidence of general supervisory support.

Meanwhile, the non-supervisory staff had access to the Report. During the week of October 23, the division chief met with the entire staff of the Preparation Division in eight appropriate groups to discuss the basic theory behind the various recommendations, to clarify misconceptions as to what the Report’s recommendations really were, and to answer questions. While, as anticipated by the supervisors, the general reaction was highly favorable, many members were concerned with the effect of a subsequent reorganization on their own jobs. Frankness was the only possibility. They were assured that while nobody at this point could anticipate such effect, simplification of specific tasks would lead to assignment to new tasks appropriate to their abilities.

During the period of the supervisory meetings on the survey, minutes were taken and circulated to the whole staff as well as to the director of the library and the chief of the Reference Department.

On November 7, the chief of the Preparation Division made a detailed report on what had been done up to this point. This report said in summary, “The attitude of the staff of the Preparation Division toward the CMP (Cresap, McCormick and Paget) report is generally enthusiastic against a realization that the report is a blueprint, subject to necessary alteration as further experience and thought may indicate, as to final form of organization, specific procedures, and timing.”

Meanwhile, the chief of the Reference Department had circulated the Report to the various division chiefs and their staffs. Late in November, the chief of the Preparation Division was given the opportunity to present the major recommendations in a division chiefs’ meeting and to answer specific questions. Again, the general reaction was favorable. Shortly thereafter, the director presented the Report to the Trustees, indicated that the division’s staff recommended its acceptance and requested authority to proceed to implement such recommendations as the staff felt could be undertaken. This authority was given so that final administrative acceptance was achieved. Because of the emphasis on staff participation, the various stages of administrative acceptance and staff examination were largely concurrent.

There is no necessity for going into the technical details of the implementation of the various recommendations. Much of it would not be of interest. Rather, I will discuss briefly some of the things we feel we have learned in our reorganization, things that seem very obvious now.

I must first report disillusionment. During the survey, when many of us spent long hours on it, we looked forward to that happy day when life would be normal again. We realize now that life never will be “normal.” For it appears that one result of a successful survey is the recharging of the batteries of those surveyed, so that it seems certain as the days pass and add into years, this critical self-examination by ourselves will never end. This, not any one or all of the seventy-five recommendations, is the important result of what Mr. Morris and his staff did with us, and ultimately to us.

We hear much of the importance of communication “up” and “down” these days. Reorganization makes communication even more important. As we developed and installed new procedures, it was necessary to put them in writing, to explain them in meetings, to watch them carefully during their initial use, and then to revise them.

The need for revision arises out of several factors:

a. In a sense, a survey is done in a vacuum in that as recommendations are built one upon another, the movement is away from the known, present organization and operation into the increasingly unknown and theoretical.

b. Accordingly, new procedures were also thought through in a vacuum, and while we attempted to bring our full collective knowledge to bear, we were never successful in developing a perfect, final procedure until we had tried it out.

c. As more and more new procedures are installed, they have impact on each other, so that the new procedures as a body
undergo revision from time to time, and still do.

One reason for the survey was the large and growing backlogs of material in various stages of process. As new procedures were installed for current material, we still had on hand the backlogs partly handled under old methods. The result of this was to create a double operation where some material was handled under new methods and other material under the old. In the later stages, when more of the new procedures were developed, we discovered that, in many instances, it was simpler to disregard the work already done and to handle backlog material as if it were being currently received. This took courage.

Several factors appear to influence the speed of implementation:

a. Where procedures being changed are long-standing (in this instance, some had been in effect for ten to twenty years or more) and the staff members have been following them for comparable periods, training in the new procedures is complicated by the need to untrain. Often, new staff members can learn new procedures in a shorter time than those familiar with the old ways of doing things. Understanding of this problem removes the danger of impatience.

b. The number of new procedures that can be developed within a period of time is limited because of the pressure of current work, the limited amount of creative thought and energy available to most of us within a span of time, the difficulty of arranging for staff members to have the necessary “peace of mind” to do it, and the importance of not having the whole organization in a state of flux at the same time.

There is no rule of thumb I can give you on this. I do know that the tempo of reorganization has much to do with the temper of it. The head of the operation must be constantly on the watch for signs of tension. Spaced change with periods of absorption of the change and recuperation from change is indicated. By consensus, our supervisory group would frequently conclude that we had had enough for the present.

The problems of communication, training and rate of change can be eased if careful attention is given to using the full available experience of the staff in developing new routines—“participation” in short. Few will argue the necessity for it, certainly fewer still will argue that it is easy to achieve. Mr. Morris and his staff launched participation for us, and it was thus easy to continue to involve those most concerned in the various stages of our reorganization. One benefit not anticipated by us was the effect participation has in raising the level of performance of the participated staff member. There is a considerable temptation that no administrator or supervisor can completely resist to be too conscious of the passing of days and months. In these, our final stages of major reorganization, we see clearly that the surest way to move slowly is not to travel too fast.

These then, are some of the things we have learned, and one most important thing—that we will go on learning together.

Finally, there seems to be much discussion on the place of the management engineer in libraries. Should we librarians carry on such examinations or should we go outside the profession? In our survey, we had the helpful participation and advice of the staffs at the Library of Congress, Harvard and Yale. Among our own staff, we had substantial competence in the technical aspects of cataloging. Mr. Morris and his staff gave the catalyst, the competence of the management engineer. Perhaps the important thing now is not to argue about who is going to solve our problems, but rather to bring to bear on those problems the necessary insights to solve them, wherever they may be found, in or out of this profession or that one.
IT IS THE SOLE PURPOSE of this paper to try to answer two basic questions about a serious problem which has long worried the custodians of our research libraries—the disintegration of important volumes printed since about 1870 on wood pulp stock. The questions are, first: Do we as yet have a satisfactory method, either tried or experimentally developed, for the preservation or restoration of the hundreds of thousands of valuable volumes already decayed or progressively decaying because of their inferior paper? And second, if the answer to the first question has to be in the negative: What are the possibilities of an acceptable method being developed before the situation is out of control? To arrive at the answers to these two questions, perhaps we should examine, one by one, the objectives we seek in an acceptable process of preservation. Ideally stated, they may be summarized as follows:

1. **Legibility:** The restored page should not suffer, in the immediate process or subsequent thereto, any considerable loss in readability.

2. **Permanency:** The processed unit should be chemically stable in order to withstand normal storage conditions, for ideal ones (air-conditioning at its best) may not be available.

3. **Durability:** The preserved or restored unit should be relatively resistant to tearing and must have folding endurance, assuming, of course, that the processed unit will not have been radically altered in format, and consequently continues to be handled as a printed leaf.1

4. **Discoloration:** There should not be any adverse change in the original color of preserved leaves either immediately incident or subsequent to preservative treatment.

5. **Special resistancies:** The treated unit should be relatively resistant to attack by mold or mildew and insects, and if possible, to destructive chemical elements, such as sulphur dioxide, in the atmosphere.

6. **Utilization:** The restored unit or series of units should be in a format that is convenient to use.

7. **Rapidity of execution:** The actual method of preservation should be one that can be speedily executed for the simple reason that the quantities of decaying pulp publications are already vast, and time is adding to their vastness. Unless speed of treatment can be a characteristic of the method, the process is or will be partly in vain.

8. **Economy:** Related to the objective of speed, the method must be one of relatively low cost. If not economical and the cost has to be programmed over a period of years, deterioration and tragic loss will continue.

As a means of preservation, the several forms of microphotography are not discussed in this paper. Librarians are either already familiar with their possibilities and limitations or can get access to some published data on the subject; microphotography is not strictly speaking a preservation or restoration method, but chiefly a means of conserving the record; and while it is the least expensive way to save the record, the problems of making it available or even acceptable to the researcher (and to some librarians), are difficult to resolve, persuasively, administratively and economically.

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1 At a meeting of the Committee on National Needs of the Association of Research Libraries held in Los Angeles last summer, the Library of Congress was requested to prepare a paper on the various current techniques for preservation of deteriorating book materials. The enclosed memorandum, dated November 27, 1953, was prepared by Mr. Kremer of the LC staff in response to that request.
Unfortunately, most of the older as well as the currently-practiced methods for the preservation of disintegrated paper which are described below can not be applied to wood pulp printed publications. The chief reason is that they would be too expensive, since they still have to be carried out somewhat slowly, by hand for the most part. However high cost and slowness are but two of the limiting factors. It might be well to review the several methods and to point out their advantages and disadvantages in terms of the objectives cited above. While scientists and technicians have been offered the suggestions that possibly gases could be developed to do the job, or that xerography might be considered, without more than suggestions to inspire them, no experimental efforts in those directions seem to have been made. This paper confines itself, therefore, to only the tried techniques.

Also omitted from this discussion are such devices as inlaying, which is a method by which a single sheet is tipped within a surrounding frame of additional paper by use of an adhesive, and the reinforcement of leaves at various weakened points with transparent tapes, including the adhesive-coated plastic types. These techniques provide no additional strength to leaves in their entire areas, which are usually deteriorated, visible or not to the eye; hence they would be inadequate in the case of preserving leaves of wood pulp stock.

SIZING

While it is primarily the final procedure in the manufacture of most paper, sizing or the resizing of disintegrated paper has sometimes been advocated or practiced as a means of renewing strength by binding together broken paper fibers. A water solution containing a good grade of gelatin has sometimes been used as the sizing bath for this purpose.

Provided the paper is not seriously disintegrated, some improvement in tensile properties and tearing resistance may be achieved by the sizing process. Unfortunately, wood pulp stock, even as it comes directly from the paper mill, contains certain non-cellulose materials which possess no fiber structure. Once it has become brittle from exposure to light and air, sizing alone is of little value in trying to bind together non-existent fibers and weakened or broken ones. Books of decayed wood pulp are in many cases noticeably deteriorated or broken at the binding edges of their leaves. One could hardly expect sizing to add enough strength to withstand new sewing, let alone be the sole factor in supplying new binding margins.

THE SILKING TECHNIQUE

One of the oldest and most widely used procedures until a few years ago, silking is a method by which very thin silk chiffon is pasted to each side of a sheet of paper. It has some advantages but more disadvantages when considered in terms of the objectives of preservation.

When first treated in this manner, a leaf of paper is relatively strong, standing up well under testing methods devised to determine folding and flexing endurance, and quite resistant to tearing. The silk used is relatively transparent, hence the record covered with it does not, initially, suffer any serious loss in legibility.

While the silk chiffon initially adds strength, unfortunately it will not remain strong permanently. It eventually becomes brittle, loses its resistance to tearing, and may take on a discoloration which adversely affects legibility. Pastes used in its application are subject to attack by insects and molds. The process is a slow one and requires highly-skilled craftsmanship to effect, hence it is an expensive one. These considerations would seem to eliminate it as a suitable process for the preservation of wood pulp publications.
THE TISSUE PROCESS

This method, although never as widely used as that of silking, is very similar to the latter. The deteriorated leaf has very thin sheets of tissue of all rag stock or of highly purified fibers applied with paste to each of its sides.

While tissue affords some strength, it lacks the initial strength of silk, but as a material, it is a good deal cheaper than silk. To achieve maximum strength, thicker grades of tissue have to be utilized. This, in turn, usually reduces legibility to an objectionable extent. Like the silking process, it is susceptible to attacks by impurities introduced in the paste, by chemical or acidic impurities left in the strengthened leaf itself, by insects attracted by the paste, and by fungi. It, too, is a slow and expensive process. It offers so little for its investment as a permanent means of preservation that it is not a solution to the problem.

TRANSPARENT COATINGS

In recent years, librarians and archivists seem to have been building their hopes on the development of a cheap method of applying to disintegrated leaves, perhaps by spraying, a transparent coating which would meet most of the requirements of paper restoration. While such sprays have been developed, they do little more than give a protective coating to the surface of a piece of paper. They add little or no physical strength to a weakened leaf. Sometimes, dependent upon the state of disintegration, they can even do more harm than good, as actual tests have demonstrated that they can increase embrittlement under certain conditions. An evaluation of existing spray materials which deposit only a very thin film would indicate that they afford folding endurance. Decayed leaves so treated would seem to remain in frail condition, with their broken fibers still unrepaired. Destructive chemical impurities originally in the sheet would remain therein to carry on the decaying process.

LAMINATION WITH CELLULOSE ACETATE SHEETING

By lamination is meant the process of applying thermoplastic cellulose acetate film to each side of a leaf of paper, by means of heat and pressure. Good adhesion, or a penetration of the pores of the paper by the thermoplastic film, is obtained only through the use of special equipment with controlled heat and pressure.

Since many deteriorated leaves require greater reinforcement than could be afforded by very thin foils of cellulose acetate alone, one process of lamination allows for the addition of sheets of pure tissue. This overcomes a definite shortcoming of the film. The same process employing tissue for additional strengthening also provides, prior to lamination, for a means of neutralizing the acidity in the disintegrated leaves. Bathing such leaves in chemical solutions containing calcium hydroxide and calcium bicarbonate, not only serves to neutralize existing acidity but also to have a similar influence on any likely to be absorbed in the future.

Lamination, using tissue and the preliminary bathing procedure, has a number of worthwhile features. It results in a product of good legibility; added materials (films and tissue) are relatively permanent and provide resistance to tearing and folding; the process results in no discoloration; it affords resistance to attack by insects and fungi; acidity is neutralized and unlikely to become active again if reabsorbed; and the restored unit continues to be in a useful format.

It is, however, a relatively slow process. Although perhaps four or more times faster than silking and tissuing, it is not rapid. In its present stage of development, there-
fore, it is too expensive as a means of re-

PRINT TRANSFER

Almost nothing has appeared in print
concerning a treatment which, for want of
a better name, has been labeled "print trans-
er." Actually, it remains in an experi-
mental stage of development, with perhaps
less than a hundred deteriorated books hav-
ing been restored by this unique process. Its
developer, Mr. W. J. Barrow, documents
restorer of Richmond, Virginia, has very
kindly prepared a brief statement concern-
ing it for inclusion in this paper, which is
quoted as follows:

"Notes on Print Transfer. During the
past four years, efforts have been made to
transfer the print from a deteriorated sheet
to a sheet of rag paper having a high degree
of permanency as a means of preservation
of the text. This has a useful application
for certain reference books printed on low-
grade paper. The process has good possi-

...
fer to solve this long standing problem. While it can be observed that inks do not transfer with complete consistency, the resultant products in the Library of Congress show good legibility. Except for this factor, the technique would seem to result in a product more acceptable than any produced thus far by other restorative processes. Print transfer gets rid of the basic cause of decay—the crumbling pulp paper leaves themselves. The salvaged images can thereafter be preserved by sealing (laminating) them on paper stock that is as pure and as lasting as man can devise, highly resistant to tearing, and of maximum folding endurance. Thereafter, rebinding can be done in a sturdy fashion commensurate with the strength of the leaves.

It has been stated above that print transfer is still in an experimental stage of development. Specifically, the ink removal problem remains to be refined. It is certainly conceivable that it can be overcome. Assuming that it will be, still another problem, a fundamental one and of greater magnitude, remains to be wrestled with and solved before print transfer can become the ideal solution to the overall problem. The method must become more mechanized than it is at the moment to make its product reasonable in cost. With modern machines so highly developed to perform continuously multiple operations, it would not seem unreasonable that print transfer could be undertaken by special machinery which would fairly rapidly remove ink as its first operation, and superimpose it on a web of good paper as its second.

Annual Conference of the Graduate Library School, University of Chicago

The Nineteenth Annual Conference of the University of Chicago Graduate Library School will be held from June 14-18, 1954 and will deal with the subject “The Function of the Library in the Modern College.” As in the past the program will include papers by distinguished speakers, representing college and university educators as well as leading librarians in the college library field. Although preceding conferences have included an occasional paper on some particular phase of the college library problem, this is the first to deal exclusively with this important area in librarianship. The program reflects many of the problems which have been suggested by the field as deserving the kind of intensive treatment which has characterized the Conference papers in the past. The program will include such topics as “The Relationship between the Library and Collegiate Objectives,” “The Nature of the Book Collection” (including questions of weeding, optimum size, cataloging and classification, and the characteristics of the “ideal collection”), “The College Library Building,” “The Place of the Newer Media in the Liberal Arts Program,” “The Liberal Arts Function of the University Library,” “Financing the College Library,” and “Major Research Problems in College Librarianship.” The conference, dealing as it does with problems of broad significance and wide-ranging implications, will be of interest to university as well as college librarians, to library staff members as well as administrators, and to administrative and faculty officers as well as to librarians. A leaflet describing the detailed program of the Conference will be available soon upon request. For further information address the Dean of the Graduate Library School, University of Chicago, Chicago 37, Illinois.

APRIL, 1954
When Is a Librarian Well-Read?

Mr. Yerke is librarian, California College of Arts and Crafts, Oakland.

Dr. Robert H. Muller's article in the July, 1953, issue of College and Research Libraries entitled "A Program for Staff Reading" has implications which are both hilarious and tragic.

It is hilarious (if one be on the outside) to behold a profession which has to address itself seriously to the question of whether the press of its duties has proceeded to the point that it can no longer adequately keep track of its essence: the contents of books. At the core of the matter does this mean that there is an enormously professional attitude toward the outside of books, but no well-defined one toward the inside?

It is tragic (if one be on the inside) that the consideration of the librarian's reading habits has to pay off in terms of percentages, budget increases and statistical tables. This leads to a quantitative consideration first, though the author clearly is aware of this danger. It also runs headlong into a financial problem: one doubts that college and university library salary budgets can be increased 13% (approximately) to accommodate on-time general reading by librarians.

Behind the surface disturbance created by this problem must lie some very fundamental things. Two basic assumptions apparently have long been accepted. One is that librarians were formerly better read than now, and the other is that librarians are, or were, necessarily literarily inclined.

The librarian of a large college recently remarked to me that he was not, to be frank, a bookman. This man is an administrator, and it may well be that he need make no extra-effort to be well-read in general beyond the level of any college-trained reader. Administration is much the same near the top, whether one administers an oil company, a railroad or a library. However, we are not all near the top, so this line of thought must be abandoned.

Bookmanship, as the term traditionally is understood, has an inescapable association with Humanism and the concept of the "whole man." The present arbitrary division of studies into the humanities and the sciences, is not inevitable. Humanism can and should include the sciences, and so the realm of bookmanship is not exclusive of scientific pursuits.

At one time the term librarianship carried inevitable connotations of scholarship and bookishness. It did not, however, contain many connotations of services to readers, or service in any field save scholarly counsel in the fields of traditional academic endeavor. Neither was there professional training prerequisite to the assumption of duties as a librarian. It was all charmingly informal and eccentric. I am speaking, needless to say, of pre-Dewey, even of pre-Industrial Revolution times, from whence so many of the popular conceptions stem.

Now there are numerous positions in a larger library where professionally trained librarians do not customarily handle book materials. With the trends toward more extensive collections and expanded readers' service, much librarianship is changing to administrative and technical manipulation.

The generalized duties of the librarian in a small library, or the librarian in a slow-moving old-style larger library break down into particular fragmentations of the whole process. How few librarians are able to keep the "whole function" in mind? For
how many librarians have the real pleasure of being the order librarian, the cataloger, the reference librarian and the overall administrator and policy-maker at the same time? If one has more than a very few thousand books it is an impossibility.

This circumstance, forcing specialization on the part of a librarian, paves the way for departmentalization, professionalism of the "specialty" kind, and the fragmentation of the older concept of the "whole" librarian. The "whole" librarian may be going the way of the general practitioner in medicine.

This is not to be deplored in itself, anymore than the trend toward the general practitioner's decline, for the specialist can do many things that his generalized colleague cannot do. But this does leave the problem of the extent and quality of any librarian's reading.

The statistical table in Dr. Muller's article shows the number of volumes which a librarian, following a staff reading program of his outline, will read at the end of a year—and at the end of 25 years of carefully chosen reading, how many more volumes he will have read than the ordinary non-librarian college-trained reader. In the "ambitious librarian" category the figure is 1750; for the "non-ambitious librarian" it is 1000.

I should rather see the term changed to "the librarian who takes great pleasure in reading" and "the librarian who reads dutifully." By doing this we call attention to the librarian as a person and a personality. To deal with persons and personalities is something which statistical considerations must necessarily shun. Yet by doing this we suddenly have a whole man again, and not a fragmented professional quantity.

This whole man will have human attitudes towards things in general, and not just professional attitudes about specialized things. This brings up the question whether librarians, now, are necessarily literarily inclined: are they all potential bookmen?

If librarians were ipso facto bibliophiles, there would be no problem about staff reading, because the librarian's natural avocation would be reading. But it seems that many specialized functions in libraries do not require a dose of bibliophilia at all, but simple adequate subject proficiency. The chairman of an academic department in one of our universities confided to me once that the object of the young Ph.D. candidate now was to know "just enough" to get in: to meet, in other words, the minimum paper and personal requirements.

None of this is suggesting that librarians should not read more, or to suggest that Dr. Muller's two-hours of staff reading daily is not a good thing. But it raises a question about the background factors that have brought about this situation.

In consideration of the foregoing as a whole, it does not seem to be particularly strange that there is no time on the job to read for general purposes. And that is one illusion about librarianship which we can mark off. If, further, it is considered too much to ask librarians to spend a heavy amount of their leisure time engaged in reading, then there is another illusion shattered: that librarians are essentially literarily inclined. If librarians start a race to become storage batteries of information the result will be much different than if they read to become "whole" men. It is the difference between a John Muir and Finch and Trewartha; between Faust and Wagner.

That is not to say that one is absolutely better than the other. The world and librarianship, too, need both. But it then becomes one of the problems facing us to arrange things so that both can be accommodated in the amounts needed, and that the whole recruiting and training of librarians become acutely aware of this. The problem deserves our earnest attention.

APRIL, 1954
Brief of Minutes
ACRL Board of Directors

Meeting, Tuesday morning,
February 2, 1954,
in Chicago

Present were officers, directors, chairmen
of sections and committees, and ACRL representat-
tives on ALA Council. President Mac-
Pherson presided. As usual, an agenda with
supporting documents had previously been
mailed to all those present.

Miss MacPherson welcomed Mr. Mum-
ford, incoming ALA president; she intro-
duced Miss Saidel, ACRL’s new publications
officer, and Miss Mitchell, secretary to Mr.
Hamlin.

David Jolly reported for the Buildings
Committee that a very successful buildings
institute had been held in Madison, Wiscon-
sin the previous Saturday and Sunday.

In the absence of a representative of the
Duplicate Exchange Union, a letter from the
chairman, Mrs. Dorsey L. MacDonald, was
read. This dealt with revised rules of pro-
cedure and cooperation with the U. S. Book
Exchange.

Mr. Heintz reported for the Committee on
Financing C&RL that individual responsibili-
ties were being assigned to committee mem-
bers. He read portions of a letter from
Walter Hafner which told of specific results
achieved by Stechert-Hafner ads in the
journal.

Mr. Thompson stated that the Publications
Committee was doing well with the ACRL
Monographs. The ACRL Microcard Series
would have eighteen titles ready for publica-
tion by the end of February. Precisely the
same qualitative standards should be main-
tained for the Microcards as for C&RL and
the Monographs. The University of ROCHESTER
Press, publisher of the series, handles all such details as classification, distribution,
and bookkeeping. The Northern Printing
and Engraving Company of Racine manufac-
tures the cards. Felix Reichmann, Fremont
Rider and Mr. Thompson comprise the edi-
torial board. A small subsidy is needed to
cover postage costs of manuscripts. Mr.
Maxfield emphasized the importance of know-
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ing scope and editorial policy of the ACRL
Monographs, and read the statement printed
on the inside cover of recent monographs.

Mr. McNeal reported that the emphasis of
the ACRL State Representatives had been on
membership. Procedure in appointing state
representatives was described. It was desire-
able for these people to serve relatively long
terms. Practices and policies were informally
approved.

The Research Planning Committee had
recommended dissolution at Los Angeles.
Mr. Fussler, who represented the committee,
felt that if it was to continue its purpose
should be redefined. Robert H. Muller had
written in to express belief in the importance
of such a committee to ACRL. Mr. Hamlin
concurred but suggested the committee be dis-
banded now and that the objectives be studied
and redefined and brought back to the Board
another year. Mr. Thompson and Mr. Max-
field spoke of the value of the committee to
publishing.

It was voted that,
the Research Planning Committee be
abolished.

G. Flint Purdy, chairman of the Statistics
Committee, summarized the results of a meet-
ing the previous day of Office of Education
officials with officers of ALA and its divisions
on the collection and publication of library
statistics. This group agreed on the need for
a clearing house on statistical work. The
ACRL committee had furnished its forms to
several state agencies. The recent publication
(by newsletter) of the junior college statistics
was mentioned and Mr. Moriarty com-
mented on its value to him. The committee
emphasizes the collection of facts of immedi-
ately administrative use to college librarians.
Mr. Lyle asked whether Mr. Purdy wanted
an ACRL resolution urging Office of Educa-
tion coordination with ACRL in collecting
college library statistics. A carefully drafted
resolution might be useful. No single ques-
tionnaire form could cover all needs; a clear-
ing house was desirable. The ACRL
Statistics Committee will explore these prob-
lems further with the Office of Education.

The Committee on Audio-Visual Work was not represented. Mr. Maxfield described plans to issue a monograph on audio-visual facilities in college libraries and Mr. Hamlin read a portion of a letter from the chairman on the need for an AV newsletter.

Mr. Ellsworth was not present to report for the Committee to Implement Library of Congress Bibliographical Projects but had written to request continuance of the committee in its present form one more year.

Mr. Eaton stated that the Committee on Committee Appointments was making good progress but that suggestions for people to serve were welcomed.

The President reported appointment of Gerald McDonald to head the ad hoc committee to study the establishment of a group within ALA for librarians especially interested in rare books. Other members are Colton Storm, Hannah D. French, Thomas M. Simkins, Lawrence C. Powell, and Clyde Walton.

At the request of Mr. Eaton the Executive Secretary had prepared a short, draft statement of purpose for each ACRL committee. It was agreed that the directors should define the scope of each committee operation. After some discussion it was voted that,

1. the name of the Committee on Committee Appointments be changed to "Committee on Committees."

2. the wording of Mr. Eaton's suggested statement of purpose for the Committee on Committees be accepted: "To study ACRL committees and to recommend the establishment or discontinuance of committees as the needs of the Association require; to define the duties of committees subject to approval of the Board of Directors; to solicit recommendations for appointments to committees, and to transmit these recommendations with its own advice to the president and the president-elect."

Julia Bennett appeared briefly to report on federal legislation.

Mr. Moriarty reported on meetings of the Committee on Divisional Relationships. They had been unable to simplify the dues scale. The committee favored a procedure whereby any interested division might appoint one member to an ALA board in which the division should have an interest. Proposals to reorganize the ALA Executive Board were described.

Meeting, Tuesday evening, February 2, in Chicago

Present were officers and directors and several guests.

President MacPherson welcomed Mr. Lindquist, ALA treasurer, as the representative of the Executive Board. She reported that James M. Kingsley, Jr. had resigned as chairman of the Committee on Conference Programs; he had been replaced by Ralph H. Hopp.

Mr. Shipman presented the financial statement. Balance on November 30 was $16,226.30; this was $16,355 on February 2. Funds had increased steadily in recent years but important obligations had been assumed recently. The Association was in good shape financially. On request, Mr. Hamlin described the need for budget revisions. Not all of the $4,120 requested for C&RL subvention should actually be used. Conference budget should be increased to cover travel of the increased headquarters staff. New office equipment was needed because four full-time staff members were crowded into an office approximately 14' x 14' and he hoped ALA would provide ACRL with other quarters; if a move is made, some new furniture is absolutely necessary. Adjustments in salaries were desirable because of changes in the ALA pay plan and vacancies in positions. Mr. Shipman noted that the total increase requested was only $245, after appropriations to discontinued committees are subtracted.

It was voted that,

the budget be amended as follows:

C&RL Subvention —increased to $4,120.00
Annual Conference —increased to 300.00
Publication Officer salary —decreased to 3,500.00
New Office Equipment —increased to 850.00
Publications Committee —increased to 125.00

President MacPherson presented a request from the University of Chicago Graduate
Library School for assistance in financing their conference on college librarianship in June. There was long discussion. It was noted that an expense of $700 was for the publication of the papers.

It was voted that,

ACRL offer to publish the Proceedings of the 1954 Chicago University Graduate Library School Conference as an ACRL Monograph.

Alton H. Keller, chairman of the ALA Board on Acquisition of Library Materials, stated that support was needed by their Joint Committee of Librarians and Publishers on Reprinting. Funds were being solicited from ALA, its divisions, and other organized bodies to develop a program of reprinting publications needed by libraries. A "Reprint Expediter's" office in New York will be the center for the work. $1,000 is needed for the first year and probably for the second; after that the office should be self-supporting.

It was voted that,

$355 be appropriated the ALA Board on Acquisition of Library Materials for the purpose of securing clerical assistance toward the effective implementation of their reprint project.

Referral was made to the morning's discussion of committee functions.

It was voted that,

President MacPherson ask chairmen of ACRL committees to comment on statement of their functions as set forth and distributed as an appendix to the agenda; that on the basis of these comments the Executive Secretary be asked to prepare a revised statement of committee functions and refer it to the Committee on Committees; and that the Committee on Committees prepare a statement on the final reporting for approval of the Board of Directors.

President MacPherson reported that pay at ALA Headquarters had been increased for the lower brackets (clerical and secretarial), and her opinion had been requested in regard to increases for the professional staff. On question, Mr. Hamlin reported that the elaborate ALA classification and pay plan was, in his experience, a waste of both time and money. He cited examples of waste in the ACRL office.

The Board discussed salary and classification matters in the absence of Miss Saidel and Mr. Hamlin. It was the consensus of opinion that a competent and suitable executive secretary could not be found at the beginning rate of Grade 13.

It was, therefore voted that,

the Board recommend to Mr. Clift the reclassification of Mr. Hamlin from Grade 13 to Grade 14.

The question of salary for the editor of C&RL as well as for the editors of the Monograph and Microcard series was discussed, and no action was taken.

President MacPherson presented plans for the Twin Cities Conference. ACRL was to have certain priority on meeting rooms on Tuesday, June 22. The Board was agreeable to the plans already under way to have a series of meetings on the University of Minnesota campus on that day.

The agenda for the Board meeting included a report with several recommendations by Burton W. Adkinson, chairman of the Committee for the Protection of Cultural and Scientific Resources. Mr. Hamlin spoke of the importance of some action in this area. ARL was said to be skeptical of the practical value of this cause, and there was a general reluctance to take any ACRL action or to encourage the Executive Secretary to spend time on this subject.

The agenda likewise contained a proposal by Mr. Hamlin for closer cooperation between ACRL and learned societies by the use of liaison people or representatives to such organizations as the American Historical Association, American Chemical Society, etc. The hour was very late and the proposal was only briefly considered. President MacPherson was empowered to appoint a committee to explore the matter. Mr. Lyle, Mr. Adams and Mr. Branscomb were appointed.

In the agenda Mr. Hamlin had proposed a new inter-library loan committee to study possible changes in the forms and procedures now in use and to investigate American cooperation in international inter-library loans. This was referred to Mr. Eaton's committee.

The ACRL Planning Committee, proposed (Continued on page 225)
Notes from the ACRL Office

At various times this office has appealed to college and research libraries for their annual reports, staff bulletins, and sundry other publications. A good deal of this material is received every day, skimmed or read for items of importance, and turned over to the ALA library for preservation and often for loan by mail. After several years I have acquired certain prejudices for and against publications or authors. For example, it’s a good general rule to read anything written by a Wright. (Wright, Louis B., Wright, Wyllis E., Wright, Walter W., to name only three.) Another is to read publications from West Liberty, West Virginia.

West Liberty State College is, I understand, a small state institution of less than 700 students and has a book collection of under 30,000 volumes.

A professional library staff of one found time in 1951 to run a brief study of the students who don’t use the library, and was concerned that the library might not be making contact with almost one-fifth of the students. This definite recognition of responsibility to the lost sheep of the campus is unusual. Those who have lived and worked on large campuses know that many students boast of never having entered the chapel or the library (which is worse?). It is only occasionally that I see signs that a library staff has taken positive action to reach those students who have bibliothecal allergies. This exasperating illness is one we will never eradicate completely, but diagnosis should be a step toward cure, or can it be we need library evangelists?

Mrs. Boughter, who is the professional staff of West Liberty State College is among the first to experiment with suspension of fines for books and periodicals. Experience over one full semester led to reinstatement of the fine system. While this experiment without fines increased overdues, Mrs. Boughter concluded that elimination of fines should be studied further. “We have been pleased to note ... that complaints about our fine system, formerly quite numerous, have been completely eliminated.”

Here is the West Liberty report on microfilm:

“The reactions of patrons to microfilm seem to vary with the age of the patron and with the type of material to be used. Students generally enjoy using microfilm. Some of our students have stated that they never thought reading could be fun until they used the microfilm reader. On the other hand, a visiting faculty member in the higher age bracket decided not to use an article in the New York Times when he found it was available only on microfilm. Mr. John B. Nicholson, Jr., of Kent State University wrote: ‘There is a kind of romance about using microfilm readers which the undergraduate likes. We have no difficulty in selling the idea of film use to either the undergraduate or graduates. Faculty members at first resisted the use of film rather strongly. But today this has been overcome for the most part.’ The greatest resistance to microfilm on the part of faculty members has come from the mathematics and physics departments.

‘... The cost of microfilming one year's issue of a magazine is often less than the cost of binding; but, for a few titles, the cost of microfilm is far greater than that of binding.’

From the annual report of one of the Wrights (Walter W. Wright, Assistant Librarian in Charge of the Service Division, the University of Pennsylvania) comes this, quoted principally from his Reserve Book Department Head, Miss Betty Feeney.

“In August, Miss Feeney and I visited the Lamont and Hayden libraries in Cambridge. This visit was useful in clarifying the picture of our proposed undergraduate library and it provoked a piece of thoughtful reporting from Miss Feeney. While she became a convert to the cause exemplified by Lamont, she went beyond that in a paragraph that bears repeating: ‘On the other hand, I persist in coming out by the same door I went in so far as the over-all concept of service to the undergraduate is concerned. The segregation of 60,000 volumes or 160,000 volumes, no matter how carefully selected and ingeniously shelved and housed, does not solve the problem created by an educational program that is geared to push 13,000 people through college via uniform assignments and mass production methods. Such a segregation is, to be sure, the beginning of the solution, and Harvard has made this beginning, but it must be viewed as only that. If the University Library does in reality propose to make a contribution to the undergraduate in terms of “teaching with books,” then the entire service program must be designed to reach him. A
vital service to the undergraduate in a university this size will have to be at least a “program” for the entire Service Division, if not a crusade. It must involve a more promotional and dynamic approach on the part of the Reference Department; it must be a constant awareness of the undergraduate and his difficulties on the part of the Circulation Department in devising systems, routines and avenues of approach to the main book collection; it must be a practical and simple integration between the Reserve Department where the undergraduate goes first and the Circulation and Reference Departments; it must be a Freshman orientation program that is alive and thriving and which has the active support from the faculty."

An unusual item among the many which each mail brings is a beautifully printed pamphlet, “Greetings from the Stanford University Libraries, Christmas 1953.” This begins with appropriate Christmas verse, continues with a brief statement by Mr. Swank on the outstanding acquisitions of the year, notes on the staff, library lectures or other notable happenings of the year, special services, etc., and concludes with a list of all donors. Also from Stanford ("Report of the Director of University Libraries," 1951/52) comes the following:

“In a material sense . . . resources increased but little last year—a few more books and periodicals, a small print collection, a little more equipment, and a slight budget increase sum up the gains. The emphasis of the year’s work has therefore rested on increasing the value to the University of our present resources. In short, our progress has been substantial, even though it has not been of the sort which lends itself to inventory. It has resulted from the ingenuity, the devotion, the esprit de corps of the staff. Old activities have been restudied, new ones have been instituted in a spirit of helpfulness. This conscious and inspiring effort to do our work better with the tools at hand is the subject of the ensuing report.

“The Library has not recently had a formal program of extra-curricular service aimed at the stimulation of good voluntary reading, the building of private libraries, the appreciation of the arts, and other such values which are important to the cultural development of the student. Through the years library exhibits have helped; so have the seven-day book shelves. Certainly the mere exposure of students to the library stack must count as one of the new reading experiences. But that is not enough. Undergraduates are ordinarily forbidden access to the stack, and there is no browsing room anywhere on the campus—no general display of best books on open shelves to which students can go directly and make their own selections. A university library can do much, if it will, to enrich the lives of the students. When the proposed General Education Division becomes a reality, much more will be done at Stanford. Meanwhile, a beginning has been inspired by William B. Ready, who joined the staff in July 1951 as Chief Acquisition Librarian.

“Experimental dormitory libraries for recreational reading were established at Encina and Lagunita with duplicate books set aside over a period of time for that purpose. The collections were managed by volunteer student librarians. A third collection was loaned to the Newman Club until support for an independent library was obtained, at which time the books were returned to the campus. The Vestry Library in the Memorial Church has been actively developed with the enthusiastic cooperation of the Chaplain and Mr. Miller, Lecturer in Religion.

“In the spring a colorful display of prints of modern painting, hung along the walls of the main staircase, attracted considerable interest. About a hundred good but inexpensive reproductions were mounted on masonite for lending to students and faculty, who could take them home, hang them in their rooms, and exchange them later for other paintings of their choice. There was an immediate and appreciative demand for this service—a small service indeed, but happily conceived. The collection is intended to offer something to every taste, and the very modest investment of funds has gone for first-rate reproductions which are inexpensively mounted. Mrs. Volkov, art specialist in the Reference and Humanities Division advises on acquisitions and handles the loans. The establishment of this collection and the administrative arrangements for its care illustrate what was previously said about the more effective use of existing resources and the ability to extend the library’s service with little or no additional money.

“Then in the lower lobby there appeared announcements of the first Intermezzo programs, a series of talks, films, exhibits, and recitals sponsored by the library. The lectures were held informally in the Bender (rare book) Room and featured members of the faculty and such outside speakers as Bernard De Voto and Dorothy Baker. The talks were followed by coffee and discussion. Several book-related films, such as Quartet and Of Mice and Men, were shown in Cubberley Auditorium to capacity crowds. Reading lists and other background materials were distributed. There is no doubt that Intermezzo cast the library in a new and welcome role in the hearts of the many students.
and faculty who felt its impact. . . .

"Another project which brought crowds to the library for a new experience was the quarterly book sale. Thousands of surplus duplicates, after being weeded of volumes with market or exchange value, were displayed on book trucks in the lower lobby and sold to students and faculty for nominal prices. A few students found bargains, many (some for the first time) bought books for their private libraries, and everybody had fun."

None of these moves at Stanford is unique, but together they indicate a healthy recognition of broader educational responsibilities than has been customary in university libraries. Quite a few libraries the size of Stanford have opened their stacks to all or most of the undergraduate body. In commenting on open stacks for undergraduates, *The Northwestern Library News* stated sometime ago, "In our case the system has proven not only educationally sound, but also financially advantageous; that is, it has saved a considerable amount of money for the University."

Two college library bulletins received in one morning's mail last fall carried the following notices:

"Friends of the college, alumni, and neighbors of the college community are reminded that our library books are available for them to borrow, provided that student needs have priority." (From Lewis and Clark College Library, Portland, Oregon.)

"Do you know that the library at St. Thomas is for the use of Houstonians in general, as well as for faculty and student body? As the only Catholic library available to the public in this region, we think it worthwhile to remind you of this. Tell your friends and acquaintances. . . . The use of our books could be widely extended. . . . Books may be consulted or borrowed Monday thru Friday until 9 P.M. . . ."

Here are two small colleges in large cities which not only offer the borrowing privilege to hundreds of thousands, but advertise it. Most college libraries do serve their communities by freely granting the borrowing privilege, but general practice is not to give publicity to this service.

This journal frequently carries an ad of Edwards Brothers (Ann Arbor, Michigan) for the *Library of Congress Author Catalog* or for the two five-year supplements which cover the period from 1942 through 1952. The whole set numbers some 233 volumes and costs well over a thousand dollars.

I have long been curious about sales of this title, both because of the great cost, and because I see sets in some very small college libraries, and read in their annual reports about cataloging economies which are credited to this tool. Last fall the publisher told me that he had sold about eight hundred sets of the basic catalog (167 vols.) and had about 125 copies on hand from the second printing. The printing order for the first supplement (42 vols.) had been a great deal higher; of the thousand copies run, all but about one hundred had been sold. The printing order for the second Supplement was likewise put at 1000 copies, of which about 650 copies had been sold last November, shortly after publication date. Contrast with these figures the June, 1942 announcement of the project in the *Journal of Documentary Reproduction* (5:109-110) which states: "at least 300 subscriptions, most of which have already been received, will be required. . . ." If a moral may be drawn, it is that a professional association such as ACRL should not shrink back from costly ventures provided they are very useful. They can be made to pay their way.

Another "costly venture" which is just beginning to win acceptance by college libraries is the periodical microfilm program of University Microfilms, Inc., also of Ann Arbor. As most librarians know, this is a service to supply a microfilm copy of the completed volume of a periodical at a cost which is often equivalent to the cost of binding. This service is available only to libraries with current subscriptions.

From my reading of annual reports, it is quite apparent that this program has been a great success in some progressive college libraries. It is very beneficial in all types of institutions when used with care. No library will want to give up binding all periodicals in favor of microfilm; the title which is best on film at one institution should be bound elsewhere, because needs vary. A case in point is *College and Research Libraries*. If the grand total of professional librarians on campus is only two or three or four and the stacks are getting a little tight, should you continue to bind? I think not (and please send any pre-1950 and October 1952-April 1953 copies back to ACRL headquarters, as many issues are o.p.). This matter of micro-
film vs. bound volumes is essentially a matter of anticipated use and available shelf space. We are inclined to overestimate the use (not importance) of periodical volumes more than several years old, and few librarians can feel sure of plenty of shelf space for another generation. Reading machines and film will never be popular except with small fry and gadgeteers, but are accepted as a standard tool of scholarship by the younger generation of faculty.

It is surprising to visit so many college libraries which do not own a modern microfilm reader. One perfectly good model retails for $350, and this cost can be spread over several budget years. Sizeable discounts on readers are available to libraries which contract for current files of periodicals on microfilm. The microcard and the microfilm are here to stay, and should be basic equipment for even the smallest college libraries.

Another University Microfilms service of college libraries is the program of issuing doctoral dissertations on microfilm. These are abstracted in Dissertation Abstracts ($6.00 per year) and positive films are available at a cost of 1½ cents per page ($1.00-$2.50 for most dissertations). Included are the theses of nearly fifty leading American universities and many more institutions will be joining the program. In many cases the abstract is all that the reader needs. Not so many years ago I remember procuring ten manuscript theses on inter-library loan for a student who had to make sure they held nothing he could use. All came, first-class postage, of course, and heavily insured. The transactions involved a multitude of requests, acknowledgements, and miscellaneous correspondence. Dissertation Abstracts would have been worth its weight in gold then, and undoubtedly will be so to many a future reference librarian.

The advertisement elsewhere in this issue is tangible evidence of the usefulness of the Shoe String Press, which is the part-time interest of John H. Ottemiller and Robert F. Metzdorf, both of the Yale University Library. Like Ralph Shaw's Scarecrow Press (see C&RL for January, 1954), this enterprise makes available at moderate prices scholarly material which might not otherwise get into print. To quote Mr. Ottemiller, "The purpose of the Shoe String Press is to publish desirable texts and compilations (both old and new) which are not otherwise available; to bridge the gap between commercial publishers and the university presses but not to compete with them; to present to the academic public and to libraries (and to the general public when possible) books of real usefulness in economical but attractive formats printed on good quality paper and bound in boards; to combine these factors with low overhead costs in the publication of editions limited to 500, 750, or 1000 copies priced at customary commercial rates; to avoid subventions other than the need for capital to launch a given title but with the intent to return such risk capital as rapidly as returns can be realized from sales; and finally to pay a royalty to each author on all net sales and to make the books so published pay their own way."

Both Scarecrow and Shoe String have issued very useful works at moderate prices. Some of their titles appear to be of unusual importance to scholarship.

If other college librarians are of a mind to enter the same general field as Scarecrow and Shoe String, suggested press names are: Sevescent (reprinting the classics), Salamander (able to survive burning), Scalawag (in the lighter vein), Septentrional (Americana), or possibly Sesquipedalian (look this up yourself).

A related enterprise is Academic Reprints, which grew up and operates adjacent to the Stanford University Campus in Palo Alto. As the name implies, this is limited to republication of scholarly books, an enterprise which certainly delights all college librarians. At the request of the Stanford University Library, this concern has issued short runs of out-of-print items needed in quantity (particularly reserve book room use) at a cost not far above normal, quantity book trade rates. Xerox equipment is used for this. Academic Reprints will be able to bring down the cost of such short-run work if other libraries use its facilities and thereby make possible some pooling of current needs.

Cooperating in this same general field is our own Association with its ACRL Monographs. At the last meeting of the Board of Directors a substantial sum was voted to implement the reprint program of the ALA Board on the Acquisition of Library Materials. Librarians will welcome these and similar ventures which make more scholarly materials available.

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Around the middle of February many college libraries received bills for the estimated postal charges to pay for shipments of government documents from Washington. This is a tangible result of a move in the government to cut down on free postal services, even when these are for worthy educational purposes. One of our members estimates that this U. S. government directive will cost each depository library up to five hundred dollars a year; and it may well mean as much as $300,000 a year diverted from total income of college and reference libraries of this country. This action stems from government policy, not the Superintendent of Documents, and comments or complaints will be most effective when sent to members of Congress.

* * *

ACRL plans for the Twin Cities Conference are all extremely tentative as this is written. If arrangements can be worked out, college and reference librarians will spend the full day of Tuesday, June 22 on the campus of the University of Minnesota. The morning will probably be devoted to College Section discussion groups. The afternoon will probably have programs by the University and Junior College sections, and some of the morning discussion groups may likewise continue through the afternoon. Somewhere, somehow, we should all find lunch on this campus which normally handles a faculty and student population of about 17,000. Our resourceful Committee on Conference Programs (Ralph Hopp, chairman) will undoubtedly find us all some diversion or recreation for the late afternoon period before dinner.

The program for the Pure and Applied Science Section will probably come Tuesday morning; that of the Teacher Training Institutions Section is being requested for Thursday morning. Reference will probably meet on Thursday afternoon at the Municipal Auditorium. Thursday is also a good day to be present because the evening brings library school reunion dinners and square dancing.

The University campus is a few miles from the center of town but easily reached by bus. Taxi fare, as I remember it, is slightly more than $1.50.

Interest in college library building problems remains high and ACRL will take part in the Library Buildings Pre-Conference Institute in St. Paul on Saturday and Sunday, June 19-20. This institute is jointly sponsored by the buildings committees of ALA, ACRL, AASL, PLD and DLCYP. The program on Saturday will cover those general aspects of planning which are applicable to all types of library buildings. On the following days registrants will separate into a college library group, a school library group, and a public library group. The college librarians will meet in the Hill Reference Library, St. Paul.

Details of the Institute will be published in the ALA Bulletin and elsewhere. Attendance is limited to one hundred and reservations must be made before June 1st with Miss Helen Geer at ALA Headquarters. The registration fee is $6.00.

Another conference of special interest to college librarians is that of the University of Chicago on “The Function of the Library in the Modern College.” This runs from June 14th to 18th and is therefore conveniently scheduled for people who will be attending the ALA Conference in Minneapolis the week following. Details of the G.L.S. Conference are given elsewhere in this issue.—Arthur T. Hamlin, Executive Secretary.

* * *

The following issues of College and Research Libraries are out of print. Copies no longer needed by readers will be very much appreciated at Headquarters and will be put to good use in completing files in libraries. Please send any you can spare to the ACRL Office, 50 E. Huron St., Chicago 11, Illinois.

Vol. 2, Nos. 2 and 4 (March and September 1941)
Vol. 6, No. 2 (March 1945)
Vol. 7, Nos. 1 and 2 (January and April 1946)
Vol. 10, Nos. 1, 2, and 4 (January, April and October 1949)

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News from the Field

Acquisitions, Gifts, Collections

The James Joyce collection of Mr. James Spoerri, Chicago lawyer and eminent bibliographer of Joyce, has been acquired by the University of Kansas Library. Numbering some 600 pieces, the Spoerri collection represents twelve years of careful attention to Joyce bibliography. It is probably one of the three most complete collections of printed Joyceana now in institutional hands. A check list is now in process, and the materials will soon be available for exhibit and research. The entire collection and subsequent additions will be retained intact in the Rare Books section of the Department of Special Collections.

The University of Kansas Library has completed arrangements to take over the core (30,000) volumes of the distinguished economics collection of Chicago's John Crerar Library. In order to live within its building and budget Crerar has begun to concentrate its field of service and collecting. Economics is out-of-scope and Kansas University takes over what may be recorded as the largest single purchase in the field of economics. Rich in nineteenth century English material—corn law pamphlets and the like—the Crerar-to-Kansas Collection was founded by J. Christian Bay primarily at the turn of the century by the purchase of at least two great scholarly libraries: the C. V. Garritsen collection from Amsterdam and the private library of R. T. Ely of Wisconsin.

As important as the economics collection from Crerar is the Fitzpatrick purchase. A former professor of botany, Thomas Jefferson Fitzpatrick, assembled his library while on the staff of the University of Nebraska. The strength of the Fitzpatrick collection is in the historical botany and the early history of the science in the United States. The Rafinesque portion alone, books and manuscripts, may be one of the best in the country. There were over thirty John Ray items on one shelf. Among the choice items were over 300 early Linnean items and a rich hoard of books, pamphlets, and manuscripts of the important early American botanists. Adding to the value of the Fitzpatrick purchase is the fact that it so effectively extends and enriches both the Ellis and Clendening collections, giving the University of Kansas in total a deep research collection in the history of science.

A collection of manuscripts relating to an important aspect of medical and agricultural science has been presented to the Library of Congress. The collection contains some 900 personal papers of the late Dr. Cooper R. Curtice, eminent agricultural scientist and parasitologist, and was given to the Library by the Curtice family of Fairfax, Virginia.

By establishing that the cattle tick was the carrier of dread "Texas fever," a disease that literally paralyzed most of the Southern United States cattle industry in the 1890's, Dr. Curtice and his colleagues, who began their research as early as 1884, demonstrated that a disease can be transmitted by an insect. This fact opened a new field of medical research: Dr. William C. Gorgas and Dr. Walter Reed applied it in eliminating the scourge of yellow fever and malaria in the tropics.

Many of Dr. Curtice's papers—correspondence, diaries, personal records, genealogical and biographical materials, and manuscripts of his articles—relate to his crusade to teach livestock raisers how to eradicate the cattle tick. Even when his opinion was unsupported by other scientists or by leaders in the livestock industry, Dr. Curtice tirelessly promoted his theory that "Texas fever" could be eliminated by destroying the carrier of the disease.

Controversial plays about Russia are nothing new, and neither are after-theater traffic snarls and air-conditioned theaters, according to playbills in a Cornell University Library collection.

The thousands of unarranged playbills, dating back to 1756, were in a collection of books and papers bequeathed to Cornell by Benno Loewy, lawyer and bibliophile of New York City who died in 1936. Graduate students recently completed the task of arranging the materials. Now the playbills make an easily used research source on the history of the American and British theater. The early American playbills generally presented the British plays and starred English actors. Be-
ginning in 1830, increasing interest in "native American talent" appeared.

The Yale University Library has received a group of rare books and documents dealing with Western Americana. They are the gift of William Robertson Coe, who is also the donor of Yale's famous Coe Collection of Western Americana. This new group includes a 427-year-old edition of a Spanish novel which is believed to be the world's first book in which the name California appears. Also among the books are two journals of Ambrose G. Bierce; the Letter Book of Major Benjamin O'Fallon, a pioneer Indian Agent and nephew of General William Clark, of Lewis and Clark fame; the only known copy of the first constitution proposed for Nevada; and a group of newspapers published in Cheyenne, Wyoming in 1877 and 1878. In addition, there are the letters of Anna Maria Pittman Lee, known as the first white woman to see Willamette Falls, Oregon. She was also the first to be wed in Oregon Territory, the first teacher in the territory and the first white woman buried there.

The world's first book to mention the name California is Las Sergas de Esplandian, or The Adventures of Esplandian, written by Garcia Gutierrez de Montalvo and published at Seville in 1510. The one at Yale is the only known copy of an edition published in Burgos, Spain, in 1526. When the Spanish pioneers reached the coast of the area now called California, they gave it that name because they thought it closely resembled a mythical island called "California" in Las Sergas. The mythical island of "California," as described in this medieval Spanish romance, is a paradise inhabited by handsome, Amazon-like women ruled by a Queen Calafia. Las Sergas de Esplandian has a literary distinction quite apart from its reputation as the originator of the name California. It was the first book in Don Quixote's library to be condemned to the flames in a vain effort to cure the renowned romantic of his dreams.

Anna Maria Pittman Lee was a poetess as well as a prolific letter writer. The letters at Yale include seven of her original manuscript poems along with her correspondence with her family. A native of New York, she left for the Oregon Mission, which had been established at the request of the Indians themselves, in 1836. She was part of a group of men and women who constituted the first reinforcements for the mission. Anna Maria made this trip with the Rev. Jason Lee, founder of the Oregon Mission and the man who was to become her husband. This woman, whose poems are among the earliest known verse composed in the Oregon Territory, died with her infant son on June 26, 1838, less than a year after her marriage.

One of the Ambrose Bierce journals contains route maps of a journey in 1866 from Fort Laramie in the Dakota Territory to Fort Benton in the Montana Territory. Bierce made this journey as an aide to Major General Hazen during the Red Cloud War and his maps are the earliest surveys of this route through what was then the heart of the wild Sioux territory. These volumes attest to Bierce's skill as a topographical engineer, a skill generally obscured by his reputation as a writer. He showed the same daring in his Fort Benton expedition as in his more widely-known experiences as a Union agent behind the Confederate lines during the Civil War.

Dedication of the new James Ford Bell room in the University of Minnesota Library was held on October 30. The room, a gift from Mr. Bell, founder of General Mills and a University Regent, houses his world-famed collection of rare books relating chiefly to events which led to the discovery of America and to the exploration and settlement of the Northwest. Dedication ceremonies included a symposium on "Book Collecting and Scholarship" and a dinner sponsored by Friends of the University Library. Principal speaker at the dinner was Edward Weeks, editor of The Atlantic Monthly, whose topic was "Adventures in the World of Books." Speakers at the symposium, presided over by Theodore C. Blegen, Dean of the Graduate School at the University, were Colton Storm, Assistant Director, William L. Clements Library, University of Michigan; Stanley Pargellis, Librarian, Newberry Library, Chicago; Louis B. Wright, Director, Folger Shakespeare Library, Washington, D. C.; Frank P. Leslie, President of the Friends of the Library.

Designed to fit its contents, the James Ford Bell room is of the late Elizabethan period—in keeping with the era of discovery and exploration associated with English people in the sixteenth century. Three of its walls are panelled in linenfold-carved English oak, while the fourth is formed by a stained glass window.
set in a deep bay spanned by three arches supported on stone columns. A massive, carved stone fireplace from a 16th century English manor house carries out the Elizabethan theme. Furniture in the room consists almost entirely of original pieces made in that period or earlier.

The Bell collection of rare books is built around one of the most romantic of all themes: the discovery and exploration of the North American continent beginning with the search for "a road to Cathay." This search is reported in one of the collection's volumes, a 1477 edition of *Marco Polo's Travels* printed in German, a book of such rarity that only one other copy is known to exist in the United States.

The Henderson State Teachers College Library, Arkadelphia, Arkansas, has built up in the last three years a collection of audio-visual materials in the fine arts area. The holdings are 582 art reproductions from painters of all ages, ranging from standard vertical file size to 3 x 5 feet. To accompany the study of these paintings, there are 789 slides, 2 x 4 inches in size. The slide collection includes sculpture and architecture from the ancient through the modern period. Although the record collection was begun prior to 1950, the library has added more than 500 recordings in the last three years. Not only are musical recordings included, but also drama, speech, poetry, and historical and educational recordings. Seven rooms equipped with long-playing machines are available in the library. The book collection in these subjects has been built up to provide background study in the field of fine arts.

The Marquette University Memorial Library, Milwaukee, completed at a cost of one and one half million dollars, and unofficially opened September 21, 1953, was dedicated on December 2. It is a monument to the civic consciousness, the generosity, and the pride of accomplishment of the businessmen and industrialists of Milwaukee and Wisconsin.

A three-story structure, the Memorial Library is cross-shaped in design. There are five stack levels, and the building has a shelf capacity of 500,000 volumes. Noteworthy is the library's flexibility. The present open stack system can be easily changed to closed stack administration, if desired. A divisional reading policy can be established with no change in the building. Extension of the wings easily makes possible future expansion without modifying the essential architectural design or the library operations.

On May 25, 1953, Bethel College, located at North Newton, Kansas, dedicated its new library building although it had been open for use since February 1, 1953. Miss Leona Krehbiel reports that students and faculty accomplished the move from the old building to the new in two days, January 29 and 30, using wooden trays especially built for the move.

John F. Harvey, newly appointed librarian at Kansas State Teachers College, Pittsburg, reports that three reading rooms of the College Library have now been air-conditioned.

The plans for Rutgers University's new library, ground for which was broken on September 22, 1953, include small lockers as places for students to leave their books, typewriters, portable microfilm readers, etc. The library at present operates without fines. Information about the two points is sought by headquarters. If your library has had experience with either of them, please write to the Executive Secretary.

The A. S. W. Rosenbach Fellows in Bibliography during the next three years have been appointed. Dr. Fredson Bowers, Professor of English at the University of Virginia, has been appointed fellow for the current year and will offer a series of lectures "On Editing Shakespeare and other Elizabethan Dramatists." Miss Dorothy Miner, the Director of the Walters Art Gallery of Baltimore, the fellow for 1954-55 has chosen as her topic "The Medieval Illustrated Book," and Dr. John H. Powell of Philadelphia, the fellow for 1955-56, is to speak on "United States Government Publications, 1776-1816."

The A. S. W. Rosenbach Fellowship in Bibliography was established in 1929 by the late Dr. Rosenbach of Philadelphia, internationally known dealer in rare books, to bring to the University of Pennsylvania distinguished scholars for the delivery of a series of public lectures on some topic in the field of bibliography.

Dr. Bowers will deliver three lectures at the University on April 21, 28, and May 5.
He has chosen for his topics: “The Nature of the Texts and Their Problems,” “The Functions of Textual Criticism and Bibliography,” and “The Method, Form and Content of the Critical Edition.” The lectures are to be held in Alumni Auditorium of Dietrich Hall at 4:00 in the afternoon and will be open to the public.

Dr. Bowers is nationally known in this country as the leading exponent of the systematic and scholarly tradition of descriptive bibliography begun in England by W. W. Gregg and Ronald B. McKerrow. He is the author of numerous articles on bibliographical and textual problems and of the book *Principals of Bibliographical Description* (Princeton, 1949). He is at present at work on a bibliography of restoration drama.

Bard College Library, Annandale-on-Hudson, N. Y., celebrated its sixtieth anniversary by a meeting held in the overcrowded Hoffman Memorial Library. The main address was given by Dr. Werner Jaeger, University Professor and Director of the Institute for Classical Studies at Harvard University. The speaker, internationally famous for his standard work *Paideia: The Ideals of Greek Culture*, gave an interpretation of “The Greeks and the Education of Man.” His address has just been printed; a limited number of complimentary copies are available to academic libraries from the office of the Librarian, Bard College.

*Detroit in Its World Setting: A 250-Year Chronology, 1701-1951*, has been issued by the Detroit Public Library (1953, 311p.). This volume, made possible by a grant from the McGregor Fund, was edited by Rae Elizabeth Rips, with the staff as a whole participating in its compilation. The four major categories employed in the volume are Detroit and Michigan, World History, Cultural Progress, and Scientific and Commercial Progress. These headings are used appropriately as the chronology unfolds. An item under “Cultural Progress” for 1940, for example is “Zoot suit craze began,” while under the same heading for 1840 there is noted the “First recorded bowling match at Knickerbocker Alleys, New York.” The volume should be a useful reference source for librarians who are interested in tracing social, economic, literary, industrial, educational, and other events.

*World Literature, Volume I: Greek, Roman, Oriental and Medieval*, by Buckner B. Trawick, has been issued by Barnes and Noble (New York, 280p., $1.50). One of the College Outline Series, this volume contains plot outlines, biographical data, historical backgrounds, and evaluations.

*Writings and Addresses of Luther Harris Evans, Librarian of Congress, 1945-1953* is a bibliographical compilation published by the Library of Congress (1953, 92p.). This is an impressive listing of Dr. Evan’s contributions to the literature of librarianship and other fields.

*The Public Library in American Life*, by Ernestine Rose (New York, Columbia University Press, 1953, 238p., $3.25) is an up-to-date statement of the services of the public library. Of special interest to college and research librarians are Chapter 16, “The Public Library and Scholarship,” Chapter 17, “A People’s University,” and Chapter 18, “Professors of Books.” Miss Rose is concerned with the intellectual processes of people, and suggests that librarians as “Professors of Books” can help them with their problems in the world of knowledge and ideas. The volume is a culmination of many years of experience, and is written on a practical level.

Motion pictures, from “Fred Ott’s Sneeze,” produced in 1894, to such films as “She Wore a Yellow Ribbon,” produced in 1949, are listed in three catalogs issued by the Library of Congress. Two of the volumes—*Motion Pictures, 1894-1912* and *Motion Pictures, 1940-1949*—have just been published and they, together with *Motion Pictures, 1912-1939*, issued in 1951, provide an unbroken, 55-year record of the copyright registration of more than 76,000 motion pictures in this country. Foreign films registered for United States copyright are also listed. All three catalogs are printed on good quality, antique paper and are bound in durable buckram covers, so they may serve as a permanent source of film information. Orders, accompanied by check or money order, for any or all the volumes should be sent to the Copyright Office, Library of Congress, Washington 25, D. C. The 92-page *Motion Pictures, 1894-1912* sells for $2; the 1,250-page *Motion Pictures, 1912-1939* is $18; and the 598-page *Motion Pictures, 1940-1949* is $10.

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The launching of a vast, 15-year project to gather, edit, and publish all of the known papers of Benjamin Franklin, whose 248th birthday anniversary was on January 18, has been announced by the American Philosophical Society and Yale University, joint sponsors of the venture. The project has been made possible by a grant from Life Magazine on behalf of Time, Inc. The edition will be the most inclusive ever published of the writings and papers of Franklin, scientist, philosopher and statesman. It will also be one of the largest editorial ventures in the history of American book publishing. To be administered by Yale and the Philosophical Society out of grants from Life Magazine and the Society, the venture will cost more than $600,000 over a 15-year period. The Society has already spent $250,000 in the last 20 years assembling Franklin items for its own collection. The editorial work, to be centered at Yale, will be under the editorship of Leonard W. Labaree, Farnam Professor of History at Yale. The Yale University Press will publish the edition which is expected to run to 25 or 30 volumes.

The Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y., Elizabeth Ferguson, librarian, has available Life Insurance Fact Book 1953 and other free pamphlets on insurance.

Archibald Hanna, Jr., librarian of the Coe Collection of Western Americana and of Benjamin Franklin Collection at Yale is the compiler of John Buchan, 1875–1940: A Bibliography (Hamden, Conn., The Shoe String Press, 1953, 135p., $3.00). This volume lists books and pamphlets by Buchan, his contributions to books and periodicals, and writings about him. It should be noted that this is the second publication of The Shoe String Press, the first being a reprint of the Epistle in Verse on the Death of James Boswell, by the Rev. Samuel Martin.

The Report(s) of Meeting(s) and the Newsletter of the Association of American Library Schools, both of which are issued in February and July, may be secured at an annual subscription rate of $1.50 each through Mrs. Virginia Lacy Jones, Secretary-Treasurer, School of Library Service, Atlanta University, Atlanta, Georgia.

The third edition of the Directory of the Association of American Library Schools, 1953, is available at $2.00 from the Editor, Mr. Raymond H. Shove, Division of Library Instruction, University of Minnesota, Minneapolis, Minnesota.

The UNESCO International Social Science Bulletin, vol. 5, no. 3, 1953, contains a number of papers on "Public Opinion Research." There is also a bibliography on the subject for 1945-53.

The Scarecrow Press has issued two new titles of interest to reference librarians: Drury's Guide to Best Plays, by F. K. W. Drury (1953, 367p., $6.50), and State Laws on the Employment of Women, by Edith L. Fisch and Mortimer D. Schwartz (1953, 377p. $7.50). More than 1200 plays are listed by Drury. Data include date of production or printing, editions and collections in which the plays have been published, annotations which describe the plays, and information on number of acts, types of sets, performers, and costumes. Also included are a title index, a subject index, and a guide to abbreviations citing collections. The Fisch-Schwartz volume includes legislation on equality of treatment and opportunity and regulation of working conditions for women. The legislation is arranged by states.


More than 2,800 Russian publications containing information about Manufacturing and Mechanical Engineering in the Soviet Union are listed by subject in a bibliography of that title published by the Library of Congress (1953, 234p.). This is another in the Library’s series of publications listing sources.
of information useful to individuals and organizations conducting research programs that require knowledge about specific aspects of the Russian economy (Order from LC Card Division, $1.60).

South Atlantic Studies for Sturgis E. Leavitt, edited by Thomas B. Stroup and Sterling A. Stoudemire (Washington, D.C., The Scarecrow Press, 1953, 215p., $5.50) is a series of papers in honor of Professor Leavitt. While many of the papers emphasize Dr. Leavitt's major interest, Latin-American literature, there are also included articles on other literary topics. Lawrence S. Thompson has contributed "Resources for Research in Latin-American Literature in Southern Libraries."

Harriett Genung, librarian of Mt. St. Antonio College in Pomona, Calif., is the author of "The Heart of the College" in Junior College Journal for November, 1953.

The National Archives has issued a revised and enlarged List of National Archives Microfilm Publications (1953, 98p.). This publication lists Federal records of high research value that are now available on microfilm to scholars, research institutions, and the general public at moderate cost through the National Archives microfilm publication program.

Many of the most significant older records of the Federal departments and agencies are included in the new list. The several hundred microfilm publications described provide basic documentation for research in United States, European, Far Eastern, and Latin American history as well as in local history and genealogy. Also listed are materials for research in economics, public administration, political science, law and ethnology. The microfilms contain explanatory notes and other information intended to facilitate their use.

The Utenriksdepartementets Bibliotek of the Norwegian government has issued Bokstavsignaturer for Internasjonale Organisasjoner og Foreninger Politiske Partier. It was compiled by Hedvig Schaanning and published in Oslo in 1953. This is a list of abbreviations of the names of hundreds of organizations in various fields of international relations in all countries of the world, both official and non-official bodies are noted, as well as technical and non-technical groups.


**Brief of Minutes**

*(Continued from page 214)*

both in Mr. Hamlin's annual report and in the agenda, was postponed until the Minneapolis Conference.

Mr. Hamlin reported briefly on a meeting of librarians and publishers regarding the extended use of small books or paperbacks in college libraries.

In reply to a communication from the president of the Division of Cataloging and Classification, it was voted that,

ACRL indicate their willingness to cooperate with the Division of Cataloging and Classification in response to their invitation to participate jointly through committees or other officially designated delegates in studies or projects in the areas of our mutual interests.

The Audio-Visual Workshop held prior to the Los Angeles Conference had recommended the employment of an A-V specialist by the divisions at ALA headquarters, or the establishment of a clearing house there. The Board referred these recommendations to the ACRL Audio-Visual Committee.

At the morning meeting, it had been reported that the Committee on Selective Bibliography had come to a standstill in its work.

It was voted that,

the Committee on Selective Bibliography be abolished.

Since it had been inactive for two years, it was also voted that,

the Committee on Preparation and Qualifications for Librarianship be abolished.

—Arthur T. Hamlin, Executive Secretary

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FOUR NEW CHIEFS IN THE NEW YORK PUBLIC LIBRARY

Four of the major positions in The New York Public Library, left vacant by retirement or promotion, have recently been filled. Three are in the Reference Department, one is Library-wide—and all but one of the appointments were by promotion from within. The odd one recalls a former staff member. All of the new Chiefs are well known through ALA and other professional activities and therefore the following notes merely summarize their careers.

EDWARD G. FREEHAFER, formerly chief of the Personnel Office, became chief of the reference Department on January 1, 1954, the fourth man to hold the post, the third to have the title. Harry Miller Lydenberg was chief reference librarian. His successors, Keyes D. Metcalf, Paul North Rice and now Freehafer became chief of the reference department.

Except for parts of two years, 1944 and 1945, as assistant librarian at Brown, Freehafer's whole library career has been in The New York Public Library. He came to the reference department after graduation from Columbia School of Library Service in 1932, began in the Main Reading Room and then toured the building with stops at the Information Desk, Economics Division and the Director’s Office. In 1941 he was appointed chief of the newly organized American History and Genealogy Division and in 1942 added the duties of acting chief of the Acquisition division. In 1944 he left New York for Providence.

In 1945 he was back as executive assistant in the Reference Department, a roving assignment largely concerned with details of management and procedures. Late in 1947 he organized a Personnel Office, new to the library and covering the staff of nearly 1,600 in both the Reference and Circulation Departments. He was appointed chief and, with a staff of eleven, began operations on January 1, 1948. In that year he worked closely with Public Administration Service in the development of a Classification and Pay Plan for the Reference Department. With and without outside agencies he has made later extensive personnel surveys covering all library employees.

In addition to his Library duties, Freehafer has served on a number of ALA and NYLA committees and on the University of the State of New York's Examining Committee for Public Librarians' Certificates of which he was chairman in 1952. He is a member of the New York Library Club, the Archons of Colophon, and the Grolier Club.

Freehafer commutes from Pelham; has a wife and son; and collects Pennsylvania Dutch antiques and literature.

RUTHERFORD D. ROGERS became chief of the Personnel Office on January 1, 1954, succeeding Edward G. Freehafer who had been chief since the Office was established six years ago.

Mr. Rogers was born and received his B.A. in Iowa, but since then has lived and worked in New York State. He took his M.A. and B.S. at Columbia, worked for two summers in The New York Public Library and in 1938 became reference librarian in the Columbia College Library and later was acting librarian and librarian.

After four years' service with the Air Transport Command, ending with the rank of Captain, he spent 1946-48 in Wall Street with the investment banking firm of Smith, Barney & Co. Fortunately for librarianship, he decided to let the financial world take care of itself and left it to become director of the Grosvenor Library in Buffalo. There he not only successfully administered his own institution but also worked effectively toward better organization of all library resources in the city and county.

There was a star in the East and in 1952 he began to follow it by going to Rochester as director of the Rochester Public Library and director of the Monroe County Library System. There, according to the President of his Board of Trustees, he “won the enthusi-
astic support of the board of trustees, his staff and the general public" and took "the Monroe County Library System through its earlier stages to a sound foundation."

For very good reasons the Grand Central is called Terminal and Rogers' friends and colleagues in New York City are hopeful that the eastern journey is ended.

Rogers has served on various professional committees including the University of the State of New York's Examining Committee for Public Librarians' Certificates.

John Fall succeeded Rollin A. Sawyer, retired, as chief of the Economics Division on June 1, 1953. He had been chief, since 1944, of the Acquisition Division. In his new post he is responsible for the further development of the largest special collection in the Reference Department with somewhere between 900,000 and 1,000,000 volumes.

In the Acquisition Division he was in touch with the world's sources of new and old publications of all kinds. He was active in establishing the Farmington Plan and in 1948 traveled through western Europe for the Association of Research Libraries to explore contract arrangements for the Plan. He is probably better known to more booksellers and publishers than anyone else on the library's staff.

He is concerned with the management and use of large collections of books as well as with their accumulation. Under the direction of Keyes Metcalf he made a preliminary survey and report on the possibility of a regional center for the mid-western research libraries and more recently prepared one of the basic documents for Carl White's Committee on the Northeastern Regional Library.

Fall has found or made time for work on many ALA committees and has been specially concerned with those in the field of procurement. He is a director of the United States Book Exchange and is the ALA's representative to the H. W. Wilson Company.

Although he has been one of the world's largest book buyers he will not admit to any personal collecting habits. But none of his own bookshelves has any empty space and books seem to grow and spread in his apartment by a secret life of their own.

Robert E. Kingery was appointed chief of the Preparation Division, succeeding G. William Berquist, on January 1, 1951. On August 24, 1953 the Acquisition Division was merged with the Preparation Division so that now, except for book selection, the acquisition and cataloguing procedures for the Reference Department are in his care.

Two days after he became chief of the Preparation Division the library authorized a survey of it by Cresap, McCormick and Paget and for five months thereafter Kingery, a staff new to him and the surveyors worked cheerfully and intelligently together to find out what they did, why they did it, and how it could best be done. So far as they can be put on paper the results are recorded in the surveyors' report, a document now familiar to many libraries and library schools. The aftermath in terms of staff relationships and effective work is a continuing harvest.

Apart from the usual technical training, Kingery's special preparation for leading a staff of about 200 came from several years as Readers' Adviser, conductor of discussion groups and personnel assistant. A tour of duty with the U. S. Army in Alaska may have helped. He has also been an active member of many ALA and NYLA committees.

As an author, he has published How-to-Do-It Books: a Selected Guide, 1950; Opportunities in Library Careers, 1952; What's in It For Me?, 1947; and another is on the way.

And when the day's last semi-colon has been laid to rest he quietly twists wires into shining curves which lead to who knows what infinite concepts beyond the scope of cards.—Deoch Fulton.

Maurice F. Tauber, editor of this journal, has been named Melvil Dewey Professor of Library Service at Columbia University, where he has taught since 1944.

This appointment is well merited by the many contributions of Dr. Tauber to the scholarship of the profession. Few living men have done so much. The distinction is also well merited because of devoted service to professional associations, particularly to ALA and ACRL.

The appointment will be popular because Dr. Tauber is a teacher, with endless time and sympathy and interest in students. A modest man, a generous person, kindly, warm and
human. Columbia has chosen well.—Arthur T. Hamlin.

Oliver Dunn began his duties as assistant director of libraries at Purdue University on November 16, 1953, having held the position of associate director of libraries at the California Institute of Technology since 1949.

Dr. Dunn was born in Oxnard, California, in 1909, completed his elementary and secondary education in the Los Angeles public schools, and received his B.A. and M.A. in Philosophy from Stanford University, and his Ph.D. in Philosophy from Cornell University. He holds the B.L.S. degree from the University of California (1949).

For several years Dr. Dunn was Contract Administrator and Statistical Analyst in the Lockheed Aircraft Corporation, and he has also held a position as research assistant in the University of California in Berkeley.

Among Dr. Dunn’s activities in professional librarianship have been his presidency of the Pasadena Library Club and chairmanship of the Regional Resources Coordinating Committee of the California Library Association. He is a member of ALA and the California Library Association. His important contribution to the development of library cooperation in California is reflected in his publication in the California Librarian of “A Union Catalog of Bibliographies in Southern California Libraries,” in December, 1952, and “Bibliographical Cooperation in California: A Survey of Highlights,” in June, 1953.—Everett T. Moore.

John H. Berthel, who has been serving as Nicholas Murray Butler librarian at Columbia University since 1948 has been appointed librarian of The Johns Hopkins University, Baltimore, Maryland. He will report to his new post on July 1, 1954.

Mr. Berthel’s association with Columbia began in 1934 as a student in Columbia College and part time assistant in the University Libraries. He received his Bachelor’s degree in 1938, the Master’s degree in 1939, and has done advanced graduate work in political science.

Following completion of work for the Bachelor’s degree in Library Service in 1942, he was promoted to the professional staff as reference assistant. Increase in responsibilities and corresponding advancement came at regular intervals. He was appointed college librarian in 1946, and was appointed to the newly created post of Butler librarian in 1948.

He has taught the Contemporary Civilization course in Columbia College and Social Science Literature in the School of Library Service. He is serving currently as a member of the Faculty of General Studies.

His many friends on the staff of the Columbia Libraries and in the various faculties of the University wish him every success in the new post and know that his contributions will be many and lasting as they have been at Columbia.—Richard H. Logsdon.

Edward Judson Humeston, Jr., was appointed professor and head of the Library Science Department of the University of Kentucky in September 1953. Mr. Humeston brings to Lexington an enviable record of scholarship and teaching experience, and already during his short tenure the department has shown distinct advances.

Born in Philadelphia in 1910, Mr. Humeston received his A.B. in 1932 from Hamilton College, his A.M. in 1934 and his Ph.D. in 1942 from Princeton University with a major in modern languages. He received his B.S. in L.S. from George Peabody College in 1946. In addition, he studied
in Grenoble and Paris in 1934 and 1935 and has travelled widely on the continent.

His teaching experience includes two years at the Taft School (1934-1936), the Princeton Tutoring School (1936-1937), Hollins College (1937-1942), the University of Texas (1948-1953, associate professor of library science), and the University of Wisconsin (visiting lecturer in library science, summer, 1952). For two years after he received his library degree from Peabody he served as chief librarian of Kansas State Teachers College at Pittsburg. He served for three and a half years in the United States Army during World War II and held many responsible editorial posts in connection with the Army's publication program.

In addition to his membership in library associations, including ACRL, he has served as a member of the ALA Subscription Books Committee (1950-1953), a member of the executive board of the Texas Library Association (1952-1953), and editor of the Texas Library Journal (1952-1953). In November 1953 he inaugurated the University of Kentucky Library Service Papers, the first number of which was Laura K. Martin's "Public Libraries in Kentucky Today: A Brief Survey."

Mr. Humeston's standards for education for librarianship will mean much to the Ohio Valley, and his broad understanding of humanistic scholarship will mean much to library education in the nation at large.—Lawrence S. Thompson.

Appointments

Mary Edna Anders, formerly assistant professor in the library school of Florida State University, Tallahassee, Florida, has been appointed social science librarian at the University of Florida.

Martha Bartlett, formerly librarian of the Willimantic State Teachers College Library, is now head librarian of the Highland Park (Illinois) Public Library.

Sara Yancey Belknap, formerly director of Dance and Music Archives in New York City, has joined the staff of the University of Florida Libraries as librarian in charge of Dance and Music Archives.

Virginia Beatty has been appointed director of the Medical Literature Service, College of Physicians of Philadelphia. Mrs. Beatty was formerly with the Atomic Energy Division of E. I. du Pont de Nemours and Company.

William K. Beatty, former reading room assistant, has been named assistant librarian, Readers' Service, Library of the College of Physicians of Philadelphia.

Arthur B. Berthold has been appointed acting chief of the Division of Library and Reference Service of the U. S. Department of State.

Eleanor Blum, formerly reference librarian of the University of Illinois Undergraduate Library, has been appointed librarian of the Journalism Library, University of Illinois.

Alice P. Bray, formerly of the U. S. State Department, has been appointed cataloger of the International Relations Collection of George Washington University.

Vito J. Brenni has been appointed reference librarian of the University of West Virginia Library.

G. S. T. Cavanagh, formerly reference assistant in the Brooklyn Public Library, has been appointed librarian of the University of Kansas Medical Center, Kansas City, Kansas.

Among recent appointments to the Columbia University Libraries staff are the following: Robert G. Bailey is senior documents assistant, Acquisitions Department; Harvey Bloomquist is librarian, Zoology-Botany Library; Mrs. Phyllis Dain, cataloger; James C. Dance is librarian, Psychology Library; Ann E. Frear is professional interne, Engineering Library; Wade Doares is librarian, Journalism Library; Mrs. Rosalie Halperin is senior reference assistant, Avery Architectural Library; Elaine F. Jones is senior circulation assistant, Business Library; Kenneth Lohf is assistant, Reference Department; Francis O'Leary is assistant librarian of the Natural Sciences and librarian, Geology Library; Harlan Phillips is assistant head, Oral History Research Office; Jadwiga Pulaska is cataloger; Eugene Sheehy is senior reference assistant, Reference Department; and Leslie A. Taylor-Evans, cataloger.

Jay Elwood Daily is librarian at Wagner College, Staten Island, New York.

Phyllis Bull Dalton has been promoted to

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principal librarian in charge of all reader services at the California State Library, Sacramento.

H. Vaile Deale, formerly librarian of Illinois Wesleyan University, Bloomington, has been appointed director of the Beloit College Libraries, Beloit, Wisconsin.

Robert Delzell, formerly chief of the Acquisition Department of the Washington University Library, St. Louis, has been appointed documents librarian, Air University Library, Maxwell Field, Alabama.

D. Genevieve Dixon, formerly with the library school of the State Teachers College in Pittsburg, Kansas, has been appointed director of the Library Science Department of Texas State College for Women, Denton. Mary Virginia Doss has been appointed reference librarian in the Education Library of the University of Florida.

Rice Estes has been appointed first assistant librarian at George Washington University Library, replacing Miller Simpson.

Evan Farmer has been appointed librarian of the Livingston (Alabama) State Teachers College.

Mary L. Goss has been appointed reserve and order librarian of the Carleton College Library, Northfield, Minnesota. John Gribbin is now associate librarian of Rice Institute, Houston, Texas. Katherine G. Harris is director of Reference Services, Detroit Public Library.

John F. Harvey, formerly librarian at Parsons College, Fairfield, Iowa, is now librarian at Kansas State Teachers College, Pittsburg.

Muriel Hodge, former cataloger, has been appointed assistant librarian, Preparation Division, Library of the College of Physicians of Philadelphia.

Harriet Howe, who retired as director of the University of Denver School of Librarianship in 1950, is acting director of the Graduate School of Library Science of the University of Southern California for the year 1953/54.

Herbert Hucks, Jr., associate librarian of Wofford College, Spartanburg, South Carolina, since January 1947, has been named librarian of the college.

Charlotte Kenton, formerly reference librarian of the Armed Forces Medical Library, has been appointed to the Reference Department of the library of the National Institutes of Health, Bethesda, Maryland.

Rosemary Mahon has returned as assistant librarian, Evansville College Library.

Anne V. Marinelli, who has been lecturer and consultant in Italy on a Fulbright grant in 1952/53, has been appointed assistant professor in the Library School of Florida State University, Tallahassee.

Ruth Martindale has been appointed librarian of the Eckhart Library (Mathematics and Physics) at the University of Chicago.

Grace E. Middletown is assistant, cataloging department, University of Arkansas Library.

Clyde J. Miller is interim humanities librarian at the University of Florida, replacing Annette Liles, who has taken a year's leave of absence for further study at Northwestern University.

Robert F. Munn has been appointed assistant librarian of the University of West Virginia after having served in the same library as reference librarian.

The following staff appointments have been made to the Ohio State University Libraries: Ruth M. Erlandson is reference librarian and assistant professor of library administration; Jane W. Gatiff, reference assistant; Celianna Grubb, personnel librarian; Ann Sullivan, cataloger, Ann Wenger, reference assistant; George L. Williams, librarian, History and Political Science Graduate Library; and Thelma P. Yakura, cataloger.

Mrs. Grace Osterhus is now periodical librarian at George Washington University.

Martha Patterson, formerly senior cataloger at the University of California Library, Davis, is now senior cataloger in the Kansas State College Library.

Raymond A. Piller has been appointed assistant librarian and instructor in library science at Southeastern State College, Durant, Oklahoma.

Jane L. Pope has become assistant head of Acquisitions, University of Chicago Library, in charge of the periodical and serial record section.

Diana M. Priestly has been appointed assistant librarian and instructor in library science at the State University of New York Maritime College Library, Fort Schuyler, New York.
Ruth Rockwood, recently a Fulbright fellow in Thailand, is teaching in the library school of Florida State University, Tallahassee, Florida.

Alec Ross, formerly of the Acquisitions Department of the University of California Library at Los Angeles, has become head of Acquisitions at the University of Kansas Library.

Bertha M. Rothe, formerly law librarian of the U. S. Housing and Home Finance Agency, has become law librarian of George Washington University.

Joseph Rubinstein has been appointed supervising bibliographer in the new Special Collections Department of the University of Kansas Library.

Elma St. John has been appointed periodical librarian of the University of Kansas Library.

Edith Scott, formerly head of technical services at Ball State Teachers College, Muncie, Indiana, has been appointed head of cataloging and acquisitions, University of Oklahoma Library.

Dan A. Seager is librarian, Ouachita College, Arkadelphia, Arkansas.

Alice Jean Tanner has been appointed law librarian of Kansas City University.

James Tydeman is librarian of the University of Chicago Graduate Library School Library and in charge of the Graduate Library School's induction training program at the University of Chicago.

Carol Vassalo has been appointed assistant librarian at the Willimantic State Teachers College, in charge of the training school library.

Lynn Walker has been promoted to the position of science librarian, University of Florida, replacing Edwin Quinn.

Olive D. Willgrubs has been appointed order and reference bibliography librarian of the Scripps Institution of Oceanography, La Jolla, California.

Paul A. Winckler has been appointed librarian in charge of the Downtown Division Library of St. John's College, Brooklyn, comprising the College of Pharmacy, School of Commerce, Nursing Education and University College libraries.

Mrs. Jane H. Yadon, formerly of the University of Louisville Library, has been appointed reserve book librarian at George Washington University.

Retirements

Fremont Rider retired from the librarianship of Olin Memorial Library, Wesleyan University June 30, 1953. He had attended The New York State Library School in Albany in 1905-1906, but was not identified with any library until he became librarian at Wesleyan in 1933. For some of these intervening years, he was managing editor of Publishers Weekly and the Library Journal, and from 1912-1917 was editor of Library Annual. He was author of a number of books and editor of a remarkable series of guide books: indeed, his guide book of New York City is far the best that ever was published.

In his twenty years at Wesleyan, he has seen the Library grow from less than 200,000 to more than 400,000 volumes. He has done much more than guide the development of the Library. His fertile mind suggested one invention after another, some of them affecting not only Wesleyan but other research libraries.

Undoubtedly, most important, was his invention of microcards. In 1944 he published The Scholar and the Future of the Research Library. Probably the most exciting book on library economy that ever was published, it reads like a detective story, and before long almost every research librarian was reading it. Mr. Rider refused to have his microcard idea copyrighted. He became chairman of the Microcard Foundation, but quickly set up an advisory group of librarians to help him in the development of microcards. Other organizations were encouraged to produce microcards, and now hundreds of thousands of cards are printed every year. Microcards, with microprint and microfilm apparently have a permanent place as a form of micro-text.

In 1949 Mr. Rider published Compact Storage, which discussed the ingenious method he had devised at Wesleyan for shelving less used research material. Other innovations at Wesleyan, which have been joyfully accepted by many other libraries, are the Wesleyan Library book trucks and the Rider sec-
tional shelving. His *Life of Melvil Dewey* is one of the most satisfactory volumes in the ALA series of American Library Pioneers. His *The Great Dilemma of World Organization* offered a possible solution for a great problem. It has been rumored that, at some time in his busy life, he has written detective stories under an unknown *nom de plume*.

For many years Fremont Rider has been especially interested in genealogy. He was editor of *The American Genealogical Index* and *The American Genealogical and Biographical Index* and has built, in Middletown, The Godfrey Memorial Library, devoted entirely to this field. It is good to know that although he has retired from the librarian-ship of Wesleyan, it merely gives him more time to devote to two of his many interests, genealogy and microcards.—Paul North Rice.

Mary S. DuPre, librarian of Wofford College, Spartanburg, S.C., since 1905, retired in August 1953.

Miss Gertrude Larsen, cataloger, and Mrs. Adelaide Ohlendorf, head of the serial record section in Acquisitions, retired from the University of Chicago Library Staff last summer.

Helen A. Russell retired on June 1, 1953, after twenty-four years as librarian, State Teachers College at West Chester, Pennsylvania.

**Foreign Libraries**

Dr. Karol Badecki, custodian of the Jagiellonian Library of the University of Cracow, died on January 29, 1953.

Wilhelm Munthe, chief librarian of the University of Oslo, retired soon after October 20, 1953 when he was 70 years old. He is well known in the library world.

Dr. Thilo Schnurre, director of the Murhardsche Bibliothek in Kassel, Germany, retired on May 1, 1952.

**Corrections**

A. J. Walford of the British Ministry of Defence, London, became editor of the *Library Association Record*, beginning January, 1953. However, he succeeded Mr. W. B. Stevenson, who was editor from 1946-1952. Mr. L. R. McColvin held the post prior to this.

**Necrology**

Archibald Malloch, formerly librarian of the New York Academy of Medicine, died on September 19, 1953 in White Plains, New York.

Miriam D. Tompkins, associate professor of library service at the School of Library Service of Columbia University, died on March 2, 1954.

Miss Tompkins began her professional career in the public libraries of Milwaukee and New York City, and subsequently became a member of the library school faculty at Emory University. In 1935 she joined the staff at Columbia, continuing there until her death. Her interests centered primarily around adult education through libraries. She was a co-author of *Helping the Reader Toward Self-Education* in 1938, and collaborated in the preparation of *Adult Education Activities for Public Libraries* for Unesco. In 1949-50, she surveyed public library service in New Zealand under a Fulbright fellowship.

Willard Potter Lewis, librarian of Pennsylvania State College from 1931 to 1949, who passed away at State College on August 21, 1953, was born in Watertown, New York, August 10, 1889, the son of Benjamin M. and Jennie N. Lewis. He received his bachelor's degree from Wesleyan University at Middletown, Connecticut in 1911, took a Master's degree the following year and in 1913 graduated from the New York State Library School at Albany.
with a B.L.S. He served successively as librarian of the Y.M.C.A. at Albany, 1913-14; of Baylor University, 1914-19; of Camp MacArthur at Waco, Texas in 1917; and of the University of New Hampshire from 1919 to 1929. There followed a brief interval as librarian of his alma mater at Middletown from 1929 to 1931 and then, when President Hetzel moved from New Hampshire to Penn. State, Mr. Lewis was sent forth, to be librarian of the latter institution, where he served until his retirement and death. When Mr. Lewis came to State College the book collection could only boast a total of 130,000 volumes, and these grew, to the time of his retirement, to 309,000.

In 1941 the first portion of a new library building which Mr. Lewis had planned was dedicated at State College, with Mr. P. L. Windsor, then the distinguished librarian of the University of Illinois, as the principal speaker.

Mr. Lewis was a member of the Library Section of the Advisory Committee of the Land Grant College Survey, 1928-1929, and a member of the Connecticut Public Library Commission, 1929-1931. He was active in the Pennsylvania Library Association, and served as its president in 1939-40. Significantly, he helped to establish a College and Reference Section for the PLA; and he served on numerous committees. He had previously been President of the New Hampshire Library Association.

Throughout most of his career Mr. Lewis contributed articles to our professional journals. He instituted the publication of an attractively printed bulletin called Headlight on Books at Penn State, and established a weekly series of "Wednesday Readings" in the library. He also promoted fraternity libraries and prepared a "Fraternity Five Foot Shelf" which listed effective titles for these collections. He reinstated the Summer Library School in cooperation with the PLA and the State Library.

Mr. Lewis was elected Secretary-Treasurer of the College and Reference Section of the ALA at Denver in 1935 and the following year at Richmond his duties were notably expanded. Although the Section had been conducting adequate meetings at the annual conferences of the Association, it had maintained only a small membership on the basis of wholly supplementary dues. Reorganiza-

tion plans which were to transform the Section into a vigorous and full-fledged division of ALA were now projected, under the aggressive leadership of Charles Harvey Brown of Iowa State College at Ames, and a dues-paying membership of hundreds of college librarians now began to develop and constituted one phase of the paper work which fell to Mr. Lewis' lot in connection with the new secretariat. In 1938, at Kansas City, the Association of College and Reference Libraries came into being. The undersigned had the privilege of substituting for Mr. Lewis at the San Francisco meeting of ALA held the following year, and Mr. Ben Powell, then librarian of the University of Missouri, and later Mr. Charles V. Park of Central Michigan College were to succeed Mr. Lewis before Mr. Orwin Rush, then librarian of Clark University, was to become the first full-time, paid secretary of ACRL in 1947. During all the years that this notable expansion of college and university library representation in the organization of ALA was being advocated and legislated Mr. Lewis accorded every phase of it his staunchest support.

Those of us who knew Mr. Lewis through contacts with him at successive conferences of the American Library Association, conferences which he always attended with marked relish, remember him vividly as a quite definitely home-spun, but genial, conscientious, hard-working and devoted member of the profession.

Mr. Lewis' children include three sons, Robert, Walter and Donald and one daughter, Barbara, whose married name is Mrs. William Heising. Mrs. Lewis was in ill health for several years, and died in January, 1954. Speaking of the growth of the library at Pennsylvania State during the '30's and '40's, Mr. Lewis' successor has written:

"His effectiveness is to be measured not only by statistical gains but also by the vigor with which he worked for adequate library service for his institution."

It was the privilege of the undersigned to visit Mr. Lewis at State College in the years before the new library building was erected, and in recollection there comes to mind, as the two of us strolled down a pleasantly shaded State College street, a passing old Ford car filled to the brim with eight or ten rather young children. A half-dozen youthful, and obviously enthusiastic, voices shouted.
from the car: "Hello, Mr. Lewis!", whereupon he paused to comment with a smile: "You see, I am WELL known HERE!"—Jackson E. Towne.

Fanny Borden, librarian emeritus of Vassar College, died in Poughkeepsie, N.Y. January 31 after an illness of several months. Miss Borden was a graduate of Vassar College and received her professional training at the New York State Library School. She served as assistant librarian at Bryn Mawr from 1901 to 1903 and as associate librarian at Smith, 1903 to 1906. Her long period of service at Vassar began in 1908 when she returned to the college as a library assistant. Prior to her appointment as reference librarian in 1910, a post which she held until taking the librarianship in 1928, she served as classifier and cataloguer. During her thirty-seven years at Vassar, the library's collection increased five-fold, under Miss Borden's administration library endowments were increased, the fine quality of the book collection, especially strong in source materials and bibliographies, was maintained and the library building enlarged by the addition of a new wing. A true scholar, she understood the needs of faculty and students and worked untiringly to make the library an effective teaching instrument. In addition to compiling two extensive and widely-used bibliographies, she prepared a library handbook for students and taught classes in bibliography. She not only enriched the library's collection in the field of fine printing but she imparted her love of beautiful books to students and staff. After her retirement in 1945, Miss Borden continued to devote many hours to library research, indexing archives and material relating to the early history of the college. Up to the time of her illness she was working on a history of the library, and while no chapters had been written, the source material had been organized and arranged. Miss Borden was a member of the American Library Association, New York Library Association, Bibliographical Society of America and the American Institute of Graphic Arts.—Dorothy A. Plum.

Halsey William Wilson, founder of The H. W. Wilson Company of New York, died on March 1, 1954, at the age of 85 at his home in Croton Heights, Westchester County, New York, after an illness of several months. Internationally renowned as a bibliographer, Mr. Wilson was the founder and Chairman of the Board of the world's largest reference publishing house, the 50-year-old H. W. Wilson Company of New York, publishers of more than 20 major indexing and reference services acclaimed as indispensable to research and scholarship in libraries the world over.

On the fiftieth anniversary of the Company's founding in 1948, the American Library Association saluted it as "the most important bibliographical enterprise ever conceived and brought to fruition by any one man." And the Saturday Review commented: "The name H. W. Wilson is to bibliography what Webster is to dictionaries, Bartlett to quotations." A leading educator wrote that it would be difficult if not impossible to imagine what modern scholarship or librarianship would be like without the Wilson publications.

One of Mr. Wilson's keys to success in providing library services was his willingness to heed the requests and consider the problems of the libraries themselves. Every publication of The Wilson Company has been the outgrowth of a definite need in libraries, and in attempting to meet the need, advice of the librarians has been widely sought. In the case of periodical indexes, the subscribers themselves from time to time vote on the periodicals to be indexed.

Mr. Wilson had been a regular attendant at library conferences, in recent years having attained the distinction of having attended more conferences of the American Library Association than any other member. He encouraged his staff to participate in library association affairs and gave generously of their time and abilities to committee work. In still another channel of cooperation representatives of the American Library Association and the Special Libraries Association have been invited frequently to sit unofficially with The Wilson Company's Board of Directors.

In addition to his services to research, H. W.
Wilson made several unique contributions to the field of publishing. One of the most notable is the plan he originated for saving and interfiling type for the “cumulative” indexes associated with his name.

Another unusual contribution is the “service basis” method of charge, which not only made possible the publications of hundreds of reference volumes, but made it financially possible for libraries on six continents to own them.

Mr. Wilson served as president of the publishing firm bearing his name from its beginning until December 1952, when he requested that he be relieved of some of his administrative duties in order to devote more time to a study of the company’s general policies and future plans. He was accordingly named Chairman of the Board of Directors and was succeeded as president by Howard Haycraft, who had been vice-president since 1940.

As the man who was regarded by many as the greatest benefactor of libraries since Andrew Carnegie, Mr. Wilson received numerous honors from educators and librarians.

Brown University conferred on him the honorary degree of Doctor of Letters in 1939, and in 1948 he received from the University of Minnesota its first “Outstanding Achievement” medal. Both the American Library Association and the Special Libraries Association paid special honor to him in 1948, on the fiftieth anniversary of his firm’s first publication, and in 1950 he received the American Library Association’s $500 Joseph W. Lippincott Award for Outstanding Achievement in Librarianship. In the same year the University of Minnesota Press published an account of his achievements, John Lawler’s *The H. W. Wilson Company: Half a Century of Bibliographic Publishing*, with a foreword by E. W. McDiarmid, a past president of the American Library Association, in which he said, “Wilson has played a vital . . . part in nearly every scholarly activity of the past half-century.”

A tribute is paid to Mr. Wilson by C. Sumner Spalding in the January 1954 issue of *C & R L* for his interest and work in relation to the Library of Congress printed catalogs.

### Federal Services to Libraries

*(Continued from page 178)*

the dragon of arithmetical progression.

The results of the survey are being published in book form late this spring by the American Library Association under the title of *Federal Services to Libraries*. Part I is to be devoted to an exposition of the policies governing Federal services to libraries, and Part II (the main section of the book) will consist of an alphabetical listing by subject of the services available to libraries from the government at the time the typescript went to press early in 1954. Each service is described in sufficient detail to make it meaningful. Finally there is an index in which every service, book, document, individual or agency mentioned in the text is cited by page reference, and under the name of each agency are to be found the services it offers.

Since nothing changes more rapidly than the Federal scene in Washington, it is only fair to the Federal personnel who cooperated in this work to mention that some of the services listed may have been modified or discontinued in the interim between reportage and publication, and that all Federal services to libraries or to any other organizations or individuals are dependent upon such variables as budget and staff. Conversely, some services may well have been inaugurated after the book went to press. Nothing less than a looseleaf service could hope to achieve current coverage of this field. It is nevertheless the hope and belief of the Federal Relations Committee that librarians and others will find in *Federal Services to Libraries* a key to many services offered by their government but hitherto not used by many libraries which stand to benefit from them.

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Review Articles

Farmington Plan

*Farmington Plan Handbook*. By Edwin E. Williams. Association of Research Libraries, 1953. 170 pp. $2.50. Orders should be addressed to Office of the Executive Secretary, ARL, Indiana University Library, Bloomington, Indiana.)

If this were nothing more than a handbook of Farmington Plan practice, it would have even greater utility than the modest disclaimer in the Introduction which suggests that it "may be of some use to Farmington Plan dealers and their advisers, to the sixty-two participating libraries, to those who wish to locate recent foreign books in order to borrow them or obtain photographic copies, and to others who are interested in library cooperation and resources for research."

For handbook purposes Mr. Williams has provided a concise initial chapter on "What The Plan Is and How It Works" and then in the latter half of the booklet a succession of practical cross indexes which permit the user to work easily from several approaches. There is a list of the ninety-nine countries whose publications are procured under the Plan with indication of the procurement agent or library, a list of the participating libraries with report of the subject fields for which each is responsible, a fairly detailed alphabetical subject index that indicates the library responsible for each subject, and then a classified (L.C.) cross index.

In view of the complexity of the subject allocations and the considerable number of countries and libraries that are involved, it seemed obvious that after six years of operation it was worth while to publish these portions of the *Handbook* if only for the benefit of the libraries receiving books and the dealers sending them.

During the first five years of operation (1948-1952) the Plan brought in over 50,000 volumes, so already a large body of material that "might reasonably be expected to interest a research worker in the United States" has been added to the country's collections. Since under the terms of the Plan we can assume that much of this material might not otherwise be available here, and even though individual titles are supposed to be listed promptly in the National Union Catalogue, this *Handbook* provides an important resources guide for all libraries in the country. Although responsibility for a subject under the Plan does not necessarily mean that the particular library has a major collection in the subject field, certainly this is a tendency. Thus scholars and reference librarians, as well as acquisitions librarians, will find the *Handbook* a useful bibliographical tool.

Happily, however, Mr. Williams has gone beyond the handbook stage and provided a historical and critical report on the Plan that is both impressive and readable, and also a full bibliography. This was well worth doing because the Farmington Plan is a truly monumental program, conceived in bold and generous terms, and because much of the source material is not easily accessible.

This portion of the *Handbook* has been prepared with the documentary skill and thoroughness, as well as the candor, that we expect of Mr. Williams, who has had the special advantage of working closely with the Plan almost since its inception. If the *Handbook* contains any of the small errors that are the badge of a scholarly review, this reviewer found none and would consider it supererogatory to list them anyway. If effective criticism of the Plan or research into it are stimulated on the basis of Mr. Williams' shrewd comments, he will consider his work well repaid. Even without such important projections, he has performed here an important service to scholarship as well as a good job of scholarship.—*Robert Vosper, University of Kansas Library.*

Lamont Library Catalog


The *Catalogue of the Lamont Library* reflects accurately the main purpose of the Lamont Library which is to provide "... a live, working collection of books selected to serve the required and recommended reading
needs of Harvard undergraduates in addition to a good general collection of books that it makes readily available."

The Catalogue contains more than 39,000 titles arranged in classified form by the Lamont Library classification scheme. It is provided with a brief table of contents in which the structure of the classification scheme is clearly outlined, an author index, and a subject index. Individual entries are brief but adequate. The general format is simple, unpretentious and attractive. Altogether, from a physical point of view this book appears to meet the criteria for a good printed catalog.

Philip J. McNiff, Lamont Librarian, prepared the Catalogue with the assistance of Roland H. Moody and William B. Ernst, Jr., of the Lamont staff, and George W. Cottrell, Jr., Editor of the Harvard University Library. Its preparation was made possible by a grant from the Carnegie Corporation.

As McNiff emphasizes in his introductory statement this is the catalog of a working collection; it does not attempt to represent an ideal book collection for a liberal arts college. Consequently, it would be impertinent to criticize or appraise this catalog in the light of the criteria one might apply to the ideal or theoretical type of book best exemplified by the Shaw list.

As a working list of books for undergraduates in an eminent liberal arts college, the Catalogue automatically achieves a place of importance for college and university librarians. It represents the experience of an excellent library staff working in conjunction with a first rate liberal arts faculty in the determination of book selection policy and the actual selection of books. Added to this condition has been the observation of the use made, of the collection so selected, by Harvard undergraduates.

The method of book selection for the Lamont collection is described in some detail in an article entitled "The Selection of Books for Lamont," by Edwin E. Williams. The subsequent refinement of the original lists and the limitations and general coverage of the present Catalogue are briefly but simply set forth in the introduction to the Catalogue.

Librarians will find much to study and perhaps to emulate in the selection, organization and presentation of this list. Despite its limitations, they will find the catalogue a highly suggestive and useful guide in evaluating their collections. In the arrangement of the titles and forms of entry there will be found useful suggestions; in the simple format and economical method of production, encouragement for additional projects of this sort.—Morris A. Gelfand, Queens College Library.

Problems in Psychology


Undoubtedly, a more significant title for this book might have been "A Guide to the Literature of Psychology," since the chief professional problems it takes up are those of library research, manuscript preparation, outlets for publication, etc. In addition, the authors have included material intended to help the student in psychology acquire professional perspective, around which the entire book centers.

There has not been a guide to the literature of psychology since Louttit in 1932 published his Handbook of Psychological Literature, of which Professional Problems is partly a revision and expansion. Louttit (University of Illinois) is editor of Psychological Abstracts, and Daniel teaches a course in Studies in Professional Problems at the University of Missouri. Their successful collaboration has resulted in a handy little reference volume that ranges from such basic information as where to put the period when your sentence ends in parentheses to membership requirements for the American Psychological Association.

The book proper is divided into four parts. The first of these orients the reader in the growth of psychology as a profession. The fourth and final part reinforces the emphasis on "professionalization" and discusses fields of training, job opportunities, legal, ethical, and public relations, and professional organizations.

Parts 2 and 3, the major portion of the book, comprise the guide to psychological literature. The authors investigate the important sources of information and how to
find them in libraries; in explaining classification schemes, that of the Library of Congress is dismissed rather casually, but Dewey's and, understandably, Louttit's own classification schemes are gone into in some detail. Familiarity with library arrangement and willingness to enlist the aid of the reference librarian are recognized as prerequisites to any research job.

In the chapters covering scientific reporting, all forms of written and oral communication that the psychologist is likely to need are clearly and comprehensively treated. The authors give explicit instructions for preparing standard manuscripts and bibliographies, prefaced by the warning that specific journals have individual requirements which must be met when one expects publication in them. Twenty major psychological journals are described as to frequency, area of interest, policy for distributing reprints, cost (if any) to the author, and publication lag; there is also a section dealing with the most frequent reasons why editors reject manuscripts.

Besides a list of references at the end of each chapter, there are appendices: lists of 306 reference books (annotated) and 331 journals of value to the psychologist; sources of books, tests, apparatus, etc.; and a glossary of abbreviations for not only psychological terms but also names of organizations, tests, and physical measurements.

The usefulness of this reference tool to those with any connection with psychological literature is marred only by the unfortunately inevitable fact that the material has already begun to be dated. The bibliographies include almost nothing later than 1952. Descriptions of research sources have altered, e.g. Louttit's own *Psychological Abstracts* has since changed from monthly to bi-monthly publication. In spite of this drawback, *Professional Problems in Psychology* will prove a valuable addition to the guides to the literature of the sciences.—James C. Dance, Psychology Library, Columbia University.

**Cataloging Catholic Material**

*A Manual of Cataloging Practice for Catholic Author and Title Entries.* By Oliver L. Kapsner, O.S.B. Washington: Catholic University of America Press, 1953. $2.00.

Librarian at St. John's Abbey, Collegeville, Minnesota, for some twenty years and research cataloger at the Catholic University of America since September 1951, Father Kapsner has long been familiar with the problems of librarians dealing with collections of Catholic material. Out of this experience with theological and religious literature have already come his *Catholic Subject Headings* (now appearing in a third edition), *Catholic Religious Orders*, and *A Benedictine Bibliography*. This *Manual* has been developed as a further aid to catalogers in Catholic libraries and is intended as a guide and arbiter in those areas of cataloging practice which are not adequately covered in existing cataloging tools.

As the subtitle indicates, the entries and rules for entry are intended through adaptations, revisions, and new provisions to be "supplementary aids to the ALA and Vatican Library Cataloging rules," or, as in the case of the Vatican rules, to indicate an expansion or modification to suit the needs of Catholic libraries in America. The entries cover Bible; Apocryphal Books of the Bible; Liturgical Books of the Latin and Eastern Rites; Prayer-Books; Catechisms, Hymns, Indulgences; *Imitatio Christi*; Index Librorum Prohibitorum; Saints; Popes; Councils and Synods; Pastoral Letters; Catholic Church and Holy See; Personal and Corporate Names in Religious Orders; and Monastic Rules. Under each topic the corresponding ALA and Vatican rules are specified, with descriptions of material belonging to that category, rules for entry with generous examples of entries and sample cards, and suggested subject headings, particularly form headings.

For many of the entries, as *Imitatio Christi* and Index Librorum Prohibitorum, no variation from present procedure is proposed except minor changes such as the addition of a date to the entry. In other cases, variations from ALA rules and Library of Congress practice are indicated, with suggestions to catalogers in Catholic libraries for bringing these entries into conformity with Catholic usage, as for Biblical and Apocryphal Books of the Bible (though we note here that those Books not included in the Catholic canon would be treated as "anonymous classics" and entered under "accepted names").

At other points, as in entries for liturgical literature, entries under Catholic Church, and for personal names in religion, complete
revisions of the ALA code are recommended and the changes are more drastic. It is here that Father Kapsner hopes to formulate what could "be considered correct procedure not only for Catholic libraries, but for all libraries." Since these proposals represent major departures from our present cataloging code, they should be examined for their probable results in cataloging procedures and the reference use of the catalog.

Under the proposed revision, separate liturgical books of the Latin Rite would be entered directly under their "well-established and distinctive Latin names," e.g., *Breviarum romanum* instead of *Catholic Church. Liturgy and ritual. Breviary*, as at present. Liturgical books of the Eastern Rites, presently entered under Catholic Church followed by the name of the Rite, would, for reasons of language differences, proliferation and obscurity, be entered under the name of the Rite and preferably in Greek, as *Byzantine Rite. Liturgy and ritual. Euchologion* with an added entry under the name of the book.

The "direct entry" principle is also applied to many of the bodies and titles now entered as subheads under Catholic Church, as *Codex juris canonici for Catholic Church. Codex juris canonici* and *Popes, 1922-1939 (Pius XI)* for *Catholic Church. Pope, 1922-1939 (Pius XI)*. Publications of the "diplomatic body" of the Catholic Church would be entered under Holy See instead of under Catholic Church, thus *Holy See. Legates, nuncios, etc. and Holy See. Treaties, etc.* Objections raised to the use of Catholic Church as an author entry may well be met by Father Kapsner's proposals and the Catholic library may find here a satisfactory solution.

However, it should be pointed out that these proposals would result in decentralization of catalog entries. For any but a highly specialized library or one in which the use is almost entirely by specialists, such a dispersal of entries would require highly skilled library personnel to uncover them. The values accruing from material brought together in the catalog by means of headings and subheads would be lost. The adoption of this proposal for the entry of Catholic liturgical books would raise the natural question concerning the extension of this principle to similar material of other groups and bodies. For the Catholic, the entries proposed may be more "correct" than our present procedures, but cataloging rules must be tempered with judgment and even expediency, especially in a general code involving many groups and problems.

Another revision comes at the point of personal names in religious orders which would be entered in accordance with the practice of the individual, adding the conventional order initials or abbreviations to the names in all cases, except when there is already the qualification of Saint, Pope, etc., thus *Theiner, Augustin, C.Or., 1804-1874* or *Mary Eleanor, Mother, S.H.C.J., 1903-*. Requiring the cataloger to determine the "practice of the individual" establish the order to which the author belongs and supply correct order initials or abbreviations would be a step away from our present trend of simplification in cataloging. Before adopting any such elaboration, libraries want to be sure that further complications in the cataloging process would provide equivalent values to the user of the catalog. The reviewer, working with the resources of a well-developed theological library, largely Protestant in character, has found that it would be difficult and expensive to apply Father Kapsner's proposal, and she suspects that this would also be true for a general library where the interest in religion is general and non-technical.

Other problems emerge, such as the cost in revising or adapting LC cards for direct entries or to conform to Catholic usage; the problem of changing previous entries to agree with the new practice; complications arising from dual cataloging processes for those libraries engaged in cooperative cataloging; and variations in catalog entries from library to library.

Even though the adoption of certain of Father Kapsner's proposals in a general catalog code is open to question, this *Manual* will be useful and even highly suggestive to all libraries. Questions have been raised that deserve further exploration, such as the proposal for entry of Biblical commentaries under name of commentator rather than under Biblical text. Catholic libraries will find it invaluable in the organization of their material and in accommodation of their patrons. They will want to give its suggestions careful consideration. All of us are grateful to Father Kapsner for his careful work in a difficult subject area and his attempts to meet inadequacies in our present

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Architecture and Libraries


Most librarians facing a library building project are likely to be quite deficient in their knowledge of architecture. To dispel their ignorance in this vital area, they could perhaps do no better than go into seclusion for about four weeks, equipped with Hamlin’s 22-pound monumental compendium of architectural information. After having absorbed the content of the 3,446 pages, including 3,745 illustrations, which cover a vast amount of theoretical and practical knowledge, they will be much better prepared to understand their architects and to confer with them intelligently and constructively. Most of all, they will have rid themselves of the false notion that a librarian’s idea of a library building must necessarily be in conflict with an architect’s idea of a library building.

This is not the place for presenting a comprehensive critical review of the 4-volume work from the professional architectural point of view. It should suffice to present a brief summary of the chief points of criticism and praise and point to specific features of interest to librarians. The work was edited by the former Avery librarian of Columbia University’s School of Architecture, who was also a professor of architectural history and theory; it took five years to write and edit the publication. Volumes 1 and 2, presenting a survey of the elements of building and structure and the principles of architectural composition, were written almost completely by the editor; volumes 3 and 4, dealing largely with individual building types or the social function of architecture, were written by 51 specialists, most of whom were practicing architects.

The work is eminently readable throughout, is attractively printed, and the illustrations have, for the most part, been carefully selected to clarify the text rather than merely to embellish it. The philosophy underlying the work is that contemporary architecture has grown out of the traditions of the past, that the basis of architecture lies in the social needs of man. The work has been criticized, on the other hand, for devoting too much space to history of architecture and history of architectural theory, for being weak on its formulation of the philosophy of contemporary architectural design, for its distinctly American orientation despite its many illustrations drawn from international architecture, and for its failure to provide much guidance to those whose job it is to make architecture progress. None of these criticisms, however, detract seriously from the value of the work as a comprehensive survey of virtually all aspects that are relevant to 20th century building problems.

Libraries as a building type are treated in a special 40-page chapter, written by Alfred M. Githens, an architect of much experience in library building design, whose work includes the Baltimore and Brooklyn public libraries, the Joint University Libraries, and most recently the new modular library of the University of Georgia. Almost one-third of the chapter is devoted to library building history of an excessively antiquarian character; the rest of the chapter deals succinctly with standards of library design, elements of library buildings, types of library buildings, factors to be considered in planning, and future trends. Mr. Githens expresses the view that the alleged traditional animosity between architect and librarian has been gradually disappearing with the current trend toward functionalism. He clearly enumerates the essentials in library design and correctly emphasizes that library building plans must be based on actual requirements rather than precedent.

At times, Mr. Githens fails to make a sufficiently clear distinction between what is current practice and what might be regarded as the most desirable practice. For instance, when he states (1) that “in a large public library the newspaper room is generally segregated and perhaps has its own outside entrance,” he seems to imply approval of this segregation whereas many public librarians would not consider such segregation necessarily desirable; or (2) his statement that “except in very large libraries the desk or desks should be near the public entrance, with a clear view of it,” may be taken to imply that such placement is recommended despite the fact that he recognizes that “many librarians believe that a desk should not face the entrance or be made conspicuous, lest the
supervision be too evident." Mr. Githens' failure to distinguish clearly between current and desirable practice is evident in the following additional illustrations: (3) He states that "all available walls should be lined with books." (4) He asserts that "daylight is preferred in a library." All of these recommendations are debatable, and whatever happens to be the most frequent current practice may actually be the least desirable practice.

Some readers may feel that Mr. Githens' treatment of library buildings trends is perhaps a little too noncommittal compared to the way some other chapters are handled. There is quite a contrast between Mr. Githens' rather neutral account of certain current trends in library building design and such emotionally charged condemnations or endorsements as the following taken from other chapters. With reference to department store design: "It is unfortunate that we have borrowed, as an environment for this comparatively recent retail process, the academic architectural styles" (Kenneth C. Welch); or with reference to bridges and highway architecture: "We all must move with the spirit of our times, and to an architect the only genuinely satisfying work is that which expresses the current mood; even those men who are regarded by the radical fringe as hopeless conservatives do work which 25 years ago would have been considered as extraordinarily advanced even by the radical fringe of that day. Fortunately the modern idiom with its emphasis on clean lines, on structure, and on the elimination of ornament is almost ideal as a treatment for engineering works" (Aymar Embury II).

Libraries receive additional attention in the chapters on college and universities and on daytime schools. Many observations applicable to libraries can also be found in the chapters on office building, factory buildings, hotels, department stores, acoustics, mechanical equipment, non-bearing walls, columns and piers, elements of the modern interior, color in architecture, and, last but not least, the chapter on the process of architectural planning, which emphasizes the importance of a program statement listing the requirements and purposes of any building to be designed.

The set can be highly recommended as a reference and working tool for all academic librarians. From the point of view of reference librarians, the usefulness of the publication has been greatly enhanced by the inclusion of 2 detailed indexes covering 102 pages, one arranged by subjects and one by architectural works. In addition, each chapter contains carefully selected bibliographies.—Robert H. Muller, Southern Illinois University Libraries.

California Librarians


A California librarian would find it difficult indeed to take a detached view of a report which goes to the heart of the vital problem of the training and recruitment of librarians in California. To Dr. Robert D. Leigh was assigned the task of conducting a survey "to determine if there is need for an additional school of librarianship in California, and if so, whether that need may be met best by establishing such a school on the University's Los Angeles campus." The assignment was made on the basis of representations made to the Regents of the University that not enough librarians are graduated from the existing schools of librarianship at the University of California's Berkeley campus and the University of Southern California to meet the needs of a state which has doubled its population in ten years.

The resulting report not only summarizes Dr. Leigh's findings and recommendations with regard to an additional library school under the auspices of the University of California, but also includes a number of thoughtful and provocative suggestions for the development of librarian training in the state, which are concomitant conclusions gathered from the facts assembled by the survey.

Dr. Leigh has assessed the assumptions underlying the request for the survey and has produced the following conclusions:

(1) "that a scarcity of librarians for professional positions actually exists in the state and is of a size to call for an extension of training facilities;

(2) "that the growth of population in California will entail a growth of library service, but not so much an increase in pro-
Leigh's report recommends as follows:

1. "That the addition of a third graduate library school at UCLA is unnecessary to accommodate present or prospective library school students in California, would be financially imprudent, and educationally unsound. The two existing graduate library schools are excellently located in the state's two major focal points of population and are fully capable, with modest additions to their staffs, budgets, and physical facilities, of accommodating any increase of student enrollments now in prospect. A third school would, almost surely, reduce the enrollment at the other two and would probably remain too small for maximum effectiveness as a center of graduate instruction and research in the library field. The recruiting of a third faculty with the required academic background combined with professional experience would be very difficult. It would be a risky and extravagant venture in the present circumstances.

2. "That the present effort should be directed rather to the full development of the two existing graduate library schools so that they will have the resources, staffs, and programs to make instruction easily available at the lowest cost possible to potential students, and to serve fully the varied needs of the libraries of the state for professional personnel, and for other expert help in dealing with library problems and processes.

3. "That if the University of Southern California does not feel that it can afford to expand and develop the library school now under its auspices to make it more equal to the task of fully serving the libraries of the Southern region and the State, it consider the transfer of the School back to the auspices of a tax supported institution.

4. "That in order to promote the full development of the existing library school maintained by the University of California a standing advisory council to the School representing the library leadership of the state be constituted.

5. "That the Department of Librarianship at San Jose State College be further developed as the center of training for school librarians on the undergraduate level; and that the State Department of Education modify its regulations for authorizing such centers in line with the recent action of the American Library Association, turning over national accreditation of training institutions for school librarianship on the undergraduate level to the American Association of College Teachers of Education.

6. "That in consideration of the large number of librarians in the state revealed by the Survey to be holding positions classified as professional but who have had little or no professional training, and the much larger and growing number of those now holding nonprofessional jobs in libraries that require some instruction in library techniques and processes, attention be given by the State Library, the California Library Association, the library schools and the Extension Division of the University to the best means of providing intensive in-service or pre-service training in library techniques available to those who need it."

To this reviewer Dr. Leigh's report appears as a model of research reporting. His recommendations are presented with candor and straightforwardness in spite of the fact that they will not necessarily fulfill the hopes of those who authorized the Survey. His method of amassing the necessary data on California librarianship and of epitomizing professional opinion throughout the state indicates a singularly unprejudiced approach. It is obvious that in this report there has been no editing or wresting of the facts to support a pre-determined conclusion.

However, if there is a short-coming to be found with the report, it lies in its lack of exploration into the comparative ability of the state-supported institution versus the private one to provide superior facilities.

Whatever the course of action followed either in pursuing or ignoring the facts brought out in this report, its findings can well be taken to heart by the existing schools.
of librarianship. The report will also serve as a continuing source of well assembled and well presented data on California libraries nowhere else obtainable, since virtually all of the data presented was obtained by questionnaire, conference, or interview, and therefore is in no sense a synthesis of previous studies. —Harold L. Hamill, Los Angeles Public Library.

University Librarianship


In Scholar's Workshop Kenneth J. Brough has assembled a considerable amount of historical evidence to show that during the past three-quarters of a century university librarianship has de-emphasized the traditional custodial function in favor of greater attention to "service."

After a rather brief treatment of the character of the library of the typical American colonial college, the author traces the development of the libraries of Harvard, Yale, Columbia, and Chicago, from roughly 1876 to the present, in terms of their position in the academic community, their clientele, the nature, extent and accessibility of their collections, their personal assistance to the reader, and the role of their librarians.

In the preface the author sets forth seven questions which the study proposes to answer:

What opinions have existed concerning the importance of the library in the university?

How have the functions of the university library been defined?

What differentiation of services has been considered desirable for the several classes of clientele of the library: professors, graduate students, undergraduates, and non-university public?

What thoughts have arisen about the nature and extent of the materials which the library should collect?

What ideas have emerged concerning the accessibility of books?

What conceptions have evolved with relation to the kind and amount of aid to be given readers?

How has the role of the librarian changed?

This is an interesting list of questions, and the answers of Mr. Brough provide us with a useful body of data. However, these are questions of fact: interpretation is secondary. The author asks only "what?" or "how?" rather than "why?" The plan of this undertaking, therefore, was limited from the start since causality, synthesis, and interpretation were not given prime importance. To be sure, one cannot properly criticize an author for accomplishing what he has set out to do, but one does have the right to question the objective. To write library history in terms of a changing pattern of library functions and objectives, and to relate those changes to the forces in our society which produced them would give to the evolution of the library as a social agency a new depth and meaning, but the study here reviewed does not provide the richness that it might have evinced.

Basically, the work is weakened by the failure to suggest that the changes that were taking place in university librarianship were paralleled by similar developments throughout the entire library field. What was happening in university librarianship was also happening, in much the same way, in public libraries as well. Yet the author does not make this explicit to the reader. Nor does he address himself to the problem of the causes that brought such changes about. These forces that lie beneath the surface should have been explored, and such exploration would have given the book a more significant depth.

Observations may also be made of the treatment of facts. An excessive amount of space is devoted to the attempt to establish the authenticity of the story told of J. L. Sibley, and incidentally of practically every other university librarian, concerning his excursion to retrieve from Agassiz the only two books missing from the Harvard library collection (p. 2, 16-17). The lengthy discussion (p. 132-134) of the New England Deposit Library makes no mention of Francis X. Doherty's definitive study of the subject (Library Quarterly, v. 18, 1949, p. 245-54), and only refers to the far more significant Midwest Inter-Library Center with a foot-note (P-133). Since the study is limited to but four university libraries, many interesting movements toward increasing inter-library cooperation are not discussed.

The chapter on the role of the librarian fails to present with any degree of fullness

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the very important shift from the librarian as custodian to the librarian as bookman, bibliophile, and man-of-letters, to the present librarian as administrator and specialist in management. Yet there is probably no single development more important than this in altering the complexion of the profession of librarianship.

While these are negative points, and the study runs counter to the approach to library history for which this reviewer has long argued, the volume, based on a doctoral dissertation at Stanford, is carefully written and documented and should serve as a source of information to students of university library history.—Jesse H. Shera, School of Library Science, Western Reserve University.

Subject Classification:
A Comment

Anent Dr. Mortimer Taube's very informative and entertaining review, in the October 1953 issue of C & RL of Henry Evelyn Bliss' Bibliographic Classification, I think it is about time that someone came to the defense of shelf classifications in libraries. They have been almost generally maligned these past few years with hardly a voice raised in protest. I am not speaking of any shelf classification in particular, since librarians as a whole seem to feel the same way about the particular one they have fallen heir to, i.e., that they are poor things, but mine, and after all so much better than the one that belongs to my neighbor. Despite the fact that the general impression seems to exist that shelf classification is a dead dog at which everyone can take an occasional kick, they are still very vigorously alive and likely to remain so for a considerable length of time. Studies have pointed out to the point of ennui that subject bibliographies, card catalogs, "coordinate indexes," etc. are "better" and "more effective" than shelf classifications, but fail to make clear that this sort of comparison entirely missed the point that shelf classifications cannot be expected to serve the same purposes as these other methods of information control. Shelf classification is at best only an auxiliary method of organizing materials for use, and because of the shortcomings of the other methods it is a most necessary auxiliary. Since location symbols are necessary in any case, shelf classification serves a double purpose and are certainly more desirable than location symbols that have no subject significance. As a perennial browser I can only regard with horror the present advocacy of the elimination of shelf classification. I have a suspicion as well that many of the people who use libraries, who to date seem to have had a very small voice in the controversy, would feel the same way about it.

It should seem apparent to anyone that alphabetic and classified arrangements which Dr. Taube has gratuitously thrown together under that much maligned and ill-used term "semantics" are not the same thing at all. By framing his case with a very judicious choice of terms, he has made them appear equivalent techniques with the implication that it is a matter of complete indifference or pure whim which arrangement one chooses. A selection of any other group of terms almost at random will indicate that this is not so, e.g.:

<table>
<thead>
<tr>
<th>Bicycles</th>
<th>Cycles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycles</td>
<td>Bicycles</td>
</tr>
<tr>
<td>Guitarists</td>
<td>Musicians</td>
</tr>
<tr>
<td>Musicians</td>
<td>Tricycles</td>
</tr>
<tr>
<td>Tricycles</td>
<td>Musicians</td>
</tr>
<tr>
<td>Unicycles</td>
<td>Violinists</td>
</tr>
<tr>
<td>Violinists</td>
<td>Guitarists</td>
</tr>
<tr>
<td>Zither players</td>
<td>Zither players</td>
</tr>
</tbody>
</table>

The basic difference between the two methods, of course, is that whereas both may be embodied in the form of word symbols, classifications are not bound by the symbols used to embody the meaning, while in the alphabetic system the word symbols are the basis of the arrangement. Dr. Taube does his cause no service by appearing to confuse them.

Classification is a process that is inevitable no matter how one may choose to disguise it, and by the nature of the case it is especially inevitable in libraries. A library classifies materials in the process of ordering them in conformity with its acquisitions policies and in dividing them in subject departmentalized libraries. Despite the animadversions of the scholars, shelf classifications will continue to be used for a long time in libraries, and in view of the current and continuing practice, the whole discussion sometimes seems somewhat academic.—David A. Kronick, Reference Section, Armed Forces Medical Library.
Nominees for ACRL Offices

1954-55

The following nominations were submitted by the ACRL Nominating Committee (Kathleen R. Campbell, William H. Carlson, W. Roy Holleman, Ralph R. Shaw, Ermine Stone, Wyllis E. Wright, Chairman). The vice-president is elected for one year in that office and by constitutional provision becomes president the following year. Directors are elected for terms of three years. ACRL representatives on ALA Council are elected for four year terms. They serve in the dual capacity as representatives and members of the ACRL Board of Directors the fourth year.

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Stallings, Dean H., librarian, North Dakota Agricultural College, Fargo.
Miller, Marvin A., director of libraries, University of Arkansas, Fayetteville.
Whitman, Ainsley A., librarian, Willamette University, Salem, Oregon.
Hintz, Carl W., librarian, University of Oregon, Eugene.
Ottemiller, John H., associate librarian, Yale University, New Haven, Connecticut.
Mason, John Russell, librarian, George Washington University, Washington, D.C.
Bennett, Fleming, librarian, University of Arizona, Tucson.

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Biographical Notes

VOSPER, ROBERT, director of libraries, University of British Columbia, 1954-date. B.A., University of Oregon, 1937-39. Research assistant University of Oregon, 1937-39; cert. in librarianship, University of California Library School, 1940. Professional assistant, Bancroft Library, University of California, 1940-47; head, Dept. of Special Collections, 1947-50; assistant librarian, 1948-52. Member, ALA, ACRL, CLA, KLA, MPLA, AAUP. Phi Beta Kappa. Several offices and committee assignments in University Library, including Presently chairman College and Research Libraries, Mountain Plains Library Assn. Chairman, MRLA Committee on Customs Simplification; member, ALA Board on Acquisitions. Author of articles in professional and bibliographic journals on acquisitions, library resources and book-collecting.


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