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The British House of Commons Sessional Papers of the eighteenth and nineteenth centuries are, as I wrote seven years ago in the Library Journal (Jan. 1, 1953), "the richest and most important collection of printed government records in existence in any country." With no complete set of these documents in existence anywhere, the program of republication, which I as editor had undertaken, presented problems of locating, identifying, collating, reassembling, editing, and manually foliating the more than eighty thousand separate publications, totaling 4,600,000 pages, which developed into a task of extraordinary proportions and involved complexity.

The unusual editorial burden imposed by this program developed from the sheer mass of the documents, the lack of a master list and of a master collection fully collated, and the limited information concerning individual papers in the Journals and Votes of the House, about the only sources from which one may learn of official action on a paper. Questions such as these presented the ever recurring problems that had to be resolved: Does the table of contents of each volume list all of the papers of the volume? Do papers listed in the composite annual and period indexes but not in the tables of contents of volumes belong in the collections? Do papers bound in the volumes and listed in the tables of contents thereof or in the indexes or in both but which are not recorded in the Journals and Votes as having been ordered to be printed belong in the collections? When the allotment of pages for a paper in the volume table of contents exceeds the actual number of pages of the paper bound in the volume is the table of contents incorrect or the paper incomplete? When the title printed on a paper differs from the title in the table of contents or in the indexes or in the Journals and Votes is the error in the title or in the paper? How can eighteenth-and early nineteenth-century papers on which the numbers are not printed be positively identified? How are nineteenth-century papers whose numbers are preceded by a zero and decimal point to be regarded? How can the Irish papers be distinguished from those of the British government in the early years of the nineteenth century? What should be done about papers ordered to be printed but which are reported to have been withdrawn? How can the complete text of a paper be ascertained when it contains plates, plans, charts, maps, designs, etc. for which pagination was not allowed in either the paper or in the collection volume tables of contents, and which, if listed at all, are listed obscurely in the index or table of contents of the paper? And so on ad infinitum might the list be continued.

As the slow, and at times agonizing, drudgery of moving the mountain proceeded, a point was finally reached when the end was actually in sight, except for a few elusive items which one suspected might be lost to posterity. In the case of the republication of the House of Com-
mons Sessional Papers, 1731-1800, Second Series, commonly known as the Abbot Collection, and the nineteenth-century annual series, 1801-1900, this beginning of the end was reached when all except 128 out of approximately 2,200 papers in the Abbot Collection and 17 out of approximately 80,000 papers of the nineteenth-century collection had been collated and processed for republication. In England during the summer of 1959 the editor was able to locate the missing items. As a result it is now possible to complete the publication of these parliamentary collections. Done at a cost of nearly one-half million dollars under the editorship of the author of this article, the Readex microprint edition now for the first time makes available complete collections of the Second Series, 1731-1800, Abbot Collection, and of the annual series, 1801-1900, of the British House of Commons Sessional Papers, collections which heretofore have not existed complete in any library in the world.

The move to reprint the Sessional Papers was initiated by the editor in 1938. On the strength of data gathered in support of a publication plan, the Executive Council of the American Historical Association endorsed the program and established a special Committee on the British Sessional Papers—an affiliate of the Committee on Historical Source Materials—to carry it out. The special committee, in turn, entered into an agreement with the Readex Microprint Corporation for the publication of the Sessional Papers in microprint, a then revolutionary medium of printing-press printing at high reduction. The papers were to be printed on six-by-nine inch cards of permanent record quality, and, insofar as possible, the format was to follow the decimal arrangement of one hundred micropages on each card. The Readex company agreed to finance the program on a self-liquidating basis upon being assured an initial minimum of twenty-five prepublication subscribers.

The work proceeded rapidly at first, for in 1942 the papers for the years 1821-25 inclusive were published and released. Then came the war with its stifling shortages of materials. Unforeseen technical difficulties and legal and financial troubles added further to the complications, all of which caused a stalemate in operations for several years. Meanwhile the work of collating and editing continued at the central base of operations in the New York Public Library, and, once the Readex company had cleared up its problems, the bulk of the Sessional Papers was published and distributed in the relatively short period extending from 1951 to 1957.

By 1958, consequently, only those papers that could not be located in repositories in the United States and Canada, or which foreign agents had not succeeded in finding for us in England, remained to be published. As time elapsed it became evident that the work of finding the missing papers could not be delegated successfully to agents abroad, and that if the program were to be completed the editor would have to go to England and perform the necessary search, research, and leg-work of beating the bushes for the missing items. This he did while on sabbatical leave from the University of Illinois in the spring and summer of 1959.

THE ABBOT COLLECTION

The Abbot Collection of eighteenth-century papers was assembled by Luke Hansard, printer for the House of Commons, under the direction of Charles

---

1 The process was developed by Albert Boni, New York, during more than twenty years of research. See Edgar L. Erickson, "Microprint: A Revolution in Printing," The Journal of Documentation, VII (1951), 184-87.

2 Subsequently, after World War II, the first microprint edition for the years 1821-25 was withdrawn from circulation and reissued so as to give the subscribers benefit of improved technical advances in printing.

3 The bulk of the load of locating the papers in the United States and Canada and of preparing the papers for microprinting was done under the supervision of Mrs. Albert Boni, managing editor, without whose tireless and gigantic efforts this program never could have been completed. Credit is also due Dr. Erica Muller, who was responsible for preparing the papers for the years 1821-44 for microcopying.
Abbot (Lord Colchester), Speaker of the House, 1802-17, as part of a broad program of collation and reprinting with the view to making the papers readily available for members of the Commons. Until that time the papers had not been numbered, collated, and bound for general use. The papers had been, and continued to be, published in small-folio size and the surplus copies were stored in government warehouses. As time elapsed members of Commons had found it increasingly difficult to obtain the papers of previous years. Mr. Hansard had a considerable stock of eighteenth-century papers in his warehouses, and from these stocks he assembled for the period 1780-1800 four sets of the original papers, one each for the Speaker’s Gallery, for the Clerk of the Journal to be kept in his office, and for the Clerk of the Journal for use by the members of Commons, and for the British Museum. Mr. Hansard also assembled in annual series the original papers for the nineteenth century. This series began in 1801 and was bound according to a subject classification and grouping that was considered most advantageous for use by Commons and the government departments. The decision to bind the eighteenth-century papers in a composite arrangement covering the century and the nineteenth-century papers in an annual composite series stemmed not only from the fact that 1801 marked the beginning of a new century but that it also was the year that Ireland entered into a legislative union with Great Britain, thereby making a new sessional papers series essential.

The resulting Second Series (110 vols.) of the eighteenth-century papers was arranged chronologically for the century into three serial groups. There are 963 Bills, 174 Reports, and 1,032 Accounts and Papers. The Bills comprise Vols. I to XXX of the Second Series; the Reports, Vols. XXXI to LXVIII; and the Accounts and Papers, Vols. LXIX to CX. In assembling the four sets of the Abbot Collection Mr. Hansard prepared handwritten tables of contents for each of the volumes of the series and then proceeded to collect the papers for binding. In this endeavor he was not able to realize complete fulfillment of his expectations, for in each of the Abbot Collections there are quite a large number of the papers listed in the tables of contents of the volumes as being out of print. A careful examination of the Abbot Collections held by the House of Commons, the British Museum, and the University College of London will supply anyone interested with convincing evidence that when in the final gathering of the papers for binding, as directed by the Speaker of the House, Mr. Hansard found only one original copy of a particular paper, he placed it in the collection for the Speaker’s Gallery. As a consequence, the Abbot Collection in the Speaker’s Gallery became the most complete of the four sets of original papers collated by Mr. Hansard, for there were quite a large number of papers of which but single copies could be found. On the other hand, from the standpoint of completeness there is little to choose between the Abbot Collections at the House of Commons from the years 1731-1800.
mons and at the British Museum. While the Commons collection is probably a little more complete in original papers, the British Museum has endeavored to fill the gaps in its collection with microfilm copies of the missing papers.

The Abbot Collection in the Commons library today probably represents a combination of the two original sets that Mr. Hansard prepared for the Clerk of the Journals: one set to be retained in the Journal Office and the other to be for use by the members of the Commons. The latter went into the Commons library when space was allotted for a library in 1818; the former also seems to have been transferred from the Journal Office to the Commons library upon the recommendation of the Select Committee on Printed Papers in 1825. The committee found that since the set of printed papers then in the custody of the Clerk of the Journals was more complete than the set in the care of the librarian of the House, it (the former) should be “transferred to the library of the House as a place of more convenient access and reference.” Thus on the eve of the burning of the parliament on 16 October 1834, there were two of the Abbot Collections in the Commons Library. But the official reports of the books destroyed in and saved from the fire are strangely lacking in information concerning what happened to the two Abbot Collections in the Commons library, though these reports do enumerate the other House of Commons and Lords Papers and Journals that were lost in and salvaged from the fire. Fortunately, Professor H. Hale Bellot, as a result of his extensive research in parliamentary printing, has concluded that one of the four original Abbot Collections was destroyed in the 1834 fire. In the light of this information one may conclude that the Abbot Collection in the House of Commons library today is one or the other of the two original collections assembled by Mr. Hansard for the Clerk of the Journals, or, possibly is a part of both, for it is improbable that one was entirely destroyed and the other escaped completely intact from the conflagration.

Speaker’s Gallery Abbot Collection

It is not likely that library circles in London were aware that the Abbot Collection in the Speaker’s Gallery was the most complete of these original collections. If that fact had been known it is improbable that the Speaker of the House would have consented to the loan of the Speaker’s Gallery set to the University College library early in the present century. It is not quite fitting that either the House of Commons or, for that matter, the British Museum should be placed in the position of second best in the matter of parliamentary papers holdings.

The discovery, or rediscovery, of the superiority of the Speaker’s Gallery Abbot Collection over the other original sets resulted from a train of thought inspired by parliamentary pageantry. When the editor made his first visit to parliament for the purpose of discussing with the librarian of the House of Commons the problem of locating the missing papers, he arrived at the river end of the lobby between the two houses but a few moments before the passing of the Speaker on his way to convene Commons.

13 Report from Select Committee on the Present State of the Library of the House of Commons, H. C. Sess. Paps., 1830 (486), 10-11, IV:44-45 (Evidence of Henry Ley). Until 1818 a small library under the custodianship of the Clerk of the Journals was available to members of Commons; the great increase in parliamentary papers caused a much larger library under a full time librarian to be established that year.
17 The books in the lower library that were saved were thrown out the windows into Cotten Garden and salvaged after the fire. H. C. Sess. Paps., 1835 (104):3, XVIII:107.
18 The present staff of the University College Library was not aware that the library had the Speaker’s Gallery Abbot Collection; nor do they have the records that show how the collection was obtained by University College.
In respectful silence he took position along the wall and in wonderment observed the guard close by rise up on his toes and in full resonant voice shout, "The Speaker!" The people in the lobby stepped to the sides of the passageway and froze at attention; the area became strangely quiet as the Speaker, preceded by a guard and a mace-bearer, each attired in the medieval regalia of his office, debouched from a doorway at the end of the lobby and in measured steps moved like ghosts along the corridor to the House of Commons. This brief act of pantomimic medieval pageantry brought home to the editor a new appreciation of the majestic sovereignty of the Speaker over his domain in parliament. Unaware at the time that the episode of the passing of the Speaker was to become a clue to the locating of missing sessional papers, the editor was then ushered to the office of the librarian.

Before seeking the assistance of the librarian of Commons, the editor had carefully checked the list of missing papers against the Abbot Collection at the British Museum. This check had yielded fruitful, but by no means complete, results. In the British Museum collection a number of the missing items were noted as being located in the Speaker's Gallery set. The editor supposed, naturally, that the Speaker's Gallery set would be in the House of Commons, and that it would most likely be the one used by the members. Holding this view he began his survey of the Commons Abbot Collection which the librarian graciously made available to him, only to discover that the papers noted at the British Museum as being in the Speaker's Gallery set were usually missing in the Commons set as well. It therefore became obvious that the Speaker's Gallery set was not the one in the Commons library. Meanwhile it had finally dawned upon the editor that the same Speaker who commanded the awesome respect of the House would also have had assembled for his use the most complete Abbot Collection that it was possible for Mr. Hansard to arrange. Where then was the Speaker's set? This query addressed to a staff member of the Commons library elicited an equivocal reply: "Try the University College of London." At University College the editor found the Speaker's Gallery Abbot Collection, and in it were a large majority of the missing papers that were not in either the British Museum or Commons sets. The discovery of both the location and the superior completeness of the Speaker's Gallery set was surprising news to the libraries holding original Abbot Collections.

**ABBOT COLLECTION: BILLS**

Of the 963 Bills in the Abbot Collection, sixty-three were needed to complete the Readex microprint edition. Of this number all except twenty-one were found in the British Museum and Commons sets; the twenty-one were found only in the Speaker's Gallery set. By short title they are:

- No. 105a (1758): A bill obliging parishes to keep registers of births, &c., and to raise a fund for the foundling hospital, 16p.
- No. 120b (1760): A bill better ordering the militia forces in Scotland, 36p.
- No. 135a (1764/5): A bill concerning Westminster paving (with amendments), 26p.
- No. 185a (1764/5): A bill for allowing the exchanges of real estates by ecclesiastical persons, corporations, and trustees for charitable uses, 8p.
- No. 135b (1764/5): A bill to encourage and facilitate marriages, 8p.

Despite the excellence of the University College Speaker's Gallery Abbot Collection, vols. 31, 40, 56, 57, 58 (all Reports vols.), and 94 and 95 (Accounts and Papers vols.) are missing. It may be that these were withdrawn from the Collection to complete the House of Commons Abbot Collection losses suffered in the 1834 fire.
No. 135c (1764/5): A bill to explain Act 12 of William III, for preventing inconveniences that may happen by the privilege of parliament, 4p.

No. 135d (1764/5): A bill for the better relief and employment of the poor, 36p.

No. 135e (1764/5): A bill for additional duties on silk, &c., 8p.

No. 135f (1764/5): A bill for regulating the currency of notes and bills issued by Scotch banks, 8p.

No. 135g (1765): A bill enabling ecclesiastical persons to exchange their lands (with amendments), 6p.

No. 135h (1765): A bill enforcing uniformity to the standards of weights and measures, 22p.

No. 135i (1765): A bill to enlarge the power of Westminster paving acts, 24p.

No. 135k (1765): A bill to amend laws touching elections, 32p.

No. 136 (1765): A bill to restrain the ill practice of brokers, 6p.


No. 140 (1765): A bill to quiet the present possession of leases from ecclesiastical persons, 4p.

No. 143 (1765): A bill for the better relief and employment of the poor (with amendments), 38p.

No. 149 (1766): A bill to explain acts for the amendment and preservation of highways, 8p.

Two papers in the Bills group, nos. 421a and 421b of 1782, present an enigma that has not been entirely cleared up. No. 421a is listed in the Catalogue of Papers . . . 1731 to 1800 (1807), and its full title is "A bill inflicting pains and penalties on Sir Thomas Rumbold, Baronet, and Peter Perring, Esquire, for certain breaches of public trust, and high crimes and misdemeanors . . . , shall not be discontinued by any prorogation or dissolution of parliament." The purpose of this bill was to prevent discontinuance of action against Sir Thomas Rumbold and Peter Perring by reason of a prorogation or dissolution of parliament. In a series of resolutions embodied in the original bill, no. 421a, these officials, formerly at Fort St. George, were charged with acquiring funds not properly accounted for to the East India Company, and with failure to act offi-
cially so as to prevent the incursions of Hyder Ali in the Carnatic in 1780.\footnote{For an exposition of the affairs in India that led to the action in Commons against Sir Thomas Rumbold, Baronet, and Peter Perring, Esquire, see the resolutions of 29 April 1782 of the “Committee on Secrecy Relating to the Affairs of the East India Company,” George Howard, Chairman; Jour. H. C., XXXVIII, 956-61.} Parliament at this particular time was extremely sensitive about the corruption in India and was of no mind to let the officials involved by the bill escape punishment by reason of prorogation or dissolution. The bill insuring the continuance of action in the next session, though passed and approved, was never ordered printed, and, consequently, was not included in the Abbot Collection,\footnote{See n. 21.} though it logically could be considered more appropriate as no. 421b than the one so designated by Mr. Hansard. In the nineteenth century such a bill would have been ordered printed and included among the parliamentary papers of the session.

A second paper that might well have become no. 421b was also one that grew out of the original bill, no. 421a in the Abbot Collection. The original bill, as may be noted from the title, was a bill of pains and penalties involving Sir Thomas Rumbold and Peter Perring.\footnote{A bill of pains and penalties resembles a bill of attainder in purpose and procedure, but imposes a lesser punishment than death. The bills had become rare by the late eighteenth century. Notable cases in which such a bill was passed are those involving the Bishop of Atterbury in 1722, and Queen Caroline, wife of George IV in 1820. This bill against Sir T. Rumbold and Mr. Peter Perring is unusual in that it is introduced in the House of Commons instead of the House of Lords. It did not pass.} Each of the accused in separate petitions protested against the irregular action and demanded representation by counsel at the bar of the House.\footnote{For the petitions of Rumbold and Perring requesting separate hearings and counsel on the charges in the bill, see Jour. H. C., XXXVIII, 956-64, 1003-4, 1005, 1039; and XXXIX, 31-32, 82, 119-20, 143, 171, 178, 194, 237, 255, 261, 272, 349, 354, 360, 371, 398, 400, 405, 411, 422, 427, 430, 448, 454. See also petitions of Sir T. Rumbold and Peter Perring, 15 May and 17 May 1782, respectively; Jour. of the House of Lords, XXXVI, 498, 503.} This request was granted, for at the second reading of the bill in January 1783 there began a series of hearings on the bill that continued until June. On 2 June 1783 it was "ordered that such a number of minutes of evidence taken at the bar of the House and of the proceedings of the House on second reading of the bill for inflicting certain pains and penalties on Sir Thomas Rumbold and Peter Perring . . . , be printed as shall be sufficient for use of the members of the house."\footnote{Notwithstanding the printing order, Mr. Hansard did not include this paper among either the Bills or the Accounts and Papers of the collection.}
vestigations, roughly, were to cover the activities of the company with the native powers and foreign powers, the activities of the company’s servants, the conduct of the directors in the keeping of accounts and in the control of servants, and the abuses arising from the constitution of the company.28 The findings of the committee were published in five reports designated as papers nos. 15 to 19 in the Abbot Collection.29 The First Report (No. 15) was made to Commons on 26 May 1772, and it dealt with conditions in Bengal under Clive. The motion for the printing of the report “passed in the negative,” but the report, together with its fifteen appendixes, was printed in the Journals of the House of Commons as part of the proceedings of the day.30 In 1773, however, the First Report was published separately (apparently by the government printer, because it was done in small-folio) for private sale by “T. Evans, at No. 54, in Pater-Noster Row, and W. Davis, the Corner of Sackville Street, Piccadilly.”31 The text of the 1773 edition is identical to that in the Journals, but not to the text of the “First Report of the Committee to Enquire into the Nature, State and Condition of the East India Company, &c.” printed in the House of Commons Sessional Papers, 1715-1801 (First Series) III, 135-262, which is an abridgement of the original text, in that the Appendix 15 of forty-one pages has been omitted. When Mr. Hansard prepared the Abbot Collections, he included the First Report of the above committee in the collection as paper no. 15, but he did not succeed in locating any copies of the 1773 edition. In each of the original Abbot Collections the entry, “Out of Print,” appears in the table of contents of Vol. II, Reports, for paper no. 15.32 Also missing from the original Abbot Collections in London, is paper no. 16, the Second Report of the Committee on the Nature, State and Condition of the East India Company and the British Affairs in the East Indies. Although the paper is referred to as the Second Report of the committee, it is really a special report that the committee was called upon to make on a “petition of Gregoire Cojamaul, late of Bengal, in behalf of himself and other Armenian merchants,” together with the letters referred to in the report.33 This Second Report was made to Commons also on 26 May 1772; it was not ordered to be printed; but it was printed in the Journals as part of the proceedings of the day.34 In the same year, however, this Second Report was printed separately in quarto for private sale by S. Blandon, Pater-Noster Row.35 Aside from faulty printing in col. 2, p. 104, the 1772 quarto edition is identical in text to the Second Report in the Journals. The illegible lines read: “... Captain Harper took two parties of sepoys, and they to took me Prisoner, and carried me to Captain Harper’s tent. He sent his Munthy to know the Reason why we came at such an improper hour.” Aside from the text of the Second Report printed in the Journals, the quarto edition printed privately in 1772 seems to have been the only edition until the report was reprinted in Vol. III of the First Series of eighteenth-century Sessional Papers in 1803. Mr. Hansard failed to find copies of the 1772 edition of Second Report for the Abbot Collections, and in the table of contents of Reports Vol. II, paper no. 16, Second Report &c., is recorded as “Out of Print.” The editor was about ready to conclude that the original 1773 and 1772 editions of the First and Second Reports of the

28 26 May 1772, Jour. H. C., XXXIII, 792.
29 Catalogue of Papers, . . . 1731-1806, Reports, II.
30 Jour. H. C., XXXIII, 792, 792-913.
32 The original sets are at University College, the British Museum, and the House of Commons Library.
33 Jour. H. C., XXXIII, 792.
34 26 May 1772, Jour. H. C., XXXIII, 914-44.
Committee on the Nature, State and Condition of the East India Company, &c., respectively, were no longer extant, when he located a copy of each report in the Goldsmiths' Library of the University of London. These have been used for duplication in the microprint edition.

The "Third, Fourth and Fifth Reports of the Committee on the Nature, State and Condition of the East India Company" are papers nos. 17, 18, and 19, respectively, of the Abbot Collection, and they are all to be found in the original collections, though they were not all correctly collated.

The second of the two committees on India was known as the "Committee on Secrecy appointed to enquire into the State of the East India Company." The purpose of this committee was to inspect the books and accounts of the company and to report to the House of Commons what they found in respect to debts, credits, and management of the company. This committee issued nine reports which became papers nos. 20 to 29 of the Abbot Collection. Paper no. 24 consists of an Appendix to the Fourth Report (no. 23).

Of this group of reports the original edition of only no. 20, the First Report of the committee on secrecy, seems to have disappeared. That a small-folio official edition of this report was published may be ascertained from the Journals. On 7 December 1772 the committee on secrecy made its first report. The report was not printed in the Journals as part of the proceedings, and it was not ordered to be printed as a separate paper until 28 June 1773, at which time the other reports of the committee were similarly ordered to be printed. Presumably, the First Report from the Committee of Secrecy was printed by Mr. Hansard as ordered by the House, but copies were not available for the original Abbot Collections. The editor did not succeed in locating an original 1773 edition of the report for the Readex microprint edition; in this one case he had to settle for the reprinted edition of the First Report that is in Vol. IV, pp. 1-14, of the House of Commons Sessional Papers, 1715-1800, (First Series). Notwithstanding the fact that the reports of the two committees on India, namely, "the committee to enquire into the Nature, state and condition of the East India Company," and "the Committee on secrecy to enquire into the state of the East India Company," were reprinted in the First Series in 1803-1804, and that the reports of the two committees were correctly listed in the Catalogue of Papers ... 1731-1800 published in 1807, Mr. Hansard, or the party working under his direction, failed to get the reports of these two committees properly collated in the three original Abbot Collections. The Speaker's Gallery set at University College not only lacks reports nos. 15, 16, and 20, but in the table of contents of the Reports, Vol. II, no. 16, the Second Report of the first of above committees on India, is incorrectly listed as no. 21, the Second Report of the second of the above committees on India; and no. 18, the Fourth Report of the first committee, as no. 23, the Fourth Report of the second committee. In the Commons set reports nos. 15, 16, 20, 21, 22, 23, and 24 are missing, and no. 19 is bound in Vol. III instead of II. The British Museum set lacks nos. 15, 16 and 20.

Footnotes:
36 Catalogue of Papers ... 1731-1800, Reports section; and H. C. Sess. Paps., 1731-1800, (Second Series), Reports Vol. IV.
38 See n. 37.
40 7 Dec. 1772, Jour. H. C., XXXIV, 27, col. 1.
41 This paper was copied for the microprint edition from the H. C. Sess. Paps., 1715-1801 (First Series), IV, held by the Institute of Historical Research, Senate House, University of London.
The reasons for the confusion in the identification of the reports of the two committees on India may be attributed to the fact that the committees were covering approximately the same ground at the same time in their investigations; that there was delay in the publication of some of the reports; that the titles of some of the reports were incorrect in their initial printing; and that the failure of Mr. Hansard to obtain original editions of some of the reports made difficult the task of identifying correctly the reports he did locate. The puzzling question that arises is why did not the collators refer to the reprinted reports in the First Series, which appear to have been published before or simultaneously with the collation of the Abbot Collections, for the correct identification of the reports?

A third major problem encountered in the collation of the Reports pertains to paper no. 112, Seditious Societies (1794). This is a report from a committee of secrecy, composed of twenty-one members of the House, elected by ballot and headed by William Pitt, appointed to examine books and papers primarily of the Society for Constitutional Reform and of the London Corresponding Society. The committee made its first report to the House on 16 May 1794 and on the basis of its findings introduced bills that became laws empowering the government to secure and detail persons suspected of conspiracy against His Majesty and his government. The report was published in the Journals as part of the proceedings of the day, and on the following day the House ordered that it be printed “in such number as shall be sufficient for use of the members.” If this printing for the members was done, copies were not found by Mr. Hansard for the Abbot Collections, for the copy of the report in the Commons collection is of quarto size rather than of the official small-folio. The quarto edition of the report is a forty-six-page paper published privately for sale by J. DeBrett in 1794. Only the Commons set contains a copy of report no. 112, Seditious Societies, and this a quarto 1794 edition. Even though there is some doubt concerning the official character of the quarto edition of no. 112, for want of a more official copy it is being duplicated for the Readex microprint edition.

The fourth and fifth major problems concerning the collation of the Reports involved the locating of the supplementary plans that were missing from the reports from committees for the improvement of the Port of London, and what to do with evidence taken by one of these committees, which though ordered to be printed had not been included in the Abbot Collection.

Beginning in 1796 and continuing into the nineteenth century there were several bills introduced in Commons that had for their purpose the improvement of the Port of London. Committees held hearings on these bills, gathered evidence, and submitted reports that were printed upon the order of the House in small-folio. The report no. 129 of 1796 of the Abbot Collection, was that of a "committee appointed to enquire into the best mode of providing sufficient accommodation for the increased trade and shipping of the Port of London." The report consists of 216 pages of minutes of evidence, together with Appendixes A-Z, Aa-Zz, and Aaa-Ppp. In the Appendixes are Plates I to XIX (Plans nos. 1 to 19). Three years later another committee was appointed “to consider the evidence taken on the bills for the improvement of the Port of London.” This commit-

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43 Jour. H. C., XLIX, 589-90, 594, 600.
44 Ibid., 600-610.
tee made its First Report (no. 153), 1 June 1799, consisting of six pages and forty pages of appendixes. In this report there were no plates or plans. The same committee made its Second Report on 11 July 1799; it consists of two papers (nos. 154 and 155), totaling 166 pages. No. 154 is a brief report of sixteen pages, and no. 155 is appendixes, a part of which are Plates Nos. I to XIV (Plans nos. 20 to 37). The Third Report of the committee is no 167, 28 July 1800, of 149 pages, the first twenty pages being report proper and the remainder appendixes. In the appendixes are Plates Nos. I to XXI (Plans nos. 38 to 62). A further report was made in 1801 but that report is part of the nineteenth-century Sessional Papers.

Of the above reports it may be noted that no. 129 of 1796, no. 155 of 1799, and no. 167 of 1800 each has plates or plans as part of the appendixes. The plates or plans for no. 129 are complete in the original Abbot Collections; but for nos. 155 and 167 the plates or plans are nearly all missing. In each of the above reports the numbered plates have also been assigned plan numbers coinciding with the numbers of the plans in a Book of Plans. These plan numbers have been added by hand in black ink at all places in the reports and appendixes where references are made to the numbered plates. The repeated references to a Book of Plans indicated that such a book must exist, but there was no such book with the Abbot Collections at either the University College or at the British Museum. The House of Commons Abbot Collection, like the other two original collections, contained only a limited number of the plates or plans of the Port of London reports. It began to look as though the

missing original plates or plans would not be obtainable, when an inquiry by the editor addressed to a staff member of the Commons library turned up the mysterious Book of Plans. It is an extra-large master-volume containing the plans, numbered consecutively from one to sixty-five, of the reports on the improvement of the Port of London for the period 1796 to 1801. Plans twenty to sixty-two, inclusive, missing in the reports nos. 155 and 167 of the original Abbot Collections, will be supplied for the Readex microprint edition from the Book of Plans.

What to do with the two supplements of evidence taken in 1799 in connection with bills relating to the improvement of the Port of London is the fifth problem bearing on the collation of the reports. The first supplement is entitled Minutes of Evidence Taken at the Committee on the Bill for Rendering More Commodius, and for Better Regulating the Port of London, 11 February to 25 April 1799: Evidence, pp. 1-46; Appendixes (A-C), pp. 47-58; Further Minutes, pp. 59-80. The second of the supplements is entitled Minutes of Evidence Taken at the Committee on the Bill for Making Wet Docks, Basons, Ceels, and Other Works, for the Greater Accommodation and Security of Shipping, Commerce, and Revenue within the Port of London, 11 February to 25 April 1799 (Including the Plan of the London Docks produced and explained by Captain Shields), pp. 1-112. Also part of the supplement are Further Minutes, &c., 26 April to 7 May 1799, pp. 113-374, consisting of a "Merchant's Plan" and Appendixes A to Z. Both of the above supplements were ordered to be printed by the House on 25 April and 7 May 1799, and on the lat-

49 For reports no. 153, 1 June 1799; nos. 154-155, 11 July 1799, see H. C. Sess. Paps., 1731-1800 (Second Series), LIII (Reports, XXIII).
50 For report no. 167, 28 July 1800 see ibid., LVII (Reports, XXVII).
51 See Report from the Select Committee for the Improvement of the Port of London, H. C. Sess. Paps., 1801 (102), III.
52 These two supplements are unbound in the library of the University College of London.
53 For actions on the two supplements in Commons on 25 April and 7 May 1799 see Jour. H. C., LIV, 482-83, 517-18.
ter date the House appointed a select committee to consider all of the minutes of evidence reported to the House by the committee on the above "Port of London" and "Wet Docks and Basons" bills.54 The select committee made its First Report on 1 June 1799; its Second Report on 11 July 1799; and its Third Report on 28 July 1800. These reports were papers nos. 153, 154-155, and 167 respectively, of the Abbot Collection.55 But the above minutes of evidence contained in the two supplements were not included in the collection, even though they were officially ordered to be printed. In order to make the minutes of evidence available to scholars, the two supplements are being published in the Readex microprint edition immediately following the Appendix of the First Report, no. 153. If the supplements were added to the Accounts and Papers group of the Abbot Collection, they would be lost for want of a listing in the Catalogue of Papers . . . 1731 to 1800; by placing the supplements with the First Report from the Committee on the Improvement of the Report of London they can be located without special citation in the Catalogue, for they will serve as an appendix to the report made in consideration of these very minutes of evidence that compose the supplements.

ACCOUNTS AND PAPERS: ABBOT COLLECTION

Papers not arranged under Bills and Reports were included under Accounts and Papers. The latter group includes papers pertaining to revenue, commerce, estimates and expenditures, other statements and accounts, and all papers printed by order of the House of Commons that were not proceedings of the House, such as narratives of particular transactions, treaties, diplomatic corre-

54 7 May 1799, Jour. H. C., LIV, 517-18.
55 See nn. 47, 48, 49.

spondence, papers respecting East India affairs, reports of the East India Company that were not select committee reports, reports of parliamentary commissioners, and minutes and evidence taken before committees of the House. Of the 1,032 papers under the above heading in the Abbot Collection, sixty-nine had to be found in England. Of this number only two papers became problems of extensive research: the others were available in the three original Abbot Collections, again with the Speaker's Gallery set at University College serving as the best source.56 The first of these problems involved paper no. 788. The paper consists of seventeen days of evidence taken between March and May 1794 by a House of Commons committee on the occasion of the second reading of a petition for the "Eau Brink and King's Lynn drainage bill."57 Although the bill itself was not printed as a separate paper,58 the minutes of the evidence were. The full title of the bill is "A bill for improving drainage of the middle and south levels, part of the great level, and the low lands adjoining or near the river Ouse, in the county of Norfolk, draining through the same to the sea by the harbour of King's Lynn, in the said county, and for altering and improving the navigation of the said river Ouse, from or near a place called Eau Brink, in the parish of Wiggenshall Saint Mary's, in the said county, to the said harbour of King's Lynn; and for improving and preserving the navigation of the several rivers communicating with the said river Ouze."59

In his Catalogue of Papers . . . 1731 to 1800, prepared in 1807, Mr. Hansard states in the entry for paper no. 788, that the evidence for the seventh and tenth

56 See Catalogue of Papers . . . 1731-1800, introduction to "Accounts and Papers."
58 28 May 1794, ibid., XLIX, 615. On this date a motion to proceed further with the bill for improving the drainage, &c., passed in the negative.
59 14 Feb. 1794, ibid., XLIX, 166. On this date leave was given Sir John Wodehouse and Mr. Coke of Norfolk to prepare and bring in a petition for the "Eau Brink and King's Lynn drainage bill."

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COLLEGE AND RESEARCH LIBRARIES
days of the committee hearings on the petition for the "Eau Brink and King's Lynn drainage bill" is missing. This entry indicates that Hansard had succeeded in locating all of the paper except the evidence for the two days. The seventh day was probably 19 March 1794 and the tenth day was probably 27 March 1794, for these dates check with the known dates of the sixth, eighth, ninth, and eleventh days of the hearings, and with dates listed in the Journals on which hearings were held.60 The House ordered the evidence taken by the committee to be printed from time to time on 4 March 1794,61 and the complete official edition of the paper totaled 568 pages consecutively foliated. Since the missing printed portions of the edition for the seventh and tenth days were pages 283-340 and 407-442, respectively, it may be assumed that the evidence for those days was actually printed.

Notwithstanding the rather conclusive evidence that Hansard located all of paper no. 788, except that for the two days, there is, on the other hand, almost equally conclusive evidence in the lacunae of the original Abbot Collections that indicates that he also failed to locate other portions of the paper as well. For instance, the Abbot Collection at the British Museum contains only pages 135-241, the evidence for the fifth day; the House of Commons set is not much more complete; and the Speaker's Gallery set at University College lacks the entire paper no. 788 in its bound Vol. XXXIX, Accounts and Papers. In the face of these lacunae in the original Abbot Collections, the prospects were remote for obtaining this paper for the Readex microprint edition. An intensive search, featured by countless dead ends and a final jackpot, has finally resolved most of the problem. Almost simultaneously, as the end of a long list of possible sources drew near, single copies of the paper, minus the evidence of the seventh and tenth days, were located at the House of Lords in their incomplete Abbot Collection, and at the University College among unbound miscellaneous papers that certainly were not a part of the Speaker's Gallery set. Although a search for the missing two days of the paper continues,62 the specifications of the paper no. 788 for the Abbot Collection in the Catalogue of Papers have been met in the microprint edition.

The final problem of collating the Accounts and Papers of the Abbot Collection concerns paper no. 923, Land Tax, 1798: Propositions; and no. 924a, Land Tax, 1798: Resolutions. In 1798 parliament passed "An act for granting an aid to His Majesty, by a land tax, for the service of the year one thousand seven hundred and ninety-eight. . . ."63 The war with France had been going on for five years and the country was confronted with the problems of financing the war. In the way of implementing the act granting the land tax, the Treasury laid before Commons a group of fifteen propositions which provided that several "sums of money shall be charged on the counties and places in Great Britain, in respect of premises, . . . to be raised, levied and paid unto His Majesty within the space of one year from 25th day of March 1798, and [shall] from and after the expiration of the said term, continue to be raised, levied, and paid yearly to His Majesty, His Heirs, and successors, from the 25th day of March in every year forever. . . ."64 The propositions became resolutions by the addition of an introductory clause, "Resolved that it is the . . ."65 The county archives at Lincoln, Norwich, and Cambridge, all directly in or near to the Bedford level areas, have reported that the missing portions of paper no. 788 are not in their collections.

60 Jour. H. C., XLIX, 353, 387. The first page reference probably refers to the seventh day of hearings, and the second to the tenth day of the committee hearings, on the Eau Brink and King's Lynn drainage bill. The action on 18 March 1794 (the sixth day) is on page 350; that of 20 March, (the eighth day) on pages 356-57; that of 21 March (the ninth day), on pages 362-63; and that of the eleventh day, 2 April 1794 on page 411.

61 4 Mar. 1794, Jour. H. C., XLIX, 290-91.

62 The county archives at Lincoln, Norwich, and Cambridge, all directly in or near to the Bedford level areas, have reported that the missing portions of paper no. 788 are not in their collections.


64 Ibid.
opinion of this committee,” to each of the propositions. Each of the three Abbot Collections contains no. 923 (10p.); none contains no. 924a, which is listed in the Catalogue of Papers as being the same as paper no. 923; and in each of the collections the tables of contents of Vol. XLV, Accounts and Papers, list 924a as being “out of print;” and all three collections contain no. 924b (10p.).

The question that arises is whether there really ever was a paper no. 924a, Land Tax, 1798- Propositions, in view of the fact that no. 923 is listed as being of the same year and identical in title. The Journals and the Votes of the House do not contain the answer, but information supplied by the staff of the Treasury and Cabinet Office Library, after a careful study of the treasury papers in the special collection of Accounts and Papers held by the library, provides a basis for a resolution of the problem. In the volume of papers in the library for 1796-97—1797-98, there are but two papers, Land Tax, 1798- Propositions, and Land Tax, 1798- Resolutions. These papers are the same in text as nos. 923 and 924b of the Abbot Collection. Since the Accounts and Papers collected and maintained for the Treasury do not contain what would be, if it ever existed, a treasury paper no. 924a, and since the staff of the library supports the conclusion that there is no basis for a paper so numbered, the paper no. 924a is being deleted from the Abbot Collection.

Nineteenth-Century Sessional Papers

Only seventeen papers of the nineteenth-century collection of the Sessional Papers remained to be located in England in 1959. That is not to say that the task of collating the sixty-five thousand House of Commons Papers and the fourteen thousand Command Papers that compose this collection had presented only seventeen problems; the problems had been countless but the work had been spread over such a long period that time had permitted the widespread inquiries for missing papers to turn up the ones not located in the New York Public Library. It is not within the scope of this article to recapitulate the solution of other than difficult collation problems in the last phase of the program. Of the seventeen papers to be located in England, five required considerable time and effort; the other twelve were found in various nineteenth-century collections in England.

The first of the problems concerned paper no. 122, 2 June 1802, “A Sermon to be preached before the Honourable House of Commons at the Church of Saint Margaret, Westminster, on Tuesday, June 1, 1802, being the Day appointed for General Thanksgiving.” The occasion for thanksgiving was peace with France, and on 21 May 1802 the Reverend Dr. Vincent was invited by the House to preach the sermon. That he performed the honor is confirmed by the expression of thanks the House voted to Dr. Vincent on 2 June, and by the order that the sermon was to be printed.

The sermon was not printed in the Journals, and it has not been found in any of the better collections of the papers. That it belongs in the 1801-2 series of papers is evidenced by the order for printing, by the listing of the paper in the general indexes of the Sessional Papers as no. 122 of 1801-2, without a volume assignment, and by an item in The London Chronicle to the effect that the Commons held a thanksgiving service in Saint Margaret’s and the Lords in Westminster Abbey. The Times of London made no mention of the occasion.

Interesting as the leads confirming the sermon were, they did not turn up the

68 Tour. H. C., LVII, 533.
69 The London Chronicle (1 to 3 June 1802), 521.
text of the sermon itself. This discovery came from biographical data in Watt's *Bibliotheca Britannica*, identifying Vincent as Dr. William Vincent, Dean of Westminster, who preached the thanksgiving sermon of 1 June 1802, which was printed. With this information the sermon was located at the British Museum in a volume entitled, *Thanksgiving Sermons*, B-V. The sermon was entitled "A Sermon Preached before the Honourable House of Commons at the Church of Saint Margaret, Westminster on Tuesday June 1, 1802, Being the Day Appointed for a General Thanksgiving." By William Vincent, D.D. Printed by Luke Hansard, Lincoln's Inn Fields; and sold by T. Cadell, Jun. and W. Davis, in the Strand, 1802." The sermon consists of thirty-three pages and is the last in the volume. This text is being reproduced for the microprint edition and will be located at the end of Vol. IV, 1801-2, immediately following paper no. 48, "Vote of Thanks to the Local Militia and Volunteers."

Problems two and three pertain to votes of thanks of the House to militia, local militia and volunteers made on 6 April 1802, on the occasion of the peace in that year, and on 6 July 1814, on the occasion of the overthrow of Napoleon. Both actions are recorded in the Votes and Journals, together with the resolutions of thanks, which were to be sent to the lord lieutenants of each country, riding, and place in Great Britain and to the Lord Lieutenant of Ireland, over the signature of the Speaker of the House. The first vote of thanks is entered in the *General Index*., 1801-1832 as paper no. 48, "Vote of Thanks to the Volunteers and Militia," 1801-2, Vol. IV, p. 631. The second vote of thanks is entered in the same index as "Letter from the Speaker, with Votes of Thanks to Militia, Local Militia and Volunteers," 1813-14, Vol. XI, p. 140. The thanks in each instance were in the form of four resolutions: one to the officers and one to the non-commissioned officers and men of the militia, and one to the officers and one to the noncommissioned officers and men of the local militia, yeomanry, and volunteers. Neither of the above votes of thanks of the House appear as separate papers in any of the nineteenth-century collections. However, since the votes were printed in both the Votes and Journals of the House, the resolutions that express the thanks in 1802 and 1814, respectively, are being blocked out, microcopied, and reproduced in the microprint edition.

The finding of the complete text of paper no. 140, *Controverted Election Petitions, 1806-07*, was the fourth problem of collation in the last phase. The paper consisted of three parts, but Sessional Papers collections in the Western Hemisphere and in the United Kingdom, it appeared, at best contained only parts two and three. Part two, 26 March 1807, listed the names of the constituencies for which controverted election petitions were being filed, the petitioners, the members sitting for the constituencies, the dates the committees for investigating the petition were appointed, and the determinations of the petitions. Part three, 27 April 1807, contained the same list of petitions as two, but it was more complete with respect to the determination of the cases. In the light of the foregoing data one was strongly tempted to conclude that part one of paper no. 140 probably was only a paper showing the initial action on the petitions listed in parts two and three. The Journals did not reveal that there were three parts to the paper, let alone distinguish be-

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*Thanksgiving Sermons*, B-V (Brit. Mus. cat. no. 694, h. 8, 251).
6 April 1802, Votes H. C., 1801-2, No. 87, 801-2. 6 April 1802, Jour. H. C., L VII, 303-4.
tween them. It looked as though paper no. 140 would appear in microprint in two parts only, with a note to the effect that it probably was an abridgement consisting only of parts two and three. As a last resort inquiry was made of the House of Lords Library, and there part one was found. Contrary to presumption part one contained an entirely different list of election petitions from those in parts two and three. Only by the narrowest of margins was this paper located in complete text for the Readex microprint edition.

In 1807 a committee of Commons was appointed to examine and consider what regulations had been established in order to control the several branches of public expenditure in Great Britain and Ireland. The committee was also to consider the effectiveness of the regulations and what further measures were necessary for reducing any part of the public expenditure or for diminishing the amount of salaries and emoluments without detriment to the public service. In addition to reports on "the pay office" and "the bank," the First Report and the Second Report, respectively, the committee made a Third Report on offices, sinecures, places, and pensions. In connection with this Third Report, which was ordered to be printed on 10 August 1807, there was printed an unnumbered, and in the indexes undated, paper entitled Schedule of Requisitions of six pages. The paper was assigned to Vol. II, 1807, beginning at page 435, immediately following the Third Report to which it was directly related. This Schedule of Requisitions was missing from all of the major collections of the nineteenth-century Sessional Papers examined in the Western Hemisphere and in the United Kingdom. The fact that the paper was unnumbered, that the Journals supply no specific information about it, and that it is missing in so many major collections of the Sessional Papers aroused the thought that the paper might never have been printed. Once again, however, the final search yielded the desired results, and again at both the House of Lords and Treasury and Cabinet Office Libraries was the paper found. With this find the collation of the nineteenth-century sessional papers was completed, and with the Abbot Collection already taken care of, the curtain can be lowered on the program of collation and publication that was begun twenty years ago.

Applications for ACRL Grants

Forms on which applications for grants in ACRL's Grants Program for 1960/61 may be submitted have been distributed. They have been sent to all college and university libraries presumed to be eligible in the program on the basis of the information recorded in "Higher Education," part 3 of the Education Directory published by the U. S. Office of Education. Any eligible library that has not yet received the forms should request them from the ACRL office.
TO THE LIBRARY

PUBLISHED ESTIMATES and guesses on the cost of developing a university library and its resources are, by and large, at such wide variance that one can only conclude the figures have little factual basis.

Five years ago, Donald Coney of the University of California (Berkeley) asserted, "Twenty-five million dollars is the kind of money it takes to create a passably good university library. A number of universities, with the help of a host of private benefactors, but often mainly with tax funds, have put into their libraries amounts of this order of magnitude or greater."¹

Mr. Coney did not reveal the method by which he arrived at this nice round sum. His judgement appears moderate and sober, however, when placed opposite a feature story on the Library of Congress appearing in the Chicago Daily News. Based on a collection of about eleven million volumes, plus millions of manuscripts and other types of material, the reporter noted, "The cost of replacing the items that could be replaced has been estimated at more than $2,250,000,000." Correctly, he added, "Many of the items are priceless because they are irreplaceable."² Again, details are lacking on the foundation for the astronomical valuation of two-and-a-quarter billion dollars.

A down-to-earth, solidly factual study, for insurance purposes, was made by Charles W. Mixer of the Columbia University Libraries, though his figures are now a decade old and do not reflect the inflationary values of the nineteen fifties.


In his 1955 report on Harvard, the largest of American university libraries, Keyes Metcalf, using a somewhat different approach, essayed an appraisal of the Harvard Library in terms of cost:

"The University's investment in the Library is greater than is generally realized. The following items, appraised on the basis of prices prevailing today, might be listed:

Building plant, 12,000,000 cubic feet ........... $25,000,000
Book collection, 6,000,000 volumes (The rare book and manuscript collections alone may have a

commercial value of $50,000,000, so this figure is undoubtedly conservative.) $60,000,000
Processing of 6,000,000 volumes $25,000,000
Annual expenditures of nearly $2,500,000 representing the income of an endowment of $50,000,000

Total investment in the Library $160,000,000”

The figures cited by Mr. Metcalf are comparable only in part to those previously mentioned, since they include building plant, processing costs, and the value of the library's endowment. Nevertheless, all are legitimate considerations in determining an institution's actual investment in its library. More debatable, perhaps, is the well-rounded estimate of $60,000,000 for the value of the book collection. As Metcalf insists, the figure may err on the conservative side, but in the nature of things, it can hardly be more than an educated guess, lacking detailed analyses.

Such an analysis has lately been attempted for the University of Illinois Library and its collections. The primary sources of information were the Library's own annual reports, which are reasonably complete back to the beginning of the present century, when the Library's development had barely started; and the transactions of the University's board of trustees, which include detailed annual budgets for all divisions.

To have meaning, a cost study spread over a term of years must use an index dollar. For that purpose, the United States Office of Business Economics' Purchasing Power of the Dollar was adopted. The average monthly figure for each year was used to measure the purchasing power of the dollar in terms of consumer prices. This figure ranged from 233.1 to 80.3, with 1947-1949 equalling 100.

The Library's cataloged holdings as of June 30, 1959, were 3,209,404 volumes. Of the total, 2,676,281 volumes were acquired by purchase, and 533,123 bound volumes were received by gift and exchange.

The Library's annual budgets are available for the period 1897 to 1959. For each of these years, the total expenditures for books, periodicals, and binding was multiplied by the purchasing power of the dollar, as determined by the tables of the United States Office of Business Economics. The actual expenditures for 1897-1959 amounted to $9,574,830, which was increased in value, by application of the index, to $11,510,648.

Statistics of expenditures prior to 1897 are not available, but using the best available guides to book prices for the period 1868, when the University opened, to 1896, an arbitrary average of $3.50 per volume was decided upon. Applying the average to 31,646 volumes then held by the Library increased the total cost by $90,661, or in terms of purchasing power to $211,330.

In trying to determine a total valuation of the collections, an imponderable of considerable proportions is gifts and exchanges. It is customary for a sizeable number of any university library's rare and costly books to be received by way of gifts, and therefore the unit value of much material in this category may exceed that of purchased works. On the other hand, it is realistic to recognize that a fair percentage of gifts are of relatively low quality. The average is probably on a par with purchased materials. The count of 533,123 volumes at Illinois received by gift and exchange represents, it should be emphasized, fully cataloged bound volumes only, excluding paperbound, uncataloged publications, which would greatly increase the figure on holdings.

In any case, it appears reasonable in this instance to apply the same average value to gifts and exchanges as to purchased items. Following the unit cost of approximately $4.30 ($11,510,648 divided by 2,676,281 volumes) produces a total valuation of $2,292,429 for the 533,123 volumes of gifts and exchanges.

Another type of expense involved in the growth of a university library collection, equally valid, is technical processing, the cost of acquisition, classification, and cataloging, without which the expenditures for materials would serve little purpose. Reliable figures for salaries and wages for the University of Illinois Library are available since 1907, but not for the earlier period. The first forty years, however, were comparatively inconsequential. Expenditures for salaries and wages for acquisitions, cataloging, serials, and binding from 1907 to 1959 totaled $6,887,213. Correcting that figure in terms of the index changes it to $7,727,489.

In summary, the value of the University of Illinois Library collections, based upon actual expenditures, except for gifts and exchanges and pre-1897 acquisitions, as of June 30, 1959, was as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Expenditures for books, periodicals, and binding</td>
<td>$11,510,648</td>
</tr>
<tr>
<td>Estimated value of 533,123 volumes received by gift and exchange</td>
<td>$2,292,429</td>
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<tr>
<td>Estimated value of 31,646 volumes received before 1897</td>
<td>$211,330</td>
</tr>
<tr>
<td>Total salaries and wages for the technical departments, 1907-1959</td>
<td>$7,727,489</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$21,741,896</strong></td>
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Could the University of Illinois Library's present holdings, or any comparable research collection, be duplicated today for $21,598,053? Certainly not, if one were to attempt to assemble original materials. The preceding figures give no recognition to tremendous increases in prices for rare books—with which the Illinois Library is richly endowed—many of which have trebled and quadrupled in value, or for thousands of complete files of scarce learned journals, or for hundreds of thousands of out-of-print volumes, or for manuscripts, and all the other types of material which go to form a major research library. In many cases these materials are un procurable at any price because they have simply disappeared from the market. Neither do the figures take into account the considerably higher salary and wage scales now prevailing.

An intangible factor also of first significance is the contribution that a community of scholars has made year after year in guiding the development of the Library's resources. The specialized knowledge, the intimate acquaintance with the literature of their fields, the understanding of bibliographical problems, familiarity with the current book market, and whole-hearted devotion to library interests of Harris F. Fletcher, Thomas W. Baldwin, George W. White, Gordon N. Ray, William Spence Robertson, William A. Oldfather, Nathan A. Weston, John VanHorne, Phineas L. Windsor, and a host of other Illinois faculty members and librarians are without price.

Of similar worth are the activities of a number of noted private book collectors, whose lifetime accumulations now enrich the Illinois Library, notably: Wilhelm Dittenberger and Johannes Vahlen in classical philology, Count Antonio Cavagna Sangiuliani de Guadlana on Italian history and literature, Jacob Hollander on the history of economics, William Spence Robertson on Latin-American history, George Sherburn on eighteenth-century English literature, Harlan H. Horner and Carl Sandburg on Abraham Lincoln, Franklin J. Meine on American humor and folklore, Ar-

(Continued on page 404)
Our Academic Library Leadership: From the Faculty?

By ROBERT E. MOODY

The subject assigned for our discussion today is a limited one: "academic libraries" and their "leadership." We are not concerned with public libraries and their need of public relations experts or politically oriented business managers. Nor are we talking about the catalogers and reference librarians without whom the academic library would be a wilderness of chaotic confusion. (Of course, I would continue to hope that the scholarly people in these fields will continue to advance to positions of leadership.) We are not even talking about the desirable personality traits of a good librarian, though their importance is such that they mean the difference between the success or failure of an otherwise competent man or woman. With professional wisdom, our program committee has commissioned us to discuss the type of background in education and experience most likely to provide our college and university libraries with the kind of librarians best fitted to cope with their growing complexities.

The real difficulty we face in this question is that we all have extremely high ideals as to what the "academic librarian" should be. We expect him or her to have a combination of all the virtues. Indeed, what would the ideal leader in this field look like were he to be created in the flesh? In this day of automation, we have machines which, given the necessary directions, can turn out the most intricate patterns. Suppose that we put on tape symbols for all the tasks now performed by academic librarians, together with symbols for the education and experience ideally required for their best performance, and feed the tape into one of these machines. How would they appear—those librarian-robots—coming out at the other end like so many Frankensteins and Franken-esses? In some ways, I am glad that I shall never know. Such competence, such personality, such knowledge! But would not these ideal librarians, given these superior skills and these superb qualities, be successful in almost every endeavor? Is leadership among librarians so different from leadership everywhere? Perhaps if we consider what it is that librarians are trying to do rather than what their personal qualities should be, we may avoid the claim that they must be models of perfection.

First, let me ask, can we agree upon the ends of our careers as librarians? Perhaps not, but we must try to give some indication of our purposes. "Where ends are agreed," said Sir Isaiah Berlin, in his inaugural lecture at Oxford, "Two Concepts of Liberty," "the only questions left are those of means, and these are not political but technical, that is to say, capable of being settled by experts or machines like arguments between engineers or doctors."

What is the academic role of the librarian? Where does he fit into the academic scheme? Is he playing the organ with the orchestra, or is he merely keeping it in tune?

The work of the academic librarian seems to be clearly a part of the scholarly
process described by Professor Howard Mumford Jones in his report as chairman of a Commission on the Humanities of the American Council of Learned Societies. He wrote, "it concerns something fundamental to both teaching and civilization; namely, how do you maintain and enrich the organized knowledge about the achievements of mankind over the centuries, upon which teaching depends." His report, he adds, "concerns the education . . . of scholars." At its highest, then, the academic librarian has as his aim the maintenance and enrichment of organized knowledge for the "education of scholars." Of course, not all students in our academic institutions are scholars, but if higher education fails to give to a significant number of them some glimpses of the methods and attainments of scholarship, then it has indeed failed.

What are the basic elements in our academic system by which we hope to achieve the "education of scholars"? They are: (1) the scholarly teacher; (2) the scholarly library (I recognize, of course, the equal place of the laboratory in the training of scientists); and (3) the scholarly product, whether it be brain or books; for we cannot ignore the fact that the academic libraries which we have in mind exist not merely to aid in the education of the scholars of the future, but also to enable scholars in our own generation to write books or otherwise to create a useable body of knowledge.

The academic library occupies a critically important middle position in this outline, and the librarian is a key figure in the study of the culture of which we are a part. He is (1) the constant assistant of the non-librarian scholar in the collection of basic documents; (2) the officer chiefly responsible for the preservation and orderly arrangement of these documents; and (3) the depository of a reservoir of knowledge of what materials exist, where they are located, how they are organized, and the means by which they may be obtained. Just as it is a wise father who knows his own children, it is a wise librarian that knows his own books—and an even wiser one, if he knows the books of his neighbors. Let us take up these points in order.

Collection of Materials. Does any one doubt that nearly every great collection of scholarly materials has behind it a scholar-librarian, or possibly several generations of them? It is true that collectors like Lenox, Brown, Morgan, Huntington, Folger, Clements, founded great libraries—usually with competent advice—and we may devoutly hope that collectors will continue to flourish. But today it is the librarian who is adding to existing collections, establishing new ones, advising collectors on their purchases, and putting their growing collections in order for use. The scholar, the collector, the librarian, are a triumvirate, indispensable to each other, all cooperating in the great task of gathering material for the study of man and his universe. Do they not each share at least some of the qualities of the other?

Preservation and Organization of Materials. In this area the librarian has no rival. Why some librarians apologize for being curators, I have never been able to see. The librarians of today who will be longest remembered are those who have preserved faithfully the materials placed in their custody and who have greedily and shamelessly added to them. Long after the circulation figures have become neglected statistics, long after the successful public relations program has been forgotten, his name will continue to be recorded and blessed by the scholar who finds, no matter how dust-laden and neglected, no matter with what labor, the items needed to make his work complete. The efficiency expert may deplore the librarian pack-rat, who seems to be accumulating everything, but many a great collection began as a seemingly indis-

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criminate aggregation of books. I like to remember, too, the words of the Bishop of Oxford when he spoke some years ago to the Friends of the Bodleian Library, answering the criticism that certain groups of books were “rarely consulted.” The Bishop said, “The Bodleian has a right to receive a copy of every book published in England, and much of what it receives may be rubbish, but the world would be a gloomier place if there were no actual rubbish in it, and a great library would be less attractive if all the books in it were worth reading and had to be read by somebody.” I hope that I do not need to emphasize here that I am not talking about collections of books on stenography, of old college catalogs, of railroad time tables, and of corporation reports, even though these may be important for certain users. I have sympathy for the libraries with two million volumes that are fearful that their rate of growth will overwhelm them, but how representative are they of academic libraries as a group?

The problems of the organization of materials are closely connected with librarianship. But the ends of organization are scholarly ends and make necessary a knowledge of the habits and methods of scholars, (erratic though they may be) as well as of their demands, which are often, as everyone knows, somewhat unrealistic. Here again, if the ends can be agreed upon, the technical staff may be counted on to supply the means.

A Reservoir of Knowledge. The greatest satisfaction which a scholarly librarian can have is to find his name or that of his library included in an author’s preface or list of acknowledgments. As a class, librarians have been humble and modest as well as generous in their service—perhaps too humble and too modest—never too generous. Authors have sometimes been too self-centered to appreciate fully the service performed for them, but currently I seem to be reading rather frequently articles by prominent writers which state most flatteringly their obligations to libraries.

At this point, I am thoroughly conscious of the fact that, educational demands and budgets being what they are, the librarians of many academic institutions may feel that the ends of academic librarianship, as I have described them, are foreign to their everyday work. “We must be practical,” they will say. “My library now has 50,000 volumes, 500 periodical subscriptions, and a book budget, if I am lucky, of $7,500. The only type of collection I am likely to be offered in the near future is a collection of old theological books that a trustee wants to give, and the president thinks we ought to accept, and no scholar writing a book ever so much as looked at my library, thank goodness. Even the faculty have to do their limited research in the summer, and go somewhere else to do it.” This is an important aspect of our problem because there are so many of these libraries. But are their ends really different from those which we have stated? I think not. At whatever level, the process is still teaching with books.

I would say to the administrators of such institutions, whether junior colleges or four-year colleges, “You have a magnificent opportunity to integrate your teaching program with your book collections by selecting a librarian who has had teaching experience.” It is my belief that the staffs of such libraries should be strengthened. Of course, it is too often limited in size and relatively inexperienced. But the administrative problems are comparatively simple, and a faculty member who knows the aims of the curriculum and the practical problems of teaching, who can at once place every interest of the library on a par with other college interests, can ordinarily provide more effective leadership than any one else. The small institutions must struggle hard to keep the ideal before them; they can often do it with great success.
There is a more significant objection to my statement. You may say that the ends which I have described are the ends of the scholar, not of the librarian; that the functions of the latter are service functions; and that, while it is desirable for the librarian to have some pretensions to scholarship, or at least to like books, it is considerably more important that he be competent in library techniques. In other words, the symbols which we should feed into our imaginary machine should be those for businessman, accountant, personnel manager, guidance counsellor, and the like. I recognize that aptitude, training, or experience in all these lines is valuable and to a considerable degree necessary to a librarian, but are they primary qualifications, or are they merely qualifications which we should expect any person in a position of leadership in an academic institution to have or to acquire? For myself, I would maintain that, service to scholars and potential scholars being our primary purpose, a librarian should first of all be a scholar. Now the word “scholar” is a rather vague term. So, too, in practice, is “librarian.” A distinguished geographer was once asked to define “geography” in the face of the ever expanding activities of practitioners in his field. He finally arrived at a definition. “Geography,” he said, “is what geographers do.” Perhaps the only definition that we can agree upon is that “Librarianship is what librarians do.”

What librarians do is not entirely their own choice. Neither are all the activities of the scholars who teach altogether voluntary. But there is quite a range of choice. Background and interests are powerful determinants of one’s conception of his job, and particularly of how one does it. Even if one thinks of librarianship only in terms of business management, he still has to determine the theory of organization to which he subscribes. If one is an advocate of tight control over his library as an organization, he will spend all his time managing the business, and have no time to be a librarian. Or if he defines each position and its responsibilities with extreme care, he may attain what appears to be great efficiency, and even occasionally have time to go fishing. But if one prefers to place his trust in the “other man,” giving him every opportunity to develop his skills, which is a theory of industrial management frequently advocated, he may have some time for such things as scholarship, and, I hope, leadership.

The kind of leadership an academic librarian gives, then, is to a large degree up to the librarian, and his education and experience inevitably influence his definition of his job. My plea is for academic leadership.

There may be some who will say that if a librarian does his main job well, he will have no time for research or writing. This position has been maintained by some teachers. There are some scholars who have no time for students. But I know no essential reason for conflict between research and teaching. Need there be between research and librarianship? It was not so in the older tradition of librarianship.

But I have been overly long in coming to the discussion of the education of the scholar-librarian. If I have so far carried out my intention, I have left myself considerable latitude in the description of the education, experience, and knowledge of a librarian over and above his background as a scholar and teacher. I would particularly emphasize that one’s total education as a scholar does include education which is valuable for librarianship. To claim otherwise would be to say that the educational experience needed for librarianship is so separated from scholarship that a scholar ordinarily will be unable to acquire it without unreasonable effort. Barzun’s criticism of the jealousy of scholars is ap-
plicable here. He writes, "The man who denies that his subject has principles communicable to any receptive intellect, and who says, 'Hands off! Unless you belong to my profession or will join it, you are nothing to me,' is convinced that the world is divided into the few who know nothing about his specialty and the happy few who know everything."

My view does not oppose the concept that some training in library techniques may be desirable for one who undertakes the leadership of an academic library, but I am of the definite opinion that mastery of a subject field, so called, and experience in teaching are more important qualifications. I would maintain this position, also, were I discussing the qualifications for the deanship of a college or the presidency of a university.

Suppose that, for the moment, we had narrowed our differences of opinion in our discussion of the proper education of an academic librarian to a discussion of the proportion of scholarly courses and of technical courses. Librarians are not the only professional class that have been concerned with the amount of "how to do it" in the curriculum. In the academic world at the close of the last century the education and training of secondary school teachers became matters of concern. College faculties generally assumed that if a prospective teacher knew enough about his field he automatically could convey this knowledge to others. At Harvard College, that eastern citadel of academic respectability, it was years before Professor Paul Hanus's courses in education received much more than sarcastic mention from his colleagues in the arts and sciences. I think everyone now recognizes that in the ever increasing democratization of education a theory concerning the preparation of teachers which may not have worked out too badly when the recipients of the teaching were able and eager completely failed to be realistic when faced with the fact that teachers themselves were no longer the most competent intellectually, nor their pupils selected for their ability and interest. The liberal arts faculties resisted, the educationists insisted, and between them the school of the "how to do it" won over the "what and why," with tragic effects both on the internal organization of our faculties and upon our whole educational system. We got little education and a great deal of training in life adjustment.

Similarly, collegiate business schools divorced themselves to a great extent from the humanities and the social sciences, while medical schools, reaching down into the colleges, set up rigid pre-medical requirements which included little of the humanities.

In short, in many fields of education, the technician was thought more important than the scholar. Education became "indoctrinating the young in tribal rites."

Librarianship first followed the pattern of the collegiate schools of education and business. In late years, except in the programs for school librarianship, the library schools have increasingly become graduate schools. In this, in some ways, they have anticipated the decisions which many schools of education and of business seem to be making. Obviously however, these graduate schools are not providing for the education of anything like a great majority of the people who are practicing librarians today. They are, I suppose, definitely trying to provide the leadership for the academic libraries which we are discussing. That they are not the sole source of such leadership seems to be a matter of great concern to some of them. To remedy this situation, some propose to set requirements in much the same way that doctors, lawyers, dentists, pharmacists, and other groups do—not to speak of plumbers, bricklayers, and the like. In the same breath, comes a demand for faculty status, partly at least because of summer vacations and sabbatical leaves, not to speak of after-
noons off and irregular schedules. These proposals are not wholly compatible. So far, at least, the AAUP has not become a union. And so far as the general staffs of academic libraries are concerned, I think they should stand on their own feet and ask for their own salary scales, privileges, and fringe benefits. What I fear is not the setting of high standards of education for librarians by the schools, but rather a concerted effort to demand that the colleges and universities hire no one for a position of leadership who has not the particularized degree. Perhaps I am unnecessarily apprehensive.

It is unfortunate, I think, that in this commendable zeal to raise standards, the fact that there are many positions in large libraries for which a good general education, a sense of responsibility and orderliness, coupled with a rather limited amount of technical library training is about all that is needed. Certainly a complete library school training as now constituted is not necessary; but are we at some point going to say that courses in library techniques are not to be available anywhere except to those who are candidates for a master's or doctoral degree? Just what courses are going to be given for college undergraduates? In medicine, if one must make comparisons, we have doctors, registered nurses, practical nurses, household nurses. Are we trying to achieve a situation where we have at the top only Library Doctors and Registered Nurses and beyond that only the untrained? But I wander; this is not my concern here.

Let me return to my subject. I have rejected the idea that the leadership in academic libraries be handed over to the technicians whether they be business managers, information retrievers, or circulation pushers. I have not rejected the idea that the scholar librarian must have, in addition to the highest motivation, knowledge of the techniques involved in the administration of libraries. I subscribe also to the idea that scholars who would be teachers must be concerned with the special obligations and techniques of teaching, whether they get them by example, by study, or by practice. Scholars who would be librarians must perform get the knowledge necessary to the practice of librarianship at the leadership level. I do maintain that the "receptive intellect," to use Barzun's term, can and will get that knowledge.

But it is equally clear that there may well be some means which are better than others. I am inclined to think that for library schools to proliferate courses leading to the Ph.D. degrees is not the best way to provide leaders for academic libraries.

The formal courses which might be desirable are not many, in my opinion, and these such as might be found room for within the usual doctoral program in a subject field. Possibly its length would need to be extended slightly. One course in formal and symbolic logic; work in the behavioural sciences, preferably with application directly to library problems; internships such as are increasingly offered in the field of college teaching, followed by special short-term institutes or seminars, would be of considerable value. If every library large enough to provide a variety of experiences found it possible to provide internships as they now provide teaching assistantships, it would help solve the problem. There might be two kinds of these internships. First, one which involves spending half time on the library job, the other half completing the degree work—not in library science per se, but in a subject field. A second type might try the experiment of dividing between teaching and library experience the time spent in the applied half of the requirements. If the candidate went into teaching, he would be the better teacher for his understanding of librarianship and, if he went on to become the academic leader of a library, his teaching experience would be invaluable, all
the more if his work were in a small college.

There is unfortunately more than one obstacle in the way of achieving in this way the providing of academic libraries with scholarly heads. The qualified scholar must find in the librarian’s job the necessary satisfactions of status, respect, authority, and the salary commensurate with the importance of the position. The problem is not necessarily one of faculty status of the incumbent. The problem is one rather of the status of the job. It must be recognized as a position comparable to that of the head of any academic department, assistant dean, or dean. Some scholars teach, some scholars write, some administer academic institutions or departments, some administer libraries.

How can we obtain general recognition for the job? If administrators of colleges and universities mean it when they say that an institution is no better than its library, they must logically recognize that the library administration is an equally important measure of excellence. Fortunate are the institutions where this recognition has had a long tradition. There should be many more.

Another serious problem is the creation of the desire on the part of qualified persons to become academic librarians. Already we are faced with the problem of creating the desire on the part of otherwise qualified persons to become academic persons at all. It is harder still to carry the process one step further and create the desire in an academic person to become a librarian. Can we obtain the recognition that academic librarianship is a desirable occupation for a scholar? Is mere recognition by the administration enough? I must confess that when I entered into my present position I found my colleagues astonished that anyone should abandon even in part the ivy tower for the insoluble problems of the academic library. And, on the other hand, there were few cheers, so far as I could hear, from the ranks of the library-school librarians. To some of them it seemed that another job in the higher echelon had gone to a non-union man, and that there ought to be a law against it. Personally, I deplore both attitudes, not only because I think there is no essential barrier between the scholar who teaches and the scholar who administers, but also because I have a very great respect for the competent performers in both fields. And, needless to say, a profound conviction that libraries are important to scholars.

I cannot close without asking myself the question: Will the administrators of colleges and universities provide the status for the job, the respect for the position, the authority as evidenced by assignment to important committees, and above all the salaries which make librarianship attractive to scholars? In general they certainly do not do so now. It is because of these unanswered questions and not because of any lack of theoretical convictions that I am led frankly to say that I am not able to answer the question as to whether the leadership of the academic libraries will come from the faculty or not. I do not know. I can only hope, advocate, plead, that in large measure it will do so.

My argument is simply this: that academic libraries are an integral part of the scholarly process, that their leadership ought to be in the hands of scholars, that technical knowledge of librarianship as such should be subordinated to scholarly knowledge of what libraries are and what they are for, and that the practical education of scholars who intend to teach is not incompatible with the practical education of scholars who intend to become librarians. Let us not create barriers by refusing to recognize that the guild of scholars embraces all who love learning. I want academic librarians to be members of the group in every respect, not merely technicians who serve it.
Teaching Students To Use The Library: Whose Responsibility?

By VIRGINIA CLARK

It has always seemed curious to me that the librarian, alone among public servants, eagerly insists on teaching the inmost secrets of his craft to his patrons. This permissive attitude toward the procedural mysteries of the card catalog (so unlike that of the keepers of the couch, the confessional, the prescription pad, or the seal) of course a concomitant of the public library and the open stack. It has not been always thus; and it might be interesting to speculate on what would happen were we to swathe ourselves in our mysteries instead of working so hard to explain them. But since explanation seems to be called for, this discussion will begin with some definitions.

The three terms of the topic are limited to the areas within which the question of responsibility should be raised. The first is the word “teaching,” which may be defined as excluding those casual contacts during which learning may occur and emphasizing the planned encounter during which a conscious teaching effort is made. Second, “to use the library” is defined as “how to use the library,” ignoring the general promotional campaigns like National Library Week or Book Week and concentrating on instruction in techniques. Third, by “students” is meant the student body as a whole, not the few who will acquire library skills by their own effort.

There is absolutely no question of “whose responsibility” in these situations ruled out of consideration by definition. Any librarian is responsible for giving the best service possible to the patron with whom he finds himself confronted. The school or college librarian traditionally assumes the further function of making each such consultation a model for the “next time.” It has become a universal expectation that the librarian in an advertising culture will promote his goods and services. The question of responsibility for formal, unsolicited instruction in the use of those goods and services is, however, debatable.

The offering of such instruction has been assumed to be one of the objectives of the librarian since the earliest days of American librarianship, indeed even before the librarians were undergoing formal instruction.\(^1\) In accepting this duty the school or college librarian has tried many methods and used a variety of materials. What do we now know about this instruction?

There has been—as reflected in library periodicals—voluminous individual reporting of projects at their conception. There have been some surveys covering more than one program. The 1951-52 Biennial Survey of Education included one of these, reporting that separate library courses are offered in 7.5 per cent of universities and 6 per cent of liberal arts colleges. There are also courses taught as units in other courses: in subject courses in 28 per cent of universities and 19 per cent of colleges and as part of a general orientation or skills course in 22 per cent of universities and 20 per cent of colleges. Offerings of a combination of a subject course and an orienta-

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tion program are made in 21.5 per cent of universities and 37 per cent of colleges. Other combination programs also occur, but less frequently. Other surveys of the problem are primarily graduate theses in librarianship or education. A particularly comprehensive and recent study is Whitten's survey of 72 liberal arts colleges. There has been almost no objective, quantitative follow-up evaluation of the effectiveness of any of these programs. It is possible, however, to make the following generalizations:

1. Attempts so far have yielded many more curriculum-integrated libraries than library-integrated curricula.
2. There is dissatisfaction with the present level of student library skills among librarians, faculty, and the students themselves.
3. This present skill level is likely to become even more unsatisfactory because of two pressures:
   a. The pressure on librarians and faculty of greater numbers of students.
   b. The pressure on librarians, faculty and students of the increasing size and complexity of libraries.

These pressures mean that the student will have to work both more independently and at a higher level of skill than he does now, to maintain even his present fractional acquaintance with the world of informational sources.

In the search for means to improve student library skills in the face of these pressures evidence should be considered that points to something that has long been suspected; namely, that the faculty play a more decisive role in determining student library-use habits than many librarians would like to admit. The few studies of student library use available are concerned primarily with amount of use rather than amount of skill.

The programs at Stephens College and at the Chicago Undergraduate Division of the University of Illinois, among the programs most analyzed, report in terms of increased circulation and numbers of reference questions. This discussion is more concerned with ability than with quantity. Nevertheless an examination of some of these studies may be relevant.

Harvie Branscomb, in his review of research on student use of several college and university libraries for his *Teaching with Books*, cited Stephens College and four others as having made particularly spectacular increases in the amount of student library use, as measured by increased per student circulation. At Stephens the library had simply taken over the instructional program when the librarian was made dean of instruction. At Antioch, Lawrence, Olivet, and Southwestern modified tutorial plans had been inaugu rated. The same basic

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4 B. Lamar Johnson, The Librarian and the Teacher in General Education (Chicago: ALA, 1948); Johnson, *Vitalizing a College Library* (Chicago: ALA, 1939); David K. Maxfield, "Counselor Librarianship at UIC," *CRL, XV* (1954), 161-66. (Or see any of the annual reports of the librarian, Chicago Undergraduate Division of the University of Illinois, 1951 through 1954.)

5 Teaching with Books (Chicago: ALA, 1940).
type of change had occurred in all five institutions: there had been a change in teaching methods. In one case the change had come about through the initiative of the library, but the campaign had been aimed at the instructional program, through the faculty, rather than at the students directly. The implication of the effect of these five programs on library circulation is echoed in the suggestions of other recent writers on the teaching function of the library that perhaps it is the faculty who are the important element, rather than any program the library can devise directly for the students.7

That the faculty should bear the responsibility is easily said. But since even the most library-minded faculty member (and they are few enough) is never library-minded enough for the librarian, should not the librarian do the job? Further evidence that the faculty will remain primary stimulants in student library habits despite teaching efforts by the library suggests the contrary.

In his Teaching with Books, Branscomb reported on his own survey of student library use at a school referred to as “University A.” In the section on reserve use he presented an intriguing distribution of student reserve borrowing in four sections of the same history course.8 Here were students who had been exposed to whatever basic orientation program that university library offered. They were being taught the same course, with the same reading list, and were being offered the same library facilities with which to do their work. In earlier distributions Branscomb had failed to find any correlation between scholastic standing and library use, the most obvious hypothesis; but in his distribution of the borrowers by section the pattern became clear. How much reading the student did depended simply on which of the four professors he had.

All of the findings reported so far deal with quantity of use. Their relevance rests on the assumption that quantity and ability are phenomena each of which suggests the presence of the other. My own experience, which I should like to report to you, deals directly with ability.

The problem was much the same that faced Branscomb—variant performance among sections of the same course. The course was a one-hour-one-semester counseling course which included units on adjustment to college in general, study habits, vocational choice and library skills. All entering freshmen carrying full time programs took the course. (Thus the group of students represented approximates the entering class of a traditional college more closely than would most samples drawn from a community college because of the elimination of the part-time adult students who are the “different” elements in the community college population.) Student assignment to sections was random. The library unit of the program consisted of a one-hour lecture, the issuing of a printed library handbook, and the completion of a written follow-up test done in the library during the week following the lecture and handed in at the next class period. The written test was so constructed as to be a completely individual project; no copying was possible. All papers were graded and detailed records kept for five semesters, 1956-1958. Some of the results are significant.

During this period there were eighty-five sections of counseling with a total enrollment of about 2,550 students. Seventy-eight per cent (1,995 students) completed and turned in the test paper. (This figure tallies nicely with Peyton Hurt’s finding that 78 per cent of Stan-

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8 Branscomb, op. cit., p. 52.
ford graduate students thought library instruction would have been helpful in undergraduate work. It also matches exactly the 78 per cent of a sample of students drawn from the Wright counseling course one semester during the study who rated the library unit "helpful.") The percentage of papers completed increased slightly each semester. The 78 per cent "helpful" rating referred to above was the second highest favorable rating in the student evaluation of sixteen elements of the counseling course. The library unit of the program seemed an established thing, but questions remained. The percentage of returns and the mean and median scores varied widely from section to section. At the end of five semesters a retrospective study was undertaken to determine why this variation occurred.

None of the factors that might have been supposed to correlate significantly with response and performance did so. There was no correlation between performance and whether an audio-visual aid was used. There were a few sections which received direction only from the instructor. A few of these sections did surprisingly well; some did very poorly. An interesting pattern did emerge, however, when the sections were distributed, as Branscomb had done, by instructor. Each section was labelled plus or minus according to the relationship of its median score to the median for the group as a whole for that semester. A total of eighteen instructors from various departments taught the eighty-five sections. Two with only one section each were discounted, leaving sixteen. These sixteen instructors taught from two to sixteen sections each. Of these sixteen, seven rated 100 per cent plus (or minus); that is, every section of each of these instructors performed on one side of the median for the semester. The sections of four other instructors performed at a 2:1 consistency ratio. Only three instructors had an inconclusive performance record, e.g. two sections above and one below. Only two had an even division of plus and minus sections. That is to say, the students of eleven of the sixteen instructors performed so consistently better (or worse) than the norm, over a period of five semesters, despite variations in lecture personnel, methods, and equipment that it is impossible not to conclude that a decisive factor in the attitude and hence the performance of a student on a library assignment in his classroom instructor.

This suggests strongly that the librarian face squarely the fact that in teaching students he has been teaching the wrong people. The responsibility for student library habits belongs to the teaching faculty not only for the type of reason sometimes advanced: that it should for one reason or another; but for the simple and compelling reason that it does. The faculty are responsible probably not only for the amount of student library use but for the level of skill; and we and they might as well realize this and build our library programs from that premise.

This further suggests to me that to be most effective the librarian should concentrate his responsibility on providing the best service he can to the patron who presents himself voluntarily. This service should probably include both personal and printed guidance, and perhaps even the offer of a course in library skills—entirely elective. The librarian should further hold himself responsible for some sort of organized effort directed to make each faculty member of his institution aware of what cooperation with the library has to offer his particular course. This effort should be aimed at the faculty not only because it is easier (there are fewer of them to begin with,

(Continued on page 402)
The topic proposed for discussion is both important and interesting. It faces issues of more concern to our profession, I venture to say, than automation, for example, the subject of a discussion over which I presided here several years ago. For leadership clearly deals with people, and people must be the prime concern in any enterprise of moment. This era in Western civilization may be inclined to forget this principle from time to time, but our profession is certainly one with a special responsibility to insist upon humanistic values, for ourselves and for others. You will permit me then, I trust, to speak in quite personal terms, to try to respond to our question in terms of my own experience.

In order to start the discussion, you will permit me, I hope, a neat bit of circular argument: to ask who the leaders are, what the duties of their positions are, what preparation is desirable for the performance of those duties, and finally where this preparation may be obtained. This formulation of the question begs any number of questions, such as, “Are the leaders really leading?”, but it at least gets us moving. Perhaps we can break out of the circle later.

Let us assume that leadership rests with those assigned the responsibility of leading in our academic libraries, large and small: the chief librarians and their immediate staff associates. One hopes that original thinking and new ideas emerge from all staff levels, but since the implementation of these ideas tends to rest with the titular heads of these staffs, we should probably limit our definition to the senior staff members. It is my impression that better decisions result when they are made collectively rather than individually and when there is thorough discussion with many members of the staff before the decision is made; but the decision and presumably the leadership rest with the senior group. It may be that my assignment was to speak of the chief librarian only, and in a sense I shall speak of him primarily, but it is out of this group that chief librarians come, and aside from some unavoidable specialization nearly all should be, I believe, on their way to senior posts and thus all should share in the experiences and duties I shall try to outline.

What does the representative member of this leadership group do? How does he spend his days and nights? Just what are his activities and responsibilities?

First of all, he is by definition an officer—and a responsible officer—of an educational institution. His objectives are identical with those of the teaching faculty in this respect, and the more completely he can understand and participate in regular faculty activities, the more successful he will be. Some departmental affiliation and some classroom teaching help immeasurably here, but they are not essential. The important thing seems to me to be that the teaching faculty accept him spontaneously as one of themselves, working in a common cause, and not as a hostile member of something over there called The Administration. Happy is that college in which the two groups are essentially one!
At the same time, he is a senior member of the college administration, usually reporting to the president and certainly owing his full loyalty to and support of the administrative decisions of his superior officer.

In this educational role the librarian spends a great deal of time talking with classroom teachers, learning how the library can function not merely as a service organization but as an integrated part of the curriculum. He must sit with faculty and trustee committees on educational policy, perhaps making direct contributions, certainly making sure that the library is prepared to play its part in each new educational development. He must by a variety of devices maintain contact with the students of his institution, making sure that they find the library an inviting and exciting place, not merely a warehouse of books hedged about with a forbidding network of rules. His is perhaps the post on the campus most clearly dedicated to getting students to read widely and deeply, and every ounce of his energy and ingenuity can be spent on this task alone.

In the larger institutions the role of the library in providing its share of the vast pool of research material on which American scholarship depends and in conserving the manuscript and printed record of civilization is clear. A major activity of the librarian then must be the assembling and preparing for use of the materials of scholarship. He must know what these materials are, he must devise ways of acquiring them, and he must arrange them so that the scholar can lay hands on the item he needs, even though he may have no previous knowledge of its existence.

This short sentence obviously contains a whole world of librarianship, really beyond the grasp of any one person. What one of us can know what comprises a complete set of the Mongolian Kanjur, can wheedle a family file of plantation records from an elderly lady, or $500,000 from a state legislature, and can read and catalog an Arabic manuscript of the tenth century? It is too much to expect any one person to be able to perform these three and the other hundreds of essential library acts. Yet leadership at the management level, which is I take it what we are talking about, requires that one person make responsible decisions on all of them.

Having thus glanced briefly at the two principal and overlapping roles of the academic librarian, the direct educational role and the collection building and organizing role, I should like to return to the question of how he spends his time, what he really does, always keeping in mind these twin purposes of the whole operation.

In the first place, alas, comes money. Libraries require money, and in constantly increasing quantities. Without it, nothing is possible, and it is the responsibility of the academic librarian in a position of leadership in an individual library to get it from somewhere. Money for salaries, for acquisitions, for endowment, for buildings and improvements, for dozens of miscellaneous activities and programs must be obtained from the college administration, from the legislature, from federal research contracts, from the foundations, from alumni, from any source that is not downright illegal. Included are the steady and endless attempts to convince those who have the money of the importance of libraries and of yours in particular, the marshalling of impressive arrays of statistics and documents to show needs, which always seem a little less impressive to those who have the money, the little luncheons and dinners carefully contrived to present the library in precisely the right light, and the speeches. All of this takes time —time which you, your wife, and your staff all begrudge. You would like to handle some books and have an evening with your family, your wife thinks you are ruining your health, and your staff...
thinks you are off in the fleshpots of New York instead of running your library or your department. Put this time down at 20 per cent of the librarian's total. There is no short cut and no easy formula. The only rule I have learned is, "Never ask for anything which you don't sincerely believe is important." The librarian who tries to get all he can out of his college financial officer, regardless of need, is not exercising leadership, nor will he continue to get real support for the library.

There is no substitute for money—except books. A steady flow of gifts of important books and manuscripts solves a few of the problems which money eases. The processes by which this flow is maintained need no explanation. I can let an eminent and scholarly New York collector, C. Waller Barrett, describe the situation as he did at the ACRL Rare Books Section meeting last summer in Washington:

... An engaging aspect of this discernible trend is the metamorphosis in the librarian-collector-benefactor relationship. No longer does the librarian or curator sit quietly in his ivory tower waiting for collections or parts of collections to come his way by gift or bequest. He realizes that the competition has become too keen. He must come out of the cloister and do battle with the leaders of other libraries or his own institution will lose ground in the race. Too often has he found scribbled on the wall the words "Jim Babb was here." Too often has he opened negotiations for a desirable library only to learn that the material is already being packed by a bustling and peripatetic gentleman from California with "A Passion for Books." Moreover, his seismograph has recorded the tremors caused by the earth-shaking tread of a Behemoth educational empire in the Southwest as it engulfs vast libraries in its voracious maw. He has likewise experienced that gone feeling which results from watching choice collections and stellar rarities fall into the grasp of an opulent and aggressive university in the Middle West. No, for better or worse, the scholarly, withdrawn functionary, immersed in the administrative detail of providing books for his readers, is giving way to the energetic, gregarious individual of large acquaintance who spreads his nets far and wide for supporters and backers. The former pedestrian acquisition policies are being replaced by an unremitting and aggressive campaign for material of worth and publicity value. Where formerly fund-raising was left to the president and the board of trustees, the librarian today has his own show, his own organization of library friends or associates, his house organ and his selected list of devoted alumni or other benefactors good for occasional or regular gifts of large amounts. The sky is the limit and the new wing or the whole new library building not too much to hope for.

Put down another 20 per cent of the librarian's time for these activities.

Then he must spend a considerable amount of time with the staff, more with his chief aides, less with individual staff members of lesser rank. He will, I trust, not fall into that tempting trap of trying to do everything himself but will devote his time to guiding and stimulating the staff in developing attitudes and procedures which will keep the daily internal mechanism of the library running smoothly. He will gather around him good people, then give them their heads. But he must make his own force felt everywhere, especially in the basic hiring and firing mechanism by which the library organism, like the human organism, constantly renews itself. He must make sure that library work is not the mechanical repetition of processes of circulation, of cataloging, of whatever you will that once had meaning but no longer has any relevance to the central roles of the academic library. Here there is one more opportunity for real leadership, for devising the perfect balance between means and ends.

Put down at least 30 per cent of our librarian's time for the internal operation of the library.
Then the librarian has a special concern for the academic library’s public—or publics—the groups whom he must somehow keep happy; not always an easy task even when there is enough money, when the gifts are flowing in, when the internal machinery is humming. There are, as you all know, a surprising number of groups with whom relations must be kept smooth: the undergraduates, the graduate students, the faculty, the administration, the trustees, the alumni, the Friends of the Library, often the non-university users of the library, the visitors both foreign and domestic. In all of these groups there are many people who insist upon dealing with the senior librarians and who must have their grievances amended. Better yet, they must be prevented from developing grievances by being kept informed, by having their needs properly satisfied. This requires committees and meetings, speeches and articles, conferences and interviews—public relations in the real sense, not advertising but service and communication.

Put down at least 20 per cent for this. Put down another 10 per cent for miscellaneous activities. Every librarian, it is said, builds a new building at least once in his career and in the larger institutions he is constantly faced with architectural problems. He must be at least an amateur architect. He must carry his share of the non-library faculty load—the President’s Committee to Solve the Parking Problem (which never does), the chairmanship of the Faculty Club (which always faces a financial crisis), the Freshman Parents’ Day speech, etc., etc.

Our librarian has now used up 100 per cent of his day (and I do not mean a 9-to-5 day) in the affairs of his own library and his own university. Is he yet exercising library leadership, even though he performs all of these varied activities to perfection? I doubt it.

The leadership about which I think we are talking is more than local. There must be leadership at the national and international levels. It becomes increasingly clear that many of the problems of libraries can be solved only by cooperation and collaboration. We must concern ourselves with such things as the development of an international cataloging code; new technological advances with potential library applications; the development of libraries and bibliographic tools in other parts of the world. We must engage in research and publication; even though we can expect more research to be carried on in the library schools, the practicing librarian, like the practicing medical man, must continue to inquire and report to the profession the results of these investigations. We must participate in and guide the activities of our professional organizations and of related scholarly and bibliographic societies.

In other words, it is essential that we be leaders in enterprises of this sort as well as in the management of individual libraries.

Finally, in this hasty review of what the librarian actually does, I must not neglect participation as a citizen in matters which have no direct relation to librarianship. If we are to increase the respect in which our profession is held, librarians must take part prominently in the activities of the hundreds of non-governmental organizations which are so characteristic a feature of American society, from the PTA and the Community Fund, at the local level, on up. The stock image of the librarian as a timid, ineffective old lady will continue to haunt us until we demonstrate our ability to participate forcefully in public affairs.

Don’t ask me where the librarian can find time for these activities which I have sketched out as those of the library leader! We have ruthlessly assigned 100 per cent of his working day; his evenings and week ends are not sufficient for his outside professional and civic activities.
and he must still find time to read, to think, and to go fishing if he is to remain sane and useful. But there it is. These are the activities which leadership entails, these are the occupations of the library leader, as I see them.

You may not agree with this hasty over-simplification, this distribution of the librarian's time. There is a semantic difficulty in discussing a topic of this sort without giving offense or sounding superior. I am merely trying to identify the activities of a group occupying a position of leadership, not to make social, or economic, or intellectual distinctions. Once we have identified those activities, we can then ask what qualities are required to perform these duties and, after that, ask where one looks to find men possessing these qualities.

What then are the qualities that seem to be required for the exercise of library leadership of the sort I have attempted to outline? It was my original plan to list these qualities under each category of activities as I went along, but I soon ran out of abstract nouns describing the virtues. Thus, I shall try to list these qualities here.

First of all, if you accept my formulation of the two roles of the academic library, our librarian must have a deep conviction of the importance of education and an imaginative perception of the place of books and libraries in the educational process. He must be what is commonly called a "born teacher," with a joy in observing what happens to young men and women during four years of college.

To develop a research collection and make it serve scholarship he must be a scholar in some field, almost any field. I hasten to add that he need not be a very profound scholar, but he must have experienced the excitement of research himself in order to understand the scholar, who may be a very different sort of person from the teacher. He should possess the tools of scholarship, including languages, the more the better. He had better, I think, be a bookman and collector at heart; although some good teachers and scholars are not, I rather think that the librarian should be.

In combination then, the closer the librarian approaches the ideal of the teacher-scholar the better. But he must do this without giving up some other qualities which the teacher-scholar may lack and which our survey of his daily activities suggests as desirable.

To be able to lay his hands on money and to keep on doing it he must be responsible about money. He must be able to demonstrate to his college administration or to any other source of funds that he makes each dollar work as hard as it can. This canny thriftiness is often in direct opposition to the enthusiasm of the teacher-scholar-collector, but he must have both. (You can see that the picture already emerging here involves often a reconciliation of opposites; the word "balance" suggests itself here.) He must be able to persuade by talking, by writing, and by certain intangibles which I shall not even attempt to explain, but he must certainly be able, upon occasion, to use his native tongue subtly, eloquently, and forcefully. He must be a good committee man, must know instinctively that magic moment in discussion when a group can be swayed to his own point of view.

In his begging of books he must have empathy. He must be able to enjoy all kinds of collectors, both sane and insane.

For the internal management of the library he must of course have a thorough knowledge of library theory and procedures, from acquisitions to weeding. And he must know these operations in human terms, for they will be carried out by people under his direction. Thus, his task is primarily to introduce, to develop, to revise processes appropriate to the job to be done and which can be operated by the people actually available. The mechanisms themselves do not
seem to be very complicated, but getting them to operate efficiently and economically in the hands of other people is terribly complicated. The qualities needed here are perhaps ingenuity, firmness, decision, and a great deal of human kindness and sympathy. Perhaps they are not very different from those required of a successful shop foreman, or football coach, or president of a shipping company—anyone who gets a job done through others. The kinds of basic knowledge required are vastly different, of course. The good librarian to make his systems work to serve education and scholarship must know a great deal about the alternative ways of getting things done in a library—call it library science—about the aims and devices of education itself, and about the methods of research. In addition he should know all he possibly can about the history and content of every book ever printed, hardly a project for a rainy Sunday.

In his dealings with his various publics, perhaps the qualities most serviceable are patience and tolerance, firmness and decision. It will also be useful if he has a fund of good stories (and I do not mean jokes) and if he knows enough not to use out-of-date undergraduate slang or the wrong fork or someone else’s club tie.

For our 10 per cent miscellaneous category of library activities the qualifications are so diverse that it is useless to try to list them; you know as well as I that practically anything can happen in a library. May we simply say that the ideal librarian would fill out any room he has for more qualities with those of the lawyer, the architect, the psychiatrist, and any other half dozen professions you choose to name.

I have spent too much time already to attempt a list of the qualities needed by the librarian for his professional activities outside his own library or his activities as a citizen, although it may be that here lie the most important opportunities for leadership for academic librarians. But I suspect that these qualities are not substantially different.

What can one say about this list of qualities and skills which we have been compiling? In the first place, it is a staggering list. Mr. Wilmarth Lewis compiled a similar list in 1960 when Yale was seeking a president:

Yale’s next President must first of all be a Yale man and a great scholar—also a social philosopher who has at his finger tips a solution of all world problems, from Formosa to birth control.

He must be a good public relations man and an experienced fund-raiser.

He must be a magnificent speaker and a great writer.

He must be a man of the world and yet he must also have great spiritual qualities—a great administrator who can delegate authority.

He must be a leader—not too far to the right, not too far to the left, and of course not too much in the middle.

He must be a man of iron health and stamina, a young man—but also mature and full of wisdom.

He must be married to a paragon—a combination of Queen Victoria, Florence Nightingale, and the best-dressed woman of the year.

As I have been talking, you have, I don’t doubt, realized that there is only One who has most of these qualifications. But there is a question even about Him: Is God a Yale Man?

We are not likely to find this paragon and shall have to stagger along without leadership if we have to wait for him. We shall have to put up with men and women who possess only some of these qualities. But we cannot do without many of them. For ours is a demanding profession. It can use just about as much as one can bring to it, and perfection is inconceivable, thank goodness.

I still remember something that was said to me nearly twenty years ago by an eminent brain surgeon, reputed then to be one of the three best in the world, a simple man of incredible skill who used
to use his idle moments tying sutures for practice with thumb and forefinger inside a match box, a safety match box. We were riding along through the November night to a duck-shooting blind a hundred miles away and had fallen into one of those moods of intimacy that can grow in such circumstances. This great man turned to me, an awed instructor of English, and said, "I am just a plumber! I have certain skills and a certain body of knowledge, but I envy you men who deal with ideas and books, and human beings. You have the possibilities!"

Now I cannot accept his view of brain surgery, but I have come to think he was right about education and the teachers and librarians who work at the core of it. We have the possibilities, and as a consequence our list of requisites for optimum performance will be a staggering one.

Look at the list again and ask our final question: Where shall the academic library find its leadership? How can it be produced? One thing that is apparent is that a great many of the items on this list are fundamental personal attributes, desirable in any man or any profession, essential in many. (But, note, not all. A man may achieve greatness in some fields of science, and yet totally lack the ability to direct others, to work through a group. The bibliographer might become great with the same lack, but not the librarian.) These essential personal attributes can be cultivated but, I think, not created. If you would create them in a man, begin with his great-grandparents. The indestructibility, the reflexes, and the muscular coordination that make Joe Brown, or whoever it is, the leading ground gainer in professional football were nourished in some school, but they were not created there. To get our leaders we must start with good raw material, and this presents a problem, for the competition for this top-grade material among the professions is severe. It seems obvious that the demands which our evolving society makes are increasing so rapidly that we simply do not have enough people of fundamental native ability, we cannot educate them up out of the lower I.Q. ranks fast enough to fill the number of more demanding jobs which our society now requires. The library profession simply must compete harder for its share of leadership material.

Assuming that we can get our share of the material in some stage of development, what do we then do with it? Our list of qualities and skills seems to me to indicate that a really sound liberal education is the best preparation for them. You will note that I do not say a B.A. degree; a liberal education can be acquired in several ways, of which the easiest start is probably a good four-year college course. What about subject specialization? This, in my view, is related to the attaining of a feeling for teaching and a feeling for research, I cannot escape the impression that these two essential attributes can be attained best through actual practice. So, if a man is to teach or do research he must teach or do research in a subject. He must take at least the first steps toward knowing quite a lot about some one thing. The subject does not seem to me very important so long as it is something he can get his teeth into.

What about the essential library skills and knowledge? To be precise, what about the fifth-year library school degree? It seems to me highly desirable but not absolutely essential. Much of the actual material of the present master's degree curriculum can be learned in other ways: from experience, from the professional literature. But a year in a graduate library school is in my observation surely the obvious way to acquire the necessary specialized library knowledge, just as four years in an undergraduate college is the obvious way to get started on a liberal education.

The library school seems to be the
best place also to get something else which may be *more* important. Attitudes seem to be high on my personal list of attributes for leadership. I have observed through the years that there is a most important library attitude—toward the role of libraries, toward the library's public, toward a number of things—and that this attitude comes naturally to the library school graduate and has to be learned with some difficulty by many (but not all) of those who enter the profession by other routes. This attitude may well be the most important product of library school education. I leave it to our colleagues in the schools to analyze the chemistry of its birth. It is closely related to the attitudes toward teaching and toward scholarship which I have stressed, and perhaps by a little tinkering with the molecules which make up the curriculum these attitudes too can be engendered in the library school.

I think that we are asking too much if we expect the library schools to create library leaders. There are too many factors involved; there are more years needed than the one year of library school. A Ph.D. won't make a leader, in library science or any other subject. Not all the great generals go to West Point.

There are some jobs, some activities, for which there probably can be no completely effective formal training. A college presidency is one. Where is the school for training college presidents? There are too many factors involved; there are more years needed than the one year of library school. A Ph.D. won't make a leader, in library science or any other subject. Not all the great generals go to West Point.

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NEW PERIODICALS will probably always be started in the familiar fields as for example in education, history, science, and technology; but this list includes some journals with new or unique slants. The "little magazines" and literary reviews sprout like mushrooms.

BIBLIOGRAPHY. LIBRARIES. The "Weekly Record" section of Publishers' Weekly is being issued monthly as the American Book Publishing Record, arranged by subject (Dewey Decimal Classification) with the data of the Library of Congress cards, plus annotations. Public Library Abstracts will abstract objective published or unpublished studies which can help the operation of, or research in, public libraries. The editor, Herbert Goldhor, has arranged the material by author under subject, each item numbered.

COUNTRIES. One of the most timely new publications is Cahiers d'Études Africaines which proposes to present both old and new aspects of the Dark Continent in order to mirror and explain the great experience taking place there. By means of contributors, technical and scholarly, outstanding in politics, economy, and literature, the Revue Encyclopédique de l'Afrique hopes to be an accurate and documental reflection of Africa in respect to its evolution, its efforts, and its aspirations. The articles, usually signed, are illustrated, sometimes helpfully by maps. The first issue is accompanied by a supplement devoted to the Republic of the Ivory Coast. Subscriptions may be placed omitting the supplements. Ararat is an attempt to reflect past and contemporary Armenian culture, especially for contemporary Armenians with a dual heritage; the first issue is devoted to the short stories and articles of young Armenians. The emergence of China as a major power demands objective analysis and study of its evolution on the part of the Western nations, and to this end, The China Quarterly will publish articles by specialists on contemporary Chinese developments. One section will give an unbiased documented account of more or less current major events; later issues will contain book reviews. DDR in Wort und Bild will give a picture of the political, economic, and cultural life in Eastern Germany and of the growth of socialism there. ALAS, organ of the Association for Latin American Studies, will be a kind of clearing house for news in writing, teaching, travels, conferences, any activities in the field of Latin American studies. Acción Liberal is devoted to Colombia, to orient and to explain, both in and out of the country, its social problems and ferment, reforms and growth; the first issue includes also articles on movies, painting, literature, and the theater. Articles are signed and some are accompanied by portraits.

EDUCATION. GUIDANCE. American Youth is chiefly for the teenagers, judging by
the first issue, which has highly illustrated articles on young people the country wide telling how they earn money, how they develop talents, how they have won scholarships, plus a page devoted to one question, with answers from young people. The question for January is “Should Teen-Agers Go Steady?” Increased resources are enabling the School of Hotel Administration at Cornell University to publish The Cornell Hotel and Restaurant Administration Quarterly through which it will share in the education of hotel men by furnishing a forum for serious and scholarly discussions on pertinent problems or progress of the industry. With a subject arrangement Guidance Exchange digests books, pamphlets, magazine articles, playlets, films, posters, etc., dealing with guidance literature. Neither scope nor criteria of what is examined or included in this publication is outlined in the first issue. Happiness is a large-print magazine for those legally blind who have a small fraction of vision, written for older teenagers and for adults up to thirty or thirty-five years of age. The contents are stories, some continued, some articles of general information (one on names of states), poetry, humor, chiefly with a religious slant. Education by correspondence is very popular in the United States and is rising in popularity in western Europe, Scandinavia, and the Soviet Union. To encourage exchange of experiences, to stimulate research, and to furnish reliable information the National Home Study Council is sponsoring The Home Study Review under the editorship of its executive director, Dr. Robert Allen. Overview is for all educational executives. It contains articles on educational theory as well as on practical help. It has also book reviews, sections on products for schools, personalities, and news round-up.

GENERAL CULTURE. The Fondation Européenne de la Culture is publishing Character & Culture of Europe plus editions in French, German, and Italian. The first issue contains cultural articles from several countries and a series of scientific articles “By courtesy of The Sunday Times”; and in addition, a questionnaire for the reader, concerning the future contents of the journal—should it contain cultural articles reprinted in the reader’s own language, cultural articles in the original language, or only information on foundation activities? Forum der Lettern, superseding Museum, will contain general aspects of world philology, literature, and history. The articles in the first issue, spread over these fields, are well documented. Midway; a Magazine of Discovery in the Arts and Sciences will choose scholarly articles from books and journals published by The University of Chicago Press and will offer them in nontechnical language for scholars and laymen, all scholars being considered laymen when removed from their own fields. The first two issues present widely ranging articles: psychology, sociology, economics, baseball, patent laws, Sir Arthur Conan Doyle, poetry, and a story from ancient India. The Czechoslovak Society for Eastern Studies has assumed the vast task of publishing in New Orient articles on the “cultural life, history, literature, the arts, folklore, ethnography, archaeology, philosophy, religion, and the languages of all countries of Asia and Africa.” The well illustrated first issue also includes book reviews.

HISTORY. SOCIAL QUESTIONS. The Cotton History Review contains historical sketches of early cotton mills, biographies of cotton manufacturers, and articles on the origin or development of the industry, in a very readable, nontechnical style. Interspersed are small news items or ads which appeared in early newspapers; signed book reviews are included. The contributors are chiefly from educational institutions or from
some phase of industry. The National Association of Intergroup Relations Officials intends The Journal of Intergroup Relations to be a medium for those interested in racial, religious, and ethnic relationships by exchanging experiences and knowledge. The first issue has an article on Puerto Ricans in New York City and on the part of the government in housing, along with the presentation of other current problems. It includes signed book reviews, briefer notations, and annotations of some periodicals. Unique in its field, Labor History will be a scholarly journal devoted to research in the history of American labor in all reaches—biography, studies of individual unions, theory, research. There are signed reviews of books on labor history. In the first issue, all articles and book reviews are by university faculty. Beginning with the Spring issue, there will be included a series of inventories of labor-history materials in university, public, and special libraries. The Louisiana Historical Association in cooperation with the Louisiana State University is issuing Louisiana History, which contains, among others, an article on different kinds of outdoor ovens in Louisiana, on foreign slave trade after 1808, and a biographical sketch of a Confederate soldier of Louisiana, Joseph Carson; the authors are faculty members of various educational institutions. The periodical also contains a section entitled "Vignettes," and signed reviews of pertinent books. As indicated by the title, Michigan Jewish History, official organ of the Jewish Historical Society of Michigan, contains articles pertaining to the Jews and Jewish incidents in Michigan. The first issue has articles not only on the Jews early in Michigan but also an article on the first Israeli ship to reach Detroit through the St. Lawrence Seaway. New Left Review, formed by the union of Universities and Left Review and The New Reasoner, will emphasize socialist analysis and education, and hopes people with a "different sense of the society" will enter the discussion, thus securing "a genuine dialogue between intellectual and industrial workers." The journal includes signed book reviews.

LAW. The Civil Service Bar Association is seeking "to unite in common professional pursuits the corps of municipal career lawyers scattered in different departments and places in the City of New York" through The City Lawyer. The first issue contains an article on better municipal government, notes on recent cases, and signed book reviews. The Index to Foreign Legal Periodicals will index the chief legal periodicals in the fields of comparative, municipal, and public and private international law of all countries aside from the United States and those members of the British Commonwealth whose law systems have a common-law basis, thus complementing the Index to Legal Periodicals. The publication will be a quarterly, the last quarter constituting an annual cumulation, with the hope that at the end of the fifth year the cumulative issue will be quinquennial.

LITERATURE. The first issue of Arbor contains short stories, poetry, and a play. The contributors are from general fields. Bryn Mawr Review contains poetry, short stories, and sketches, presumably the work of students and faculty of the college, although no attributions are made. The Carleton Miscellany, edited by Reed Whittemore, contains poetry, essays, and stories. The contributors to the first issue are chiefly faculty members of United States universities and colleges. Monument, making its appearance with contributions chiefly from students and faculty of Arizona State College, Flagstaff, will contain essays, short stories, poetry, "a review of the humanities and the arts." Edited by A. Norman Jeffares of the University of Leeds, A
Review of English Literature hopes to interest the general reader as well as the professional one in its presentations of criticism of English literature which will include the United States and the Commonwealth, past and present writers, prose, poetry, and literary journals. Salon 13 will be a bilingual magazine containing poetry, short stories, essays, literary criticism, and photographic articles, in a serious effort to bring about better understanding between the intellectuals of Guatemala and the United States. Wisconsin Studies in Contemporary Literature will be devoted to criticism of post-World War II literature, from the United States and Europe. The five contributors to the first issue are faculty members of United States colleges and universities.

MEDICINE. Original articles, offered only to Clinical Pharmacology and Therapeutics, will discuss the effects of drugs in man and evaluate their actions. The editor is Walter Modell, M.D., of Cornell University Medical College, with a vast editorial board drawn chiefly from the United States representing both medical and research fields. This journal will furnish a much needed forum because of the great number of new drugs being introduced into medicine. In spite of the fact that there are many psychiatric journals published, nevertheless Comprehensive Psychiatry does not intend to duplicate them since its purpose is to establish a “truly cosmopolitan orientation in psychiatry.” It plans to devote entire issues to topics of widespread interest. Of the journals currently received in the National Library of Medicine at present only those which will be most useful to the consumers are in the Index Medicus, but the Library intends to expand the list as quickly as possible. Medical Tribune, published by a wholly owned subsidiary of Medical and Science Communications Development Corporation, an affiliate of American Research and Development Corporation of Boston, is a newspaper for physicians giving rapid coverage of world developments in medicine and related fields; and in this effort, it intends soon to be a daily issue. It purposes to be the “medical equivalent of the finest examples of accurate and authoritative journalism.” In fulfilling a Presidential directive, the Division of Radiological Health, Public Health Service, was assigned the “primary responsibility within the Executive Branch for the collection, analysis, and interpretation of data on environmental radiation levels.” As a facet of this responsibility, the Service is issuing Radiological Health Data, each third issue of which will include interpretative statements as well as data.

MUSIC. The American Recorder will be of interest to all those amateurs who have taken up this gentle art, and who by joining the American Recorder Society will receive the magazine. The first issue contains articles on music and technique, reviews or records, a section on chapter news, plus charming illustrations and interesting advertisements. The band instrument company of Dorn and Kirschner has decided to winnow the vast amount of new music and to present in Pre-Views and Re-Views those items which music teachers should include in their portfolios and libraries. The items in the first issue, devoted to band music, are annotated and arranged by difficulty of performance. The editor, Dr. Walter E. Nallin, has included reviews of records and books.

RECREATION. COLLECTING. Adjutant's Call, the journal of the Military Historical Society, will appeal not only to the collector of military miniatures but also to those interested in collecting weapons and in military and uniforms research in respect to the Western World. To meet the demand, the new magazine on
dancing is called *Ballroom Dance Magazine*. The first issue includes articles on contests and more technical articles, e.g. directions (with diagrams) of the Cuban cha cha and mambo and the U. S. Ballroom Council's list of abbreviations and definitions of ballroom terminology. *Better Camping* is a highly illustrated journal including articles not only on camping spots and parks but also on helpful subjects such as new camping equipment and how to build different types of campfires. *Judaica Post* will contain "articles and check-lists pertaining to Jews on stamps, the Bible on stamps, Jewish history and the contribution of Jews to civilization as reflected philatelically."

**SCIENCES.** The purpose of *Ciencia Interamericana* is to disseminate information concerning the progress of science in America to all peoples and institutions interested in that progress; it will also include activities in the scientific field developed by the Pan American Union. To fill the time lag between periodical publications in chemistry and the publication of abstracts, the American Chemical Society is introducing *Chemical Titles*. Each issue will be in two parts, the first being an alphabetical listing of authors and titles, plus the periodicals in which the articles appeared; the second being a permuted title index arranged alphabetically by keywords which have been centered in the column. The IBM 704 computer and ancillary machines have been used to handle in the short time allowed the contents of 550 journals of pure and applied chemistry. Joining the somewhat scanty number of periodicals on fertilizers, *Compost Science* will provide information on converting industrial and municipal wastes into useful products. The first issue contains articles on city composting, in the United States and around the world, on using wastes in agriculture, and on selling and marketing sludge. *Current Anthropology*, sponsored by the Wenner-Gren Foundation for Anthropological Research, Inc., is to be a clearinghouse and forum on a world-wide basis for all scholars in the sciences of man. It will contain "Review articles" and "News and Reference materials." A review article is a guide to the current knowledge and bibliography of any broad relevant field by a specialist in that field for specialists in other fields. To afford physicists and mathematicians a common forum, the American Institute of Physics is beginning *Journal of Mathematical Physics*, presently bimonthly but to be monthly. Emphasis will be given to "mathematical aspects of quantum field theory, statistical mechanics of interacting particles, new approaches to eigenvalue and scattering problems, theory of stochastic processes, novel variational methods, and the theory of graphs." The *Journal of Petrology* is to contain original researches in the field of petrology, boardly interpreted. The contributions in the first issue chiefly by faculty members, are illustrated and technical, prefaced by abstracts; the board of editors is international. *National Young Scientist* is the organ of Young Scientists of America Foundation, an association started at South Mountain High School, Phoenix, Arizona, modeled on the set-up of Future Farmers of America and aimed at leadership in science. Any school in any state is invited to join. This first issue is chiefly concerned with promoting the membership. The American Geographical Society has begun publishing *Soviet Geography: Review and Translation* to disseminate Soviet geographic research in the United States. The articles translated are mainly from *Izvestiya Akademii Nauk SSR, S eriya Geograficheskaya*, *Izvestiya Vsesoyuznogo Geograficheskogo Obshchestva*, and *Voprosy Geografii*.

**TECHNOLOGY. MANUFACTURING.** Con-
temporary Photographer is a "limited circulation, non-commercial publication dedicated to the improvement of communications between the serious amateur photographer, the professional, and the transient between these states." The commercial application of the gas turbine is a new field and to reflect development and growth, manufacture and market, literature and news, Gas Turbine is presented. To cover more easily the developments that have occurred since the first issue in 1917 of its Journal, the Society of Glass Technology decided to divide that publication into Glass Technology and Physics and Chemistry of Glasses. The former devotes itself to the application of science to the industry and news of the Society; the latter contains contributions "describing the results of theoretical and experimental studies of glasses, their formation and properties"; both contain abstracts of pertinent articles published in various scientific and technical journals. Fourteen firms concerned with packaging are presenting Protective Packaging and Packaging Techniques, to help those in management whose job is making decisions concerning specifications in protective packaging. The periodical will contain illustrated articles on solving packaging and techniques problems, on new developments, industry activities, trade news, etc. Radio & Television is issued by the International Radio and Television Organization, superseding its Documentation and Information Bulletin. The first issue is in three major sections: "Questions Concerning Radio and Television Programmes," with articles on Russian, Polish, Ukrainian, Hungarian, etc. experiences; "Questions of Sound and Television Broadcasting Techniques," with articles on Czech experiences; "Bibliography," which comprises summaries of pertinent periodical articles. The first issue of Studies, published by the Food Research Institute of Stanford University, contains four articles: "Price Effects of Futures Trading," "Food Crops and the Isoline of Ninety Frost-Free Days in the United States," "The Small holder in Tropical Export Crop Production," "The Farm Policy Debate: Discussion."

Periodicals

ALAS. ALAS, Box 3768, University Station, Gainesville, Fla. v.1, no.1, February 1960. Quarterly. $25. (institutional membership).


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<tr>
<th>Title/Authors</th>
<th>Publisher/Publication Details</th>
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<tr>
<td>The Carleton Miscellany</td>
<td>Carleton College, Northfield, Minn. v. 1, no. 1, Winter 1960. 4 nos. a year. $3.50.</td>
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<tr>
<td>Character &amp; Culture of Europe</td>
<td>Foundation European American Chemical Society, Chemical Titles.</td>
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<td>Pan American Union</td>
<td>Ciencia Interamericana.</td>
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<td>Carleton College</td>
<td>The Carleton Miscellany.</td>
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<td>The City Lawyer</td>
<td>Civil Service Bar Association, Comprehensive Psychiatry.</td>
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<tr>
<td>Chemical Titles</td>
<td>American Chemical Society, 1155 Sixteenth Street, Washington 6, D. C. no. 1, April 5, 1960 (sample) Bimonthly. $25-$65. (not definitely determined).</td>
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<tr>
<td>Contemporary Photographer</td>
<td>Thomas M. Hill, Jr. 33 College Place, Oberlin, Ohio. v. 1, no. 1, May-June 1960. Bimonthly. $3.</td>
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<tr>
<td>The Cornell Hotel and Restaurant Administration Quarterly</td>
<td>School of Hotel Administration, Cornell University, Ithaca, N. Y. $3.50.</td>
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<td>The Cotton History Review</td>
<td>Secretary of the Cotton History Group, Auburn University, Auburn, Ala. v. 1, no. 1, January 1960. Quarterly. $3.</td>
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<td>Current Anthropology</td>
<td>University of Chicago, 1126 East 59th Street, Chicago 37. v. 1, no. 1, January 1960. 6 nos. a year. $10.</td>
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<td>Forum der Letteren</td>
<td>A. W. Sijthoff's Uitgeversmaatschappij, Leiden. February 1960. 4 nos. a year. £15.</td>
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<td>Judaica Post</td>
<td>Eli Grad, Editor, 19769 Steel Avenue, Detroit 35. no. 1, January 1960. Monthly. $3.</td>
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<td>Labor History</td>
<td>Tamiment Institute, 7 East 15th Street, New York, 3. v. 1, no. 1, Winter 1960. 3 nos. a year. $4.</td>
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<td>Louisiana History</td>
<td>Louisiana Historical Association, Baton Rouge. v. 1, no. 1, Winter 1960. Quarterly. $2. per issue.</td>
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<td>Michigan Jewish History</td>
<td>Rabbi Emanuel Applebaum, Editor. 18032 Hartwell Street, Detroit 35. v. 1, no. 1, March 1960. Frequency not given. Price not given.</td>
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<tr>
<td>Midway; a Magazine of Discovery in the Arts and Sciences</td>
<td>The University of Chicago Press, 5750 Ellis Avenue, Chicago 37. no. 1, [January?] 1960. Quarterly. $3.50.</td>
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Leadership in Academic Libraries

(Continued from page 380)

the professions so close that it might be taken as a matter of course that some teaching is a common preparation for a library career or the reverse. Such a flexible situation would, I think, strengthen both professions.

Let us then find leadership for our academic libraries wherever it can be located, nourish it at whatever level it begins to emerge. There is strength in an open society, either political or professional. There are weaknesses in oriental castes or medieval guilds.

When I first moved into organized library activities quite a while ago, I was impressed most favorably by the real quality of library leadership as compared with what I had seen in learned societies. I am still impressed, and I do not worry about the quality of this leadership. The constant self-examination and critical self-appraisal of libraries and library schools lead me to suspect that the quantity will not be lacking either, that the supply of leadership will keep pace with the ever-increasing demand.
A Publisher’s View of College Library Opportunities

By THEODORE WALLER

College and university librarians have a special role—unique responsibilities and opportunities. The college librarian can be a bridge between the rest of the profession and the academic world. He can interpret the interests and objectives of the library world to the academes and bring the sophistications and insights of the academy to his fellow librarians.

If this is to be accomplished, however, the college librarian must be almost equally of the college and of librarianship. Too often he is a librarian isolated in the university community or a scholar remote from general librarianship.

There are a number of areas in which the college librarian can make a very special and unique contribution:

1. Recruitment for librarianship.
2. Strengthening the role of the college and university in the development of lifetime reading habits.
3. The evolvement of a program to strengthen library public relations, profession-wide and with special reference to college library problems.
4. Interpretation of major intellectual, scientific, and technological developments of concern to other branches of librarianship.
5. Planning the role of the library in the “exploded” college.

We certainly need to take a new look at recruitment for librarianship. We need a considerable increment in the quantity of librarians being recruited and an improvement in the general quality level. Any discussion of recruiting needs to be in juxtaposition to an investigation of the division of labor between professionals and nonprofessionals within the library. Considerable professional talent could obviously be freed if we were to relax and update somewhat the prevailing orthodoxy with respect to library functions requiring professional training. Something might be learned here from the educators who, in the so-called team teaching concept, are making use of classroom assistants, reserving the teacher for functions which require his special expertise and background.

It is apparent that college and university librarians might profitably involve themselves far more fully in recruiting for librarianship, both informally and as a part of ALA’s person-to-person recruiting campaign. Other professions invest very substantial resources in recruiting: nursing, social service, teaching, to name only a few, have well financed high priority recruiting operations. If we compare the resources invested in recruiting for librarianship, the evidence would suggest that we accord a low priority to recruitment. The situation can be corrected, in part, by strengthening the recruiting resources available to ALA.

Mr. Waller is Vice-President, The Grolier Society, Inc., and the Americana Corporation. This article is adapted from a paper presented at the College and University Section of the Louisiana Library Association, Monroe, March 25, 1960.
colleges supply 60 per cent of graduate library school students? Perhaps those college libraries that are most effective in interesting students in librarianship have been particularly successful in one variation or another of the internship idea. Certainly the exposure of a student with predilections toward librarianship to a vital, intellectually deciding college library program is recruiting at its best. The commitment of many fine college librarians to efforts of this kind, however, would not seem to discharge fully their obligations to contribute to a profession-wide recruiting program.

There is something to be learned from the North Carolina experiment as reported by the North Carolina Council on Librarianship. Here all segments of the profession have banded together in a statewide demonstration of a wide variety of recruiting techniques. Whatever else the North Carolina experiment may demonstrate it would seem conclusively to establish the desirability of aggressive and dynamic cooperation at the state level among all branches of the profession.

A study has recently been designed to explore the percentage of the top 10 per cent of certain high school and college student bodies that select educational administration as a career. The concern here is that, Dr. Conant and Admiral Rickover aside, it is going to be difficult significantly to upgrade American education unless and until an appropriate percentage of the most gifted young people in the country turn to school administration as a career.

What about librarianship? How many of the very ablest students in our institutions have decided by their sophomore or junior years that their destiny is in the library? And what can be done to increase that number?

Is the development of what we are currently calling lifetime reading habits a proper concern of the college and university librarians and of the total faculty?

A conference on "The Undergraduate and Lifetime Reading Interest" was held at the University of Michigan in 1958, sponsored by the National Book Committee and directed by Dr. Frederick Wagman, to explore the extent to which college experience leads to lifetime reading and to continuing self-education. Can we not agree that the college and university library should have a specific and urgent role in developing the kind of motivation and in sparking the interest that will lead students to read creatively and develop mentally throughout their lives, that will make the college student a book-oriented man? And may I suggest, further, that the college and university librarian can effectively address himself to this problem through two channels: on the one hand by developing his own library program with these ends in mind, and second, by becoming the center of agitation in the faculty with a view to making more and more professors conscious of this mission of the university? Why shouldn't a college or university faculty, as a committee of the whole, examine the status of books and reading in the lives of the graduates of their institutions? On every campus there are a few professors who realize that whatever information and skills they may transmit, they have truly succeeded in their mission only when the love of continual learning—the lifelong appetite for knowledge—has been instilled in their students. These professors are the librarians' natural allies. This alliance might well reorient the academic program on many a campus. In this connection we may take as our text the book published by the University of Michigan Press, Reading for Life, a report on the National Book Committee University of Michigan Conference.

Harold K. Guinzberg has written about the dearth of retail book outlets in college communities. This, too, is cer-

tainly a subject of compelling interest to college librarians, as it is to publishers.

The subject of conventional public relations is anathema to many college librarians. In the very nature of things, National Library Week was abhorrent or, at least, an object of slightly irritated tolerance to many if not most ACRL people. Somehow, the more handsomely such promotion and public relations programs succeed, the less many college librarians like them, or so we have been led to believe. But doesn’t this whole question need a new look? Don’t we want much closer and more functional ties between college and university librarians and the rest of the profession, notably public librarians and school librarians? Is it not more than desirable for college librarians to exercise strengthened leadership profession-wide and particularly in such projects as National Library Week, and, apart from obligations to the rest of the profession, might not National Library Week be an opportunity to do some fundamental interpreting of the college library role to faculty, trustees, and student body? Further, is it not possible that in many situations Library Week would provide the occasion for making the local community more conscious of the college or university library and its role in the institution? Which is not to deny that many college and university librarians devote great energy and imagination to interpreting the library to students, faculty, and townspeople. We must be careful to avoid letting this argument run aground on semantic shoals. Any well administered college or university library, of course, has an aggressive “public relations” program ranging from work with “the friends of the library” to exhibits. Here, however, we address ourselves, as in the case of recruiting, less to what is being done in individual libraries than to the opportunity for college library participation in profession-wide programs. And, as with the other matters with which this paper is concerned, these points are made with the greatest circumspection. The “view” taken here may not be wholly appropriate to the subject.

In this enumeration of challenges and opportunities, we mentioned interpreting major intellectual, scientific, and technological developments of concern to other branches of librarianship to the rest of the profession. We are in a period not only of explosion of general knowledge but of incipient revolution in several phases of education. Librarians are either going to be part of the inner circle, planning and guiding these striking developments, or they are going to be service personnel passively at the command of trends.

As an example, there is the matter of educational television. In less than a year the Council for Airborne Instructional Television is going to put a DC-6B in orbit over Lafayette, Indiana, and through transmitters in that airplane broadcast twenty-four (possibly seventy-six) half-hour programs a day to a five-state area with a potential audience of five million children. These programs will be at the elementary, secondary school, and college level. The project has been made possible by a grant from the Ford Foundation and through the significant financial support of half a dozen of the greatest industrial enterprises in the country. The Council is being directed by the able John Ivey, recently vice-president of New York University. This is a demonstration. It may become a permanent part of the educational pattern in the area and lead to other comparable projects. Ten airplanes could blanket the country. It may not be long before more sophisticated devices than a DC-6 will be used for transmission.

Even if this project does not succeed *per se* it is certain to be effective shock therapy. It is certain to introduce new ideas, new techniques, new concepts to educators in that region and nationally.
The television teachers are now being recruited. They will be brought together for a period of training at Purdue and then will operate from production centers adjacent to their homes. All broadcasting will be from video tape. In the five-state area thirty regional centers will be established on thirty college campuses. These centers staffed with project personnel will help schools tool-up both mechanically and educationally. They will train elementary, secondary school, and college faculties in the use of this educational television.

Where are librarians in this picture? Shouldn't they be in the very middle of the act? If library insights and skills are brought to bear early, intensively, and consistently, will this unprecedented venture in educational television not result in infinitely increased use of the library, either school library or university library? Will it not make independent study, reading, and research a far more significant part of the individual student's academic life?

But is this inevitable?

Finally, how about the role of the library in the "exploded" college? In ten years there is no doubt that double the number of college students will require more than double the present library facilities. More library resources will be needed to deal with more students and more faculty and vastly more knowledge. Existing institutions must undoubtedly expand their book budgets. There is, of course, local planning on many campuses to deal with the anticipated problems. But who is worrying about college and university library planning nationally?

The increase in enrollment will occur in institutions least equipped to provide library service—junior colleges burgeoning into universities, community colleges, state teachers colleges. The weight of the increase in the national college student body will not be in established institutions which can, after all, in some considerable degree control the size of their student bodies by adjusting entrance requirements. It will be in these new institutions or newly significant institutions. Is it too much to suggest that lack of adequate library facilities in these latent universities is a critical national problem?

Where are the college librarians to come from? Will the administrations and legislatures understand that substantial resources will be required to build collections from scratch or are we going to have sumptuous library buildings relatively barren of materials? Is the old Shaw list adequate to meet this challenge? Don't we urgently need more new thinking and profession-wide action here? Might it not be appropriate for college and university librarians to put the weight of their profession behind proposals for a national study?

Many college librarians would be surprised to know how many publishers and National Book Committee-type citizens have an acute interest in the problems of college and university libraries. The college and university library is everybody's business. It is the business of the student body, of the faculty as a whole, of the library profession as a whole, of everybody in the national community who is concerned about books and reading. College librarians have strong allies in the National Book Committee and among the citizens across the country who have been involved in National Library Week.
Operation Book Shift

By DONALD P. HAMMER

A new $800,000 bookstack addition completed in November 1958 made it necessary to shift the entire one-and-a-half million volume bookstack collection in the University of Illinois Library. Over a period of about four months the work of fifty students, each working from twelve to twenty hours a week, three half-time deck supervisors, and the full-time bookstack librarian was needed to complete the project. Since this move was made while normal service was provided in the library, only a part of the deck supervisors’ and the bookstack librarian’s time could be devoted to the project. The cost of the move amounted to about twelve thousand dollars.

The new addition consisted of ten floors or decks with about twenty-two hundred shelves or about a fifty thousand-volume capacity per floor. The older sections of the bookstacks also consist of ten floors, but with about five thousand to fifty-five hundred shelves providing a book capacity of about a hundred and fifty thousand volumes per floor.

As in every library that reaches capacity or near capacity, many of the Dewey classes in the old building had to be broken at undesirable places in order to provide shelving space for rapidly expanding subject fields. At best, many patrons find a large library difficult to use, and such a condition of separation only intensifies the difficulties. It was hoped that this new addition would make possible a better shelving arrangement on some of the floors. In many cases this proved possible; in a few cases no improvement could be made because of a lack of shelf space for further expansion in spite of the new addition.

It had been previously decided that the expansion available on each floor would be most useful in the future by distributing it more or less evenly throughout all the shelving. This decision made it necessary to account for all available expansion in both the old and new stack additions.

The first step in planning the occupation of the new stacks was to determine the exact amount of expansion in terms of whole shelves that would be available on each floor in both the old and new.

The problem of accounting for all the odds and ends of empty shelving was solved in a very unconventional way. A piece of ordinary string was used as a measuring device.

A piece of string as long as a shelf was matched with as many empty portions of shelves as was necessary to reach the end of the string. This, then, indicated that one empty shelf was available. This procedure was continued throughout the bookstacks until the number of empty shelves on each floor was determined.

At the same time an actual count of all shelves, utilized or not, on each individual floor was made.

In accordance with the decision mentioned previously, it was necessary at this point to determine how much expansion per shelf was available. This was found by dividing the number of empty shelves in the old and new stacks as determined through the use of the string by the total number of shelves both used and empty, old and new.

As an example, if through the use of...
the string it was determined that there were 2,527 empty shelves on a certain floor, and by actual count it was determined that there was a total of 7,757 shelves, both utilized and empty, on the same floor, the 2,527 was then divided by the 7,757. This indicated that there was .325 expansion available per shelf. The decimal figure then had to be converted to inches to be useful. This was done by multiplying the decimal figure by the length in inches of a typical shelf; that is, \( .325 \times 35 = 11.375 \). This indicated that approximately eleven inches expansion could be left available on each shelf when the books were shifted on that particular floor.

After it was determined that sufficient future expansion was available on each floor for the preferred arrangement of the various Dewey classes, it was felt necessary to present the preferred plan in graphic form to all staff members concerned. Ten large floor plans were provided, one for each floor of the building, showing the exact position of all shelving. The proposed position of the major Dewey classes on the various floors with the possible expansion determined as explained above was illustrated by colored paper thumbtacked over the position of the shelving on each plan. The colored paper represented the area occupied by each class including expansion. This method made it simple, by moving the colored paper from place to place on the floor plans, to prove or disprove the feasibility of each staff member's hypothetically suggested shelving plan. In this manner a definite arrangement for all classes was agreed upon, and the actual book shifting could be done with confidence that the books intended for a certain area would fit into that area with sufficient space for expansion allowed.

The last of the mechanical problems involved was the need for a method that would maintain the planned expansion per shelf during the actual shifting. Obviously, this could not be done by eye alone since most of us are poor judges of space and distances. The use of rulers would certainly maintain constant expansion, but they would be clumsy to use.

This difficulty was overcome by cutting 2" \( \times \) 4" blocks of wood the length of the intended expansion to be left per shelf on each floor. The block was then placed on the right-hand side of a shelf as the shifting progressed and the books were shelved up to it. A book end was then put in place, and the block moved to the next shelf, ad infinitum.

This system, with its detailed planning, eliminated much of the guesswork from the shifting, and the amount of expansion planned per shelf was maintained.

On the whole, the system worked well. The expansion, however, had to be adjusted in some individual areas as the shifting progressed because of human error or because of the expansion needs of some subject fields over others.

In a few places the system did not meet expectations because of the lack of close supervision. As an example, the total number of shelves needed on each floor was known, but as the work progressed no record was kept of the number of shelves removed or added in order to adjust to the varying height of books.

It cannot be stressed enough that accuracy in using the string and in counting shelves was an absolute necessity. Carelessness in accounting for the odds and ends of empty shelves can easily throw off the whole approach. It is obvious that three inches or so ignored throughout several thousand shelves will total up to considerable shelf space.

Many people contributed ideas toward the development of this shifting system, and most of those people spent many hours in planning and supervision. It was only through this detailed planning that the system was successful.
News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

A collection of one hundred catalogs of private and institutional libraries, dating from the early seventeenth century, has been purchased by the University of California Library at Berkeley from Archer Taylor, noted bibliographer and author of Book Catalogs: Their Varieties and Uses. The collection contains many of the most useful catalogs of the seventeenth and eighteenth centuries, including catalogs of the private libraries of J. B. Mencken (1670); Angelico Aprosio (1671); Nicolaus Heinsius (1682); Jacob Oisel (1687); Charles Bulteau (1711); Duc D’Estrees (1740); and Camille Falconet, consulting physician to the King of France (1763).

The University of California, Santa Barbara, has acquired by special purchase the private library of Roland D. Hussey, a prominent historian on the West Coast and professor of Latin American history at the University of California at Los Angeles. This collection of nearly three thousand volumes and periodicals relating to Latin America includes most of the standard monographs on Latin America written in English and many representative works in Spanish. The emphasis is on the Caribbean, the West Indies, Mexico, and Central America. Particularly useful are the many bibliographies of the individual countries.

A twenty-five volume Chinese translation of an important part of the Buddhist Tripitaka has been donated to the library of the University of Chicago by W. P. Yuen of LaSalle College, Hong Kong. The books, a photolithographic reproduction of a nineteenth-century block-print edition preserved in Hong Kong, have been placed in the university’s Far Eastern Library. The set comprises the Maha-Prajna-Paramittra Sutra of the Tripitaka, the entire collection of Buddhist writings. This Sutra contains 600 books of five million words dealing with the Buddhist view of the unfolding nature of man.

Columbia University has been presented with a significant portion of the private collection of Allan Nevins, professor emeritus of American history at Columbia University. The gift includes letters and documents written by Theodore Roosevelt, Eli Whitney, Jefferson Davis, and Henry Adams, Hamilton Fish documents, Grover Cleveland papers, Henry White papers, and Brand Whitlock materials as well as the manuscripts of Professor Nevins’s books and four file drawers of notes for a biography of John D. Rockefeller. Professor Nevins, holder of two Pulitzer prizes for biography, retired from Columbia in 1958 and is now a senior member of the research staff at Huntington Library in San Marino, Calif.

The Florida State University Library has received a gift of 5,111 volumes of English and American poetry containing the first printings of poems relating to childhood. John MacKay Shaw, recently retired executive of the American Telephone and Telegraph Company of New York, is the donor of this unique collection, valued conservatively at $5,000. Most of the major and many of the minor poets are represented by first or other early editions, from Quarles and Wither in the seventeenth century to Frost and Masefield in the twentieth. The collection is especially rich in the mid-Victorian poets, and in the recognized poets of childhood such as Stevenson, Field, Riley, de la Mare, and Milne.

Jacksonville (Fla.) University has recently received two substantial gifts for its library. John E. Meyer presented $5,000 to purchase books for the general collection, and the Junior League of Jacksonville gave $10,000 to purchase material in the field of philosophy.

Lehigh University Library has been presented with a collection of rare books and manuscripts by Robert B. Honeyman, alumnus and trustee, and Mrs. Honeyman, of Pasadena, Calif. The gift, valued at $25,000, includes a number of Darwin’s works recently exhibited in commemoration of the first publication of On the Origin of Species. Final page proof of the historical work with all corrections and notations in Charles Darwin’s hand, a first edition, and a copy of each of the five subsequent editions are in-
eluded. Literary works of an earlier period are among the volumes received. Additions to the poetry collection are first and second issues of Walt Whitman's *Leaves of Grass*.

The Woodrow Wilson Collection at Library of Congress has been presented with a small group of papers, including six letters (1910-17) from President Wilson to Harold Godwin, a classmate. Elizabeth Godwin of Roslyn, N. Y., is the donor. Included is a holograph letter dated November 29, 1883, addressed to "Pete," and a cablegram sent by President Wilson from Paris to Robert Bridges at Scribner's on May 29, 1919.

Northwestern University Library has augmented its impressive collection of material published during the French Revolution. The new material, acquired in Belgium, consists of about 450 pamphlets and 100 legal documents and periodical issues. About $65 of the pieces are in Flemish (the remainder in French) and deal with the revolutionary events in Flanders. All the publications were published during the Revolution.

Letters of Louis Wiley, business manager of the New York Times for twenty-nine years before his death in 1935, have been presented to the University of Rochester Library by a niece, Mrs. Maxine Wiley of Hanover, N. H. The collection includes letters from Herbert Hoover, Theodore Roosevelt, William Howard Taft, Warren G. Harding, Calvin Coolidge, Franklin D. Roosevelt, Woodrow Wilson, Alfred E. Smith, Charles Evans Hughes, Dwight W. Morrow, Mrs. Eleanor Roosevelt, and many other notables. This collection has been added to the 4,000 letters and other papers previously presented by Mr. Wiley's brothers and sisters.

Another newspaper, the Ocean City Sentinel-Ledger, has been added to the growing list of New Jersey publications preserved at the Rutgers University Library. Early copies of this weekly publication have been received by the library's photoduplication department, where plans have been made to transfer the entire file to microfilm. The library has also obtained original copies of the Ocean Daily Reporter, four-page predecessor of the Sentinel-Ledger. Included in the more than forty publications on microfilm at the library is the state's oldest surviving newspaper, the Elizabeth Daily Journal, established in 1779 as the weekly New Jersey Journal.

**Buildings**

Libraries are burgeoning in California. New library buildings are in use at Monterey Peninsula College and on the Alta Loma campus of Chaffey College. Under construction are a new library at the Dominican College of San Rafael; a six-story addition for San Jose State College at a cost of $2,000,000; a second unit of the library building for Santa Barbara City College, doubling its size; a new library building for Menlo College to be completed by the end of 1961; and a new one for California Western University to be completed this fall.

The new library on the Cornell University campus is nearing completion. It will be known as the John M. Olin Library in honor of the university trustee and chairman of the executive committee of Olin Mathison Chemical Corporation, who contributed $3,000,000 toward its cost. A gift of $100,000 toward construction costs has been received from Mr. and Mrs. Harold D. Uris of New York City, in addition to an earlier contribution by Uris Brothers firm. This brings the total amount raised for the project to $5,000,000 of the estimated $5,700,000 cost. The new seven-story library building has a capacity of 2,000,000 volumes and offers exceptional facilities to serve graduate students and faculty.

The addition to the Jacksonville (Fla.) University Library, dedicated in May, has increased the book capacity from 32,000 to 120,000, and the seating capacity from 166 to 500. This is a major step in the university's program to develop the library and the institution for accreditation by the Southern Association in 1961. The new addition, costing $375,000, has three levels and is completely air-conditioned.

Mary Baldwin College plans to construct a new library in the summer of 1962. The building, costing $680,000, will house 100,000 books. It is expected that the new library will enable the college to increase its enrollment.

Northwestern University recently dedicated the new addition to its law library. Total cost of the Owen L. Coon Library and its equipment was $1,500,000. Funds
were provided by the Robert R. McCormick Charitable Trust, the Owen L. Coon Foundation, the Law School Alumni Association, and the university. The fire-proof and air-conditioned building will double the space allocated to the library and will provide an auditorium and a practice courtroom as well as additional classrooms, faculty offices, and facilities for law school publications. The new library will accommodate 170,000 volumes, the largest law collection in Chicago and the sixth largest in the United States. Individual carrels, typing cubicles, special equipment for the use of microfilm and microprint, a faculty library, and a treasure room for an outstanding collection of rare books are only part of the library's expanding service.

GROUND has been broken for the new University of Pennsylvania undergraduate library, seminar, and classroom building. A new eight-story building, with a housing capacity for 1,500,000 books, is the first unit of a proposed two-unit library. Made possible by allocation of $4,000,000 by the General State Authority of the Commonwealth of Pennsylvania, and $1,000,000 from gifts by trustees and other friends of the university, the new building will be entirely air-conditioned. To prevent condensation, glass throughout the building will be heat-absorbing, grey double glass. A vapor barrier will be used in the construction of the brick walls and roof, and walls of the three lower floors will be of glass. Included in the plans are a microfilm reading room, photographic laboratory for producing microfilm, study areas, and seminar classrooms.

The University of Pittsburgh has announced plans for a new and more unified concept of library planning. With construction of the $10,000,000 central Hillman Library, a start will be made to create a "social professions quadrangle." The projected buildings will house the professional schools of business, education, law, public and international affairs, and social work. Each will have its own professional library, but all will be connected with each other and with the central library. Cataloging and acquisitions will be centralized. The guiding idea is to link the world of books for liberal education, professional training, and special research.

Two wings will be added to the Detroit Public Library at a cost of $10,000,000. Money for the additions is being provided by the city, and additional funds for furnishings and equipment will be sought through gifts. Included in the plans are committee rooms, study carrels, and two auditoriums. The library, doubled in size, will be completed in 1962. Working in close cooperation with nearby Wayne State University Library, the Detroit Public Library will form one of the great library research centers of the country.

Miscellaneous

The first wide-scale test of Illinois State Normal University’s $30,000 television station and closed-circuit hookup to twenty-five classrooms on the campus has been made, testing a group of 200 freshman English students. Mrs. A. T. Faberburg, Jr., library instructor, gave a series of three lessons describing Milner Library and its operations. University officials hope that the lessons can be filmed for presentation next fall to the forty-eight sections of students enrolled in freshman English. This method of teaching by television will not only conserve staff time but it will enable beginning students to learn how to use the library earlier in the school year. A report of the results will probably be made in a library periodical.

A survey to locate all information centers in the United States serving the physical and life sciences and technologies, and to collect factual data relating to their activities and services, is being conducted by Battelle Memorial Institute for the National Science Foundation. The findings will be used to prepare a national directory of information centers and to relate the activities of the centers to the total United States scientific and technical information program. All scientific and technical information centers are urged to cooperate in answering questions for the survey. Any activity identifiable as an information center should be reported to William H. Bickley, Battelle Memorial Institute, 505 King Avenue, Columbus 1, Ohio.

The SLA Translation Center at the John Crerar Library in Chicago has received two grants from the National Science Foundation. The first, for $24,000, is for continued
support for the operation of the center. The second, for $34,105, is for a “survey of translation activities in universities, societies and industry, in the fields of science and technology” under the direction of Donald W. Ramsdell, chief of the center. The survey will attempt to determine sources, extent, and cost of translating activities and to stimulate donation of copies of translations to the SLA Center.

The Midwest Inter-Library Center has extended eligibility for full membership in the corporation to university and research libraries throughout the country. In the past, membership has been restricted to midwestern institutions. Robert B. Downs, chairman of the board, has pointed out that some activities of the center clearly indicate a trend towards a national basis of operation. A proposal for associate membership with limited privileges and responsibilities, reduced dues, and no board representation, may be made available for libraries located outside the Midwest that do not want full membership.

African newspapers are being microfilmed by the photoduplication service of the Library of Congress, which has available a list of the newspapers considered for microfilming on a current basis. The project has been inaugurated by the Libraries Committee of the African Studies Association. If libraries wish to have additional African newspapers considered for microfilming, they should make suggestions to the chairman of the committee, Robert D. Baum, 1106 Seaton Lane, Falls Church, Va.

The University of Kentucky Library for the past three years has been laying the basis for a Kentucky Union Catalog to serve librarians and readers in the state. The catalogs of the College of the Bible, the Lexington Library, and Transylvania College have been reproduced in full, and these libraries and seven others from Frankfort to Morehead are now contributing author cards to the Eastern Kentucky Union Catalog.

The American Council of Learned Societies is sponsoring an inquiry into the bases for planning microfilming and other scholarly photocopying projects. Financed by a $28,888 grant from the Council on Library Resources, Inc., the investigation will be conducted by Lester K. Born, head, Manuscripts Section, Descriptive Cataloging Division, Library of Congress. In his work Dr. Born will be assisted by an advisory committee and he will consult with interested constituent societies of ACLS and other organizations. His report is expected to feature proposals for general principles and standards for photocopying projects and a discussion of problems involved in foreign acquisitions. The inquiry should be completed in about one year.

A broad program of user standards for the professional librarian was undertaken in June at the first meeting of the sectional committee for standardization of library supplies and equipment at the American Standards Association offices at New York City. ALA is the administrative sponsor of this new ASA project, and Frazer G. Poole, director of the ALA Library Technology Project, is chairman of the sectional committee. Three subcommittees have been set up: one to work on library steel bookstacks, another on library furniture, and a third on library supplies. Each group has established specific initial standardization objectives. This is the first attempt to obtain standards for library supplies and equipment.

Lake Forest College is benefitting from a new venture in library-community cooperation. The library has been added to the list of agencies to which the women of the community devote hours of volunteer services each week. These volunteers assist in the technical services department where work is particularly heavy as a result of the library’s reclassification program.

The Carnegie Corporation of New York has granted $45,000 to ALA to survey state libraries and to establish standards. Robert D. Leigh, dean emeritus of the Columbia University School of Library Service, will direct the project. Leon Carnovsky and Edward A. Wight have been appointed to the research staff. The survey and standards committee of the American Association of State Libraries will act as an advisory group with the cooperation of the Council of State Governments. Slated to begin in January 1961, the project will take eighteen months.

An address on “Adventures with Rare Books” was given at Goucher College May 13 by Dorothy E. Miner, librarian and keeper of manuscripts of the Walters Art Gallery.
Personnel

WILLIAM R. LANSBERG has been appointed director of libraries at Elmira College, Elmira, New York.

Born in Boston in 1916, Mr. Lansberg received his A.B. degree (cum laude and Phi Beta Kappa) at Dartmouth in 1938. He pursued graduate study at the University of North Carolina, earning the M.A. in 1940 and the Ph.D. (Romance languages) in 1945. Part-time work as a student in the University of North Carolina Library convinced him that library work had a strong appeal, and after three years of teaching at Southwest Missouri State College and Boston university he studied Library science at Simmons College where he received his degree in 1949.

From varied experiences in depth Mr. Lansberg has gained much that he can bring to bear on his new position at Elmira College. He was at the University of North Carolina Library as supervisor in the circulation department, 1940-42, and an indexer with the H. W. Wilson Company, 1949-51; at Dartmouth he has been assistant to the librarian, 1951-52, head of acquisitions, 1952-53, director of the division of acquisitions and preparations, 1953-60, and since 1952 he has been assistant professor and secretary of the Faculty Committee on the Library.

In addition to Phi Beta Kappa Mr. Lansberg earned other numerous undergraduate honors, and in his professional life many other honors have come to him. He was the winner of the John Cotton Dana Publicity Award for the Baker Library at Dartmouth College in 1958 and again in 1954. He travelled in France during the summer of 1946 at the invitation of the French government.—G. F. Shepherd, Jr.

CLARENCE C. GORCHELS has been head librarian and chairman of the department of library science at the Central Washington College of Education, Ellensburg, since July 1. Previously he had been acting assistant director of libraries, Washington State University, Pullman, where he held other positions on the staff since 1945. His experience also includes work in county, municipal, and special libraries.

During 1958/59 Mr. Gorchels was visiting assistant professor in the School of Librarianship of the University of Washington. During the past year he was an associate on the faculty of the School of Library Service, Columbia University, where he completed his work for the doctorate except for the dissertation. He is a graduate of Wisconsin State Teachers College, Oshkosh, and holds a B.L.S. degree from Wisconsin (1945) and a master's degree from Columbia (1952).

Appointments

VINCENT JOHN ACETO, formerly librarian, Central School and Community Library, Burnt Hills, N. Y., is now assistant professor of library science, New York State College for Teachers, Albany.


RICHARD BECK, formerly science-technology librarian, University of Idaho Library, is now assistant librarian for readers service.

ROBERT W. BURNS, JR., formerly loan librarian, University of Idaho Library, is now science-technology librarian.

J. MICHAEL BRUNO has been appointed assistant librarian, Michigan State University, Oakland, Rochester.
CHARLES E. BUTLER, formerly librarian, Canisius College, Buffalo, N. Y., is now librarian, Longwood College, Farmville, Va.

RICHARD M. COLVIG is music cataloger, Vassar College, Poughkeepsie, N. Y.

RUDOLF HIRSCH, formerly assistant director and curator of the rare book collection, has been appointed associate director of the University of Pennsylvania Library.

TERENCE J. HOVERTER has been appointed librarian of The Franklin F. Moon Memorial Library of the State University College of Forestry at Syracuse University, and a member of the faculty as associate professor. To his new position Mr. Hoverter brings a broad educational background and the experience of twenty-three years of professional library work. He has served as head of the circulation department of the library of the Catholic University of America, as serials librarian at Queens College, and as librarian of the State University of New York Maritime College at Fort Schuyler, Bronx, N. Y., where he set up and organized a complete college library.

HENRY CHARLES KOCH has been appointed assistant director of libraries at Michigan State University with a major responsibility in development of resources. Mr. Koch brings an interesting and varied background of experience and training to his new position. Prior to assuming his new duties on July 1, he served for five years at MSU as humanities librarian and two years as assistant division head (history) at the Cleveland Public Library. He received an A.B. at Carleton College, M.A. (history) at Columbia, and the M.A.L.S. at Michigan. In addition he has done graduate work at Johns Hopkins and research in the municipal archives at Basel, Switzerland.

STEPHEN A. McCARTHY, director of the University Library at Cornell University, has been named director of libraries for the entire university. Mr. McCarthy will be responsible for all libraries at Cornell, including those on the state campus.

LOUIS MARTIN, formerly circulation librarian, University of Detroit, is now assistant librarian, Michigan State University, Oakland, Rochester.

J. GORMLY MILLER, librarian of the New York State School of Industrial and Labor Relations, Cornell University, has been assigned duties, in addition to his present responsibility, as assistant director of libraries for the entire university.

WILHELM MOLL, formerly first assistant, documents department, Indiana University Library, is now assistant medical librarian, Medical Center Library, University of Kentucky.

WHITON POWELL, librarian of the Mann Library of the New York State Colleges of Agriculture and Home Economics, Cornell University, has been assigned duties, in addition to his present responsibility, as assistant director of libraries for the entire university.

FELIX REICHMANN, assistant director of the Cornell University Library, and head of the technical service departments, has been assigned duties, in addition to his present responsibility, as assistant director of libraries for the entire university.

RETA W. RIDINGS, formerly director, historical division, Wyoming State Archives and Historical Department, Cheyenne, is now reference librarian, Vassar College, Poughkeepsie, N. Y.

LYMAN W. RILEY, formerly assistant curator of rare books for continental European materials, is now bibliographer of the rare book collection, University of Pennsylvania Library.

GILES F. SHEPHERD, JR., assistant director of the Cornell University Library and head of reader services, has been assigned duties, in addition to his present responsibility, as assistant director of libraries for the entire university.

JOYCE D. TURNER, formerly senior librarian, Cornell Public Library, is now assistant librarian, State University College of Education, Brockport, N. Y.

MRS. NEDA M. WESTLAKE, formerly assistant curator of rare books for English and American materials, is now curator of the rare book collection of the University of Pennsylvania Library.

LABIB ZUWIYYA-YAMAK, formerly head, technical processes, American University of Beirut, is now Middle Eastern specialist, Harvard College Library, and associate in the Center for Middle Eastern Studies at Harvard.
Retirements

HELEN GUNZ, assistant librarian, The American Museum of Natural History, has retired after forty-two years of service.

MARGARET V. JONES, librarian, Virginia Military Institute, Lexington, Va., has retired after thirty-two years of service.

EMILY HOYT McCURDY has retired as librarian, Mooney Memorial Library, University of Tennessee (Medical Units), Memphis, after forty-two years of service.

RUTH SAVORD, librarian, Council on Foreign Relations, Inc., New York, has retired after thirty years of service.

L. BELLE VOEGELEIN resigned as editor of the Library of Congress Classification Schedules March 31, 1960, after nearly thirty years of service in the Library's subject cataloging division.

Necrology

From his many contributions to librarianship it is possible to choose two which are most likely to honor his memory, and which Professor CARLETON B. JOECKEL, who died on April 15, 1960, might have chosen himself, had it been possible to penetrate his sincere sense of modesty, as most worthy of remembrance. The first of these is suggested in his title of professor, for he began teaching at California only eleven years after being graduated from the New York State Library School in 1910—and continued an active interest in the progress of the School of Librarianship long after he retired from California in 1950. Throughout this long period—which he happened to be resident at California, Michigan, Chicago, or again at California—his interest was centered in the student, in persistently seeking ways to stimulate the student into making his maximum contribution. Significantly more than most eminent scholars, Professor Joeckel recognized and fulfilled his obligation to discover, stimulate, and train the scholars and administrators of the future, not only in the public library field, but in college and university libraries as well.

Another major contribution for which Jock will be long remembered is his faith in the concept of larger units of service for the development of good library service to the people of America—a faith and concept for which he is known the world over. Already fully developed in his monumental 1935 dissertation, The Government of the American Public Library, Jock kept the idea of larger units in the forefront of library thinking through long years of work with ALA’s Federal Relations Committee, through research and writing, and through the sponsorship of institutes in the field of library extension and the subsequent editing of their papers. And, always, through his teaching. So much so that it is possible to say—with a real sense of historical accuracy—that the Library Services Act, now in its fourth successful year, is a creation of the fertile mind and persistent hard work of Professor Joeckel.—LeRoy C. Merritt, University of California.

WILLIAM CARROLL BENNET, order librarian, Northwestern State College of Louisiana, died January 30, 1960.


SISTER MICHAEL JAMES CARTER, O.P., for twenty years librarian of Barry College, Miami, Fla., died March 9, 1960.


NORMA M. HAMMOND, librarian at Albion (Mich.) College for more than ten years, died February 24, 1960.

ALFRED WHITAL STERN, distinguished Lincoln scholar and collector, died May 3, 1960 at the age of 79.
Foreign Libraries

M. T. Freyre de A. de Velázquez has been appointed director of the Biblioteca Nacional José Marti in Havana.

Wilhelm Güllich, director of the library, Kiel Institute of World Economics, died April 15 at the age of 65.

T. D. Sproon, formerly liaison officer, Commonwealth National Library, and librarian of the Australian Reference Library at the Australian Consulate-General, New York, has returned to Australia after three years service in America.

Teaching Students to Use the Library

(Continued from page 372)

and the turnover is slower), but because the evidence suggests that this is the only way to reach the student body as a whole. If his time and his library are not already full, the librarian may still want to storm the fraternity lounges and campus bars for marginal users. But the evidence seems to indicate that unless he approaches these students through their professors his efforts will be largely ineffective.

Faculty members have their responsibilities, of course, to do their teaching jobs to the best of their abilities. This may not always produce the amount and the kind of library use the librarian would like to see; but it may just be possible that the pattern of successful scholarship at certain levels and within certain areas does not demand our kind of library use. We may try, through our work with these faculty members, to convince them otherwise, but in the end they must be allowed to judge. Besides, their feelings will be reflected in their students despite efforts of the library to reach the students directly.

The student also must assume certain responsibilities. The fact is that in most institutions there already are—and in the rest there soon will be—enough “volunteer” library users to keep both faculty and library staff too busy to worry about the others.

My conclusion is not so much a recommendation as a realization of the way things are. The librarian is most effective at making a success of the casual, voluntary student contact. He should, further, feel responsible for “teaching” the faculty. But “teaching students to use the library”—“formal instruction in library technique for the student body in general” as I have defined it—this is the job of the teaching faculty. The professor should be and clearly is responsible not only for his students’ grasp of the subject content of a course, but also for their concept and acquisition of the skills, including library skills, necessary to master that content.
Grants for Libraries and Individuals: The ACRL Program for 1960/61

More grants for research by individual librarians as well as somewhat larger grants to libraries are made possible for the 1960/61 grants program of ACRL by wider foundation participation in the program and larger grants to it. Contributors to the support of the program this year are the United States Steel Foundation, Inc. (the principal contributor since the inception of the ACRL grants), the International Business Machines Corporation, the Koppers Foundation, the Microcard Foundation, Micro Photo, Inc., the National Biscuit Company, the Olin Mathieson Chemical Corporation, Time, Inc., and the H. W. Wilson Foundation, Inc. Approximately $50,000 will be available for distribution by the ACRL Grants Committee.

It is expected that the committee will make about the same number of grants as in previous years of the program. "We feel," says Robert W. Orr, director of the library of Iowa State University and chairman of the committee, "that we can best serve the interests of libraries and also best carry out the wishes of the donors of our funds by keeping the number of our grants about the same and increasing somewhat the size of the ones we make. We believe that an increase in the size of our grants will bring us more applications which reflect imaginative ways of making a library useful through the addition of a small 'extra' to its budget."

Forms for applications by libraries are being distributed this month to all eligible institutions. A note introducing the form reads in part: "Applications for sub-grants are invited from privately endowed institutions whose curriculum constitutes or incorporates a four-year program of undergraduate instruction.... It is expected that single sub-grants will range as high as $1200-$1500. Applications may be requests for books or equipment. They should be for support of a project which is conceived as a unit within the library's program and should not be for items normally supported by the library's own budget."

Applications for grants are due to be received in the ACRL office not later than October 17. Copies of all applications will be reviewed by each of the members of the grants committee, and the committee will meet late in the fall to make the awards. Grants will be announced in the January issue of CRL.

Grants to Individuals

Research by individual librarians will be made possible by an unspecified number of
Grants for that purpose. The number of grants in this area will be adjusted to the need exhibited by worthwhile applications. Grants may be requested for work in any area of librarianship or bibliography. They will not be made, however, for any project which is part of work toward an academic degree. Grants will be made in amounts up to $1,000.

Research grants have been made in several of the previous annual programs, but they will be emphasized more strongly than ever before this year. At least two grants of approximately $1,000 each will be made as bibliographical fellowships. It has been the special request of the Microcard Foundation that such fellowships be established with its contribution to the ACRL Grants Program.

In presenting the check of the Microcard Foundation to President Wyman W. Parker at Montreal, A. L. Baptie, treasurer of the Foundation, commented: "Originally a librarian conceived the idea of Microcards as a solution to certain library problems. In the years following the Microcard Foundation has had the privilege of working closely with many libraries and librarians and is pleased to express its appreciation in a tangible way. We sincerely hope that our contribution to the ACRL Grants Program will allow the undertaking of some of the tremendous amount of bibliographic work which needs to be done."

There are no professional or associational qualifications on the eligibility of individuals to apply for a research grant from ACRL. An application form is not necessary. The committee invites application by letter. Letters of application should be addressed to Richard Harwell, Executive Secretary, ACRL, 50 East Huron Street, Chicago 11, Illinois. An applicant's letter should state succinctly the nature and purpose of the project, a budget for the amount of the grant requested, the project's present state of development (if already begun), its proposed date of completion, and the reasons why funds from outside the applicant's own institution are sought. The deadline for applications is the same as for institutional requests. They will be considered in the same fashion and grants will be announced at the same time as are those to libraries.

Robert W. Orr, director of the library of Iowa State University, is chairman of the ACRL Grants Committee. Other members of the committee are Lois Engleman, Edward C. Heintz, Edmon S. Low, Flora B. Ludington, Richard Morin, and Giles Shepherd. Humphrey G. Bousfield has been designated as a consultant to the committee, and the executive secretary of ACRL works with it as an ex-officio member.

**Forms Mailed**

Forms on which applications in the Grants Program for 1960/61 should be submitted have been mailed from the ACRL office to well over a thousand libraries presumed to be eligible for grants. The librarian of any institution which has not received forms and which is believed to be eligible in the program should request forms from the ACRL office immediately. Concerning eligibility in the program the introductory note to the application form comments: "The Committee has authority to make sub-grants for any projects which present extraordinary needs or possibilities. An institution which feels that the limitations on eligibility create an injustice in its case is urged to submit an application anyway. Each request will be considered on its merit. Accreditation is not a prerequisite for the award of an ACRL sub-grant."

**Price Tag on a University Library**

(Continued from page 361)

nold Muirhead on William Cobbett, Tom Turner on modern English literature, Harry G. Oberholser on ornithology, and Henry B. Ward on parasitology. These are the kinds of collections that bring distinction to an institution, and mark the difference between merely a good library and a great library. To put a price tag on them is doubtless meaningless.
ALL OF THE SECTIONS of ACRL have been busy this year, with encouraging results. The Junior College Libraries Section has actively supported its representatives on the Committee on Standards, effectively led by Felix Hirsch. Junior college library standards have been approved this year, as were the college library standards last year. This represents continued achievement through hard work. As a national organization one of our primary obligations is to promulgate standards which clarify and improve the conditions of libraries and librarians throughout the United States. As North American libraries are recognized as the most efficiently organized in the world, standards established by our organizations improve the libraries of the world.

The recently organized Rare Books Section, in its continued enthusiasm, plans a pre-conference session at Oberlin next year and promises to complete a rare book manual this fall to be published as part of the ACRL Monograph Series.

The University Libraries Section continues active in many directions, one of the most interesting being a study of the academic status of librarians. This study will be of decided significance to the profession.

The Subject Specialists Section has capitalized on its diversity and has already produced subsections in art and political science. The Political Science Subsection will undoubtedly follow up work similar to that so admirably handled this year by Ralph Ellsworth’s Committee To Explore the Relationships Between the Law Library and the General Library of a University. This committee has been in close and influential contact with the American Bar Association, the American Association of Law Libraries, and the National Commission on Accrediting.

ACRL has librarians in Burma at Rangoon and Mandalay directing Ford Foundation experimental libraries. The successful relationships in Burma of Paul Bixler and Jay Daily indicate the probable continuation of this Ford Foundation grant.

The Council on Library Resources, Inc., has made a grant to Keyes Metcalf for four years to aid him in producing a definitive book on library buildings. This project is jointly sponsored by ACRL and the Association of Research Libraries and is administered through ALA.

Other groups which have silently done a necessary job to make possible the running of this complicated body include the Conference Program Committee, devotedly led by Richard Morin; the Committee on Committees, wisely chaired by Arthur Hamlin; the Nominating Committee, under the experienced leadership of Katherine Walker; the Committee on National Library Week, with Vail Deale’s enthusiastic leadership; and Porter Kellam’s important Publications Committee. Robert Orr’s special Committee on Organization has completed its assignment and has received Board ratification of its final recommendation that its duties be combined with those of the Committee on Constitution and Bylaws and those of the Committee on Committees, the whole to be the responsibility of one committee.

The Duplicates Exchange Union was transferred to ALA’s Resources and Technical Services Division as its activities fall more naturally now to that division.

Our publication, College and Research Libraries, has entered its twenty-first year and is fully established as one of the most influential and interesting in the whole library field. Under the devoted editorship of Maurice Tauber it is newsworthy, scholarly, and readable. None of the projected ACRL Monographs has reached publication stage this year. The ACRL Microcard Series, however, continues to add titles at an impressive rate.

The ACRL Grants Program has received increased impetus this year, and it is a pleasure to report for this committee, ably guided by Robert Orr, that an even greater sum than ever before will be available this fall. U. S. Steel has given the Association the considerable sum of $85,000 for grants to libraries and has promised to match funds given by new contributors to the program up to an additional $15,000. Through the special work of Edward Heintz and the good advice of Humphrey Bousfield, the gifts from additional corporate foundations, ACRL has al-
ready in hand over $45,000 to help libraries across the country by its 1960/61 grants.

At the Montreal Convention the ACRL Board was troubled by drastic cuts apportioned to ACRL by ALA's Program Evaluation and Budget Committee in trimming the budget requests of ALA's divisions to fit predictable income. Although there appeared to be no discrimination in PEBCO's cuts to divisions, ACRL's were of such dimensions that the Board instructed its Budget Committee to take special notice of the budget procedures for next year.

For the future ACRL can well afford to continue on the path so encouragingly developed this year: constantly improving standards, always giving a hand-up to those who need help, continuing concentration on better relationships with other associations and within our own, and increased work by all to secure money for books and libraries from private individuals, foundations, and through legislation. Our chief concern is with quality, and our continued effort should be to improve this profession through better service by wise people working with the best selection of books.—Wyman W. Parker, President, 1959/60.

ACRL Microcard Series—Abstracts of Titles

The ACRL Microcard Series is published for ACRL by the University of Rochester Press under the editorship of Mrs. Margaret K. Toth. Titles are available directly from the Press. Recently published titles include:


An analysis and description of professional librarians who have had some identifiable connection with Texas. First the 335 librarians living in Texas were examined for current geographical location by county, for age and sex, education, academic and professional honors and association memberships, and experience. Second, analysis was made of four categories of librarians (944 in number) who had had some connection with Texas—Texas-born librarians employed in Texas, Texas-born librarians employed outside Texas, out-of-state librarians employed in Texas, and out-of-state librarians formerly employed in Texas. Comparisons made among the four categories covered sex and age, education, and employment. The presentation is offered in five chapters and an appendix.


This is a study of research training in master's degree programs in thirty library schools accredited in 1956 by ALA. Attention was given to selected aspects of the research "environment" in the schools and their parent institutions, formal and informal instruction in research methodology, and status of the research study. Research instruction was found to be offered in twenty-three schools; a thesis is required in four schools; a thesis or other type of study is required or an elective in twenty-one other schools. Potential for research appears, in general, to be stronger in state universities than in other types of institutions.


The author has made a study of vocational interests of male librarians in the United States based on use of the "Strong Vocational Interest Blank" and employing a sample representative of librarians in major types of libraries and job classes within the profession. A librarian scale was constructed for use with the Strong inventory and, when used, will identify men whose interests compare closely with those of successful male librarians in the nation, as shown by the sample. The conclusion reached in this study is that male librarians are like public administrators, personnel managers, and lawyers in terms of vocational interest, and least like engineers, artists, and office workers.
The U. S. Office of Education Statistics Survey

By JOHN CARSON RATHER

ERLY THIS MONTH the Office of Education of the U. S. Department of Health, Education, and Welfare, began the first of its series of annual statistical surveys of college and university libraries in the United States. The survey will gather basic data on library operations and staff salaries to be used by administrators, chief librarians, and others concerned with planning library budgets and the development of library service to higher education. This survey is in the direct tradition of Office of Education library studies since in many particulars it follows the form and content of a quinquennial series dating from 1939/40, and its increased frequency falls in step with the series of public library statistics compiled annually since 1945.

The survey continues statistical compilations for college and university libraries gathered by ALA since 1922. These statistics were for two decades incorporated into the annual tables of library statistics published in the ALA Bulletin. In 1943 their compilation was undertaken separately by ACRL and the resulting tables were published in CRL. During the remaining war years publication lapsed but was resumed in 1947. The compilation of the statistics became a responsibility of ALA’s Library Administration Division upon ALA’s reorganization in 1957. After that time the statistics were compiled by a committee of college and university librarians within LAD, but their publication as a feature of the first number of CRL continued through this year. The collection, analysis, and publication of statistics for other libraries (principally public libraries and school libraries) having been a function of the Office of Education for some years, LAD’s committee agreed at its 1960 Midwinter meeting that the collection, analysis, and publication of college and university library statistics also be undertaken by that office.

The survey will be conducted by the Library Services Branch, a component of the Office of Education’s Division of Statistics and Research Services. It will be under the supervision of John Carson Rather, whose basic responsibilities include reporting on the status of libraries of higher education as well as providing related consultative services. He will be assisted in the survey by the research and statistical staff of the Library Services Branch with technical advice from the Educational Statistics Branch.

COVERAGE

The survey aims to include all institutions of higher education in the United States. The mailing list for distribution of the questionnaire was the one used for the Office of Education’s survey of fall enrollment in higher education.1 This list comprises 1,952 institutions and is essentially the same as the slightly larger and longer list published as Part 3 of the Education Directory, 1959-1960 (OE-50000; Washington, D. C.: Government Printing Office, 1959.)

The 1,952 institutions fall into the following categories:

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-year institutions:</strong></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>141</td>
</tr>
<tr>
<td>Liberal arts colleges</td>
<td>756</td>
</tr>
<tr>
<td>Independently organized profes-</td>
<td></td>
</tr>
<tr>
<td>sional schools:</td>
<td></td>
</tr>
<tr>
<td>Teachers colleges</td>
<td>198</td>
</tr>
<tr>
<td>Technological schools</td>
<td>51</td>
</tr>
<tr>
<td>Theological, religious</td>
<td>173</td>
</tr>
<tr>
<td>Schools of art</td>
<td>46</td>
</tr>
<tr>
<td>Other professional</td>
<td>75</td>
</tr>
<tr>
<td>Junior colleges</td>
<td>512</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,952</td>
</tr>
</tbody>
</table>

In responding to the questionnaire, each institution has been requested to report data on all library agencies of the institution, regardless of location, even if they are not under the general direction of the college or university librarian. Any libraries excluded from the report are to be listed in space provided on the questionnaire. The Library Services Branch will attempt to obtain the missing data so that final statistics will reflect the total library resources of each institution. With an adequate response from the 1,952 institutions, the individual statistics will contribute to a rounded view of the current state of higher education libraries.

**The Questionnaire**

The questionnaire for the survey is designated as "College and University Library Statistics, 1959-60" (Form LSB-8). Its twenty-six questions are divided into two parts: the first deals with collections, staff, expenditures, and related institutional data for 1959/60; the second with salaries of specific staff positions as of September 1, 1960. The questions and definitions of terms are substantially the same as those used in previous USOE or ALA surveys. They were reviewed and approved by members of the LAD Section on Library Organization and Management's Statistics Committee for College and University Libraries, formerly responsible for compiling the statistics.

**Part 1**

The exact wording of questions 1-17 comprised by Part 1 is as follows:

**Library Collection**

1. Number of volumes at end of fiscal year
2. Number of volumes added during fiscal year
3. Number of periodicals currently received (excluding duplicates)

**Personal (Full-time equivalent)**

4. Number of professional employees (FTE)
5. Number of nonprofessional employees (FTE)
6. Total number of employees (FTE)
7. Number of hours of student assistance during fiscal year

**Library Expenditures** (Include expenditures of all libraries. Give sums to nearest dollar; omit cents.)

8. Salaries (before deductions): Library staff
9. Wages (before deductions): Student service and other hourly help
10. Total salaries and wages (items 8 and 9)
11. Expenditures for books and other library materials
12. Expenditures for binding
13. Total for library materials and binding (items 11 and 12)
14. Other operating expenditures
15. Total operating expenditures (items 10, 13, and 14)

**Institutional Data**

16. Number of resident students at the campuses included in this report, regular session (fall through spring), 1959-60.
   (a) Undergraduates and first professional
   (b) Graduate
   (c) Total (items 16a and 16b)
17. Total expenditures of institution for educational and general purposes

A few definitions of terms in these questions are worthy of discussion:

**Full-time equivalent:** "To compute 'full-time equivalents' (FTE) of part-time personnel, add the total number of hours worked per week by all part-time personnel of each type (i.e., professional or nonprofessional) and divide by the number of hours in your full-time work week." This instruction offers an easier way of computing full-time equivalents than juggling fractions.

**Number of resident students:** "Data on enrollment should be obtained from the registrar. The figures should be consistent with the definitions of Items 7c, 8c, 92 of Schedule III, Form RSH 50-59, 'Comprehensive Report on Enrollment (Summer Session and Fall): 1959.'" The form cited and its related definitions are well known to registrars, but there is a pitfall here: The enrollment should only be for campuses included in the library report. If a report excludes library data for a branch, the enrollment of that branch also must be excluded, otherwise the figure for library operating cost per student will be distorted.

**Total expenditures for institution for educational and general purposes:** "Data on total expenditures of institution for educational and general purposes should be obtained from the comptroller or business officer. The figure should be consistent with the definition of Item E-32 of Schedule II

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of Form RSS-041 (58), ‘Financial Statistics of Institutions of Higher Education.’ The definition cited requires reporting of expenditures for organized research. Regardless of the source of these funds, they are part of the total institutional budget and cannot reasonably be excluded.

It will be noted that the questions in Part 1 do not include either library operating cost per student or the percentage of total institutional expenditures for educational and general purposes allocated to the library. These calculations will be made by the statistical staff of the Library Services Branch as the questionnaires are edited.

**PART 2**

Part 2 of the questionnaire is concerned with salaries of full-time personnel as of September 1, 1960. Instructions and questions in this part were formulated differently from those in earlier surveys.

The most important point to note is the limitation of salary data to full-time personnel. Earlier surveys have accepted salaries of part-time staff inflated to full-time equivalents. The main defect of this approach is that the fact that an institution pays a given amount for (say) a half-time employee does not guarantee that it would pay twice as much for a full-time employee. Moreover, when the part-time staff member divides his time between library work and teaching, it is misleading to report his salary on the same basis as that of a full-time librarian or to work out the full-time equivalent of the salary ascribable to the library. In either case the resulting salary figure is artificial and adds little or nothing to our knowledge of library salaries. For the same reasons, estimates of salaries for staff who contribute services (as in Catholic institutions) and the full-time-equivalent salary of anyone who works less than the full academic year have been excluded from this part of the questionnaire.

This limitation will cause some salaries formerly reported in the statistics to be excluded from the USOE study. However, the absence of these data will be offset by the greater reliability of bona fide full-time salaries reported. Further accuracy will be achieved by asking each institution to indicate whether its salaries are paid for the academic year (9-10 months) or the fiscal year (11-12 months).

The table of salaries requests information on the following positions: chief librarian or director; associate or assistant librarian; department and division heads; heads of school, college, or departmental libraries; all other professional assistant; all nonprofessional assistants. For each type of position, the responding library should list the number of full-time salaries reported in that category, the highest salary actually paid, the lowest salary actually paid, and the mean (average) salary of all full-time persons in that category. Since actual salaries are requested, when only one person is employed in a given category, only one salary should be listed. In such a case, the salary must be entered as the “highest salary.” This arbitrary instruction is intended to facilitate analysis of the data.

The question about mean salary has been introduced to permit calculation of a single median salary for each category as well as median salaries for all professional and nonprofessional positions. The mean salary is determined by adding individual salaries in a category and dividing by their number. The arithmetic will be laborious only for larger institutions that have many full-time employees in various categories.

The final questions in Part 2 of the questionnaire ask about the beginning salary of a library school graduate without experience and the number of budgeted professional positions (in full-time equivalents) vacant on September 1, 1960. This last query attempts to establish a firm figure for existing vacancies in academic libraries as a contribution to an evaluation of the overall professional employment situation. The question has already been asked by the Library Services Branch in its survey of public libraries and will be asked in a forthcoming survey of school libraries.

**Publication Plans**

Data collected in this survey will be published in two parts. The first will be a listing of institutional data, arranged by state. It is intended primarily to serve the needs of chief librarians and administrators concerned with preparing budgets for the coming fiscal year. Since their deliberations are based on specific figures from comparable institutions, no attempt will be made to analyze the data in this first report.
Part 2 of the survey report will present analytical summaries of the data grouped by type of institution and control (i.e., public or private), and by enrollment size and control. In the enrollment tables, a distinction will be made between four-year institutions and two-year institutions. The tables will show ranges and medians for all significant categories of information and an effort will be made to lay the foundation for discerning trends in the growth and development of academic libraries. Of course, full development of this trend analysis will not be realized until the statistical series has been continued for several years.

Part 1 (institutional data) is scheduled for publication as early in 1961 as possible; Part 2 (analysis) will appear approximately three months later. Obviously, speedy publication demands adherence to a tight schedule.

The questionnaires were distributed as close to September 1 as possible. The deadline for responses to be listed in Part 1 is October 1. However, all returns received by December 1 will be used in the analysis, so chief librarians have been urged to submit reports even when they will be too late for listing. Reminder-cards and follow-up letters are being sent during September to insure the largest possible response for the section on institutional data.

Each form is being carefully edited and discrepancies noted. In general, data will be used as submitted, but an effort will be made to clarify obvious inconsistencies. The edited form will then be sent to the Statistical Processing Branch of the Department of Health, Education, and Welfare so that a set of IBM cards may be punched. Every card in the set will include common coding for state, institution number, type, control, enrollment category, geographical region, as well as size categories for book stock and total operating expenditures. These codes will facilitate immediate analysis and will prepare for future machine-processing of the cards in the interests of library research.

The IBM cards will be used to print a listing of institutional data, and as raw material for analysis. The IBM tabulation will be reproduced directly by multilith as Part 1 of the published report; IBM tapes of the analysis will be converted to conventional tables for Part 2. Both publications will appear as circular-size publications (about 8 x 10 inches). Copies of each report will be sent automatically to all institutions of higher education. Individual copies may be obtained from the Publication Inquiry Unit of the USOE. Multiple copies should be purchased from the Government Printing Office. The price of the reports has yet to be determined.

**Summary**

The Library Services Branch has formulated the content and format of the questionnaire with full awareness of the requirements of potential users of these data and of the desirability of simplifying the effort of responding. Plans for listing and analysis take account of the uses of these data and the urgency of prompt publication. However, despite this care, chief librarians and administrators must cooperate wholeheartedly if the results of the survey are to be of maximum value.

As yet there is no valid means of sampling higher education institutions to determine the characteristics of the entire group by statistical expansion of partial data. Thus each library should report in this survey. Full participation will insure comprehensiveness in the listing and accuracy in the analysis.

Secondly, each library should answer all questions that apply to its operations. The required information should be found readily in the records of the institution. If it is not, a reasonable estimate (properly designated) should be made; a guess is better than a blank. Although each library should answer the questionnaire fully, for purposes of listing, an incomplete form submitted before October 1 is preferable to a form submitted too late. Reports should not be delayed merely to obtain a missing piece of data; for example, the total institutional expenditures for educational and general purposes. If the information becomes available after October 1, it can be submitted in a supplementary report.

The advantages of complete responses may be counterbalanced by the unwillingness of some libraries to state actual salaries for specific positions. Some colleges and universities have a policy against divulging this information, especially when it may be listed for publication. It is hoped that this re-
Recent Foreign Books on the Graphic Arts, Bibliography, and Library Science

By LAWRENCE S. THOMPSON

DECIPHERMENT OF ANCIENT SCRIPTS

Ernst Doblhofer's *Zeichen und Wunder; die Entzifferung verschollener Schriften und Sprachen* (Vienna: Paul Neff Verlag, 1957) is the history of the decipherment of ancient scripts; and it ranges from the Rosetta Stone to the yet undeciphered Etruscan, Indus, and Easter Island inscriptions. Well illustrated and fully documented with references to the basic monographs and articles in scholarly journals, Doblhofer's text is nevertheless in a light, almost journalistic style. He deals not only with the language of peoples who developed a high level of culture, but also with the languages and scripts of more primitive civilizations. As a text for courses in the history of books and writing, *Zeichen und Wunder* deserves a high place on the reading lists. At the same time, however, the rapid advances being made in many fields covered by this book suggest the need for frequent revision of this book.

HISTORY OF WRITING

The definitive general work on the history of writing is Marcel Cohen's *La grande invention de l'écriture et son évolution* (Paris: Imprimerie Nationale, Librairie C. Klincksieck, 1958; 3 v.). The first volume is the text proper, the second the notes, bibliography, and index, and the third a carefully selected portfolio of plates. The authority of the author, one of the half dozen greatest living linguists, is beyond question. He has spent over twenty years on the project, and the final product reflects a full maturity of scholarship.

This work is a logical complement to Cohen's famous joint work with Alphonse Meillet, *Les langues du monde* (2d ed., 1952), and it has the same broad and comprehensive coverage. Cohen traces the origins of writing, using the most recent scholarship, and he covers all recorded written languages and their peculiar vehicles. The portfolio of plates is exceptionally well produced and can be used effectively for display or as a teaching aid as well as for reference. *La grande invention de l'écriture* and *Les langues du monde* are indispensable for all reference collections.

GERMAN MANUSCRIPTS

The late Albert Boeckler's *Deutsche Buchmalerei vorgotischer Zeit* (Konigstein im Taunus: Karl Robert Langewiesche, 1959) and his *Deutsche Buchmalerei der Gotik* (Konigstein im Taunus: Karl Robert Langewiesche, 1959) are now available either separately (as Langewiesche's "Blauer Bucher") at DM 5.40 each or in a single volume under one cover for DM 12.80. These extraordinarily handsome books are accompanied by short texts that are simple, direct, and comprehensive in spite of their brevity. Boeckler was an acknowledged master in the field, and these two little books are an adequate introduction to the history of illumination in the Germanies during the Middle Ages. Boeckler's introductory essays give us a broad picture of the intellectual and social background for the manuscript luxury book, and at the same time there is proper attention to techniques and factual detail.

MANUSCRIPTS OF THE BIBLIA PAUPERUM

When the very, very occasional manuscript or even more occasional xylographic Bibli Pauperum turns up at auction, one can only watch for the sale price and wonder why these rarissima are not called *biblia picta* or *biblia parabolica*. Indeed, even in the late Middle Ages this designation would probably have been considerably more accurate.

Henrik Cornell's *Biblia Pauperum* (Stock-
holm, 1925) is and will remain a basic work in this field, but a great deal of other significant research on the subject has come out in the last quarter of a century. Gerhard Schmidt's *Die Armenbibel des XIV. Jahrhunderts* (Graz and Cologne: Böhlau, 1959) uses this material and combines it with his own extensive, often ingenious research to produce the definitive study of the *Biblia Pauperum*. He reconstructs the lost original, which was created in Bavaria or Austria around the middle of the thirteenth century, and he traces carefully the changes in various textual lines during the next hundred years. In this analysis it is very clear that an emotional, subjective tradition of religion existed on a level of mediaeval society that was far removed from the learned clerks and their objective, highly systematized theological speculation.

The forty-four plates from some twenty manuscripts show a rich variety of examples of south German book painting in the fourteenth century. There are sophisticated, often inspired drawings in some of the manuscripts, the scribblings of idle monks in others. In both we can see (especially with the help of Schmidt's analysis) the bases of Gothic art. For art historians, for general mediaevalists, and for students of the history of the book Schmidt's work is a cornerstone of their literature.

**MEDIEVAL AND RENAISSANCE BOOK ART**

*Buchkunst und Bibliophilie in Spätgotik und Renaissance* (Munich: Karl Zink Verlag, 1959) is a handsome catalog of an exhibit by the Bayerische Staatsbibliothek in honor of the First International Congress of Bibliophiles and the sixtieth annual conference of the Gesellschaft der Bibliophilen in 1959. There are 213 entries with very brief annotations; and there are a half dozen carefully chosen illustrations, including one in color of a miniature from the vellum copy of the *Decretum Gratiani* (Mainz: Peter Schoffer, 1472). The treasures of the Bavarian State Library are sufficient for a thousand such exhibits, but this one is tastefully chosen and edited, just sufficient to make any bibliophile yearn to spend the rest of his days in Munich. A small group of a dozen and a half modern illustrated books in editions for bibliophiles was also exhibited.

**JAGIELLONIAN TREASURES**

Zofia Ameisenowa's *Rekopisy i pierwodruki iluminowane Bibliotek: Jagiellońskiej* (Wroclaw and Krakow: Zaklad Narodowy imienia Ossolińskich, 1958) is a handsome and highly detailed catalog of illuminated manuscripts and illustrated incunabula in the Jagiellonian Library. In all there are 215 manuscripts and printed books, all described minutely, with special reference to the illustration and ornamentation. The largest number of entries is for Italy. The other sections are devoted to France, Czechoslovakia, Poland, and fragments. There is an extensive bibliography, and several indexes make the work quite easy to use. Most important, perhaps, are the 256 illustrations in the section of plates and the eight handsome colored plates in the text. The book is a monument both of Polish bibliographical scholarship and of book production.

**MANUSCRIPTS IN FERMO**

Serafino Prete's *I Codici della Biblioteca comunale di Fermo* (*Biblioteca de bibliografia italiana*, XXXV; Florence: Olschki, 1960) is a comprehensive catalog of 122 manuscripts in the library of Fermo. A partial list appeared earlier in *Studia Picena* in 1954-57. The library was founded in 1688, and it has had a long history of worthwhile service to scholarship, especially under the administration of Filippo Raffaelli from 1872 to 1898. The manuscript collection itself is rather miscellaneous in content, including classical texts, liturgical and theological works, some rather interesting medical texts, legal works, a herbal and lapidary, a seventeenth-century nautical chart, and so on through the customary list of subjects found in late mediaeval manuscripts. Most of the manuscripts date from the tenth to the fifteenth century. The texts of many of the manuscripts are of greatest importance for the palaeographical history of the individual titles, and Professor Prete's careful descriptions, including bibliographical references, will earn him the gratitude of scholars in many fields. There is a general index and an index of *incipits*.

**EARLY TRANSYLVANIA PRINTING**

Veturia Jugareanu's *Bibliographie der siebenburgischen Frühdrucke* (*"Bibliotheca bibliographica aureliana,"* I; Baden-Baden:
Verlag Heitz, 1959) is an alphabetical checklist of 380 sixteenth-century imprints from Transylvania (mainly Kronstadt, Klausenburg, Hermannstadt, and Karlsburg). Printing was introduced to Transylvania by the Kronstadt humanist and reformer Johannes Honterus (1498-1549), and the craft thrived vigorously in the main centers. The twenty-nine facsimiles in the bibliography indicate a highly developed state of the black art among the Siebenbiirgen Swabians of the Reformation period. There is a list of sources, a list of libraries for which locations are given, and indexes of Cyrillic books, illustrations, languages, and localities (with a chronological list under each). An introductory note on the library of the Brukenthal Museum in Hermannstadt contains an interesting bit of Eastern European library history. This library has what is probably the largest existing collection of Transylvania imprints.

RUSSIAN PROTOTYPOGRAPHY

Y istokov russkogo Knigopechataniia (Moscow: Izdatel'stvo Akademii Nauk SSR, 1959), edited by M. N. Tikhomirov, A. A. Sidorov, and A. N. Nazarov, is a handsome and significant work on Russian printing in the sixteenth and seventeenth centuries. There are chapters on the beginning of printing in Russia, physical characteristics of the earliest imprints, early Cyrillic printing in other parts of Russia, Ukraine, and Roumania, ornaments, and other related matters. Problems of descriptive and historical bibliography are skillfully handled in the light of the technical aspects of composition, presswork, and paper. There are numerous facsimiles, all well reproduced. There is a useful short bibliography on Russian prototypography at the end of the book, but unfortunately there is no index. As an introduction to Slavic historical bibliography, the work of Tikhomirov and his colleagues is the best available book, and it should be in every collection of books on early European printing and historical bibliography.

HISTORY OF PRINTING

H. Steinberg’s Five Hundred Years of Printing (1955) has appeared in a German translation by Jakob Hässlin under the title of Die schwarze Kunst: 500 Jahre Buchdruck (Munich: Prestel Verlag, 1958). Like other Prestel books, this little volume is so well produced and the facsimiles are so sharp that the translation deserves a place on the shelf even of a library owning the original. Steinberg’s narrative moves swiftly, and he is judicious in the choice of high spots in the history of the craft. The bibliography in this edition has been brought up to date, and a few minor adjustments made in the text.

An incidental but not totally irrelevant value of books of which there are editions both in English and in French or German is for graduate students who are preparing for a reading knowledge examination. The undergraduate training of many of them is so poor that intelligent use of a “pony” may often be helpful.

BOOK HISTORY

The Archiv für Geschichte des Buchwesens appears irregularly under the editorship of Bertold Hack and Bernhard Wendt and, fortunately, allows the inclusion of longer essays than most learned journals accept. In Fascicles 7-9 of vol. II (1960) Heinrich Grimm has a long study of “Die deutschen ‘Teufelsbücher’ des 16. Jahrhunderts: ihre Rolle im Buchwesen und ihre Bedeutung.” This interesting genre had an important roll in the book trade of the Reformation era, and Grimm brings out their significance within the whole framework of the religious, social, political, and economic conditions of the age. These fascicles of the Archiv (delivered under one cover) also contain thirteen other shorter studies.

ROCOCO ILLUSTRATION

Joachim Wieder’s new edition of Wilhelm Hauserstein’s Rokoko: französische und deutsche Illustratoren des 18. Jahrhunderts (Munich: R. Piper, 1958) is a welcome addition to the lists of books in print. Hauserstein’s account of eighteenth-century book illustration in Germany and France is a penetrating study of the whole era; for the fine nuances of artistic creation are perhaps the best vehicles for describing the galanterie of the salons, radiant melancholy, heroic scenes, and endless variations of erotic rendezvous, all so typical of the fashionable book of the eighteenth century and the culture behind...
The careers of the artists from poverty to prosperity (or, too often, poverty back to poverty) and the roles of the patrons are among the most characteristic and the most revealing aspects of society in the moribund ancien régime. Hausenstein’s book is heavily loaded with factual data, but his narrative moves rapidly. There is an index of artists and a short but concise bibliographical essay adequate for the purpose. Rokoko is a work that is a "must" on the reading lists for all courses in the history of the book, not to mention general studies in eighteenth-century European history.

Otto Dorfner

Wolfgang Eckardt’s Otto Dorfner (Stuttgart: Max Hettler Verlag, 1960) describes the life and work of one of the greatest bookbinders and teachers of binding in the twentieth century. When Professor Dorfner died in Weimar at the age of seventy in 1955, he left one of the great traditions of German art binding. He had received nearly every professional honor in his field, had served effectively as director of the Thuringian Crafts School in Weimar, and had personally created some of the most remarkable original designs of bindings to be found in twentieth-century Germany. Eckardt’s narrative is primarily biographical, but there are many worthwhile glimpses into the well-springs of Dorfner’s genius. The thirty-two plates are halftones printed letterpress, and they bring out the details of Dorfner’s craftsmanship effectively.

Danish Book Production

The superior quality of Danish books suggests, inter alia, the existence of superior training facilities in the book production industry and of good textbooks. One such manual which has received insufficient attention abroad is Otto Andersen’s Boghaandvaerket: Bogtryk, Papir, Reproduktion, Bogbind (3d ed.; Copenhagen: Boghandlerfagskolen, 1954). The author, a Copenhagen publisher and bookseller, covers the various processes of composition and presswork, paper, pictorial reproduction, binding (hand and machine), design, the development of types, technical terms (arranged logically by process but fully indexed), samples of printing types commonly used in Denmark, and a bibliography. The illustrations, carefully chosen and well reproduced, will justify the presence of the book in a collection where Danish is not widely understood by readers, and the collection of technical terms with definitions has a substantial reference value.

Charles Moegreen’s Laerebog i Typografi (Copenhagen: Fagskolen for Boghaandvaerk, 1958) is a comprehensive and compact textbook in all aspects of typography. Richly illustrated and with an index containing some six hundred terms, Moegreen’s book is lucid, authoritative, and well organized, and a quarter of a century of experience as a teacher undergirds the entire work. Although the book was written with special attention to the needs of students, it may also be used for reference. We have no comparable work in English with so many detailed illustrations, and the text is also considerably more extensive than anything we have in any single volume. The bibliography, a select but adequate list of about seventy titles on typographical practice, reveals clearly the relative volume and quality of the literature in various languages. In English-speaking countries we must depend heavily on works such as Moegreen’s and comparable books in German and Swedish.

Tuscan Serials

Clementina Rotondi’s Bibliografia dei periodici toscani (1852-1864) (“Biblioteca di bibliografia italiana,” XXXVI; Florence: Olschki, 1960) is an analytical list of 207 serials published in Tuscany, mainly in Florence, during a critical period of Italian history. All types of serials are included, regardless of periodicity, content, or importance. For each title there is information on the complete history of the printing, the period covered, editors, a historical and descriptive note, bibliographical references, and location of copies. The arrangement is chronological, and there is an alphabetical index of titles and another index of persons. Miss Rotondi’s work is a key to Italian history of the period just prior to national unification, but it is also a basic contribution to the history of Italian journalism. Comparable works for other periods and other jurisdictions would do well to follow this model.

The Vertical File

Werner Liebich’s Anwendungsmöglichkeiten der Vertikalablage (“Arbeiten aus dem
Bibliothekar-Lehrinstitut des Landes Nordrhein-Westfalen," 18; Cologne: Greven Verlag, 1959) is a definitive study of the vertical file. Liebich examines the history, the physical forms, inclusion of materials, and administration of the vertical file, and he provides an exhaustive bibliography. His treatment is tempered with common sense, but at the same time he shows much imagination about the potential of the vertical file in all types of libraries and library situations. There is a section of illustrations showing various types of vertical file equipment. Reference librarians in this country as well as in Europe will find that this work will be a useful addition to their desk-top reference set.

**The Bibliothèque Nationale**

Julien Cain’s *Les Transformations de la Bibliothèque Nationale de 1936 à 1959* (Paris, 1959) is a handsomely illustrated brochure of seventy-four pages showing the physical changes in the French national library during the past quarter of a century. The spatial problems of the Bibliothèque Nationale were probably the most aggravated of any of the great national libraries, but M. Cain and his colleagues have attacked them with vigor and imagination. Many of their solutions are suggestive for research libraries of all types and in different countries of the world. There is a subject index and a topographical index to the various parts of the library.

**Italian Libraries**

*La ricostruzione delle biblioteche italiane dopo la guerra 1950-55* (Rome: Direzione Generale delle Accademie e Biblioteche, Ministero della Pubblica Istruzione, 1955; 2 v.) reveals considerably greater damage to Italian libraries than was generally suspected in this country. Divided by regions, each Italian library of any significance is described briefly, and, when possible, the exact extent of the damage caused by military action is noted. The second volume is organized on parallel lines and gives detailed accounts of reconstruction. Both volumes are richly illustrated. As a prime source of twentieth-century library history, these two volumes deserve careful study, for they provide considerable insight into the present status of Italian libraries. The vigor and imagination applied to the problem of reconstruction is a partial indication of the Italians’ appreciation of their great libraries as a national resource.

The second edition of the *Annuario delle biblioteche italiane* (Rome: Direzione Generale delle Accademie e Biblioteche, Ministero della Pubblica Istruzione, 1959; 3 v.) reveals a healthy library situation in Italy, at least as far as the organization, housing, and availability of the collections are concerned. The first two volumes cover, in alphabetical order, the libraries outside of Rome; and the third covers Rome, Vatican City, and San Marino. History, holdings, special collections, and catalogs are noted, and there is a list of references to literature about the library, when such exist. At the end of each volume there is an extensive collection of photographs of the libraries in the volume in question. The Annuario is one of those contributions to library literature which can be read with pleasure and also serve as a key reference book.

**Books Are for Reading**

“Books Are for Reading,” a speech by Paul Bixler at the Burma-American Institute, Rangoon, Burma, has been printed as a pamphlet. The ACRL office will fill requests for copies as long as its limited supply lasts. Mr. Bixler has been on leave from Antioch College, Yellow Springs, Ohio, since the summer of 1958 as Library Adviser to the Social Science Library of the University of Rangoon. He returns to Antioch this month.
A Pamphlet in Your Hand

Dr. Richard P. Feynman, professor of physics at the California Institute of Technology, is the author of “The Wonders That Await a Micro-Microscope, Including an Encyclopaedia Britannica on a Pinhead,” in the Saturday Review for April 2, 1960. His proposal for placing the EB on a pinhead is just the beginning. He writes further:

“Now let’s consider all the books of the world. The Library of Congress has approximately nine million volumes; the British Museum has five million volumes; there are also five million volumes in the National Library in France. There are many other collections, but duplications occur among them, so let us say that there are some twenty-four million books of interest in the world.”

Thus, if you put twenty-four volumes on one pinhead, there would be a need of one million pinheads for the twenty-four million volumes. Dr. Feynman writes:

“. . . we would need a million pinheads, and these can be put in a square of a thousand pins on a side, about three square yards altogether, approximately the area of thirty-five pages of the Encyclopaedia. That is to say, all the information in all the books of interest in the world could be carried around in a pamphlet in your hand—not in code, but as a simple reproduction of the original pictures, engravings, and printed text.”
Durability of Paper


During the 1930's the National Bureau of Standards conducted an extensive research program on the permanence of book and other papers. The findings were, on balance, anything but reassuring. While these studies were certainly well known to at least some librarians and book publishers, no general tocsins were sounded and no organized actions were taken to remedy the deteriorating paper situation, with the major exception of a series of steps to microfilm newspapers. The scientific phraseology of the Bureau's reports, the non-library media in which most of the reports appeared, and even some of the optimistic statements contained in some of the reports, may have combined to minimize professional response to the issues posed. One example of optimism was the following statement: "The tests indicated that the quality of paper available at the time for permanent records was not in general as good as considered desirable, and this was attributed to the probability of good printing quality having been given more attention than permanence. The situation in this respect has since been materially improved by the increased attention given permanence requirements by paper manufacturers, printers, and librarians."¹

This new pamphlet, Deterioration of Book Stock: Causes and Remedies, strongly suggests that this optimism of 1937 was probably ill-founded. The new report is a partial presentation of the results of a series of studies on the deterioration of modern book papers conducted by the Virginia State Library under the technical supervision of W. J. Barrow with a grant from the Council on Library Resources. The title of the pamphlet is a bit misleading for it deals with the causes of the deterioration of book stock only by inference. However, the subtitles within the booklet are specific and more clearly indicative of the contents: "Study 1, Physical Strength of Non-Fiction Book Papers, 1900-1949"; and "Study 2, The Stabilization of Modern Book Papers." Other reports of the work on these studies have appeared in Publishers' Weekly, September 2, 1957 and January 5, 1959, and a quite detailed report appeared in Science, April 24, 1959. This booklet gives supplementary data on the books chosen for the samples, 1900-1949, and 1955-57, and the results of the stabilization of modern book papers, but it should be read in conjunction with the other reports to get a reasonably complete picture of the research to date.

In brief, the research completed or in progress under these grants involves these topics or problems: (1) To ascertain the current physical strength, determined principally by tear resistance and folding endurance, of the paper in a carefully chosen sample of some five hundred unused books, published in the United States between 1900 and 1949. (2) Similar data were compiled for thirty-two titles published between 1955 and 1957 as a basis for comparison. (3) Some twenty-six different reams of frequently used American book papers were obtained and samples of these papers were tested in a similar fashion before and after accelerated aging tests. (4) These same paper samples were also treated with a stabilizing solution and then tested for endurance before and after accelerated aging. (5) Finally, the investigators have turned their attention to the feasibility of economically manufacturing attractive and reasonably permanent book papers.

Substantial evidence on all of these problems has been given in the cited reports. The investigators conclude that while atmospheric sulphur dioxide and other adverse external effects may hasten the physical deterioration of book papers in libraries, the primary causes of paper deterioration are the result of the original ingredients in the pa-

per, the manufacturing processes, or both. The study reveals that the useful life of the paper used in books printed between 1900-49 is likely to be short: e.g., "The median folding endurance of the total sample for the five decades is well below the corresponding figure for new newsprint. Actually 76 per cent of the books for the first four decades are below the range for new newsprint (twelve to forty-five folds) in folding endurance; 17 per cent are within that range, and only 6 per cent are stronger." Or, more pungently: "... it seems probable that most library books printed in the first half of the twentieth century will be in an unusable condition in the next century."

Other findings are to the effect that many of the papers frequently used for current books printing have very unsatisfactory life expectancies; that treating these papers with an aqueous solution of magnesium carbonate and calcium carbonate will apparently extend their folding and tear resistance enough to suggest that some of them might serve usefully for an indefinite period; and that a book paper of excellent appearance with fine printing quality can be manufactured with sufficient alkalinity to predict a long life. The report itself is printed on such specially manufactured paper. Paper that has already deteriorated cannot, of course, be restored to useful life by the proposed stabilization treatment; the process is one that can only arrest deterioration. Further research may be needed to determine the level of deterioration beyond which stabilization is unlikely to be worthwhile.

Clearly there are at least two major issues emerging from this research that deserve prompt and vigorous library attention. Librarians must begin to exert whatever influence they can to see that books intended for permanent use are printed on papers with a reasonable, and tested, prospect of permanence. Action should not be delayed on this matter where libraries are the primary or sole purchasers and can, in consequence, enforce compliance with acceptable standards or decline to purchase. Such action with respect to many major bibliographical, abstracting, and reference tools would appear to be long overdue, relatively easy to organize, and relatively easy to enforce. In many ways, a failure to take such action promptly could be regarded as an abdication of professional responsibility. An assurance by a publisher that a work is printed on "good book paper, free of ground wood fibers" is not sufficient by itself to assure reasonable permanence. The tests conducted by Mr. Barrow reveal not only that special papers, designed for permanence, can now be manufactured, but that there are a few papers that are already manufactured with reasonably acceptable characteristics. There are almost certainly others. Proper efforts to persuade paper manufacturers to make and general publishers to use permanent papers will surely be effective but are likely to take longer than efforts directed toward publications destined essentially for the library market.

The second broad issue emerging from these studies relates to the actions that librarians will have to take with respect to books already in their collections. For those books that are already falling apart, the only relief is still some form of reproduction. For the others, Barrow recommends soaking the pages of the book in the alkaline stabilizing solution after the binding has been removed. He asserts that with simple equipment semi-skilled labor can process some 2,500 pages per day. Based on a very unscientifically selected sample, we determined that a relatively full three-foot shelf (chosen more or less at random in American history) held twenty-two bound volumes and three unbound pamphlets, containing approximately 9,281 pages. Based upon Barrow’s estimate of 2,500 pages per day, and an eight-hour day, the production rate would be approximately 312 pages per hour. Applying this rate to the sample shelf of books would thus require at least 28.9 production man hours. Assuming a $1.50 per hour minimum labor cost, and adding a conservative $1.25 per volume for re-binding (journals would, of course, be much higher) would bring the total cost to a rather conservative $70.85 or about $.0076 per page. If we assume, unlike our sample, that the average number of pages in a typical library "volume" is 312, we

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4 This is a completely arbitrary figure to match the estimated stabilizing rate per man hour.
might reasonably anticipate that the costs of stabilization may be in the vicinity of $2.75, ± 50 per cent, per volume. We assume the cost of equipment and chemicals to be negligible. This cost would be less than that of making a single negative microfilm. Cooperative filming might produce a more competitive rate whether a master negative were made to be used only if, as, and when a need for a copy materialized, or duplicate prints were run off and distributed to the participants. Microfilming would also offer reduced space costs, but it would result in higher costs for use and be much less convenient or even impractical for many types of material. Furthermore, if a cooperative microfilm negative is feasible in terms of accessibility, then the profession might be well advised to consider a cooperatively stabilized copy or two of seldom used titles. It might be less costly and much more convenient in the long run than for each library independently to try to stabilize or microfilm everything of possible interest. The economies of massive cooperative reprinting may also be competitive with microfilm or chemical stabilization. It should be possible to mechanize the stabilizing operation and possibly reduce the labor costs very significantly; the re-binding cost appears inescapable. Current periodicals, if needed in original form, should obviously be treated before the initial binding. If chemical stabilization is to be used, it is abundantly clear that the sooner it is started, the greater will be the number of important books salvaged in useful form.

One may take the happy and complacent view that the permanent loss of a few thousand tons of books and journals each year for the next fifty or one hundred years may do the world little harm—possibly some good—and be right. But unfortunately, no two people are likely to agree on the titles to be condemned to extinction, and even if they could, it would not be just the worthless books and journals that will be stricken. As all librarians know, the best along with the worst will be eager candidates for disintegration. Research and other libraries of permanent record may confidently anticipate that a growing percentage of their budgets will be required to meet, in one way or another, this problem. We are indebted to Messrs. Barrow and Church and the Council on Library Resources for a well designed and clearly reported investigation of a very serious problem. While it would be helpful to have the presently scattered reports on this investigation brought together in one consolidated report, it does not appear too soon for the ALA, ARL, and other affected groups to begin weighing the implications of this investigation and to set about designing an efficient and effective program to respond to the situation. It appears to be later than we think.—Herman H. Fussler, University of Chicago Library.

**A Rewarding Festschrift**


This volume, excellently produced for the Maximilian-Gesellschaft, was issued in honor of the librarian of the State and University Library of Hamburg, Dr. Hermann Tiemann. The variety of articles, of which many are of scholarly value, reflects the wide interest and the erudition of one of the leading figures in contemporary German librarianship. The *Festschrift* is divided into three parts, one dealing with librarianship, another with the history of books, and a third with literary history. This review will for obvious reasons be more concerned with the first than with the second and third parts.

Dr. Schmidt-Künsemüller reviews Hermann Tiemann's place in librarianship, particularly the rebuilding of the largely destroyed Hamburg library and the formulation of West German library policies after the debacle of 1945. Two carefully discussed problems will be of special interest to American readers: (1) the relationship between central and departmental libraries in universities (Tiemann, like so many of us, strives towards a policy of supplementation rather than competition); and (2) the place of a central national library in the network of research libraries (he sees a central library not as an overpowering universal library, but as an institution which should furnish a
balance through its services in the national interest (Auszgleichbibliothek), providing the facilities for exchange, information, cataloging, etc.). The second article, by Christian Voigt, tells the history of the State and University Library of Hamburg, from its humble beginnings in 1479 as a city council library (Ratsbibliothek) to the present; from town library to scholar's library, to public city library, to research library with a more general and carefully defined scope, accentuated by the founding of the University of Hamburg in 1919. The last part deals with the spectacular recovery and reconstruction of this important library which had suffered heavier losses during World War II than any other; it lost 600,000 volumes (only 120,000 were saved). Voigt's historical sketch is supplemented by an article by Erich Zimmermann on Hinrich Murmester and the founding of the library in 1479-1481.

Two important law libraries devoted to foreign and international law were founded in Germany soon after the first World War, one specializing in public and the other in private law. It is the latter which is the subject of H. P. des Coudres's article. Known as the library of the Max-Planck-Institute, it was evacuated from Berlin to Tubingen and Sigmaringen in 1943, and moved to Hamburg in 1956. Its coordination with other libraries in Hamburg, and its new building, are described in some detail.

Peter Karstedt contributes a somewhat theoretical article on the sociology of libraries in which he attempts an interpretation of the differences between university libraries, with their purpose of promoting the universality of learning, and the city research libraries, which by necessity develop along the same lines as the city or region which they serve. The next contribution, by Meyer-Abich, covers two questions: (1) what is library science, and (2) to what extent is a library a research institution? The author sees need for a concept of librarianship governed by scholarship rather than technology. Hermann Fuchs's article on the alphabetical catalog begins with a quotation from Pierce Butler which had amused many of us when we read it in 1953: "Nobody loves a cataloger. Catalogers are the pariahs, the untouchables, in the caste system of librarianship. Everyone seems to loathe or to pity them." That Germany too has its "crisis in cataloging" is evident from this and the article following by Johannes Fock, who analyzes the pros and the cons of the classified and the alphabetical subject catalog. The authors of both these articles are well informed on American library literature.

This concludes the first part of the book. In the section on book history we find articles on Bible illustrations in early manuscripts, on the study of incunables and printing in Louvain, on music printing in fifteenth-century books, on a Koran printed in Hamburg in 1695, on a late sixteenth-century binding, and on a stock catalog of a large horticultural establishment of the eighteenth century. The third and final part deals with such literary figures as Quevedo, Kleist, de Toqueville, and Thomas Mann; it is of interest primarily to the student of Romance and Germanic literature.

In conclusion I should like to make the subjective observation that reading this volume was rewarding. In contrast to so many Festschriften, it contains a large number of well written, thoughtful, and carefully edited articles.—Rudolf Hirsch, University of Pennsylvania Library.
to such collections. The Universal Decimal Classification is a lineal descendant of the Dewey decimal system, and many of the special classifications developed in England and elsewhere were stimulated by similar developments in this country around the turn of the century.

The contemporary developments in librarianship (in methods of storing and retrieving information which utilize ideas borrowed not from biology, but from mathematics and logic, and a concomitant emphasis on mechanized systems) are also American in origin. As part of this contemporary development there has grown up in this country a general awareness that classification systems have little utility beyond their function as a method of arranging books in open-shelf libraries for the use of the public and university undergraduates. We have recognized that close classification and universal classification systems as methods of organizing rapidly growing fields of information and collections of material are chimeras; but now these chimeras have migrated from west to east and have been reconstituted as the latest intellectual contributions of the Classification Research Group in England. Vickery's book can be considered a representative contribution of the Classification Research Group.

The book notes the existence of four systems of organizing information, which it calls alphabetical indexing, coordinate indexing, classification, and mechanical selection. It should be clear from the very statement that mechanical selection is not a form of organizing information on a par with the other three. As a matter of fact, the author himself recognizes that the other three can all be mechanized. Contrariwise, a system of mechanical selection can employ alphabetical indexing, coordinate indexing, or classification. Hence we will eliminate from what follows any concern with mechanical selection as a method of organizing information.

The first chapter of the book is concerned to establish a need for classification as contrasted with other forms of organizing information. It does this by purporting to show that all other forms employ classification devices; e.g., alphabetical indexing employs inverted headings and subordinate headings, and some forms of coordinate indexing divide their lists of terms into categories or classes. With reference to inversion and sub-ordination in alphabetical indexing, this fact no more proves the basic nature of classification systems than the fact that classification systems list many sub-classes alphabetically or chronologically proves that alphabetization or chronological arrangement is basic to classification. The fact is there are no pure systems. The only real issue is not whether an alphabetical index does or does not employ inversions or subordinate headings but whether a total system of headings is organized into a systematic hierarchical array, rather than alphabetically. To go from the presence of inverted headings in alphabetical systems to the statement that total classification systems are thereby proven necessary is probably the longest non sequitur in library literature. Vickery's argument that coordinate systems must employ categories of terms is again utterly baseless and exhibits a curious lack of interest in the literature on the subject. After describing coordinate indexing as presented in Volume I of Studies in Coordinate Indexing, Vickery goes on to point out that Irma Wachtel recommended that terms in a coordinate system be arranged in categories, and he concludes his demonstration of the need for classification by again pointing out that Miss Wachtel's discussion of hierarchical relationships proves that a classification of knowledge is necessary for coordinate systems. As a matter of fact, the experimental work reported by Miss Wachtel led to just the opposite conclusion (cf. "Machines and Classification in the Organization of Information," Studies in Coordinate Indexing, Vol. II, Chapter 1).

After considering the "need" for classification, Vickery devotes a chapter to describing the construction of classification schedules. This crucial chapter, which is basic to the volume, defies comprehension, and even the author admits this fact. He sums up as follows: "The preceding discussion of problems in the construction of classification schedules may have left a somewhat confused picture of the final product."—and adds that the whole problem "demands further study." There is, however, one positive suggestion derivable from this chapter. Vickery apparently feels that all previous classification systems have failed because they attempted to classify literature in accordance with fields of knowledge. He suggests the following as an alternative: "The basis of the classification
suggested here is a long schedule of substances or 'things'—natural inorganic substances ranging from the subatomic particle to the galaxy, living organisms and communities, societies and institutions, material products and conceptual entities." Apparently, the author feels that we can divide things without overlapping, whereas we cannot divide scientific fields without overlapping. The whole rationale of this effort escapes me. My chair does not overlap my table, nor does my table overlap my chair, but a book about office furniture would discuss both tables and chairs, and it is the book about furniture which requires to be stored and retrieved, not tables or chairs.

The chapter on the construction of classification schedules is followed by a chapter on notation. In order to understand this chapter one must understand not only classes, but how categories differ from classes, how facets differ from classes and categories, and how phases differ from all three. One must also attempt to understand chains and arrays, as well as "flexional symbols." A man or a group has a right to use a special vocabulary, but the general lack of impact of Ranganathan's work on librarianship, outside of India, should have constituted a warning to the Classification Research Group. There ought to be some assurance that there is a pot of gold at the end of the rainbow before anyone is asked to attempt to walk on its diaphanous material. Since all the evidence points to the fact that universal classification systems are as dead as dodo birds, why should one devote a large part of one's mental effort to learning a special, highly technical vocabulary just to find this fact out?

Following the chapter on notation, there is a discussion of indexing. The burden of this chapter is that the development of chain indexing as an adjunct to faceted classification solves both the problem of multiple place classification systems and permutations of indexing terms. A chain index resembles what Bernier has called a correlative index. It avoids permutations of terms by prescribing a fixed order of subordinate terms in an index. Given a four-term heading, this reduces the number of entries from fifteen to four. The utility of such indexes and the possibility of prescribing fixed orders of subordination remain doubtful. As a matter of fact, Vickery suggests several orders and does not recommend any one. As for a faceted classification, apparently what this means is a system which presents both inclusive and coordinate relationships among its classes. One might argue that if inversion or categorization establishes the primacy of classification, the use of facets establishes the primacy of coordination. As a matter of fact, the relation of inclusion is definable on the basis of the intersection of classes in the algebra of classes, that is to say, inclusion is a certain type of coordination or set intersection.

The next chapter on mechanical selection is, as remarked earlier, irrelevant to the major argument of the book, but again the progress of ideas from west to east can be noted by the time lapse. Vickery discusses the Chemical-Biological Coordination Center System as an example of an operating mechanical system, whereas the CBCC System has been closed down for approximately two years. He mentions the Peakes unit card system, which may or may not still be operating, and shows that he has completely failed to understand the COMAC System or its exemplification in the IBM Special Index Analyzer.

The final chapter deals with the possibility of a unified theory of information retrieval and notes that "one of the purposes of this book has been to stress this unity." To be in favor of a unified theory is like being against sin. To be more than a pious hope, the search for a unified theory must go beyond classification and categorization to a concern with the mathematics of types of order.

Underlying Vickery's position is a reliance on an outworn Aristotelian philosophy of substantial forms. Hence, his conclusion that the "primary category" is substance. Aristotle's view, like Vickery's, is basically biological; both depart from the deeper mathematical insight of Plato. Although modern science from the Renaissance followed Plato, Aristotle still reigned supreme in a subject-predicate logic based upon a substance-attribute philosophy. Beginning with Boole's work in the middle of the nineteenth century, the Aristotelian restrictions on logic were eliminated and the subject-predicate logic of syllogisms was recognized to be only a special branch of a wider mathematical logic.

The great development of mathematical logic took place after the main development of library classification. And it has only been
in recent years that the new mathematical logic has had any impact on librarianship; and now there is no going back. The Classification Research Group in England and this book of Vickery's do not contribute to nor advance towards a unified theory of information retrieval; rather, they represent an anti-scientific obscurantism which is defending tradition against scientific and logical advance.—Mortimer Taube, Documentation, Inc.

Music Librarianship


The first book on music librarianship to appear since McColvin and Reeves published their basic guide over twenty years ago should have been greeted with cries of joy. With the development of so many new music collections in libraries during that period, the time was certainly ripe for an up-to-date volume on the subject. This latest effort, however, should not deter aspiring authors who might have been considering a publication similar to this one.

Mr. Bryant is the borough librarian of Widnes, Lancashire, and according to his introductory remarks, the book “was written primarily for public librarians and their assistants, and from a British standpoint.” The latter phrase was most timely and wise and should serve Mr. Bryant as some form of protection against the ire of American reviewers and readers.

His American sources, other than correspondence, included the ALA Bulletin, Library Journal, student theses from Kent State University and the University of Chicago, and the Public Library Inquiry volume on music which was written by Otto Luening. More detailed checking of data might have spared Mr. Bryant some future headaches as well as rid him of some of his headstrong ideas. The Harold Barlow of the Barlow and Morgenstern Dictionaries of Musical Themes is not an American conductor whose 78rpm recordings have appeared in England, but Howard Barlow is. Also, a more careful proof-reading might have led to the discovery that Luening's first name of Otto is used correctly four times but appears once as Oscar.

The volume is divided into two parts. The first deals with administration, reference books and periodicals, cataloging, classification, gramophone record libraries, and an appendix containing a rather forlorn list of subject headings. Part two is given over to a graded list of instrumental and vocal music, miniature scores, and three supplementary sections, including an index to the works listed in this part, music publishers and their English agents, and instrumental tutors.

The sections on cataloging and classification are given in great detail and with copious examples. The classification systems outlined are Brown's Subject, the Cutter Expansive, the Dewey Decimal, the Library of Congress, Bliss' Bibliographic, and the British Catalogue of Music. The author states that all of these sections have been checked by experts, including Bliss who, before his death, read the first two drafts of the discussion of his system. Bryant also points out that any opinions expressed are his own. A helpful chart at the end of the chapter shows clearly how fifteen scores and books would be classified in each of the systems.

Mr. Bryant does doff his hat slightly several times to American librarianship for its cataloging codes, its many publications in books and journals on the various facets of organizing and maintaining music collections, and he also deplores the lack of people in Britain to make up an organization such as the American Music Library Association. I expect that he will receive some replies to his statement that “the American record user is apparently tending to become more interested in the actual work recorded and to pay less attention to the particular artist; the assumption is growing that any orchestra, soloist, etc., that is good enough to achieve a contract with a gramophone record manufacturer must be competent.” In the light of such a bold and also erroneous statement I wonder how Mr. Bryant would explain the works currently available that have twenty or more different recorded performances, and why the American record reviewers consistently point out the differences between A's performance as contrasted with B's and why.
consumers purchase the A performance rather than the B performance of the same work.

British librarians, in general, and Mr. Bryant, in particular, seem to have one soul-searching problem and that is the cataloging of the "recital" disc, for he speaks of it often. American librarians have found a rather simple remedy for this and similar problems by using extended added entries. I am sure that any American librarian would have been only too happy to help with this solution if the invitation had been offered. The entire chapter on recordings is garrulous beyond endurance with overly detailed comments on all phases of the work from selection to withdrawal. Isn't it about time that libraries, with the exception of the major archival types, face the fact that recordings are ephemeral materials and treat them as such? Readers accustomed to our generous lending policies might be horrified to learn that one English library actually sends a staff member to check the playing equipment in the borrower's home before a record borrowing permit is issued, and that after a certain period of time the borrower must show a receipt to prove that he has purchased a replacement for his cartridge or stylus.

Mr. Bryant has evidently put a great deal of thought and effort into this volume and the fact that it has been in progress for quite some time is evident from his statement concerning the Angel DeLuxe packaging, which has not been available for more than a year. He also mentions that a study on the preservation of recordings is "about to be undertaken" by the Library of Congress. This study was completed and published as of October 1959.

Following the pattern of McColvin and Reeves and other authors on the subject, the second half comprises lists of recommended scores graded A to E and signifying materials to be included in A, the smallest independent library, and moving progressively to E, the largest collection. The ideas expressed in these lists are rather strange in contrast to an earlier remark that only music heard in concerts or available on records should be the basis for purchasing. Furthermore, for the more adventurous there is the stern warning to "withdraw or do not buy works by composers who rate but a few lines in Grove's Dictionary or do not appear there." Grove, in addition to being very pro-British, is slightly dated at this point, having been published in 1954, and even then was not entirely free from errors of omission! A random sampling of the opera scores in the graded lists shows that the smallest library would be likely to have a fairly representative collection of the popular repertory as well as Britten's Peter Grimes, Gay's Beggar's Opera, and two scores by Edward German, Merrie England and Tom Jones, as well as all the Gilbert and Sullivan scores. Only the largest collection would be able to supply a reader with a copy of Wozzeck, Louise, Martha, Andrea Chenier, Parsifal, and Salome!

Mr. Bryant does give credit to America for "its musicals that have far greater vitality than the home-grown specimens. The King and I and My Fair Lady are more recent examples of American successes (though with some British collaboration)."

Altogether, Mr. Bryant has written a book which should prove helpful to the newer British libraries being formed as well as to those which are already in existence. The "matters of interest and use that librarians overseas will find in it" will probably be restricted mainly to purposes of comparison, and wonderment over the extremely biased and chauvinistic attitude displayed throughout and without apparent reason.—Thomas T. Watkins, Music Library, Columbia University.

Cataloging Persian Books


For centuries, libraries in the Middle East were storehouses—safe-deposit buildings for books and manuscripts. Their sole function was to protect their valuables but to discourage their use. Standard cataloging codes, uniformity in author entries, and other accepted practices of present-day libraries were unknown. Every library had its own particular system for recording the material it housed, but that system was not devised with service to the user principally in view.

When libraries began to be used by the people, they ceased to function merely as
safe-deposit buildings and became interested in attracting readers and having their materials easily accessible to all users. Librarians in the Middle East consequently became aware of the necessity of a standard cataloging code and modern library practices. Many attempts at standardization of cataloging methods were made, but nothing appeared in print except an article by Labib Zuwiyya entitled "Arabic Cataloging: a Criticism of the Present Rules" which discussed form of entry of Arabic personal authors (Library Resources and Technical Services, Winter 1957).

The publication of Dr. Sharify's book is the first complete work of this nature. Although it is limited to Iranian works, catalogers of Arabic material will find it most useful and informative.

The numerous problems involved in cataloging Middle Eastern material, especially in the vernacular, have been a source of many worries to libraries with such collections. As Dr. Sharify points out, because of the lack of rules for descriptive cataloging of Persian material, and a standard Persian transliteration scheme, there are in the United States many libraries whose Persian collections have not yet been cataloged at all. Now, with the growing interest in Near and Middle Eastern Studies on the part of universities and other institutions, libraries can no longer afford to ignore these collections.

Dr. Sharify's library experience and background have made him thoroughly knowledgeable of problems confronting catalogers of Persian material in the Middle East and in the Western world. In Iran, his home country, he was deputy director of the Library of the Parliament. In the United States he studied at the School of Library Service of Columbia University and received his Master of Science degree and his doctoral degree from that institution. He also worked with the Library of Congress cataloging Persian material.

The cataloger will find in Dr. Sharify's book a detailed and comprehensive tool. After discussing the existing systems of transliteration and their shortcomings, he recommends the system which he helped to develop when he was on the staff at the Library of Congress. That system—a table of transliteration with rules for application—is set forth. He also treats such controversial problems as Iranian personal names (which part of the name should be used as the entry word?), giving in an appendix a list of aids to catalogers for the establishment of entries. The last two chapters are devoted to a discussion of the current cataloging practices of a few North American libraries—their sample cards and rules for descriptions. Catalogers will find many excellent pointers.—Flora R. Jones, United Nations Library.

Electronic Computers


In the relatively few years that electronic computers have been loosed upon the land they have had a revolutionary impact on many problems of information processing. Their impact upon libraries, which must be considered among the primary information handling agencies of the world, has been only slight, however. In a few instances this slight disturbance has been more of an unnerving for a short period of time as an occasional librarian has approached the problem of learning more about computers and how they might be applied to library operations. Most probably these librarians have been turned away because of unintelligible technical presentations, or all-too-intelligible reports of lack of economic justification for the use of computers in libraries. Most librarians, however, have probably ignored computers as library equipment.

Computers are finding some use in information systems, as is shown in the recently published National Science Foundation surveys on nonconventional technical information systems in current use. A glance at the array of imposing names of scientific and industrial firms wherein most of these nonconventional systems have been installed, and at the description of the contents of information handled by the system, has probably confirmed many librarians' beliefs that, after all, computers in information systems are limited to a few high-powered, nationally urgent, narrowly defined scientific and techni-
cal subject areas supported by vast amounts of research funds. Also, the lack of publicity for any use of electronic computers in other library operations (e.g., circulation procedures, which in computer terms can be defined as inventory control systems and hence within the province of computer capabilities) may lead one to believe that electronic computers are useful only in information storage and retrieval work.

There are probably some librarians, however, whose consciences may tweak them occasionally with the feeling that perhaps they are doing their library systems an injustice by not exploring more earnestly the field of computers and computer application to hitherto tradition-bound library operations. (These pangs of conscience usually come immediately after a patron, a professor, a college president, or a research director tosses off a casual "What you need here instead of a card catalog is a computer.") A glance at the title, the statement of potential readership (people about to become involved in some specialized aspect of computing either as users or as electronic designers), the photographs, and the largely nonmathematical approach of Ivall’s book will undoubtedly catch the eyes of some of these librarians. Here, they might hope, will be a clear exposé which will allow them to understand computers and will open the door to a reasonable approach to the decisions involved in determining the applicability of electronic computers to library operations.

This is not the book for them though. First of all, Ivall assumes the reader will have a grounding in electronic or radio techniques. This will exclude most librarians. Secondly, the book is devoted largely to a presentation of why an electronic computer computes, and this is not the kind of information which the potential library user of computers needs. Ivall gets a start on some of the vital questions for librarians in his chapters on the applications of analogue and digital computers, but his accounts are descriptive and not analytical. It takes great ingenuity and considerable inference to carry over information from the descriptions in the book to the field of librarianship, and this is what many librarian readers may turn to books like this to avoid. What we still need in librarianship is a statement of the fundamental factors that go into the decision as to when and where to introduce a computer into an operation, and guidance in the reasoning about these fundamental factors in library terms.

What the book does, it does very well. Ivall has revised the first edition of the book, which was originally a group of chapters by various authors, to produce a more uniformly prepared text. He has added very important chapters on analogue computing circuits, digital computer programming, and recent technical developments. The presentation is built up piece by piece in a most logical fashion, moving from the general characteristics of electronic circuits to the specific relationship of circuits in a system which will compute, store, and actuate information read-out components. The book handles the nonelectronic parts of electronic computer systems well also. The book can be read rapidly, but must be read carefully. After all, computers are complicated mechanisms. The careful reader will find himself asking questions about various statements in the book only to find that these very questions are almost immediately answered in the next paragraph or the next chapter.

The author states that nontechnical people will probably be able to manage certain chapters, particularly those relating to the evolution and general principles of computing, the applications of analogue and digital computers, and the chapter on computers of the future. While they may be able to read the words in these chapters, many of the terms used or concepts referred to will be completely without meaning unless the reader knows and understands what has been said in the unread chapters. For example, in the discussion of the use of electronic computers in the translation of languages, Ivall states that the words to be translated would all have to be coded into the form of binary numbers and all the foreign-language words likely to be required stored in one set of addresses while their English equivalents are stored in another set of addresses. Coding into binary numbers and “addressing” words for storage in a computer are all quite well explained in other chapters of the book, but what visions will terms such as these conjure up on the minds of even the most knowledgeable person who has not seen them dealt with in computer terms.

Even in the second chapter, “General
Principles of Computing," which Ivall claims in his introduction is written in such excellent expository style that it would be presumptuous to change it from the presentation of the first edition, there are some sophisticated technical elements. In one part of this chapter it is stated that an electron tube is initially biased beyond cut-off. The author also refers to the characteristic curve of a vacuum tube and the fact that the curve is curved and not straight. The style is expository, but the language is hardly intelligible to a person not familiar with the technical operations of a vacuum tube. In fact, this language will probably be quite puzzling to some readers. Seamstresses cut on the bias all the time, and of course, if a curve is a curve, it isn’t straight!

The first edition of this book was very well received in Great Britain in 1956, and was reprinted in 1957. This second edition will undoubtedly be well received, at least by beginning students of electronic computer design. It is a superb first assignment for these people. Probably the most distressing factor to potential American readers will be the price of the American edition. In view of the British price for the first and second editions of $3.50, and of the British Book Center’s price for the first edition of $4.25, the American publisher’s price of the current edition of $15 is outrageous. The book is good—but the information in it just isn’t worth that much to anyone.—Russell Shank, University of California Library, Berkeley.
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