Save 94% of Periodical storage space with University Microfilms

Over 1500 Serial publications now available

These handy little boxes are providing adequate periodical reference service—while saving 94% of storage space—for many leading libraries. It is accomplished by following the suggestions in this two-part program.

1. Keep regular issues available for the first year or two—the period of greatest use. Then, get microfilms for enduring reference needs. It costs no more than binding the shelf worn periodicals—saves 94% of space.

2. Replace present backfile volumes with microfilms when the stack space they take is needed for better use. It costs much less than a building addition.

Many new titles have been added to UM availabilities in the last few months, making the service more comprehensive than ever. Write for the complete list of backfile and current volumes.
Barnes & Noble Presents...

THE GLOBE PLAYHOUSE
Its Design and Equipment
By John Cranford Adams, President, Hofstra College. The unique classic on the famous playhouse—and the title most often requested from the B & N Search Service—now revised and greatly enlarged. Based on Professor Adams' minutely accurate replica, text and illustration illuminate the action of the plays through the working of the theatre. Completely new Appendix includes a scene-by-scene reconstruction of King Lear as originally performed. 4-color frontispiece, 31 plates. $8.50

MOLDERS OF THE MODERN MIND
111 Books That Shaped Western Civilization
By Robert B. Downs, Dean of Library Administration, University of Illinois. A chronological survey of the trail-blazing documents of our culture from Columbus to Freud, including the biological and physical sciences and psychology. For each book, approximately 1,000 words analyze its content, assess its historical impact and sketch the author's life. "...will fill a need for any serious reader who has to survey the significant literature of the Western World...has a very special value for library schools."—MRS. FLORRINELL F. MORTON, President, A. L. A. Paperback, $2.25 Hardbound, $6.00

BARNES & NOBLE Inc.
105 Fifth Avenue, New York 3, New York
Early in 1962, subscribers to the \textit{INDEX CHEMICUS} will receive a special massive cumulative index... containing over 150,000 molecular formulas of new chemical compounds reported in 1960 and 1961 scientific world literature.

Prepared and printed on a high-speed electronic computer.

The \textit{INDEX CHEMICUS}, twice-monthly information service, abstracts chemical journal articles "graphically"... compiles molecular formula and author indexes twice-monthly, then cumulates them every four months.

Want proof? Ask for a free copy today.

\textsc{Institute for Scientific Information}
\textsc{33 South Seventeen Street, Philadelphia 3, Pa.}
College and Research Libraries

Maurice F. Tauber, Editor
Mrs. Mary Falvey, ACRL
Publications Officer

Editorial Staff: RALPH E. ELLSWORTH, buildings; JENS NYHOLM, methods; JOHN C. RATHER, news; LAWRENCE S. THOMPSON, personnel; ROBERT B. DOWNS, resources. CARLYLE J. FRAREY, CLARENCE GORCHELS, EUGENE P. SHEEHY, assistants to the editor.

College and Research Libraries, the official journal of the Association of College and Research Libraries, a division of the American Library Association, is published bimonthly—January, March, May, July, September, November—at 1407 Sherwood Avenue, Richmond 20, Virginia. Change of address notices, undeliverable copies, and orders for subscriptions should be addressed to American Library Association, 50 East Huron Street, Chicago 11, Illinois.

Subscription to CRL is included in membership dues to ACRL of $6 or more. Other subscriptions are $5 a year; single copies, $1.25.


Manuscripts of articles and copies of books submitted for review should be addressed to the Office of the Editor, School of Library Service, Columbia University, New York 27, New York.

Inclusion of an article or advertisement in CRL does not constitute official endorsement by ACRL or ALA.


Second-class postage paid at Richmond, Virginia, and at additional mailing offices.

Contents

THE QUEST FOR QUALITY IN HIGHER EDUCATION, by Ralph E. Ellsworth .......................... 7

THE PUBLIC LIBRARY SERVES THE UNIVERSITY STUDENT, by Harold L. Hamill .................... 11

THE FUTURE OF LIBRARY SERVICE AND EDUCATION FOR LIBRARIANSHIP, by Frank L. Schick ...... 16

THE DIGNITY AND ADVANCEMENT OF BACON, by Jesse H. Shera ........................................ 18

INDIRECT COSTS OF LIBRARY SERVICES UNDER U. S. RESEARCH AGREEMENTS, by Richard H. Logsdon ... 24

UNIVERSITY LIBRARIES IN THE AMERICAS: THE INTER-AMERICAN SEMINAR, by Marietta Daniels .... 28

BOOK ORDER PROCEDURES IN THE PUBLICLY CONTROLLED COLLEGES AND UNIVERSITIES OF THE MIDWEST, by Fritz Veit ..................................................... 33

UNIVERSITY LIBRARY BRANCHES ABROAD, by Elizabeth D. Confer .................................... 41

BAFFLING VARIETY: EDUCATION METHODS FOR LIBRARIANSHIP IN GREAT BRITAIN, CANADA, AND THE UNITED STATES, by A. Roberts Rogers ........................................ 45

SELECTED REFERENCE BOOKS OF 1960-1961, by Constance M. Winchell ............................ 51

NEWS FROM THE FIELD ....................................... 59

PERSONNEL .................................................. 65

APPOINTMENTS ............................................ 66

RETIREMENTS ............................................. 71

NECROLOGY ................................................ 72

FOREIGN LIBRARIES ..................................... 72

GRANTS AWARDED BY ACRL COMMITTEE .................. 73

REVIEW ARTICLES ........................................ 76

CLASSIFICATION SYSTEMS, John Metcalfe .................. 76

USE OF BOOKS, Richard H. Logsdon ..................... 78

LIBRARY ARTS, Dorothy Ethlyn Cole .................... 79

The index to Volume 22 is in the center of this issue. A title page to Volume 22 is also bound with this issue.
First introduced by Gaylord in January 1961, this totally new type of catalog card stock is winning new friends every day. The remarkable qualities of strength and long-life, combined with economy prices, make Permec Catalog Cards an excellent value.

Available in light weight and medium weight, blank or with red guide lines.

Try them in your own library. We'll be glad to send a sample packet!
Thewlis’ ENCYCLOPAEDIC DICTIONARY OF PHYSICS

General, Nuclear, Solid-State, Molecular, Chemical, Metal and Vacuum Physics, Astronomy, Geophysics and Related Subjects, written by 3609 of the world’s leading physicists, mathematicians, chemists and engineers.

Editor-in-Chief: J. THEWLIS (Harwell); Associate Editors: D. J. HUGHES (Brookhaven), A. R. MEETHAM (Teddington); R. C. GLASS (London)

This comprehensive dictionary covers physics proper, mathematics, astronomy, aerodynamics, hydraulics, geophysics, metrology, physical metallurgy, radiation chemistry, physical chemistry, structural chemistry, crystallography, medical physics, biophysics and photography. Of outstanding value to all who deal in any way with the physical sciences, ENCYCLOPAEDIC DICTIONARY OF PHYSICS exceeds the scope of other literature in the many facets of this field.

multi-language glossary
The multi-language glossary, included with the set, is a unique compilation of physical terms in English, French, German, Spanish, Russian and Japanese, enabling terms in any of these languages to be found in the others. Available separately at $60.00 the copy.

“Advances in Physics,” an annual supplement, will keep this work up to date. (Available to subscribers at $15.00.)

how to get your free copy of Volume I
We invite you to accept your free copy of Volume I without risking a penny of your institution’s funds! Simply fill out and send the coupon below, examine the book for 30 days, then receive the rest of the set as published, with prorated invoices for subsequent volumes (a more than customary library discount). If you do not wish to receive the entire set, simply return Volume I with no further obligation. By extending payments over the entire period of publication, we offer you an unusual and convenient way of conserving your institution’s funds. Send the coupon today to take advantage of this money-saving offer.

8 volumes including glossary set $298.00

INFORMATION U.S.S.R.

Compiled and edited by Robert Maxwell, Oxford, with the assistance and cooperation of the Editors of the Great Soviet Encyclopaedia, Moscow.

An indispensable, authoritative and comprehensive work of reference on the U.S.S.R. and its peoples, profusely illustrated with maps, photographs, diagrams and tables, and including a wealth of information, classified alphabetically.

A “must” for every college and research library, INFORMATION U.S.S.R. is the most important collection of statistical data on the development of the national economy of the U.S.S.R. and the union republics up to 1960.

approx. 1200 pages $30.00

PERGAMON PRESS, INC.
122 East 55th Street
New York 22, N. Y.

London Oxford Paris

Yes, Please send my free copy of Vol. 1 and bill me only for subsequent volumes as published. If, however, after 30 days’ examination of Vol. 1 I do not care to have the entire set, I will return it to you without further obligation. Please send me copies of the glossary only at $60 each, less library discount. Please send me copies of “Advances in Physics” at $15.00 each.

Please send me copies of INFORMATION U.S.S.R. at the publication price of $30.

Name

Library

City Zone State

PERGAMON PRESS, INC., Dept. CR2, 122 E. 55th St., N. Y. 22, N. Y.
We are pleased to announce that

WESTERN PERIODICALS COMPANY

has been named exclusive U.S. agent for

THE WEIZMANN SCIENCE PRESS OF ISRAEL

and will stock all English language technical publications of the Research Council of Israel.

Back issues and new subscriptions available.

R.S.V.P. for catalogs:

Western Periodicals Company

The Quest for Quality
In Higher Education

By RALPH E. ELLSWORTH

THE IMPENDING Berlin crisis as it appears in July dampens our enthusiasm for long-range thinking or planning. Most of us, nevertheless, tend to hope that if we can just manage to keep them talking, neither of the two K's will get around to acting. There is hope in this theory. It has been used by us librarians for years and constitutes the basis for the healthy condition of the ALA and most of its divisions!

Now it is true that every recent commencement speaker, and every newly installed college or university president, has used the theme of "quality" or "excellence" in education, and the theme has become a cliché in the jargon of the day. We have reached the point where our talk has become a satisfactory substitute for really coming to grips with the problem.

Again, this indicates the appropriateness of the topic for an American Library Association meeting! Perhaps I should remind myself that this is a meeting of ACRL, not ALA, but in that case my gentle irony would be wasted!

Allow me now to talk about quality in higher education as I see the issues today.

First, the recent, widespread interest in quality has been generated from within universities, not from the expressed wishes of the citizenry, although there has been a small amount of that. The motives for this appear to be in some cases selfish and in some quite the opposite. When university presidents use the public's interest in quality as a device for browbeating state legislatures into making appropriations that enable the institutions to inaugurate programs for which they are unprepared, as we have seen in Illinois, Michigan, and elsewhere in the nation, I call this selfish. But when the pressures come from administrators who have conscientiously related their requests to their ability to produce, or to raise the quality level of the work of their institutions, one should applaud.

Second, I should like to mention several interesting ways in which the quest for quality reveals itself.

The decline in students' interest in professional training that students associate with preserving the status quo—such as law, medicine, and business—and their renewed interest in liberal education and in those professions that show promise of effecting social change—such as social service, clinical psychology, and teaching—is a trend I find heartening, not because the first group of professions is unimportant, but because the trend may convince these schools that they need to alter their approach to education.

The honors programs that are being created in great numbers are taking new
forms and, it seems to me, having a real impact. They are helping to break up the long-standing monopoly of departmental regimentation and helping to emphasize independent study. I refer not to the well-established nineteenth century programs of upper divisional privileges given for outstanding achievement, but to new kinds of courses and teaching methods that permit students to formulate an attack on learning without regard to the old system of departmental requirements for the major.

The upgrading of public institutions of higher education—particularly the country-wide transition from the teachers’ college to the university, and the state college to the university, painful though it may be to the old state university in each state—would seem to be in the public interest.

Although critics of higher education see signs of increasing conformity among our undergraduates, I see the opposite. The obvious decline in interest in intercollegiate football and in fraternities and sororities is an important sign, and so is the widespread interest in contemporary music and art and the “experimental” film. One can achieve real status among one’s fellow students in many admirable ways quite apart from the fraternity system.

Various ways of freeing students from the constricting influences of the lecture system are gaining headway. The honors programs mentioned earlier (see files of *The Independent Student*) are one example. Popularity of the plan of making a year abroad an integral part of the four-year liberal arts course is another. Here and there one sees the results of truly enlightened programs of laboratory teaching in the high schools, even though, unfortunately, few colleges are prepared in their general educational level of courses to match the work of the best schools. And, of course, it is perfectly clear, although the idea is resisted with typical academic obstinacy, that television teaching, if properly conceived and used, can place the teaching of most of the elementary college courses on a fully independent basis. We have learned how to teach students to read well enough so that they can learn from books, and if we can do this with books I’m sure we can do it with television!

And now to a few observations on the obstacles in the path of our quest for quality.

**RIGHT KIND OF BOARD MEMBERS**

One of the most serious problems facing us is the difficulty we have in getting the right kind of people to serve on our boards of regents or trustees for state-supported universities. Too often the only people who will serve are the ones who are interested in getting the liberals (whom they call communists or “commysymps”) off the faculties. It takes a courageous board these days to hold off the forces of bigotry, right wing extremism, and fear. It also takes courage to fight for the amount of money the universities need if they are to live up to their responsibilities. Have you ever heard of a regent or trustee whose good work was appreciated in a tangible way by the people of his state? I haven’t.

Another obstacle is the way in which state legislatures are now exercising direct participation in the administration of universities. They do this by establishing super boards, by hiring their own educational experts and calling them chancellors, and by using the power to appropriate as the right to dictate policies. Their “experts” organize nationally and agree on the policies they will urge the various legislatures to follow and they develop so-called standards of performance against which requests for money are measured. The trouble with these is that they are based on the worship of the median, which means that excellence is equated with waste. California and Texas are the leading sinners in this respect.
The nature and complexity of public university administration today determines the kind of man who takes the posts. There seems to be no place any more for the scholar-administrator who has an intimate understanding of the process of scholarship—including needs of libraries. There are exceptions, but fewer and fewer each year. Few sensitive men can stand the grueling pace and abuses that are an inevitable part of the work.

The unreasonable emphasis upon research and publication\(^1\) that characterizes so many of the larger public universities, does, in spite of pious claims for how research enriches teaching, have an adverse effect on teaching for the simple reason that faculty members in the university can’t afford to spend too much time on good teaching unless this contributes to their own research. This is tied to the fact that in most subject areas there is so much easily available grant money for research. This seems to bring out everyone’s latent talent for boondogling and may therefore have a serious effect on the desirable image of the professor. Unless you have a project going these days, you are reactionary. The amount of research grant money you bring into the department may become a measure of your worth. The old-fashioned idea of the humanistic scholar quietly at work on the ideas that interest him suffers in the atmosphere we are creating today in our universities.

The influence of the foundations that concern themselves with the teaching processes worries many of us. Some of it is obviously good, but when these funds are dispersed by men who never achieved real distinction in their subject areas, who have always shown a tendency to be on every bandwagon that comes along and who show an overwhelming love for the new, then the possibilities for harm are great indeed. We can be grateful that the Council on Library Resources has thus far been guided by a man whose judgment is good and who carries the respect of his colleagues.

Unwise external control of universities by national associations by means of accrediting and state licensing represents a serious weakness in higher education today. The professions of law, architecture, and education have been the most objectionable in recent years. Examples of good performance can be found in business, home economics, and library science.

**Teaching vs. Indoctrination**

Failure of colleges and universities to make clear to the American public the differences between teaching and indoctrination has left the public with unjustified fear that higher education is subversive in the fields of the social sciences.

The recent practice of diluting the value of the doctorate both directly through real dilution and indirectly through the establishment of special doctorates—doctor of education, of library science, of business, etc.—would seem to many a most serious weakness.

Slowness of our faculties to free themselves from the provincialism of a western civilization base for the humanities and the social sciences may prove to be our Achilles heel. The sciences have long since freed themselves of this provincialism, but the other parts of the universities have not. The other parts of the world resent the condescension that is implied.

The inability of higher education to meet the needs of a rapidly expanded population growth through a sensible economy of institutions is understandable, of course, but still a serious matter. Is it wise to let our campuses grow to enrollments of thirty thousand? Why are universities reluctant to allow these swollen enrollments to be taken care of by a

---

larger number of rejuvenated or newly created universities? One wonders if they are not thinking more about their own self-interests than they are the needs of the public.

**Academic Librarians’ Contributions**

In this, the third and last part of my paper, I propose to evaluate the contribution we academic librarians are making to higher education.

On the positive side, I think we librarians are more progressive in our thinking about education than are other people in universities. Most of us have had the benefit of a liberal education, and our outlook is broad and not so highly specialized.

We take seriously our responsibility for self-criticism and self-evaluation, and we have available excellent statistics as working tools.

We have a good national association to help us—both ALA and ACRL—and we have an enlightened foundation with money—the Council on Library Resources, Inc.—to help us solve our problems.

We are mostly humanistically inclined and we, therefore, view our problems in terms of their relevance to the needs of individuals.

On the negative side, we have limited our ability to attract into our ranks enough people who have a good background of subject knowledge and professional training because we have allowed our system of professional training to become a bottleneck. We place too much emphasis on the particular kind of professional training we have developed at a time when we should have been adapting our library schools to meet the needs of higher education. We are probably the least doctrinaire of all the professions in this respect, but that does not relieve us of the responsibility for acting more quickly. I will begin to rejoice when I see the library schools stop pretending that one kind of program meets the needs of all kinds of libraries. I thought Larry Powell of UCLA was going to be courageous enough to staff that school for the training of librarians for higher education, but I see that he, too, fell into the same old groove.

We also have some problems with our national associations. ACRL has not yet found a peaceful co-existence with ALA, nor have we resolved the problems of relationship between ACRL and the Association of Research Libraries.

In the new ALA structure, how are we to solve our problems when the associations based on activities (and this is an expression of the wishes of the membership, not the result of dark thoughts among ALA officials) glorify the type of activity? This organization inevitably makes it more difficult to keep activities in their proper relationships within the type of libraries.

This, it seems to me, is the problem we, as members of an association, must solve if we are to give to and take from our association the best that can be offered.

**Recruiting Material Available**

Librarians who counsel potential librarians or who work with counseling services will want copies of the recently revised list of sources of financial aid for study in the field of librarianship, *Fellowships, Scholarships, Grants-in-Aid, Loan Funds, and Other Assistance for Library Education in the United States and Canada* (Chicago: American Library Association, Library Education Division, 1961). Up to ten copies are available from the Library Education Division without charge. Also available soon, for distribution, are the first two of the Demco recruiting brochures—the general pamphlet and the presentation of opportunities in library education today.
The Public Library Serves The University Student

By HAROLD L. HAMILL

THE MOST SERIOUS service problem faced by many public libraries today is that of meeting the needs of the student in the college or university located in a large city or metropolitan area. This paper excludes from our consideration the situation such as that at Princeton or at Stanford, where the great majority of students live on or near the campus, and thus have access to the university library whenever it is open.

Los Angeles is the seat of two large urban universities—the University of Southern California, with an enrollment of nearly seventeen thousand students, and the University of California at Los Angeles, with about the same number. The Los Angeles State College has an enrollment of over 14,000, and the newer San Fernando Valley State College will soon approach, or even exceed, this size. Numerous other smaller colleges and specialized schools are scattered throughout Los Angeles and the metropolitan area. Relatively few of the students enrolled at the universities and the state colleges live on campus or even near it. The city of Los Angeles alone spreads over almost 460 square miles, and the county covers ten times that area. Public transportation is generally poor, and in some parts of the area completely non-existent, with the result that our people are highly dependent on automobile transportation.

Students spend only a part of their day on campus. After they have attended their classes, they transport themselves by automobile, often in car pools, back to homes located in parts of the metropolitan area far removed from the university or college library. Under these circumstances, it is not surprising that for reference and reading needs connected with his courses the student turns to the nearest public library which has suitable materials. In Los Angeles the student finds that most of his needs can be met in the collections of the Los Angeles Public Library, which, although they are certainly not unlimited, do include over 2,700,000 volumes and twenty-five thousand serial titles. Student use of the central library is, of course, particularly heavy, but our larger regional branches with collections numbering up to seventy-five thousand volumes are also drawn upon to supply a great many student needs. I am not trying to say that we have by any means all the services and all the copies needed, but, generally speaking, students have discovered that they have a fairly good chance of finding what they want at the public library.

This situation, I am sure, from what I have been told and from what I have seen in our professional literature, is one which holds true in other large urban centers. The many difficulties encountered by the public library in meeting this onrush of university and college students are augmented by armies of other students of all ages from elementary grades through high school. Although students have always been an important section

Mr. Hamill is Librarian, Los Angeles Public Library. This paper was given at the ALA Conference, Cleveland, July 1961.
of the public library's clientele, since the end of the war, and particularly during the past three or four years, public libraries have actually been overwhelmed at many times by the student horde. In fact, many members of our library staff are considerably concerned that the non-student adult feels unwelcome in the confusion and hubbub created by student use. In many libraries, students have become the tail that wags the dog, and other would-be users of the library are simply not able to get access to the materials they need or to receive the professional services they have every right to expect.

Transportation problems loom large in Los Angeles, but putting them aside for a moment, I think we should ask at this point whether university and college libraries are adequate for present-day student needs. In 1959 the Council of the American Library Association adopted an official statement of Goals for Action. The first item on the list was this: "Library collections and services for every school, college, and university that will support the instructional program and stimulate student interest in reading and in continued self-education." Let me stress that this is still a goal, and is far from actuality. The universities of Los Angeles which I mentioned earlier both have excellent libraries managed by intelligent and progressive librarians. But here, as elsewhere in California and throughout the nation, several factors have operated to keep library facilities in universities and colleges well below a level of complete adequacy to meet student needs. First of all, in recent years the university and college populations have expanded enormously. The sheer bulk of students has produced a demand for duplication of copies far beyond the ability of most university and college libraries to supply. Meanwhile, changed patterns of education at all levels of schooling are placing heavier reliance on the use of source materials and serial publications, less on single textbook and classroom lecture methods. Small wonder then that students hunt diligently throughout the metropolitan area for the books or serial files needed for their reading assignments or papers. In the social sciences department of our central library within the past year or two we have had to put on special reference loan for control purposes approximately fourteen hundred titles which our experienced staff knows will be called upon heavily by students. In Los Angeles, and I am sure elsewhere, the need for such drastic measures has been compounded by the fact that many new colleges and junior colleges have been established and their libraries have not yet had an opportunity to achieve anything like the necessary depth of collections or adequate duplication of copies. Under these circumstances, is it any wonder that students follow every possible and practical avenue to meet their full library needs?

PUBLIC LIBRARY'S RESPONSIBILITY

I have described some of the difficulties under which the public library labors in this situation. It is true that students have overrun its facilities, that they have in some cases driven out adult non-student users. Perhaps we should ask at this point whether the public library can and should continue to serve the university and college student. It is my continued and firm belief that it must accept the responsibility to serve students to the best of its ability. Not only would the public library be socially unjustified in erecting barriers against students, but it should actually welcome the opportunity to encourage students to become life-long consumers of its wares.

Moreover, I believe that our larger public libraries are in a unique position to supplement the university and college libraries in meeting the needs of students. The average large public library has long files of periodicals, serials,
and government documents, important collections of specialized pamphlets and materials in microform. Unless the student is enrolled in a university with a very large collection of materials, he may not be able to find some of these things in his own educational institution and must perforce use the public library.

One automatic check on student use of public libraries lies in the fact that few public libraries buy textbooks as such. In the Los Angeles Public Library's policy statement on library service to students, our position on textbooks is stated thus:

It is the responsibility of the Los Angeles Public Library to provide circulating materials and reference service to meet or supplement the needs of students. Local educational institutions are expected to supply textbooks and related materials for student use. Textbooks purchased by the library are acquired primarily for subject content and value to the general reader and are duplicated only in sufficient quantity to meet normal community demands. The use of rare, irreplaceable materials is restricted to research purposes.

It is true that the university collections and public library collections taken together cannot completely supply the need for duplicate copies. It is my hope that the increasing publication of classics and specialized titles in paperback form will be a substantial contribution to the need for heavy duplication. Paperbacks are generally helpful, however, only in the field of monographs. For periodicals and serials with backfiles running from twenty to fifty years or more, the student will continue to be completely dependent upon the larger and longer-established libraries, whether university or public. The newer educational methods mentioned earlier lean heavily on assignments involving serial titles. Visitors to our central library from other cities and other countries, both librarians and laymen, never fail to be impressed by the great number of students using our bound periodicals and other serials. Many of these, of course, are high school students. In former days a student taking a course in history, art, philosophy, or one of the social sciences might have need to consult this kind of material once or twice a year for a term paper. But under the present methods some of our students, particularly the superior ones, are involved in assignments which bring them to the library to consult serial files two or three times a month or oftener. Therefore, where we used to have scores of requests of this kind in a week we now have hundreds or even thousands.

It seems to me, then, that the public library has a golden opportunity to introduce the student at an impressionable age to an institution which, as an educated person, he should use freely all of his life. Students of all ages and of all categories, if they are willing to settle down and behave themselves, should be made welcome in their public library. In many cases the student's way of life and his transportation habits actually make his use of the public library mandatory. This is not to say that the public library should unduly solicit the patronage of this important group of users or that it should attempt to serve them to the extent of penalizing the general body of adult users. But certainly, as young citizens, students have a right to use their public library as fully as their needs require and circumstances permit. Keeping a perfect balance between the needs of students and those of the other adult readers is, I realize, perhaps more easily said than done.

In practically every one of our major cities someone, usually the executive of the largest public library in the area, has made an attempt to bring together school authorities, other librarians, curriculum planners, college and university authorities from various levels and in various groupings to see whether a more intelligent and cooperative job of library serv-
ice to students can be achieved. To date, these attempts have produced some accomplishments, but I am afraid that in most cases not enough headway has been made. At two gatherings of this kind in Los Angeles, I have received the impression that many of the college and university librarians in the area feel that the problem would be solved if the public library would only set up residence requirements for the use of its materials by students, and thereby turn back to their college or university at least some of the army of students. I cannot believe that this is a valid solution to what I agree is a difficult problem. To library users patterns of accessibility are more important than legal boundaries. In meetings of college and university librarians with public librarians, attention is also often given to cooperative agreements for acquisition of materials. Although such agreements are healthy, particularly in the area of more highly specialized research materials, we must remember that demand for use is likely to override strictly logical divisions of material. In parceling out fields of specialization, therefore, we must remember to be realistic, and must be generous in planning for considerable duplication in the vast areas of materials used by undergraduates in colleges or universities.

Bringing public librarians and university librarians together only to commiserate or to plan ways to “share the poverty” does not attack the real problem. How then can they cooperate to real purpose?

Lack of Basic Planning

First, let me say that I wish I could report that all of this greatly increased use by students of libraries has come about in an orderly and intelligent way. I wish I could think that it is the product of years of informed planning and detailed knowledge on the part of educators of all levels—administrators, curriculum planners, teachers, and librarians. But such is certainly not the case. Curriculum planners make no attempt to find out whether the libraries in their institutions can meet the needs of the curriculum. Teachers directly responsible for assignments are often uninformed and oblivious to what those assignments require in the way of library materials. Certainly administrators and appropriating bodies seem unaware of the fact that the changed curriculum has placed vast new demands upon libraries and even more unaware that their libraries are ill-equipped to meet these demands. I am repeating only what has been said a hundred times before when I say that public librarians and university librarians need to work together through our professional associations and at the local level on the serious problem of educating teachers in the student use of libraries. At the local level we need also to know more about each other’s resources in order to do an intelligent job of using what we have to the best advantage.

Even more importantly, the public librarian and university and college librarian should aid each other in the presentation of their financial needs to administrators and appropriating bodies. We need to understand each other’s situation and to help each other develop strategy. As an example of what I mean by strategy, let me cite a comment made at a Los Angeles meeting called to discuss the student problem. It was suggested that perhaps the Los Angeles Public Library should refuse all interlibrary loans to universities and colleges in the area, thus strengthening the budget request made by the college and university libraries for book money to purchase the materials they lack. Parenthetically, I might point out that some of the public libraries in the Los Angeles metropolitan area are taking what might seem on the surface to be a step backward by canceling their reciprocal agreements with neighboring cities and raising their non-
resident fees. While this certainly seems to go against the pattern of cooperation toward which libraries have been moving, it may actually be a painful but necessary step to convince appropriating bodies and the general public that the word "free" in "free public library" is not to be taken too literally.

Not only do we need greater understanding and closer cooperation between the libraries of educational institutions on the one hand and public libraries on the other, but we certainly need a vast increase in the resources of both. While there is a faint chance that American education may not continue to go in the direction of the pursuit of excellence, of toughened-up courses, and of greatly expanded educational institutions, it seems likely that these trends will continue and even be strengthened. Educational costs will continue to rise and the administrative librarian must be ready to fight for a great increase in library budgets.

In the *Library Quarterly* January 1960, Sara Fenwick described the situation created by students of high school age in a suburban part of Chicago. From the facts she set forth, the conclusion was clear that the resources of all the libraries available, both school and public, were inadequate to meet student needs. It was obvious that the problem could not be solved simply by working out understandings or cooperative measures between the two kinds of institutions. This is the same kind of problem that exists in university libraries and public libraries, namely, that there are simply not enough books, librarians, or physical facilities to meet the needs of modern education. In the long run, the only real solution lies in the upgrading of libraries of all kinds. Such upgrading will require the establishment and general acceptance of high standards and the achievement of those standards through adequate financing of library service.

At a recent meeting of public librarians with college, university, and school librarians, Everett Moore, assistant librarian at UCLA, made what I regarded as the most telling comment of the afternoon. He said that the total library resources of the metropolitan area should be regarded as a vast pool, to be drawn upon by users of all kinds. I fully agree with him. I would only add that if it is to serve the purposes of modern society to the full, this vast pool must be greatly deepened and broadened through the heroic efforts of all of us.

Funds for Archivists, Librarians, Researchers

The Harvard Graduate School of Business Administration announces the availability of funds to aid archivists, librarians, and researchers interested in investigating topics in economic and business history or in studying the acquisition and handling of archival material, manuscripts, and books in this field. The school's unique resources in these areas will be available to such persons during the summer of 1962. Members of the Business History Group and the staff of Baker Library will be available for consultation and guidance, but applicants who receive assistance will be free to pursue their projects as they think best. The criterion for awarding financial aid will be primarily the extent to which the use of the school's resources can be expected to advance proposed projects. This decision will be made by a committee of faculty members at the Harvard Business School. The amount of aid will be adjusted to the requirements of the individuals who are selected. Inquiries may be addressed to Professor Ralph W. Hidy, Morgan 304, Harvard Graduate School of Business Administration, Soldiers Field, Boston 63, Mass.

JANUARY 1962
The Future of Library Service and Education for Librarianship

BY FRANK L. SCHICK

When Library Trends was launched in July 1952, Robert Downs wrote in the introduction to the first issue that "it was the consensus of advisors that library science has reached a stage in its growth where synthesis and interpretation are required. ... In no existing organ, however, has one been able to secure a well-rounded view of the state of progress of any particular area of librarianship. No source has brought together widely scattered fragments into a coherent and connected whole. It was agreed, accordingly, that this sort of integration should be the primary aim of Library Trends. ... In substance the purpose is to offer a general status quo statement of social, political, educational, and economic tendencies now affecting libraries, with some forecasts of things to come and attempts to identify areas in need of further investigation."¹

Nine years after the first issue, the goals and purpose, so well chosen, remain unchanged, but several departures were made in the July and October 1961 issues.

Emphasis is shifted from status quo to forecasting. In attempting to look ahead it is essential to base our crystal gazing on the solid foundation of the 1960 census data. Since statistical projections belong to a discipline outside the librarian's province we were fortunate to secure the assistance of Philip M. Hauser, chairman, department of sociology, and director, population research and training center of the University of Chicago, and former deputy director of the U.S. Census Bureau, to join our team of distinguished librarians and specialists, in a field already familiar to him.²

In dealing with all types of libraries and several areas cutting across the institutional aspects, such as their human and material resources, the task grew beyond the confines of one issue.

While Library Trends can look back on the tradition of obtaining the best of professional writing without compensation, the demands made on Dr. Hauser for tabulations and charts required assistance which had to be remunerated.

The Council on Library Resources provided two grants which permitted the preparation of the supporting materials. Departing again in the preparation of Library Trends from the established custom, it seemed important to coordinate the work of our twenty contributors not just through correspondence but to arrange for two meetings which would permit the authors to indicate to Dr. Hauser what particular subject fields his projections should cover. Travel funds for these conferences were provided for a number of participants by a grant from the Grolier Foundation. As a result, Library Trends became for the first time the grantee of two foundations. This fi-

nancial assistance assured the publication of our issues.

The first contributors’ meeting was held in October 1960 in the U.S. Office of Education in Washington, the second in January 1961 at the Edgewater Beach Hotel in Chicago preceding the 1961 ALA Midwinter meeting. Active participants in the meetings and resource personnel sans pareille were my colleagues in the LSB: Herbert A. Carl, Nathan M. Cohan, Mary Helen Mahar, John Carson Rather, and Rose Vainstein.

To cope with the materials in two issues with different deadlines and to present the profession’s viewpoint to the American public, which could be written only by the executive officials of the American Library Association, it was decided to approach the subject in three stages:

1. The preparation of Dr. Hauser’s lead article and supporting materials which form the bases for the elaboration of the subject specialists (together with the Introduction published as Part I in the July 1961 issue).
2. The articles of the subject specialists.
3. The summary section of David H. Clift and Germaine Krettek (Items 2 and 3 published as Part II in the October 1961 issue).

The preparation of the two issues, including editorial arrangements, the selection of topics, and the selection of authors took two years. How sincere the profession’s cooperation was is evidenced by the acceptance of writing assignments at the first invitation by all but four authors.

Independent of this project, the Library Services Branch obtained authorization in 1960 from the Office of Education to cosponsor with Western Reserve University an institute on education for librarianship, to study areas of mutual concern to faculty members of library schools and practitioners in the field. In December, Jesse H. Shera, Ruth Warncke, John G. Lorenz, and this writer discussed the manner of presentation including the preparation of preconference papers. At this meeting, it was suggested that the July and October 1961 issues of Library Trends be used as conference working papers. With the approval of Harold Lancour and the contributors, this added use of the issues has been incorporated in the institute’s program.

The Institute on the Future of Library Education, Demographic Aspects and Implications, is scheduled for April 1962 in Cleveland. It will be directed toward an exploration of needed adaptations in emphasis and subject content in the programs of study, research activities, and curricula of library schools through anticipated changes in the demographic, social, and economic conditions.

The Institute will bring together between 100 and 125 librarians and library administrators from school, college, university, public, and special libraries and faculty members of library schools to plan joint programs. The three-day institute will consist of addresses and symposia stressing the impact of demographic changes on the individual, social institutions, and educational policies, and their effect on library services, their organization and institutional interrelationships.

The general sessions will be followed by group meetings which will consider detailed aspects such as library personnel, requirements for future services, admission requirements, and types of degrees to be conferred. Each of the groups will work on different aspects of the recommendations, which will be submitted to the attendants for adoption. The Journal of Education for Librarianship will publish in a special issue the papers and the recommendations of the institute.

To assist participants and discussion leaders, a conference workbook and background material will be prepared and sent in advance to all registrants.
The Dignity and Advancement of Bacon

By JESSE H. SHERA

Francis Bacon denied the circulation of the blood, didn't understand the work of Galileo, rejected Gilbert on magnetism and Copernicus on the sun. He was not a scientist, but a lawyer, a practical politician, and a man of letters; he created no new science, but preached a new philosophy—though by William Harvey it was disparaged as the work of one "who writes philosophy like a Lord Chancellor." By which he meant, one may assume, that there was a certain amount of "ham" in Bacon. In every sense he was a child of his age; his contemporaneous doubtless stems from the fact that today we are all Elizabethans at heart.

Yet Bacon was nothing if not a prophet, the bellwether of a new generation of scientists. He envisaged a world perfected by a reformed science, and though he made no striking or successful experiment contributing any important fact to man's store of natural knowledge, with conscious power and statesmanlike eloquence he gave authentic voice to a philosophy of inductive science unimagined by others who were, in reality, better scientists than he.

There was in Bacon's philosophy the spirit of adventure, even as in the exploits of Hakluyt, Drake, and Raleigh. Like Galileo, Tartaglia, Descartes, and Newton, he strove for the emancipation of physical doctrine from the presuppositions of scholastic ontology and espoused epistemology as the rational highway to the goal of all natural science. "It is idle," he wrote, "to expect any great advancement in science from the super-inducing and grafting of new things upon old. We begin anew from the very foun-

Dr. Shera is Dean, School of Library Science, Western Reserve University. He delivered this speech at Monteith College, Wayne State University, Detroit, Michigan, on the four hundredth anniversary of the birth of Francis Bacon.
fication of the intellect. Certain obstacles, which Bacon called "idols," render the mind inhospitable to innovation. Ready acceptance as truth of that which one wishes to be true; predisposition to individual prejudice and error; unfit choice of words, obscuring rather than clarifying the understanding; reliance on the authority of an obsolete systematic dogma inherited from medieval philosophy; the intellectual sterility and circularity of Scholastic "logic"; these were the "idols" that condemned the dignity and worth of human learning to languish in futility. The mind must be meticulously purged of all "anticipations," prejudices, and "idols" if it is to be prepared to comprehend the true essence of phenomena.

Synthesis of this "essence of phenomena" distills a totality of collected facts into the aforementioned wine of scientific truth. However, science cannot be distilled from uninterpreted sense experience, however assiduously the grapes of fact are gathered, sorted, and pressed. Bacon's progress toward truth via observation and experimentation left him stranded on the siding of positivism, for that which appears at first blush to be honest fact may later be shown to be nothing more than another "idol." Science does not advance solely by means of perceptual experience, nor is it served because man is making ever better use of his senses. Bold ideas, unjustified anticipations, and speculative thought must be hazarded if the scientist is to win his prize.

**Choice and Judgment**

Facts and phenomena are infinite in number, and the scientist must choose from those he discovers the few which may be relevant to his purpose. This exercise of choice is, of course, an act of judgment; and judgment formation is impossible without a theoretical frame of reference. The inductive verification of a theory implies a much more complicated process than empiricism in its usual form admits. Even the simplest determination of a physical fact implies a whole complex of theoretical statements and is significant only in relation to them. If science is to be realistic and orderly, empirical and rational methods must complement each other at every step; the theoretical can never be separated from the factual into a dichotomy. Bacon's *experimentum crucis* was impossible; he stumbled about in a world of isolated instances, unrelated particulars, and colorful but disorderly experiments, until the facts themselves exacted their own ironic penalty—he died as the result of exposure suffered when he left his carriage to stuff a chicken with snow in order to test the effect of low temperatures upon the rate of putrefaction.

Like any philosopher who distrusts abstraction, Bacon was driven by his inductive method to the use of classification as an instrument for ordering the world, a necessary prerequisite to the progress of human knowledge. Anticipating Locke's belief that ultimately all our ideas are the product of sensation, he adopted a psychological Gestalt for his classification and set forth, in the Latin (1623) edition of *The Dignity and Advancement of Learning*, the details of a scheme based on three human "faculties." "For sense, which is the door of the intellect," he wrote, "is affected by individual objects only. The images of those individuals—that is, the impressions received by the senses—are fixed in the memory, and pass into it, in the first instance, entire as it were, just as they occur. These the human mind proceeds to review and ruminate on; and, thereupon, either simply rehearses them, or makes fanciful imitations of them, or analyzes and classifies them. Therefore, from these three fountains—Memory, Imagination, and Reason—flow these three emanations—History, Poesy, and Philosophy; and there can be no others."
By ordering his classification upon man's cognitive power, Bacon gave fullest voice to his belief in the unity of all knowledge, which was organized for use into a configuration resembling the horns of Pan, broad at the base and pointed at the top, as all nature may be said to rise to a point. The individuals or instances comprising the base are infinite, but they may be collected into manifold species, which coalesced into genera which, by continued synthesis, progressed through more nearly universal generalities toward nature's natural end, unity. Its divisions, Bacon said, "are like branches of a tree that meet in one stem." The trunk represented one universal science, Bacon's Philosophia Prima, "which stem grows for some distance entire and continuous before it divides itself into arms and boughs." This great mother of all the sciences was "a receptacle for all such axioms as are not peculiar to any of the particular sciences, but belong to several of them in common." The body of these axioms he described as "displaying the unity of nature," and it was identification and demonstration of this unity that comprised the true office of Philosophia Prima.

Bacon's insistence upon the unity of science and learning has its obvious counterpart in the Hellenic belief in universal Sapience, and the Greeks linked the chain of the sciences into a Circle of Learning. But it imposed severe restrictions by drawing an absolute line of demarcation between the realm of the divine and the world of nature. Science was left with only the natural, hence its concern was limited to matter—the natural and physical sciences. But Bacon did not regard the speculative and the operational aspects of science as two kinds of knowledge, but rather as two professions or occupations operating with the same body of knowledge; one being concerned with an inquiry into causes, the other working toward the production of effects.

Bacon's Debt to Aristotle

Though Bacon's scheme for the partitioning of knowledge differed both fundamentally and in detail from those of his predecessors, its debt to Aristotle is apparent in several of its subordinate categories, and the Stoic Triad, as well as the Trivium and Quadrivium of the Scholastic curriculum are not quite concealed within it. Bacon separated civil from natural history, laying the foundation for a separation of science and philosophy—to him, civil history embraced all human affairs and natural history encompassed all the facts of nature. Perhaps he saw his classification as a framework within which he could set forth his observations and criticisms respecting each separate branch of knowledge and his proposals for remedying the deficiencies of the learning of his day. However, at the beginning of the seventeenth century the time was ripe for radical reform of the sciences—four centuries earlier another Bacon, Roger, had sought to define knowledge in terms of what men can do instead of what hypotheses they can formulate, but his impatience with Scholastic subtleties came a little too soon.

The errors in Francis Bacon's psychology, leading him to conclude that the mind operates in discrete water-tight compartments, that memory is confined to history, that history itself is no more than the recall of facts, that reason and imagination are opposing extremes, need not concern us here—after all, it was in the practical world of commerce, industry, agriculture, navigation, and court politics, rather than in the world of the mind, that Bacon felt most confident. However, like Samuel Johnson's preaching woman, Bacon's psychology is remarkable, not because it is faulty, but because it is psychology at all.
The doctrine of the unity of knowledge, however imperfectly conceived in detail, had a special significance for the early seventeenth century. Bacon's classification not only helped to prepare the way for the enlightenment of the next century, but it also established a systematic plan of organization adopted by the authors and compilers of the dictionaries and encyclopedias which came to play such an important role in the dissemination of scholarship. "If we emerge from this vast operation," wrote Diderot in announcing his plans for a great French encyclopedia, "we shall owe it mainly to the Chancellor Bacon, who sketched the plan of an universal dictionary of sciences and arts at a time when there were not, so to speak, either arts or sciences. This extraordinary genius, when it was impossible to write a history of what men already knew, wrote one of that which they had to learn." Certainly it was the decision by Diderot and D'Alembert to make use of Bacon's system as the framework for their monumental synthesis of eighteenth century scholarship that firmly established Sir Francis as the supreme authority on classification.

**Universally Adopted**

To the close of the nineteenth century, and even almost to the present time, Bacon's tri-partite division of knowledge has remained unchallenged (except by Brunet) as the pattern to be followed by bibliographers and librarians in England, France, and especially in Italy. Rhodius, Clemens, Naudé, Bouillaud, and Garnier all employed the Baconian triad, with modifications. On this side of the Atlantic, Thomas Jefferson adopted the Baconian scheme for the organization of his own library, and when his books were sold to the United States government after the War of 1812, his classification (based on Bacon's) was accepted as the organization plan for the Library of Congress and remained in use until shortly after 1900, when the present system was devised by Martel and Hanson. Thaddeus Mason Harris, when librarian of Harvard College, used Bacon, as modified by Diderot and D'Alembert, for the ordering of his list of titles recommended for purchase by the small association libraries springing up along the Atlantic coast and in the Middle West during the late eighteenth and early nineteenth centuries. But, of course, it was Melvil Dewey's use of the "inverted Baconian" of William Torrey Harris for the general plan of the Dewey decimal system that established Bacon as the strongest single influence in bibliographic organization. And the adoption of the Dewey pattern by the International Institute of Bibliography for its universal decimal classification gave the Baconian influence an almost impregnable position throughout the world. For better or for worse, librarians and bibliographers will probably suffer with Bacon for a good many generations more.

The popularity of Bacon's schemes for bibliographic purposes is easily understood, for it is simple in concept, flexible, and readily applicable to practical situations. Philosophically, it rests on two assumptions: first, that books, being products of the mind, a scheme that derives from human faculties would seem to be particularly appropriate for their organization; and second, that books are themselves "facts," "instances," or entities, and therefore it must follow that the construction of a bibliographic classification is in itself a manifestation of the inductive process from which a taxonomic ordering will emerge. That such reasoning misconstrued the purpose of bibliographic organization, not to say the character of the book, is beside the point. Bacon, when he devised his system, had no notion that it would ever be used to order books in a library or entries in a bibliography. Librarians, on the other hand, have made use of whatever was readily available to them, and
the Baconian triad seemed to meet their needs. Librarians have always been a practical breed, too often painfully so, not much given to thoughtful contemplation of the philosophical considerations that underlie their craft.

BACON'S CONTRIBUTIONS APPRAISED

In the final analysis, then, how does one appraise the contribution of this fascinatingly complex man?

Bacon's perception of the intellectual bankruptcy of Scholasticism, and the imperfections of its method, led him to set forth ideas which dramatized the widening intellectual breach that separated his day from the Middle Ages. He invested science with a civic dimension which made it a comfortable democratic doctrine within which could develop a vocation for the betterment of man's estate that was not the monopoly of an aristocracy, either of birth or mentality, but could be shared by all. In the clarity and vigor with which he denounced the older philosophies, he stood above his less articulate contemporaries, though he preached much more successfully than he practiced.

Though he failed to recognize that the delicate process of observation is intimately interrelated to the philosophical atmosphere within which it is conducted, he did recognize, perhaps better than any other of his day, the extreme difficulties inherent in any attempt to ascertain accurately the facts of nature. To a striking degree he anticipate John Locke's belief that all human ideas are ultimately the product of sensation. This concept was not only implicit in the Novum Organum, but was the very foundation of his system of classification. Thus in the "practical" orientation of his philosophy, reinforced a half-century later by Locke's Essay Concerning Human Understanding, Bacon can properly be regarded as the progenitor of certain characteristically English schools of thought in psychology which have profoundly affected the course of scientific inquiry.

It was, however, in his attitude toward the importance of language and communication that his ideas seem most astonishingly modern. His "Idols of the Market-Place" anticipated today's general semantics: "men believe that their reason governs words . . . , but it is also true that words react on the understanding." He presaged modern linguistics by pointing out the errors arising from the tendency to hypostatize language (that is, through words to attribute reality to that which does not exist), and the failure to recognize the open texture of language (that is, that words can be so confused and ill-defined that they can destroy rather than promote human communication). Thus, he arrived at the conclusion that a familiar word may have no definition which rightly fixes its meaning. As he said, the word is "a mark loosely and confusedly applied to denote a variety of actions which will not bear to be reduced to any consistent meaning," and thus to know its use fully, one must turn not only to definition, but also to the ways in which it is employed. Here, indeed, were germs of linguistic concepts that gave rise to such divergent twentieth century analyses as those of Whorf, Charles Morris, Korzybski, and others.

Also, in the sixth book of the English version of the De Augmentis, Bacon inquired into the capacity of "discourse," both written and oral, to convey the thought of one man to another. Here, especially in his treatment of ciphers and other non-vernacular forms of communication, he considered the transmission of information in ways that are strikingly suggestive of the problems of modern documentation, information theory, and symbolic logic, even hinting at Cybernetics.

Furthermore, in the first edition of the Advancement, in the Novum Organum,
and in the *New Atlantis*, Bacon urged the association of scientists in cooperative exploration of natural phenomena, paying little heed to theory and none whatever to traditional philosophizing. That his vision inspired the founders of the Royal Society is evident from the testimony of Locke, Boyle, and the first officers of that organization who frankly regard themselves as his disciples. Admittedly, they were so fired by the Baconian enthusiasm for the inductive method that they were too filled with the wonders of nature, too preoccupied with the practical utility of what they were doing, and too impatient with the dull routines of systematic inquiry, to subject themselves to the rigorous self-discipline that is the hallmark of the true scientist. Yet in the spell cast over these brilliant young men who heralded the dawn of a new scientific age is to be found the germ of today’s cooperative, or team, research. Bacon underestimated the task of exploring all the phenomena of nature, there can be no doubt about that; but he knew that it was a big job and that it could never be brought to successful completion by individual scholars working in isolation. There may have been more truth in Harvey’s jibe than he realized, for what seventeenth century science seems to have needed most was a “Lord Chancellor.” Perhaps this was Bacon’s greatest contribution of all, that after four hundred years he can, to paraphrase his own words, still “ring the bell which calls the wits together.”

**Photocopying by Libraries**

The following pertinent statement concerning photocopying by libraries is taken from the July 1961 *Report of the Register of Copyrights on the General Revision of the U. S. Copyright Law*, pp. 25-26:

**The Problem**

“The application of the principle of fair use to the making of a photocopy by a library for the use of a person engaged in research is an important question which merits special consideration. This question has not been decided by the courts, and it is uncertain how far a library may go in supplying a photocopy of copyrighted material in its collections. Many libraries and researchers feel that this uncertainty has hampered research and should be resolved to permit the making of photocopies for research purposes to the fullest extent compatible with the interests of copyright owners.”

**Recommendations**

“The statute should permit a library whose collections are available to the public without charge to supply a single photocopy of copyrighted material in its collections to any applicant under the following conditions:

“(a) A single photocopy of one article in any issue of a periodical, or a reasonable part of any other publication, may be supplied when the applicant states in writing that he needs and will use such material solely for his own research.

“(b) A single photocopy of an entire publication may be supplied when the applicant also states in writing, and the library is not otherwise informed, that a copy is not available from the publisher.

“(c) Where the work bears a copyright notice, the library should be required to affix to the photocopy a warning that the material appears to be copyrighted.”

**JANUARY 1962**

23
Indirect Costs of Library Services
Under U. S. Research Agreements

By RICHARD H. LOGSDON

In recent years the United States government has turned increasingly to colleges and universities for help in the research and development activities necessary to the accomplishment of various government programs. From a level of approximately $221,000,000 in 1951-52 funds for government-financed research on college and university campuses reached $846,000,000 in 1960. This sum of money is large in relation to the total expenditures of the principal recipients, but when considered in relation to the total of new funds becoming available for research, the proportion from the federal government shows up even more dramatically.

Librarians, sensitive to the increasing demands generated by this government-financed research, have properly become concerned with the amount and distribution of these funds within their institutions, and especially with the methods of calculating overhead costs for reimbursement by the government. They have watched departmental research activities grow while their own budgets tended barely to keep up with inflation. They have experienced the pressure of additional readers' specialized demands on library services, sometimes even to the point of forcing a lowering of quality of service to the more traditional programs. They have been generally aware of the inclusion of library costs in the calculation of the amount of reimbursement to the institution for all overhead costs, but have not found satisfactory answers to several questions, including the following:

(1) Do government procedures give proper recognition to the role of the library in serving government-sponsored research?
(2) Are library costs properly represented in institutional negotiations with the government?
(3) Is the institution receiving adequate payment for services performed?
(4) Are libraries receiving the financial support needed to provide adequate service to government-sponsored research?

To the end of getting better answers to these and related questions, the Association of Research Libraries sought and received a grant from the Council on Library Resources to sponsor discussions with institutional officers responsible for negotiating government contracts and overhead reimbursements. The objective of these three-way discussions—involving librarians, finance officers, and offi-

3 In several universities, federal grants for research and development programs account for more than one-third of the budget.
cers in charge of government contracts—was to develop recommendations which, if adopted by the U.S. government, would provide the basis for calculating library costs on a practicable and equitable basis.

Representatives of nine institutions met at Princeton University on May 30, 1960, and again at Columbia University on November 18, 1960. Discussions served to clarify many aspects of the government-institutional relationship, and produced a number of specific recommendations. These will be mentioned here, together with certain background information not readily available in printed sources. In the consideration of this material in relation to individual institutions, librarians will want to distinguish between research and development contracts or agreements, on the one hand, and grants to institutions from government agencies, on the other, inasmuch as the present method of reimbursement is different. Grants tend to include a percentage for indirect costs varying in amount with different agencies, whereas the reimbursement for indirect costs related to research agreements is negotiated annually by each institution. It is to be hoped, of course, that procedures will be worked out eventually to provide full reimbursement for indirect costs regardless of whether the monies come in the form of grants or under research agreements.

Library service is only one of the costs for which institutions are reimbursed through the overhead allowance under research agreements. Other services include departmental administration, research administration, general administration and general expenses, and operation and maintenance of physical plant. In addition to the cost of these services, other indirect costs include use allowances for equipment and buildings and, at some institutions, employee benefits. The amount of institutional reimbursement is determined annually on the basis of those indirect costs that are deemed pertinent to the research projects. This may require negotiation between representatives of the government and the individual institution. The government auditor or auditors may be attached to the U.S. Navy Department, the U.S. Army Department, the U.S. Air Force, the Atomic Energy Commission, or other branches of the government. These auditors are guided by provisions of the so-called "Blue Book" and Circular No. A-21.

These documents in themselves provide a certain latitude designed to meet and to accommodate the wide differences in institutional practices. Reports from the several institutions presented at the Princeton session made it quite evident that differing local circumstances had led to a considerable variation in interpretation of regulations. Of particular concern to the conference group was the failure in practice to allow for the substantially higher costs of library service for research than for instruction. The tendency has been to view costs more on a per-capita basis, counting even undergraduate students as comparable to persons engaged in full-time research.

A number of institutions have been successful in the past in gaining acceptance of various weighting systems, including those based on the standards developed by the American Library Association. While generally pointing in the right direction, by allowing higher costs for services to research and hence a larger reimbursement for research services under government contracts, the systems were viewed as falling short of

achieving an equitable division of costs. Furthermore, several institutions reported an unwillingness on the part of government auditors to accept a weighting system without having more evidence of its validity.

Between the May 30 and November 18 sessions of the group, several institutions prepared studies designed to separate library costs for undergraduate instruction from costs for graduate instruction and research. The costs for graduate instruction and research were found to be substantially higher than those for undergraduate instruction: the ratios reported were from 2.5 to 1, up to 5 to 1.

These studies and the resulting discussions indicated the reasonableness of: 1) separating costs attributable to undergraduate instruction and size of groups served in arriving at an equitable figure for indirect costs; 2) accepting differing figures for different institutions; 3) using relatively simple methods of estimating such costs, as simple analyses are likely to produce results comparable to those of more elaborate ones.

The group, while not unanimous on the point, believed that library service to graduate instruction is so interrelated with service to research as to make it impracticable to calculate costs separately. It was suggested, however, that the possibility of separate calculations be kept open for further study inasmuch as use and costs for research purposes would almost certainly exceed those for graduate instruction. The group agreed that more objective methods for calculating library costs and use relating to sponsored research were needed, and that the government should be concerned not only with such costs in negotiating agreements, but also with the adequacy of library service to contract personnel.

Another topic of concern was the method of reimbursing institutions for expenditures for books and journals. Government regulations provide for a use charge not to exceed eight cents per volume, this to be applied to the total holdings of the library. Annual expenditures for books, periodicals, and binding are accordingly excluded from the calculations. Discussion of this provision led to agreement with the American Council on Education Special Committee on Sponsored Research, which concluded that, "it is not practicable to determine the useful life of books for depreciation purposes, a realistic average cost or value per book, or in fact, the number of volumes in a library having many periodicals both bound and unbound, and materials in microtext form." The group further agreed that expenditures for books, periodicals, and the like should be treated as annual expenses of the library.

If adopted, this proposal would achieve reimbursement for that portion of current expenditures attributable to government research presumably as a substitute for the present "use" charge. Accordingly, there would be no compensation from the government for the institution's previous investment in the book collection. On the other hand, the institution would have the continuing use of materials which were, in a sense, paid for by the government.

The conference group agreed on three recommendations:

1. That revision of Circular A-21 provide for a separation of library costs for undergraduate instruction from those for graduate study and research in calculating the amount subject to allocation. Such a revision should permit individual institutions to develop simplified methods of calculating such costs, including the use of sampling techniques, the use of judgments of informed members of the staff, and the application of formulae derived in a particular year to later years.

2. That paragraph 'I D i.d.' of Attachment A of Circular 21 which provides for a use allowance not to exceed eight cents per volume be revised to read: "Library expenses are those incurred for the
direct operation of the library, including the cost of books purchased, binding, and related costs."

(3) That the National Science Foundation encourage or undertake studies not only of the adequacy of service to contract personnel, but of cost factors involved. Such studies, the group believes, would provide independent evidence that the library costs of servicing research are considerably higher than for servicing undergraduate students. Such studies might also lend support to the various methods used by institutions in arriving at library costs allocable to United States research agreements.

Representatives of the conference group plan to continue discussions and to seek opportunities to discuss the recommendations with government agencies and other interested groups. Certainly government funds will in the future represent an increasing proportion of the research budgets of institutions of higher education and will no doubt involve an increasing number of institutions.

The Council of Library Resources has been instrumental in stimulating this first step toward a better understanding of the problems involved. It is to be hoped that further progress will be possible through continued consultation of librarians, finance officers, and persons responsible for government contracts.

"Non-Academic" Library Programs

At its first meeting of the academic year, earlier this month [October], the faculty Senate of the University of Kansas unanimously voted to admit professional librarians to membership in the Senate on the same basis as the teaching staff. The first reading of this constitutional change was presented last spring with a favorable report from the Senate's Advisory Committee, together with endorsement by the Senate Library Committee and by the Chancellor of the university. The enlightened decision climaxes a sequence of developments at Kansas over the past few years whereby the faculty and administration have been welcoming the university's librarians into full participation in the academic enterprise. A tenure statement was adopted a few years ago, and sabbatical leaves are now granted, as well as research grants and the like. Such a generous and forward-looking attitude has aided in attracting and retaining a corps of extremely able librarians, and this in turn has enriched the library program.

"Comparable moves under way at the state universities of Iowa and Colorado now leave the University of California in an increasingly limited company of institutions which profess to want enlightened library programs but which patently fail to admit librarians into the genuine fellowship of academic life or into full partnership in the academic program. The University of Illinois Library has been a pioneer in the newer personnel arrangements. Within the last few years Harvard University has moved in the same direction by granting 'corporation appointments' to its librarians.

"It is not unsignificant that both Illinois and Harvard have the kind of vigorous and well-supported library program that is the envy of all other universities, including this one. In my honest judgment these matters go hand in hand. I think it fair, on the basis of experience, to say that any university at any time in its history actually has the kind of library program that it deserves. In these terms both Illinois and Harvard deserve the library programs they have, because both the administration and the faculty have given full and genuine support to the librarians as well as to the library programs. One can only wonder how significant it is that the University of California labels its library program 'non-academic.' " —Robert Vosper, in UCLA Librarian, October 27, 1961.
University Libraries in the Americas: The Inter-American Seminar

BY MARIETTA DANIELS

SOME TWENTY LIBRARIANS representing equally university libraries in North and Latin America, met January 25-27, 1961, at Allerton House, Monticello, Illinois, for an Inter-American Seminar on University Libraries. This meeting was the first of a series of specialized conferences to be called as a part of the program of the Council on Higher Education in the American Republics (CHEAR), administered by the Institute of International Education, supported since 1958 by the Carnegie Corporation with the assistance of the Ford Foundation since 1960.

CHEAR was created for the purpose of developing close personal ties among educators in the Americas and of providing a forum for the informal discussion of mutual problems in higher education. Its objectives are accomplished by three principal activities: 1) a series of small annual conferences of selected Latin and North American educators to discuss problems of higher education in the hemisphere; 2) visits by participating educators to member universities; and 3) the development and carrying out of studies, projects, and seminars designed to meet educational needs specified at the annual meetings.

A study on inter-American scholarly communications in the humanities and the social sciences, carried out as one of the first major undertakings of CHEAR, revealed that such communication was poor at best.1 Recognition by CHEAR of the importance of the university library in the communication of information led to the informal seminar for university librarians, organized by the Institute of International Education.

Latin American university librarians, in addition to attending the seminar, visited several U. S. university libraries, and U. S. participants unacquainted with Latin American libraries toured universities in Mexico and Central America to familiarize themselves with current practices in these areas.

Under the co-chairmanship of Manuel Alcalá, director of the National Library of Mexico, which functions as a dependency of the Universidad Nacional Autónoma de México, and Jack Dalton, dean of the School of Library Service of Columbia University, the participants explored the principal problems which affect library services in the Americas.

To provide a common basis for understanding during discussions, considerable time was spent at the outset of the seminar in delineating the principal concepts, characteristics, and functions of modern universities and university libraries in both Latin and North America. Subsequent sessions were mainly concerned with three areas of discussion: 1) characteristics of universities as they affect university libraries; 2) the personnel of university libraries and their

training; and 3) deterreents to progress in the development of university libraries, especially in Latin America.

1. Characteristics of Universities as They Affect University Libraries:

a. Autonomy of the University. The autonomy of faculties within a university, in both the United States and Latin America, is reflected in the lack of central libraries in many institutions. In the United States, and in some instances in Latin America, the appointment of a “director of libraries” has been made to coordinate, if not to centralize, university library administration as a means of resolving the difficulties.

b. Teaching Methods. Professors, especially in Latin America, have until recently tended to accumulate their own private library collections and to teach from personal notes with rare assignments of “outside reading.” The situation has resulted in relatively little attention being given to institutional libraries.

c. The Tendency towards Generalization. A higher degree of specialization throughout the university curriculum is seen in Latin America than in the United States, probably because of the broader general instruction given in the Latin American secondary schools. Professions themselves have been closed ones, and there has been little or no cross-fertilization by using the same faculty for similar courses taught in several schools, or offering certain courses of mutual interest to students in various schools. Narrow specialization, however, is giving way in Latin America, as it has in the past in the United States, to greater generalization of studies in the early years of university education, wherein certain courses are required for all students whatever their eventual specialty will be. The growing emphasis upon two to four years’ “liberal education” within the university increases the need for greater library facilities.

d. The Role of Research in the University. The emphasis on research in university activities is seen to be on the increase, though such activities vary considerably between small colleges and large universities in the United States and in universities in Latin America. It is expected that in Latin America, as part-time gives way to full-time staffing, faculty research will be even further emphasized. This will entail the development of reference and readers’ services for faculty and—especially in Latin America—for the university student who has not had the benefit of school and public libraries where he could learn how to locate information and utilize the tools of the librarian and investigator.

e. The Physical Location of Faculties, and New University Cities. When individual faculties are dispersed throughout the city, small general rather than specialized libraries are developed in each to satisfy the reference needs for teachers and students, whether they be of a general or specialized nature. Even with the construction of large university cities, the proliferation of these general collections with their duplication of labor and material continues. A similar condition exists in the United States today, where the size and complexity of universities tend to increase the decentralization of university library
collections and the creation of divisional libraries outside the central library building.

2. The Personnel of University Libraries and Their Training

In the United States, formal professional training for librarians is given in the fifth university year, normally after the student has earned a degree in liberal arts and sciences. In Latin America, permanent library schools are usually on a lower level because although the need for technical preparation of library personnel is recognized, efforts in this direction have been discouraged by the fact that the salary level and professional status of librarians have been traditionally low. It is noted, however, that although training has not yet reached university level, it has progressed over the years from one-year courses to four-year courses combining general studies with technical subjects. A noteworthy attempt to improve the training of librarians is seen in the Inter-American Library School in Medellin, Colombia. Created by a grant from the Rockefeller Foundation for the providing of a minimum of academic and technical education for library personnel from those countries unable to support anything more than short-term orientation courses, it serves as an experimental center for library training and offers facilities for advanced specialized studies as well.

3) Deterrents to Progress in the Development of University Libraries, Especially in Latin America

In addition to the prevalence of inadequate personnel and the general absence of centralized or coordinated library services, the dearth of information about current developments in library science outside Latin America and the scarcity of technical tools are recognized as major deterrents to progress. The lack and/or non-availability of bibliographic information on current books and periodicals creates a more serious problem for Latin American than for U.S. university librarians. For example, the working papers, studies and summaries of discussions, of conferences, and seminars on library science (in particular, the Seminar on the Acquisition of Latin American Library Materials)—in many cases the best or only documents available on the various aspects of bibliographic and acquisition problems and information sources—sponsored by inter-American educational institutions, have been given inadequate distribution. Moreover, equipment essential to the librarian, adapted to the needs of Latin America and its languages, is almost wholly lacking. Until this is made available and uniformity of practice is achieved by the use of this equipment, there will continue to be waste of time and effort in individual libraries in processing library materials, and progress in cooperative cataloging will remain virtually impossible.

From these discussions, the following findings emerged:

1. The Need for Centralization and/or Coordination of Library Services

There is an increasing need for establishing a central university library with direct or indirect control over all libraries in the university, or at least coordinating university library services by the appointment of a "director of libraries" with recognized authority. Either plan, or a combination of the two, would: (a) assure more economical use of financial resources by permitting centralizing acquisition procedures which would preclude the needless duplication of books and expensive periodicals, and reduce personnel labor and expenses involved in duplicating activities; (b) afford better use of personnel by allowing those technically specialized to be employed in the technical organization of all university libraries and those subject-specialized personnel to be employed ef-
fectively in faculty and institute libraries by assisting in reference and research; (c) afford immediate access to frequently needed material and economical storage for little-used material; and (d) increase the possibility of cooperative acquisition and cataloging among the libraries of various universities, whereby uniformity of procedure would be achieved, the duplication of little-needed materials would be avoided, and the wider distribution of bibliographic information would be made feasible.

2. The Need for Increasing Inter-Communication of Librarians, Faculty, and University Administrators

If rectors and faculty remain unaware of the proper function of the library in university teaching and research programs, the librarians cannot expect to have either the financial or moral support required to service the university or to respond to its present or future informational and research needs. Therefore, to encourage the faculty’s understanding of library needs and potential services, and the library staff’s understanding of faculty teaching and research needs, increased effort should be made to achieve a closer working and professional relationship between the two groups. The participation of the chief librarian or director of libraries in the administrative council of the university is to be equally encouraged as a means of assuring a more effective role of the library in the university program.

3. Training of the Professional Librarian

Although some progress has been made in the past few years towards increasing proficiency within the field of library science, concentrated efforts in this direction are needed to perfect and intensify the recruitment and training of librarians, to raise their economic and professional level, and to enhance their opportunity to attain a desired “faculty status.” Most urgently required, in this respect, are: (a) the recruitment of more and better library school students and faculty; (b) the placing of a library school within the university (with a minimum requirement of four-years’ study, including academic and professional courses) where matriculation requisites and standards of achievement would be determined as they are for other professional schools in the university, and after which training, professional and official recognition would be assured; (c) the providing of increased professional and special pedagogical training for teachers of library science now in service; and (d) the providing of orientation and in-service courses for personnel employed in university libraries to give them minimum technical training, especially for routine library work.

4. Extending Inter-American Exchanges

The formation of a corps of U. S. librarians especially prepared to give technical assistance and advice to Latin American librarians, and the increase of fellowships or scholarships for Latin Americans for advanced study in library science in the United States are recommended, as well as is an increased participation of librarians in conferences, seminars, and meetings relative to their profession.

5. The Need for a Survey to Determine Priority Action

It is recognized that before the improvements mentioned above can be effected, a study in depth of the current situation of university libraries, especially in Latin America, is essential. To this end, consideration might be given to the financial support of an expert in university libraries to conduct an investigation of the present condition of university libraries and to determine the priority of those special studies and surveys which should be carried out for the
benefit of governments, foundations, international agencies, and educational institutions planning for the improvement of universities and university libraries in this hemisphere.

The Latin American participants in the CHEAR Inter-American Seminar on University Libraries, in addition to Co-chairman Alcalá, were Luisa Arce, Universidad de Chile; Edson Nery da Fonseca, Biblioteca de Camara dos Deputados, Brasilia; Mrs. Carmen D. de Herrera, Universidad de Panamá; José Lazaro, Universidad de Puerto Rico; Maria Luisa Monteiro de Cunha, Universidad de São Paulo; Carlos V. Penna, UNESCO, Havana; Jaime Quijano-Caballero, Universidad Nacional de Colombia; Esther Dosil de Ramírez, Universidad de la República, Uruguay; Josefa E. Sabor, Universidad de Buenos Aires; Maria Teresa Sanz, Universidad Católica de Chile; and Carmen Rovira, Pan American Union, who acted as interpreter.

Participants who attended the CHEAR seminar from the United States, in addition to co-chairman Dalton, were: Marietta Daniels, Pan American Union; William V. Jackson, University of Illinois; Stephen McCarthy, Cornell University; Philip McNiff, Harvard University; Raynard Swank, American Library Association; Robert Talmadge, Tulane University; Robert Vosper, University of Kansas; and Stanley L. West, University of Florida.

The Dag Hammarskjold Library

The United Nations dedicated its new library, built by a grant from the Ford Foundation, at a special meeting in the General Assembly Hall on Thursday, November 16, 1961 in memory of the late secretary general. Out into the marble wall in the hall opposite the entrance door are the words, “The Dag Hammarskjold Library; Gift of the Ford Foundation, 1961.” The inscription is the result of two unanimous decisions by the General Assembly. On October 16, 1961, the Assembly, acting on the suggestion of the Ford Foundation, and “desiring to establish an appropriate memorial” commemorating Mr. Hammarskjold’s services to the United Nations, decided to name the library in his honor.

On November 3, 1959, the Assembly had accepted “with highest appreciation” the Foundation’s gift of $6,200,000 for the construction and equipment of the library.

The library is located on the south side of the main courtyard at United Nations headquarters. It will house some 400,000 books, nearly double the present collection.

Mr. Hammarskjold had arranged a two-day library symposium in connection with the dedication, which was attended by more than thirty leading librarians of as many countries, and by some eighty to ninety United States librarians. Included were such well-known figures as Dr. Uno Willers, national librarian of Sweden; Sir Frank Francis, director and principal librarian of the British Museum in London; Dr. Quincy L. Mumford, librarian of Congress in Washington, D. C.; Edward G. Freehafer, director of the New York Public Library; Dr. Bogdan Hrodyski, director of the Polish National Library in Warsaw; Douglas W. Bryant, associate director, Harvard University Libraries; Verner W. Clapp, president and director of the Council on Library Resources, Inc.; Dr. Frank Rogers director of the National Library of Medicine, Washington, D. C.; and Dr. Frederick H. Wagman, director, University of Michigan Libraries.
SCOPE OF THE STUDY

This study is not concerned with all facets of library order work. The questions are rather focused on several large problems which were of practical concern to the inquirer, who wanted to compare certain phases of the order procedure operative at his institution with those followed at other institutions of higher learning. Before introducing these aspects of library order work, it may be well to state the limits of the study which are determined by form of control of the institutions, by their location, and by their size.

It is assumed that privately supported institutions usually are free to shape their acquisition policies in such ways as the various controlling private agencies see fit, while institutions under public control usually are bound by restrictive laws and regulations. Since such differences are presumed to exist, the investigation has been exclusively devoted to institutions under public control.

It is further assumed that geographical proximity of states would favor similarity in their governmental machinery, including regulations and practices governing library order work. This consideration has led to the geographical limitation of the study. Since the library with which the author is affiliated is located in the midwest, he was particularly interested in the library acquisition patterns of this region. The study, therefore, includes only the states which form the midwestern region. There is no unanimity as to the exact limits of the midwest. Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, North Dakota, and South Dakota are the states included in this region, following the widest application of the term. This designation is used in the present study. However, it is conceded that the common characteristics of the several midwestern states which would favor procedures and forms common to all of them may be outweighed by the differences between them—e.g., differences in natural wealth, industrialization, urbanization, and population density. All of these differences would favor diversity in procedure.

Another factor considered in establishing the limits of the study was size of institution. Small organizations do not require a complex administrative machinery. If the organization is small, the head himself frequently performs the functions which in a larger organization are distributed among several persons. For this reason, institutions numbering fewer than three hundred students have not been treated in this study. It is granted that the cut-off point is arbitrary and that size of student body is not the only factor determining the intricacy of the administrative machinery, but this factor has been singled out because it can be isolated quite easily.
This study, then, includes all types of midwestern publicly supported institutions of higher education having an enrollment of three hundred or over. Following the scheme adopted by the U. S. Office of Education in its Education Directory, the institutions are divided into four main classes in accordance with the highest level of their offerings.\(^2\)

The classes are:

I. Two but less than four years of work beyond the 12th grade;
II. Only the bachelor's and/or first professional degree;
III. Master's and/or second professional degree;
IV. Doctor of philosophy and equivalent degrees.

Classification in accordance with level of training seems highly meaningful for our purposes, since, in general, book needs are influenced by level of studies. As a rule, book coverage must be both more specialized and more complete as the level of training rises. An order procedure which may be suitable for a Class I institution might not, therefore, be appropriate for a Class III or a Class IV institution. Also, while practically all of the colleges above Class I are under direct state control, the junior colleges traditionally have been under local administrative control. It must be recognized, however, that in recent years there have been significant exceptions to this principle, especially in states in which junior college programs have been introduced by special legislation or as a part of the state university system.\(^3\)

The institutions of higher learning could be further subdivided by type of program offered.\(^4\) For instance, is the junior college devoted to preparation for advanced study or is it terminal in nature? Or, is the institution in Category II liberal arts and general, or primarily teacher preparatory? In our present study this type of program subdivision has not been considered, since a partial analysis did not reveal any significant differences in acquisition procedure between the schools of the same class offering various types of programs.

To obtain answers to the problems, questionnaires were submitted to the libraries of the various midwestern institutions of higher learning under public control which had a student body of three hundred or over. In the spring of 1959, when the study was undertaken, the number of midwestern institutions involved was 116.\(^5\) (In a few instances, institutions included in the study have branches. These branches were considered parts of the main units; therefore, no separate questionnaires were submitted to the branches.)

As may be seen from summary table, 107 libraries returned the questionnaire: 30 in Category I; 21 in Category II; 35 in Category III; and 21 in Category IV. Replies were not received from 6 in Category I; one in Category II; and 2 in Category III. All institutions in Category IV replied.

If the regional total is subdivided by states the returns are as follows:

- Illinois 15 (8 in Category I, excluding 1 not reporting; 5 in Category III; and 2 in Category IV);
- Indiana 5 (1 in I; 2 in II; and 2 in IV);
- Iowa 4 (1 in I; 1 in III; and 2 in IV);
- Kansas 13 (5 in I, excluding 1 not reporting; 1 in II; 1 in III; and 2 in IV);
- Michigan 16 (8 in I, excluding 3 not reporting; 2 in II, excluding 1 not reporting; 3 in III, excluding 1 not reporting; and 3 in IV);
- Minnesota 7 (2 in I; 4 in III, excluding 1 not reporting; and 1 in IV);
- Missouri 10 (2 in I, excluding 1 not re-


\(^5\) The selection is based on the listings under "Institutions by States" in U. S. Office of Education, op. cit.
porting; 3 in II; 4 in III and 1 in IV); Nebraska 8 (2 in I; 5 in III; and 1 in IV); North Dakota 6 (1 in I; 4 in II; and 1 in IV); Ohio 9 (1 in I; 4 in III; and 4 in IV); South Dakota 5 (3 in II; 1 in III; and 1 in IV); Wisconsin 10 (7 in II; 2 in III; and 1 in IV).

The first question noted on the form which was sent to the libraries concerns the number of funds. May the library draw on one fund only, or does it have several funds available for the purchase of books? If there is more than one fund, is one clearly the principal fund and are the others subsidiary in nature (Questions I and II)? If there are subsidiary funds, are they subject to the same rules as the principal fund (Questions V, VI)?

The overwhelming majority of the respondents did not consider small gift funds as subsidiary funds. As compared to the total spent for the purchase of books, these funds were in most instances rather negligible amounts. Most of the institutions which indicated that small gifts were being received from time to time noted, nevertheless, that essentially they have just one fund, and they checked affirmatively Question I, which reads: “Do you have one book fund only?” In a few instances, responses indicated a different understanding of the question. This could, of course, be taken into account in their interpretation.

Several respondents explained that the appropriated fund was split into a number of departmental funds. They provided this information to explain in what manner the principal fund was being used. Two or three institutions reported that such an arrangement would produce several funds and checked Question II, rather than Question I, affirmatively. In this study departmental library funds which are a portion of the principal fund are not treated as separate entities but rather as components of this fund. Again, only a few questionnaire replies revealed a different interpretation, and they were adjusted.

Item III of the questionnaire was intended to reveal whether the spending of the money from the major appropriated fund was limited to one specified date, to several specified dates, or whether full leeway was granted and spending could be spread over the whole academic year.

The next item on the Questionnaire (IV, 1-3) was concerned with the channels through which orders have to move. Three main possibilities were suggested:

(1) Ordering through the central purchasing department of the proper governmental level. (In case of a library which is part of the state government, the central state purchasing agency would be considered the proper central agency; in case of a library which is part of the city government, the central city purchasing agency would be so treated, etc.)

(2) An arrangement which would involve the purchasing department of the college or university.

(3) Direct purchasing by the library itself.

In respect to central purchasing, the analysis revealed differences in interpretation of this concept. In several instances, libraries in Category I noted that they ordered through the purchasing department of the board of education of the city’s public schools. Some respondents considered this purchasing department as a central purchasing department as a central purchasing department (IV-1), others treated it as if it were a purchasing department of a college (IV-2). In order to assure uniformity of approach, in this study, all of these instances have been viewed as involving a central purchasing department (IV-1). In the summary, they are, therefore, recorded in the column entitled “Central,” but, in addition to being included in this column, they are also separately enumerated in the column headed “Bd. of Ed.”

JANUARY 1962
It should be noted that the first three sub-entries under IV are not necessarily mutually exclusive categories. If, for instance, an order may not be placed directly by the library order department (Item IV-3), but must be placed through the state (or district, or municipal) central order department (IV-1), it may, nevertheless, have to be first channeled either through the library order department (IV-3) or through the order department of the college (IV-2) before it reaches the central order department.

A number of libraries indicated that more than one level was involved by checking not only one (IV-1; or IV-2; or IV-3) but two or even all three of these sub-entries. In tabulating the questionnaire returns, only the highest level involved was recorded. For instance, if both IV-1 and IV-2 were checked by a respondent only IV-2 was recorded in our tabulations.

It was further considered important to discover whether only the library was charged with the ordering of library books, or whether books might also be ordered directly by teaching departments without involving the library at all. (IV-4).

Another problem to which an answer was sought concerned the carrying over of funds. Do all moneys appropriated for a certain fiscal period have to be expended during this period or may funds be carried over into subsequent periods? Under Question IV-5, the respondents were asked to "specify." Nearly all gave an explanation of their practice. They distinguished between the encumbered and the unencumbered portion of the balance. The encumbered balance was treated as if it had been spent during the current fiscal year even if payment was to occur in the course of the subsequent fiscal year. "Unexpended" was used by nearly all respondents in the meaning of "unencumbered." This interpretation has also been adopted in our study; in Question IV-5, "unexpended balance" should therefore be interpreted to mean "unencumbered balance."

**State-by-State Comparison**

If a state-by-state comparison is made, distinct differences are immediately apparent. Only 9 of the 12 states have institutions of Type I. (They are lacking in Ohio, South Dakota, and Wisconsin.) Type II institutions are found in even fewer states: 7 of the 12. (They are lacking in Illinois, Indiana, Iowa, Minnesota, Nebraska.) All states but North Dakota have at least one representative of Type III, and one of Type IV has been established in each of the states forming the midwest.

Turning to book funds, we find that most states favor one single book fund for their libraries, while in some states subsidiary funds are received by libraries of various types. Subsidiary funds occur with greatest frequency in Ohio, North Dakota, and Michigan, in that order. Scattered examples of subsidiary funds may also be found in Illinois, Minnesota, and South Dakota. The subsidiary funds of the two Illinois institutions which are under board of education control—one of Type I and one of Type III—are derived from student fees. The same holds true for the one Missouri institution which is under board of education jurisdiction.

All in all, there are only five instances in which book orders must be placed at specified periods, one instance each in the following states: Illinois, Kansas, Michigan, Minnesota, and Wisconsin. The institutions involved are in Category I, except for the one in Wisconsin, which is in Category II.

*The original study includes a table for each of the midwestern states. These tables carry the same items for the various states as the summary table does for the whole midwest. In the original, the textual state-by-state analysis is also somewhat more extensive. As long as the limited supply lasts, interested persons may obtain copies by writing the author at Chicago Teachers College, 6800 S. Stewart Avenue, Chicago 21, Illinois.*
The channeling of orders shows considerable variation if comparisons are made on a state-by-state basis. Michigan, Missouri, and Wisconsin—except for their Type IV institutions—reveal participation of a central purchasing agency as the predominant, though not exclusive, pattern. In the other states, the central purchasing agency is either not involved at all or only for certain types of institutions, again usually not exclusively for any of the categories. In Kansas, for instance, only the two Type III institutions and two of the four Type I institutions which responded to the questionnaire noted involvement of a central purchasing agency. Similarly, Illinois is represented by only two institutions of Type I and one of Type III; Iowa and Nebraska by one Type I institution each, and South Dakota by one in Category II. In the various states, all Type IV institutions may place orders directly through their respective library order departments with the one single exception in which the college purchasing department is employed. Except for Michigan, Missouri, and Wisconsin, Type III libraries most frequently place their orders either directly through their own order departments or, as the second favored procedure, through their college purchasing office.

With regard to the next item on the questionnaire—"Is the Library the Sole Agency for Ordering of Library Books?"—no significant differences were revealed from state to state. In all states the prevailing pattern for all types of libraries was that the library had sole charge of book purchases. Also, the next query, which related to the carrying over of the balance from one fiscal year to the other, did not show state patterns varying distinctly from each other. In all states but one, Nebraska, the preponderant practice was to disallow the carrying over of the unspent balance into subsequent fiscal years. Noteworthy variations from the pattern, in addition to Nebraska, were found in Kansas and Michigan. In Kansas, 3 institutions out of 12, in Nebraska 5 out of 8, and in Michigan, 4 among the 16 institutions, reported that they might carry over such funds. The three Kansas institutions are of Type I; in Nebraska one is of Type I, and four are of Type III; and in Michigan one is of Type I, one of Type III, and two are of Type IV. It should again be emphasized that this question does not cover subsidiary funds, such as funds derived from fees. With regard to subsidiary funds, a considerable number of the institutions observed that time limitations did not apply.

**THE REGIONAL PATTERN**

In evaluating the library order procedure of the publicly supported institutions of higher learning for each of the several states, we have discovered definite trends with regard to various aspects of the procedure. An inspection of the summary table including all midwestern states presents certain trends in even clearer focus.

Of the 107 midwestern institutions which supplied data for our inquiry, 84 have essentially only one fund at their disposal. Twenty-three of the institutions have a principal as well as subsidiary funds. As has been explained before, the gift funds which represent a negligible percentage of the total spent for books are not viewed as separate subsidiary funds.

It is quite evident that the institutions with the more varied and more complex book requirements are more likely to have subsidiary funds than the others. Nine of the 21 Type IV institutions indicate that they have such funds, while only 2 of 30 Type I institutions obtain funds from more than one source. The table reveals further that institutions of Types II and III include a higher percentage of libraries with subsidiary funds than those of Type I. In 14 of the 23 instances, the libraries with subsidiary
funds derive these allotments in whole or in part from various forms of student fees. These are frequently general curricular fees but graduate, psychology, education, and other special subject fees are also mentioned as sources for the subsidiary funds. Student fees are especially favored by libraries of Categories II and III. In Category IV, only 2 indicate that fees are their subsidiary sources, while others report gift funds and endowed funds of considerable magnitude. Rotary funds of significant size, for fines and replacements, are also listed in a few cases.

As to the periods during which orders may be placed, there is practically complete uniformity among the libraries of the region. Out of 107, 102 may order books anytime during the period for which the fund is appropriated. Only one Type I library is compelled to concentrate all its orders on a specified date. One Type II and three Type I libraries are limited to several specified dates. Obviously, it has been recognized on all levels of college and university administration that the libraries must have the freedom to order whenever the need arises during the academic year.

There is considerable variety among the libraries with regard to the channels through which the orders must pass. About a third of the group—37 of 107—may order books through the library's own order department. About another third—36 of 107—must avail themselves of the services of a central order agency. This latter group includes 15 institutions which use as their agency the Board of Education under whose respective jurisdiction they are. The remaining 33 libraries utilize the facilities of their college or university business office. It has been emphasized earlier in this study that only the highest level is tabulated and that in several instances more than one level is involved. A library which must order through a central state agency may have to forward the orders through the college business office. In this case, however, only the "Central" column has been checked as applying. It is interesting to note that there is a significant difference between the several categories with regard to the channels utilized. Of 21 Type IV institutions, 20 handle the orders through their library's own order department; one uses the university's business office. Among the 35 Type III institutions, we find that the college business office is designated in 14 instances.

The library's own order department and the central purchasing department are represented with 11 instances and one instance respectively. In one of the cases which were recorded under central purchasing department, the Board of Education is considered as the central agency. Of 21 Type II institutions, only one orders through the library's order department. The college business department appears in 9 instances and the central purchasing department is represented 11 times. Only 1 of these—as was the case with the Type III institutions—channels the orders through the Board of Education. Fifteen of the 30 institutions included in Category I report that they use a central purchasing department. In 13 instances of the 15 which utilize a central department, the Board of Education (municipal, or other subordinate governmental level) is the agency. In 9 instances, Type I institutions use the college business office as their purchasing agents; 5 of the Type I libraries may order directly through their order departments.

The questionnaire which encouraged the respondents to comment on any aspect of the procedure elicited a number of emphatic statements in the matter of channeling of orders. High satisfaction was expressed by libraries which are permitted to order directly. The librarian of one institution included in this study described how, in gradual fashion, the library's order department had been given an increasing number of book or-
der functions and how it will eventually assume practically all of the book order responsibilities—a change which appears to be highly advantageous to the library as well as the university's purchasing department. On the other hand, in several instances in which libraries had to forward orders to a state purchasing department which, in turn, had to send them to a jobber or publisher, strong dissatisfaction was expressed about slowness with which the books reached the library.

The next question brought nearly identical replies. Ninety-eight of 107 libraries reported that they were the sole agencies for the ordering of library books. The only notable exceptions were six of the 30 Type I institutions. The overwhelming majority of the institutions which were considered the sole agencies said that occasionally departments used some of their own non-library funds to acquire books which were treated as laboratory tools. These items might be manuals or clippings, some special dictionaries or occasionally even textbooks. In most, though not all, institutions materials so acquired do not become part of the library's collection. A few libraries reported that departments which had this privilege were required to order books through the library even if their own non-library funds were involved. In other cases, departments must utilize the general college business office for these transactions.

The next question revealed again a nearly uniform practice. Most libraries, 92 of 107, noted that they were not allowed to carry over into subsequent years the unencumbered balance of the appropriated fund. With regard to the subsidiary funds, the practice varied. Most of the libraries which had funds from other sources—for instance, fees—frequently added that the restrictions which applied to the appropriated fund did not affect the subsidiary funds.

Since only a limited number of institutions have more than one fund available, only 31 responses were received to the question "Does the Order Procedure for the Major Appropriated Fund Apply to Subsidiary Funds?" (The 23 listed in the Column "Principal and Subsidiary Funds" were joined by seven institutions which had minor gift funds but not "subsidiary funds," according to the definition we adopted.) Twenty-one followed the same procedure for both, and ten noted that they preferred to follow a different, usually simplified, order pattern for subsidiary funds.

CONCLUSIONS

As stated in the introductory chapter, the study was based on data supplied by publicly supported colleges and universities of the midwest. Since we interpreted "midwest" in a broad sense, we included in this region as many as twelve states. While these states have certain characteristics in common which may favor similarities in procedures, they differ in such important factors as natural wealth, population density, and degree of industrialization—all factors likely to cause diversity in the patterns of the governmental machinery.

Whether the sample is sufficiently diversified to represent a cross section of the United States scene cannot be stated with certainty. This question can be answered with greater confidence as similar studies covering other regions of the U.S. become available. It is hoped that such studies will be undertaken.

While studies which give a broad view of the order procedures in large segments of our country would be valuable, it would also be highly desirable if investigators concerned themselves thoroughly with individual institutions. Case studies could deal at length with details of a specific procedure and, by probing deeply, could possibly establish causes for exist-

ing practices, for both those deemed effective and those deemed inadequate. With sufficient evidence on hand, it should then be more easily possible than it is today to introduce and maintain practices which produce full user satisfaction at small expenditure of money and time.

ACRL Meetings At Midwinter

The ACRL board of directors will meet twice at the Midwinter meeting of ALA—at 10:00 A.M. Monday, January 29, and 10:00 A.M. Tuesday, January 30. The Steering Committee of the College Libraries Section will meet at 4:30 P.M. Tuesday, January 30, to be followed by dinner at 6:30 P.M.; the Steering Committee of the Junior College Libraries Section will meet at 8:30 P.M. January 29; the Subject Specialists Section Steering Committee will meet three times—8:30 A.M. and 8:00 P.M. January 29, and 2:00 P.M. January 30; the SSS Law and Political Science Subsection will have a meeting of its Steering Committee at 4:30 P.M. January 29; the Steering Committee of the University Libraries Section will meet at 8:00 P.M. January 29; the ULS Research and Development Committee will meet at 4:30 P.M. January 29, and the ULS Committee on Urban University Libraries will meet at 4:00 P.M. January 30.

ACRL committees scheduled to meet Monday, January 29, are: Conference Program Committee (4:30 P.M.); Publications Committee (8:30 A.M.); Committee on Standards (8:30 P.M.). Scheduled to meet Tuesday, January 30, are: Committee on Appointments and Nominations (4:30 P.M.); Advisory Committee To Administer the Burmese Projects (12:30 P.M. luncheon meeting); Grants Committee (2:00 P.M.). Meeting on Wednesday, January 31, are: Advisory Committee on Educational and Professional Organizations (10:00 A.M.); National Library Week Committee (8:30 P.M.); ACRL/ARL Metcalf Project Advisory Committee (12:30 P.M. luncheon meeting). Thursday, February 1, there will be a meeting of the Organization Committee at 8:30 A.M.
University Library Branches Abroad

By ELIZABETH D. CONFER

IN COLONIAL times American college libraries depended largely upon a flow of books from Europe. Many of their shelves were filled with volumes brought back by professors who had studied abroad or were donated by benefactors who had traveled in the old continent. While colonial librarians may have anticipated that a current in the opposite direction would be stimulated when European libraries began to find it worth while to acquire books published in the New World, it is unlikely that they foresaw that American college library resources for actual use by American students in American reading rooms would eventually cross the Atlantic. This has happened now on a small but mounting scale. It takes the form of the library of a university branch abroad, and it poses for the parent university library some new and not easily solvable problems in respect to the acquisition, service, and protection of overseas collections.

These libraries are part of instructional branches that American universities have begun to set up in other lands during the last five years. Formerly there were only two choices open to students who sought some kind of formal study outside of their country: to enroll in a foreign university, or to join one of the junior-year-abroad programs offered by a number of American colleges and universities. Both alternatives demanded a greater previous knowledge of a foreign language than most students possessed. The new program, giving instruction in English except for the required language course, offers an opportunity to larger numbers if they want four to six months of experience in a foreign country and are willing to learn, after arrival, the language of the country of their choice. It provides fully recognized American course credit without interruption of normal academic progress toward an American degree.

This trend toward the branch abroad has begun to attract serious surveys and evaluations. John Garrety and Walter Adams, in their From Main Street to the Left Bank, recognize the problem of having books available for students receiving instruction in English. But they mention it only in terms of the use of an already-established foreign university library. This article is concerned with the idea of a new American university library overseas which supplements a curriculum approximating that which the student would have taken on the home campus (with emphasis, of course, upon the culture and history of the native locale).

The author was library consultant to the Syracuse Semester-in-Italy from May 1959 until the end of June 1960. The last four months of the period were spent in Florence at the scene of the operation. Later a visit was made to the library of the Stanford branch at Beutelsbach near Stuttgart, the only Stanford branch which had been opened at that time. Since then, Stanford has established branches in Tours, France, and Fiesole.

1 John Garrety and Walter Adams, From Main Street to the Left Bank (East Lansing, Mich.: Michigan State University Press, 1959).
Italy. Syracuse now has a branch in Guatemala as well.

Most new and experimental academic programs are conducted within a narrow budget. The overseas branch is no exception. Furthermore, it is affected by the necessarily small scale of the enterprise. Enrollments are usually restricted to under a hundred students by such factors as housing problems, limited course offerings, and the somewhat greater financial burden to be borne by the student or his parents. For the overseas library this means that the collection will probably begin with only three or four hundred books, comprising general reference works and the four or five subject fields in which courses will be taught. In most cases, this is perhaps too small a collection to be considered a branch of the main library in the customary on-campus sense. In most cases also, the budget of the overseas project will not allow the employment of a full-time trained librarian in the foreign center. This may leave the library something of an orphan. Its books will probably be purchased out of the budget of the overseas branch, not from the general library budget. And it probably will have access only occasionally to professional advice and on-the-spot supervision.

**Book Selection**

The book selection in the four subjects offered by the Syracuse Semester-in-Italy (fine arts, history, Italian, and political science) was made by the professor teaching each course and the director of the program. A few books for leisure reading were chosen; some of these were purchased and some were duplicate copies from the home library. The presence in Florence of two libraries with books in English—the British Institute and the USIS library— influenced the selection of reference materials. Since the students would have access to these established collections, the Syracuse branch reference collection did not need to be as extensive as the one at the Stanford branch at Beutelsbach, which is a number of miles from a large city. But it did include Webster's *New International Dictionary* and Spinelli's *Dizionario Italiano e Inglese e Viceversa*; *The Columbia Encyclopedia* and *The Encyclopaedia of the Social Sciences*; *The World Almanac and The Statesman's Yearbook*; and Muir's *Historical Atlas*. The British Institute was also a helpful source for additional books needed for the study of all the subjects except Italian. While American students could use the USIS library free of charge, a modest group fee was required by the British Institute. Both libraries offered good periodical collections from their respective countries. The Syracuse-in-Italy library placed subscriptions for two Italian newspapers, *La Stampa* and *Il Tempo*; the European edition of the Sunday *New York Times*, *Le Monde*, and the *Manchester Guardian Weekly*; *II Ponte*, an Italian quarterly published in Florence, and *The Italian Quarterly* (Berkeley).

The bulk of the new collection (about three hundred titles) was purchased in the United States, gathered in one place, and sent in the ship which took the first group of thirty students (now grown to sixty) and the faculty to Italy in August 1959. In many instances paperback editions were chosen to save money in purchase and shipping costs. More recently additional acquisitions have been made with books bought in Florence or ordered from England and the United States. A few gifts from people interested in the program have come in.

The materials selected for reading in the courses given in history and political science ranged from the Middle Ages to the present in time and over Western Europe and Great Britain in scope. Since special emphasis was given to Italy and to Florence, some of the books pertaining to those areas may be noted. For history and culture in the Renaissance there
were Cecilia Ady, Lorenzo de Medici and Renaissance Italy; Harold Acton, The Last of the Medici; Hans Baron, Humanistic and Political Literature in Florence and Venice at the Beginning of the Quattrocento; Federico Chabod, Machiavelli and the Renaissance; David Herlihy, Pisa in the Early Renaissance; Garrett Mattingly, Renaissance Diplomacy; and Pius II, Memoirs of a Renaissance Pope (new edition). For the nineteenth and twentieth centuries some of the titles were Gaetano Salvemini, Mazzini; Denis Mack Smith, Cavour and Garibaldi; by the same author, Italy, a Modern History; A. C. Jemolo, Church and State in Italy, 1850-1950; and Norman Kogan, Italy and the Allies.

The classics in paperback editions included Boccaccio, Decameron; Cellini, Autobiography; Burckhardt, The Civilization of the Renaissance; Machiavelli, The Prince and the Discourses; The Portable Dante; and Vasari, Lives of the Painters. Background material for visits to churches and galleries of Florence and other cities was provided by Bernard Berenson, Italian Painters of the Renaissance; Millard Meiss, Painting in Florence and Siena after the Black Death; Nikolaus Pevsner, Outline of European Architecture; Jules Struppeck, The Creation of Sculpture; and Wylie Sypher, Four Stages of the Renaissance.

Among the titles selected for an understanding of political and social conditions in Italy today could be found Edward Banfield, The Moral Basis of a Backward Society; Robert Dickinson, Population Problems of Southern Italy; Danilo Dolci, To Feed the Hungry: Report from Palermo; The Presidency of the (Italian) Council, Ten Years of Italian Democracy, 1947-1957; and Elizabeth Wiskmann, Italy.

The problem created by a limited budget becomes most obvious in the administration of the overseas library. With no professional librarian or even a non-professional adult in charge, it may be handled in either of two ways. On a formal basis, paid student assistants may administer a library operating for certain hours in a designated reading room and establishing loan periods, fines, and certain other regulations. On an informal basis, a collection of books may be placed on the shelves in a classroom or lounge with no one in charge and the students permitted to borrow them as they please. When it became apparent that during the first semester of Syracuse-in-Italy all library duties would be performed by student assistants, following directives sent with the books, it was decided that the library must be set up according to a simple classification. The books for each subject field were to be arranged on the shelves alphabetically by author. An author-title catalog and a shelf list were prepared and sent, although with so small a collection the tendency is for the students to go to the shelves and look rather than consult a catalog. The books were cataloged and provided with book cards.

STUDENTS “SET UP SHOP”

Immediately after their arrival in Florence the four student assistants (one of them had had previous library experience and so was “in charge”) unpacked the books and placed them on shelves in a pleasant room designated as the library in the villa rented by Syracuse University. A certain section was set aside for reserve books wanted by professors for special use. The student staff was ready then to handle circulation and to see that the simple rules were followed. That they found it difficult to collect fines from their friends seems to have been the principal criticism of their work. Perhaps the small size of the student body engendered more esprit de corps and a greater sense of responsibility than is frequently shown by students on the home campus, for when an inventory was taken at the beginning of the spring semester the collection was intact.

JANUARY 1962
On the whole, these budding libraries have served their programs well. Probably some of their success can be attributed to the enthusiasm of students and faculty who sensed that they were engaged in a pioneering venture. This momentum may be no guarantee of efficiency in the future, particularly if foreign branches take permanent root in American academic life and their enrollments expand. Opponents of the branch abroad idea are alert for any signs of academic inadequacy, and the quality of the library properly becomes one of the tests.

Distance is not alone the danger. More serious is the looseness of the tie between the overseas library and the parent library. Since later acquisitions are ordered from a separate budget, the main library has little notion of changes going on in the overseas collection. It is possible for the parent library to have no accurate conception of holdings unless the university branch should fail and close its doors, presumably leaving the collection to be returned to the United States. Just as the home library should not be allowed to remain in the dark about the overseas collection, so the library abroad will in the long run need to profit from the professional experience of the home library. When overseas university branches achieve permanence and economic security, untrained student assistants will have to be supplemented with adult personnel capable of managing growing collections. How can these two interests, separated by thousands of miles, be brought together? Since the need for librarians trained in foreign languages and cultures continues to grow, library schools might be willing to consider the university branch system as a training ground for a certain number of their students. While continuing their course work in academic subjects, library students would have the inestimable benefit of language preparation in a foreign country, as well as the opportunity to observe some great public and private libraries abroad in action.

**Library 21 Project**

The last time that ALA participated in a world's fair was at San Francisco, in 1915. At that fair, seventy-five square feet of floor space was devoted to the display of books by ALA. One of the exhibit's distinguished visitors was Teddy Roosevelt, who, after spending about an hour browsing, uttered a very satisfied "bully" to Joseph Wheeler, the librarian.

Forty-seven years later, an automated Library of the Future occupies nine thousand square feet of floor space, and features electronic machines employing the latest techniques in storage and retrieval of information, book browsing areas, and a unique children's library, at the Seattle World's Fair, April 21–October 21, 1962.

Library 21 was stimulated by a grant from the Ford Foundation's Council on Library Resources and a grant from the U. S. Office of Education. Joseph Becker of Washington, D. C., is co-ordinator, and Gordon Martin, assistant university librarian at the University of California, Riverside, is local project director. Irving Lieberman, director, School of Librarianship, University of Washington, is chairman of the ALA Advisory Committee.

Two ACRL committees are working with exhibitors: a committee of the Rare Books Section of ACRL, under the chairmanship of Mrs. Frances J. Brewer, chief, rare books division, Detroit Public Library, is working with Radio Corporation of America; and a second committee, under the chairmanship of Lawrence Clark Powell, director, School of Library Service, University of California, Los Angeles, is advising IBM.
Plagued by a chronic shortage of professional staff, an American library administrator places an advertisement in The Times Literary Supplement. To his delight, six replies arrive: three from Great Britain and three from Canada. But pleasure quickly turns to despair as he reads the letters of application. Here, surely, are the qualified people he is looking for. But which ones? Apart from the usual problems of personal suitability and length and type of professional experience, the mere assessment of educational qualifications poses baffling questions.

The first letter is from Ilif Evans, A.L.A., who says that he has the G.C.E. with two passes at the A level and has recently been elected to the Register. What on earth is the G.C.E.? And A.L.A. must stand for something other than American Library Association. But what?

Then, there is John Vickery, who has a B.A. from Oxford with First Class Honours in History and the Academic Post Graduate Diploma in Librarianship from the University of London. No doubt about the excellence of his undergraduate education. But what about that diploma from London? Does it compare with an American master's degree in library science? If it does, why a diploma and not a degree?

Finally, there is Alexander MacDon-ald, F.L.A., who has an M.A. degree from the University of Aberdeen. That, at least, looks familiar. But it is not an M.A. in library science. And what about those mysterious letters F.L.A. after his name?

Perhaps the Canadian applications will pose fewer problems. Joan Scott has a B.A. (general) from Queen's University, and both the B.L.S. and M.L.S. from McGill. Why the two professional degrees? Anne Johnson has a B.A. from the University of Toronto with Second Class Honours in English. Her B.L.S. is from the same institution. How do her qualifications compare with those of Joan Scott and with those of the average graduate of an American library school? Jean Bellow has his B.A. from Laval and his B.L.S. from the University of Ottawa. How are his qualifications to be equated?

To find the answers to these questions, it is necessary to examine in some detail both the general educational systems of Great Britain and Canada and the specific methods of training for librarianship.

Compulsory free public education in Britain begins at the age of five. Completion of primary school at the age of eleven-plus brings the British child to the point at which his educational destiny is usually determined. On the basis of a battery of psychological tests, his previous record, and his performance on
an examination in English, arithmetic, and general knowledge, a decision is reached as to the kind of secondary education best fitted to his abilities.

**Three Secondary Schools in Britain**

There are three types of secondary schools in Britain. The student who is academically gifted and wishes to prepare for admission to a university or entrance into one of the professions is sent to a grammar school, where he receives a non-vocational, liberal education. The student who already has a definite trade in mind and shows the necessary aptitude is sent to a technical school. A student who does not clearly belong in either of these categories will attend a secondary modern school where every effort will be made to provide a sound terminal education.

Upon completion of the fifth form (usually around age sixteen), students write a set of examinations prepared by the Ministry of Education. Success in passing these leads to the award of the General Certificate of Education at the Ordinary level—G.C.E.(O). This is the terminal point in the education of the overwhelming majority of young people in Britain. However, the academically gifted may continue to complete the sixth form, which takes another two years. Courses at the sixth form level are both advanced and specialized. Success in the examinations set by the Ministry of Education leads to the award of the General Certificate of Education at the Advanced level—G.C.E.(A). The General Certificate of Education at the Ordinary level is the equivalent of high school graduation in the United States and the Certificate at the Advanced level is approximately the equivalent of junior college.

Because of the extensive system of private scholarships, state scholarships, and grants from local authorities, the barriers to higher education in Britain tend to be academic rather than economic. Nevertheless, they are formidable. University expansion since the war has not kept pace with demand. Classroom and laboratory space is at a premium. Competition is so keen that only students with the best grades can hope to be admitted. About 6 per cent of British youth of college age attend university compared with about 30 per cent of American young people.

The degree and diploma structure of British universities is sometimes confusing to Americans. The subject may be analyzed under three headings: (1) first degrees, (2) higher degrees, and (3) higher diplomas. With the exception of Scotland (where the first degree is customarily the M.A.), first degrees are at the bachelor's level. A pass degree is awarded after a course of general study. An honours degree requires concentration in a specialized field and successful completion of a comprehensive examination. Higher degrees are of three sorts: masterships; the Ph.D.; and the senior doctorates. In addition to higher degrees, there are several higher diplomas. British universities have been more conservative than American in the matter of awarding degrees, particularly in professional and technical subjects. As a result, various higher diplomas are awarded upon successful completion of a year or more of study at the graduate level. These are often the equivalent of American master's degrees.

The British pattern of education for librarianship differs in a number of important respects from the American. In the first place, certification of individuals is emphasized rather than accreditation of schools. The Library Association sets its own examinations and admits to the Register of Chartered Librarians, as Associates or as Fellows, members in good standing who have successfully completed the appropriate examinations. Secondly, it is possible for people who are not university graduates to become
chartered librarians. Finally, it is not necessary to attend a library school in order to prepare for the L.A. examinations, though the association strongly advises candidates to do so.

THE ASSOCIATION'S EXAMINATIONS

The First Professional Examination is essentially a preliminary screening device. The minimum educational requirement is the General Certificate of Education with five passes at the Ordinary level, or four passes if at least one is at the Advanced level. English language is one of the required subjects. In addition, the candidates should have some practical library experience and should supplement this with spare-time study of topics indicated in the syllabus contained in the Students' Handbook. University graduates are exempted from this examination upon payment of a small fee.

The next step up the professional ladder is the Registration Examination. If a candidate (a) passes this examination, (b) has reached age twenty-three, (c) has satisfied the foreign language requirement, and (d) has had at least three years of satisfactory full-time paid service in a library approved by the Library Association, he may apply for election to the Register as an Associate of the Library Association. Upon acceptance, he will be entitled to use the letters A.L.A. after his name and to designate himself as a Chartered Librarian as long as he remains a member of the association.

Candidates formerly prepared for the L.A. examinations by study in their spare time, assisted by correspondence courses, evening classes, and short courses that lasted from a day to a week or more. The founding of the University of London School of Librarianship and Archives in 1919 and the opening of nine library schools attached to technical colleges after World War II gave more students the opportunity for full-time study.

The nine library schools attached to technical colleges do not set their own examinations, but offer courses (of a year's duration) to prepare students to take the Registration Examination of the Library Association. Some of the larger schools offer an additional year of preparation for the Final Examination.

The University of London occupies a special position. Its courses in librarianship are on the graduate level and it is permitted by the Library Association to arrange its own curriculum and set its own examinations. Its entrance requirements include an honors degree, a sound knowledge of Latin, the ability to use French and German reference works without difficulty, and some full-time experience (normally a year) in a good library. The school also requires three weeks of supervised practice work in approved libraries during the academic year that is spent in London. In addition to successful completion of seven examinations, each candidate must prepare a bibliography or a thesis on an approved topic and must present a certificate stating that he has been employed full time (and given satisfactory service)
in an approved library for a period of at least twelve months. Fulfillment of these requirements leads to the award of the Academic Post Graduate Diploma in Librarianship.

The postwar years have seen some lively arguments about education for librarianship in the United Kingdom. In 1957, the Library Association set up a Syllabus Sub-committee which reviewed the matter and presented a report in 1960. The committee felt it would be unwise to disturb the existing structure unduly because employers now accept it and because the Ministry of Education recognizes the F.L.A. as the equivalent of a university degree. The possibility of making librarianship entirely a graduate profession was considered but felt to be impractical at the present time. However, it was agreed that higher entrance requirements would be necessary.

The committee reviewed the L.A. examinations at all levels and recommended numerous changes. Among these is the abolition of the First Professional Examination. As a substitute for it, the minimum entrance requirement is to be raised to four passes in the General Certificate of Education of which at least two (compared with one at present) must be at the Advanced level. As at present, one of these must be in English. This leaves only the Registration and Final examinations to be set by the Library Association.

The proposed Registration Examination will attempt to measure competence in a group of “core” subjects common to all types of libraries by means of four three-hour examinations. Competence in the bibliography and librarianship of a special subject field will be tested by means of a fifth examination in a specialty chosen by the student from a list of nine recommended fields. All parts of the examination will have to be written at the same time, though a student who fails in one part will be allowed to take that part over at a later date. This procedure is designed to encourage full-time study as a method of preparing for the examination.

The new Final Examination will consist of six three-hour papers chosen from three groups (at least one from each group). Group A will deal with types of libraries. Group B will deal with techniques. Group C will cover the bibliography and librarianship of some twenty-six subject fields.

If the recommended changes meet with the approval of the Library Association, the first examinations under the new system will be held in June 1963.

The Canadian System

Education in Canada is primarily the responsibility of the ten provincial governments and the local authorities. Pupils ordinarily begin school at the age of six. A period of 11 to 13 years may elapse between the beginning of elementary and the completion of secondary education. The most common period is 12 years, divided on the 8-4 or the 6-3-3 plan.

As a means of ensuring educational uniformity and as a basis for admission to universities, each provincial department of education conducts two sets of “matriculation” examinations for high school graduates. “Junior” matriculation corresponds to graduation from an American high school. The courses leading to “senior” matriculation are similar to those offered in the freshman year at American universities.

Canadian universities generally draw a distinction between pass (or ordinary, or general) courses and honors courses. The former are general in nature and normally require three years of study beyond senior matriculation. The latter are more specialized and usually require four years beyond senior matriculation.

The standard method of becoming a librarian in Canada is the same as in this country: graduation from an ap-

COLLEGE AND RESEARCH LIBRARIES
proved university plus a year of graduate study at a library school accredited by the American Library Association. The library schools at McGill and the University of Toronto have received ALA accreditation. They grant the Bachelor of Library Science (B.L.S.) degree for one academic year (i.e. two semesters) of graduate study in library science, and the Master of Library Science (M.L.S.) degree for an additional academic year of advanced study and research in this field.

Not all Canadian librarians accept the standard pattern outlined above. Disagreement centers chiefly on two points: (1) the position of graduates of non-accredited Canadian schools, and (b) the appropriate type of professional recognition to be given British librarians who have settled in Canada.

At least two library schools attached to universities of great repute (University of Montreal and University of Ottawa) offer graduate training in library science but are not accredited by the ALA. The courses appear to be of high standard and some of the most distinguished librarians in Canada serve as extra-mural lecturers. These schools have not been refused ALA accreditation. They have never sought it. Those who support their viewpoint tend to favor national autonomy and to be fearful of undue American influence. They point to imperfections in the ALA policy of accreditation and are often critical of the new programs of American library schools. They point out, in addition, that standards need to be fitted to a graduate degree scheme and that the Canadian pattern differs significantly from the American. Finally, they argue that Canada needs an accreditation plan with authority and competence for French- as well as English-language universities.

The proper equation of British and Canadian standards of professional education is an equally explosive issue. Since 1948, the Canadian Library Association has recognized the possession of a British university degree plus the F.I.A. as the equivalent of the Canadian B.A., B.L.S. The Library Education Workshop of 1958 went on record as similarly endorsing the Academic Post Graduate Diploma in Librarianship of the University of London. Opinions differ widely on the recognition which should be given for other forms of British training.

The American Library Association discussed the matter of professional equivalents at its Midwinter meeting of 1956 and received a report from Harold Lancour, associate director, Graduate School of Library Science, University of Illinois. No action was taken, but Dr. Lancour was asked to continue negotiations.

In the summer of 1959, an informal committee consisting of J. C. Harrison, head of the School of Librarianship, Manchester College of Technology; George Pitcher, librarian of the Kumasi College of Technology, Ghana; Bertha Bassam, director of the University of Toronto Library School; Lester Asheim, dean of the University of Chicago Graduate Library School, and Robert L. Gitler, executive secretary of the Library Education Division of ALA, met in Urbana under the chairmanship of Dr. Lancour.

Minimum Requirements Recommended

The committee recommended the following table of minimum requirements:

Canada a) Bachelor's degree from an approved institution.
   b) B.L.S. degree from a library school accredited by the ALA and CLA.

U. S. a) Bachelor's degree from an approved institution.
    b) M.S., M.A., M.L.S. (or similar degree) from a library school accredited by the ALA.

U. K. a) Bachelor's degree from an approved institution.
    b) One year of study in one of the ten library schools approved by the Library Association.

These proposals mark a real step forward in the matter of international library cooperation, although they do leave a few questions unanswered. For example, no mention is made of the recognition to be accorded the holder of a British university degree plus the F.L.A. or the Academic Post Graduate Diploma in Librarianship of the University of London. By implication at least, these qualifications are ranked somewhere above the minimum, perhaps at the level of the Canadian M.L.S. or the old-style sixth-year American master's degree. At some time in the future, more will have to be said about the holders of the F.L.A. and A.L.A. who are not university graduates. It might be helpful to determine how their training compares with that of American librarians who hold bachelors' degrees with majors or minors in library science. For the present, however, the most important point is that the recommendations establish a sound framework within which the details can be negotiated in a spirit of harmony and fairness. Let us hope that constructive action will be taken at the 1961 conferences of our three professional associations.

**Selective Bibliography**


"Reports of Certification and Federal Aid Committees," *Canadian Library*, XVI (1959), 86.

---

**CRL Editor Resigns**

ACRL President Ralph Ellsworth has announced that Dr. Maurice Tauber, after seventeen years of close association and work with CRL, is resigning to devote more time to his duties in graduate teaching and research at Columbia School of Library Service. He will be succeeded as editor, beginning with the May issue, by Richard Harwell, librarian of Bowdoin College and former executive secretary of ACRL.

Mr. Harwell has designated the members of a new editorial board. It consists of Peter Demery, University of Washington Library, Seattle; David Kaser, Joint University Libraries, Nashville, Tenn.; W. Porter Kellam, University of Georgia Libraries, Athens; Flora B. Ludington, Williston Memorial Library, Mt. Holyoke College, South Hadley, Mass.; Eli Oboler, Idaho State College Library, Pocatello; Benjamin B. Richards, White Library, Kansas State Teachers College, Emporia; and Dr. Tauber.

Articles for future use in CRL should be directed to Mr. Harwell, *College and Research Libraries*, Bowdoin College Library, Brunswick, Me. Material to be used in the compilation of the news sections of the magazine (notes about buildings, publications, appointments, etc.) should be sent to Mrs. Mary Falvey, Publications Officer, ACRL Headquarters, 50 E. Huron St., Chicago 11, Ill.
Introduction

Like the preceding articles in this semiannual series, this survey is based on notes written by members of the staff of the Columbia University libraries. Notes written by assistants are signed with initials.

As the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well-balanced or comprehensive. Code numbers (such as A11, 1A26, 2S22) have been used to refer to titles in the Guide and its Supplements.

Bibliography


This new national bibliography attempts to list all printed material published in South Africa, including books, pamphlets, maps, etc. Arranged by Dewey decimal classification, detailed information is given on author, title, publisher, date, paging, illustrations, centimeter size, and price. There is a separate section listing official publications, and in the 1960 volume a listing of periodicals received for the first time, periodicals with change of title or address, and periodicals which have ceased publication. The general author and title index does not include the periodical listings.


Frequently of considerable value but rarely indexed in general or national bibliographies, Programmschriften—papers on scholarly topics by faculty members of German Gymnasien—today are often hard-to-identify and elusive publications. In 1954 the University of Pennsylvania Library acquired a collection of over sixteen thousand Programme written between 1850 and 1918, one third of which deals with topics in the humanities. The present bibliography reproduces the author cards for this group, including a few on the history of science, and provides a subject index. The balance of the collection, dealing with science and therefore more or less obsolete, is not indexed. Two minor drawbacks to this somewhat specialized book: pagination of each Programm is not given; and the introduction implies but does not specifically state that items are available on interlibrary loan.—E.J.R.

Periodicals

Boehm, Eric H. and Adolphus, Lalit. Historical Periodicals; an Annotated World List of Historical and Related Serial Publications. Santa Barbara, Calif., Clio Press, 1961. 618p. $22.50. "An annotated directory of serial publications which contains articles on historical topics" (Intro.), compiled by the editors of Historical Abstracts and listing some five thousand current titles. It includes transactions, acta, and irregular publications not ordinarily classed as periodicals and interprets "history" in the widest sense. Arrangement is geographic by large region and by country, and alphabetical by title within a country. Journals concerned directly with history and its auxiliary disciplines are given long entries with information including title, subtitle, frequency, beginning date, most recent volume examined, publisher, editor, description of contents, subscription price, and, often, notes on special features. Titles in fields related to history rate less space and information. Cross references and an index of titles make the volume easy to use.—R.K.

Zimmerman, Irene. A Guide to Current Latin American Periodicals: Humanities and Social
"Primarily an annotated, evaluative bibliogra-
phy . . . comprehensive within defined bound-
aries and selective beyond those limits" (In-
trod.), this Guide lists 668 active periodicals and
117 on its "casualty list" from 26 countries. The
term "Latin American periodicals" is inter-
preted to mean those published in South and
Central America, Mexico, and the West Indies,
as well as those published in the United States
by Latin Americans and inter-American agen-
cies, and others dealing extensively with Latin
American languages or literatures, or published
in the United States for Latin American circu-
lation.

The principal arrangement is alphabetical by
country, followed by a classified section and a
chronological listing. Each country and each
section has an explanatory introduction.

Annotations are given in the country section
and are full in descriptive and evaluative infor-
mation on editors, history, coverage, policies,
volumes published, last issues received, and
many other useful details. In the second section,
the periodicals are grouped by subject field,
again with introductions, and in the chronologi-
cal section, the history of periodical publishing
is given by period. The "casualty list" records
those periodicals from which it has not been
possible to elicit recent information.

PERIODICAL INDEXES

Leavitt, Sturgis Elleno. Revistas hispanoameri-
canos; indice bibliografico, 1843-1935, recopi-
lado . . . con la colaboracion de Madaline W.
Nichols y Jefferson Rea Spell. Santiago de
Chile, Fondo historico y bibliografico Jose
Toribio Medina, 1960. 589p. (Available from
the compiler, Box 1169, Chapel Hill, N. C.)
$19.50.

More than thirty thousand articles from fifty-
six Spanish-American journals of the period
1843-1935 are listed in this new index. A classed
arrangement is used, and entries are listed al-
phabetically within the sections. References are
to volume and page; dates are omitted. There
is a separate section for translations, subdivided
by language, then by literary form. An index of
names adds to the value of the work. It is highly
gratifying to have a periodical index from this
area covering so long a period.—E.S.

L'U.R.S.S. et les pays de l'est; revue des revues.
No. 1- . Mai 1960- . Paris, S.E.D.E.S.,

At head of title: Faculte de Droit et des Scien-
ces Politiques at Economiques de Strasbourg.
Institut de Droit et d'Economie Comparees,
Centre de Recherches sur l'U.R.S.S. et les Pays
de l'Est.

In 1959 a center for research on the U.S.S.R.
and eastern Europe was established in Stras-
bourg. The first number of its abstract journal
presents selected abstracts in French from forty
Russian, Polish, and Yugoslav periodicals. Ma-
terial is arranged under the four main cate-
gories of law, economy, social life, and culture.
Part I, Bulletin analytique, contains page-length
abstracts of the most important articles, giving
objective summaries of content, which at times
may be accompanied by notes in which review-
ers may express opinions. Part II, Repertoire
systematique, lists all articles in the journals
under review.—E.B.

NEWSPAPERS

U. S. Library of Congress. Union Catalog Divi-
under the direction of George A. Schwegmann.

For 3d ed. see Supplement 3E48.

This edition has been revised and enlarged to
contain approximately thirteen thousand en-
tries, including about 2,580 foreign newspapers.
It lists microfilms of Russian newspapers up to
1957 as in the 3d edition.

GOVERNMENT DOCUMENTS

Bibliographical Society of the Philippines. Check-
list of Philippine Government Documents,
1917-1949. Compiled by Consolacion B. Re-
badavia. . . . Edited by Natividad P. Verzosa
and Pacifico M. Austria. Quezon City, Uni-
mimeographed.

This retrospective bibliography of more than
six thousand items issued by all branches of
government "attempts to fill the gap covering
the period immediately following the compila-
tion of Elmer's Checklist of Publications of the
Government of the Philippine Islands, Septem-
ber 1, 1900, to December 31, 1917 and closing
with the 1950 Checklist [Supplement 2F13] com-
piled by the Bibliographical Society of the Phil-
ippines. . . ." (Pref.) It includes 1917 imprints
omitted from the earlier list. A special effort
was made to include documents issued during
the Japanese occupation.

Entries are arranged alphabetically by name
of the issuing office; for serials, individual is-
tues are listed with their dates. A supplement
of material found too late for inclusion is in
preparation. Each entry gives author, full title,
place and date, paging, and (often) size. A full
index of subjects and personal names, both as
authors and subjects, refers to the entry num-
ber.—R.K.

COLLEGE AND RESEARCH LIBRARIES
RELIGION


Being the final volume (bound in two) of a series of four volumes, Religion in American Life, by James Ward Smith and A. Leland Jamison, this is a comprehensive bibliography in classified arrangement with running commentary. Following a section devoted to bibliographical guides, general surveys and histories, the rest of the first volume (pp. 87-541) discusses the growth of religion in this country, and the individual denominations and sects, missions, non-Christian religions, etc. The three sections in the second volume treat religion in American life and culture, including the arts and literature and intellectual history. There are full tables of contents and an author index, but no subject index.


The advent of this well-printed bibliography offers a chronological annotated listing of some twenty-five hundred separate editions of American-printed Bibles. Additional editions are noted in descriptive annotations, which generally give size, full imprint, and a library location, where known, as well as comments on appearance, printing, and the like. The listing is based on the American Bible Society’s collection, checked against the holdings of the New York Public Library and the Library of Congress, as well as various bibliographies. The foreword and introduction are followed by a brief history of Bible printing in America; Part I, Editions 1777-1825; Part II, Editions 1826-1957; and Indexes of: place of publication; publishers and printers; translations, translators, and revisers; editors and commentators; edition titles; and a general index. “A similar publication covering editions in other languages may eventually be prepared.” (Intro.)—E.J.R.

SOCIAL SCIENCES


A listing of more than four thousand Fest-schriften and histories of firms and companies. International in scope, but mainly German, it lists works published in this century that are found in the Archiv. In classified arrangement with indexes by: author and personal name; firm; and geographical location.

It is particularly strong in the histories of individual companies, many of which are not listed in general and national bibliographies.


Another in the series of bibliographical publications attempting “to describe and evaluate the more important holdings in particular area collections” of the Hoover Library, this work lists 359 items selected from books, periodicals, newspapers, and manuscripts in the Chinese collection. Arrangement is by historical period, then by topical subdivision. Main entries and titles are given in both romanized form and in Chinese characters; annotations are descriptive and critical. There is an index of authors, titles, and subjects.—E.S.


A subject index to forty-one labor union periodicals, which is to have cumulative semiannual and annual volumes. It is hoped that indexing may be expanded to work backwards, year by year, beginning with 1959.


With the increasing interest in African studies, a statistical survey of this kind becomes particularly welcome. An anniversary volume, it “presents a statistical resume of the Union’s growth and development over the past half-century.” There are sections of tables for population, vital statistics, education, labor, agriculture, industry, etc., with a detailed table of contents and a section of notes for each. Sources are frequently indicated, but these suggest that the figures were more often supplied by government departments than taken from published reports. The work is bilingual throughout—English and Afrikaans. Unfortunately, there is no general index.—E.S.

Gives maps of the Congressional districts by state and city and shows the boundaries at the time of the 1960 Census of Population. Reapportionment will necessitate a revision of these maps.

**EDUCATION**


A useful compilation of information on higher degrees conferred by American colleges and universities, this volume includes twenty-four hundred degrees (sixteen hundred currently in use) arranged in three principal lists: classified by field, alphabetical by name of degree, and alphabetical by abbreviation. Preliminary chapters incorporating much historical and statistical information are devoted to types of degrees and institutions, women's degrees, honorary degrees, and spurious degrees.—R.K.

**DICTIONARIES**


The Dravidian languages comprise a group of tongues spoken throughout southeastern India and northern Ceylon, including four literary languages, and many nonliterary ones. This dictionary attempts to give the etymologies of words in all known Dravidian languages, with English equivalents. Selective bibliography of sources, p. xxiii-xxvii.


V.1, the Dictionary, is a reprint of the original edition of 1937; v. 2, the Supplement, incorporates into one alphabet the Addenda of the second, third, and fourth editions, (with some revisions) and new material running to some one hundred thousand words. These additions consist mainly of new words and phrases, with the emphasis on slang, particularly of World War II.

**ABBREVIATIONS**


Similar in plan and arrangement to the library's lists of Polish and Russian abbreviations (Supplement 3M92 and 3M101), the present volumes each list twenty-five hundred to three thousand abbreviations. By design, emphasis is on the symbols for government agencies, military and other organizational titles. Some general terms are also included. In the Bulgarian list, the abbreviations are followed by transliterated initials, then by the full name in the original, and an English translation. The Hungarian list follows the same plan, except, of course, for transliteration.—J.N.W.

**SCIENCE AND TECHNOLOGY**


The first half of this bibliography lists by author over eight thousand dissertations, giving for each, author's full name, dissertation title, year and name of degree, institution, availability of copy, and reprint data, if any. The second half, called "Permutation Subject Index," is in reality a title listing, alphabetized by each significant word appearing in the title. The result, of course, is that each title is listed several times and that listings under such words as electric, gas, molecule, nuclear, and their derivatives seem unwieldy. For each title, reference is made by serial number to the full listing under author.—J.N.W.


A photographic reproduction of the shelflist containing "single biographies of physicians and scientists, with a few autobiographies, family histories, and occasional biographies written by physicians." (Introd.)


For 3d ed. 1953 see Supplement 2P8.

Arranged by universal decimal classification, this edition adds nearly nine hundred new dictionaries, and 133 new editions of works previously mentioned. There are an index by languages, an index by authors, and subject indexes in English, French, and Spanish. Introductory and explanatory material is also in these three languages.


This volume lists 139 scientific and technical journals by translated title, followed by transliterated Russian title, with an index by transliterated Russian title. There is also an index by subjects.

The main listing gives LC call number, frequency, date when translation began, and publisher.

**FINE ARTS**


Published as a special issue of the Gazette des Beaux-Arts (dated 1951, but because of unforeseen circumstances not printed until October 1960), this bibliography attempts to give a complete listing of French periodicals concerned with the fine arts in France from 1746 to 1914. In addition to firmly established art serials, it also lists many of an ephemeral nature which were published in connection with exhibitions or sponsored by individual galleries and groups of art patrons. The main listing is alphabetical by title and includes dates of publication, publisher, location of the periodical in Paris libraries, and a brief critical annotation; the last seventeen pages are given over to a chronological list of titles.—E.L.

**MUSIC**


The preface of this volume modestly states that "to bring the fifth [1954] edition [Supple-
ment 2Q56] completely up to date has not been the principal aim in the planning . . . ;" but the actual result is substantially that. Material included is of three categories: first, a vast number of corrigenda items with exact reference to page and line in the fifth edition. Many of these seem of minor importance, while others are obviously significant. Secondly, there are numerous additions to or rewritings of the original articles, treating recent developments in a subject or events in a career. There are also several replacement articles, e.g., "Folk Music (Italian)" and "Xylophone." Finally, there are entirely new topics, discussing new terms, organizations, and a number of contemporary artists, some of the last curiously omitted from the 1954 edition.—J.N.W.
Arrangement is alphabetical by author, then chronological. There is an index of names (of translators, editors, etc.) not found in the main listing.—E.S.


The latest volume in this excellent series (Guide R570, Supplement 1R58, 3R90) is not only a valuable unit in itself, but is significant in completing coverage in the field from the Middle Ages through the eighteenth century. (Work on the nineteenth century volume is well under way.) Scope and general organization of material remain as in the earlier volumes, the aim being to select and to evaluate, but not to be all-inclusive. Even so, nearly five thousand items are described.

Nine chapters are devoted to literary backgrounds, movements, and forms, with individual authors treated in appropriate sections; five separate chapters treat Corneille, Moliere, Racine, Pascal, and Descartes. Sections have been compiled by more than fifty specialists, but thanks to careful editing, form of entry and scope of the annotations are happily consistent. References to reviews are included in the notes.

The extensive list of abbreviations itself constitutes an impressive bibliography of journals and series, and the index of more than 160 columns seems complete and efficient.—J.N.W.


This extensive bibliography of works by and about St. Thomas More, compiled over a period of ten years, is published by the Yale University St. Thomas More Project and will eventually be revised to include additional materials that the project “will inevitably bring to light” in the course of publishing More’s complete works.

Separate sections cover Utopia, other individual works, collected works, letters, biographies, etc., the arrangement within chapters differing according to the material listed. For “lives” and More’s important writings, title pages are reproduced in facsimile or given in exact transcription, together with complete collation and location of copies. Citations of the lesser works, Moreana, Utopian bibliography and More portraits contained in the works listed complete the volume. There is an index of authors and works.—R.K.


Dickens scholars should find this a valuable addition to existing Dickens bibliographies, describing as it does a remarkably complete collection of “first editions—in most instances, first issues—of all major and secondary works of Charles Dickens.” (Introduct.) Included also are a list of Dickens manuscripts in the Texas collection, a section of Dickensiana, and lists of Dickens biographies and bibliographies. Items of special interest are marked with a dagger; those not found recorded in earlier bibliographies, with an asterisk.—E.S.


1st ed. 1936.

A useful handbook covering terms, literary movements, literary periodicals, etc., in one alphabet. The new edition has been revised and enlarged, many new terms added, and many of the older entries rewritten or modified, although others remain substantially as they were. The “Outline of Literary History, English and American,” pp. 519-598, has been brought down to 1959.


This catalog of one of the most complete collections of Italian Renaissance plays in North America gives a brief bibliographical description for each work, identifying it by date, genre, and form and including details of dedications. Wherever possible, editions have been verified in a standard bibliography. Although the listed plays were all written between 1500 and 1700, eighteenth century editions are given for the most popular ones. Fourteen illustrations taken from various titles in the collection and two additional alphabetical lists, one of the plays’ titles and the other of their printers, add to the usefulness of the volume.—E.L.

History


“All published titles dealing expressly with
New World archaeology . . . master’s and doctor’s theses [and] . . . presentations on archaeological theory, methods, and techniques . . . insofar as they seem to be pertinent to New World problems” constitute the scope of this new service. (Intro.) The twenty-eight sections are primarily geographical, e.g., “Arctic,” “Northern Mississippi Valley,” “Lower Central America,” etc., with South America divided by national political units. The editors acknowledge that this is not a perfect arrangement, but believe that it is probably more satisfactory than a purely topical one would be. In this issue there is a total of 676 items, representing books, monographs in series, journal articles, and theses. No list of the journals abstracted is included, but they appear to be, understandably, primarily from the Americas. The abstracts themselves vary in length from a modest paragraph to several columns. There is an author index.—J.N.W.


“The first comprehensive subject bibliography of material about Thailand in Western languages ever to be compiled by Thai nationals . . . included are books, periodical articles, pamphlets, mimeographed documents, microfilms and films concerning the fields of philosophy and religion, social sciences, language and literature, pure science and applied science, arts and recreation, history, travel, and biography.” (Pref.)

Classed arrangement. No index.


A catalog of some twelve thousand volumes, including works in many subject fields and in various languages on Greece or published in Greece. Arranged alphabetically by the Greek alphabet.


Nearly five thousand items published by a number of Italian resistance groups are listed here, with note of location in various archives, libraries, and elsewhere in Italy. (Individual issues of serials are separately numbered, so that titles total considerably less than five thousand.) Periodicals and broadsides form the bulk of the listings, but pamphlets, maps, and other miscellaneous materials are also included. Arrangement is by issuing organization, subdivided first by form and then by place of publication. There are indexes by title, place, subject, individual author, and organization.—J.N.W.


Planned as a continuation of Robert’s similar work of 1891 (Guide S113), this will furnish biographical sketches of the members of the Assemblée Nationale for the years indicated. The present volume is devoted primarily to a number of useful tables and lists: all cabinet compositions in chronological order (with an alphabetical list of names), lists of presidents of the Senate and the Chamber of Deputies, and a master list of senators and deputies. The last hundred pages include some two hundred biographical sketches for the letter “A.” Although varying in length, most are considerably more than “thumbnail,” with conventional information on dates, education, profession, etc., but with most emphasis on the subject’s parliamentary career. Those legislators serving after 1889 who are included in Robert are generally omitted. Editorial standards seem high, although articles are unsigned and without bibliographies. When completed, the set will doubtless be a significant addition to the reference collections of a large variety of libraries. No mention is made of the estimated number of volumes or of the publication schedule.—J.N.W.


Designed primarily for the English language reader, this new one-volume encyclopedia treats all aspects of Russian life and history from medieval times to the flights of the astronauts. Many of the articles have been written and signed by outstanding specialists, both from this country and abroad, and some are accompanied by brief bibliographies of works in English. There are many biographical and geographical entries, as well as longer articles on special subjects in Russian economics, government, history, culture, and science. Due to the great need for authoritative information on Russian matters, this work should be a welcome addition to a library.


Contents: v.l. Libros y folletos. 527p. $11.

The first of several projected volumes which will provide an extensive bibliography on the whole range of Mexican culture for 1910-1940, the period of the Mexican Revolution, this volume, devoted to books and pamphlets, is in three main sections: (1) general works, bibliographies, encyclopedias, etc.; (2) maps and physical geography; and (3) physical anthropology and law. Subsequent sections will treat agriculture, labor, politics, religion, education, literature, etc. Each section has numerous subdivisions; a note explaining the scope and arrangement precedes most of the subsections. Full bibliographical information is given, and library locations and annotations accompany many entries. Alphabetical author and subject indices are planned; until these appear, efficient use of the present volume will be somewhat difficult.—E.S.


Lest this collection of nearly sixty-nine hundred pamphlets, like so many valuable caches, lie unused because unknown, the University of Kansas has issued this unassuming yet well-done checklist. Part I, 1372 anonymous works listed by title, is followed by an author section of 3799 pamphlets and a third grouping of official and corporate publications; the whole should be helpful to those interested in the various aspects of this period of French history—literary, economic, religious, as well as political. A succinct introduction, full imprint information, brief annotations, and a detailed index (pp. 603-674) are other features of this useful work.—E.J.R.


This is the first dictionary-type reference work about Russia to be published in English in recent years. The author, who is senior research officer in Soviet studies at the London School of Economics and Political Science, refers to the work as a cooperative effort, but takes responsibility for the articles on a wide range of topics in social science categories. Biographical entries predominate in the arts, where the articles are signed by contributing specialists, and in science and technology. Geographical place names are included. With such a broad chronological and subject coverage, the articles on each topic are necessarily brief and intended for the non-specialist, but the over-all impression is one of accuracy in factual information.—E.B.

Nearly $4 Million in CLR Grants

Appropriations totaling nearly four million dollars during the past five years for work on basic library problems are reported in the fifth annual report of the Council on Library Resources, Inc. Though diverse in subject, the projects sponsored by the Council are directed toward a single end: facilitation of ready and unlimited accessibility of the information contained in libraries. The report catalogs grants and contracts totaling $3,922,097 during the five-year period. Included in this figure is $1,557,293 for grants and contracts during the fiscal year 1960-1961.

Among the projects to which the Council has given support during the past year are two investigations of the possibility of mechanizing large areas of library operation. One study is being carried on in connection with the planning of a new library for the Chicago Undergraduate Division of the University of Illinois. The other study is concerned with the Library of Congress, where certain operations have long been mechanized, but where there is an acute need at this time for a systematic over-all approach.

In the field of mechanical indexing the Council has given support to two projects for the indexing of large bodies of legal literature, one, at the University of Pittsburgh, involving the use of a computer. Though legal literature provides the material of these investigations, as with the projects for mechanizing of library operations, it is hoped that the findings may find general applicability.
ACQUISITIONS, GIFTS, COLLECTIONS

THE LIBRARY of the University of California at Santa Barbara has received the original hand-written correspondence of Henry Clay and John Randolph leading up to their duel on April 8, 1826, on the Virginia side of the Potomac River. The letters are a gift from Mrs. Randolph A. Hearst.

Another gift to the library is the collection of geological publications from the late William S. W. Kew, chief geologist for Standard Oil Company of California for more than ten years, who specialized in invertebrate paleontology and exploratory petroleum geology. This collection is housed in the general library on the Santa Barbara campus, but will be moved to a science branch in the next few years.

DARTMOUTH COLLEGE LIBRARY has received a gift of subantarctic literature and ethnographic material from William E. Clark of Falmouth Foreside, Me., for the Stefansson Collection on arctic and polar regions. The material provides a record of two South American Indian tribes now extinct. It was collected by Col. Charles Wellington Furlong, explorer, lecturer, and artist, who lived and traveled with the Yaghan and Ona Indians of Patagonia and Tierra del Fuego more than fifty years ago. Included are notebooks, diaries, recordings, and early missionary writings, as well as photographs, lantern slides, and correspondence with other specialists in the region outside the Antarctic Circle.

FRANCIS BACON LIBRARY of Claremont, Calif., has acquired a valuable collection of sixteenth century Emblem books. French, German, Italian, and Dutch authors are included. Over one hundred volumes in the STC and 'Wing' periods have been acquired recently to augment the library's collections of English history and literature.

UNIVERSITY OF VERMONT LIBRARY, Burlington, recently acquired twenty-five hundred books, pamphlets, and periodicals from the American Institute of Pacific Relations. This collection of IPR and other publications of the 1930's and 1940's dealing with the history, economics, and politics of Southeast Asia and Oceania will strengthen Vermont's Program of Non-Western Studies.

DUKE UNIVERSITY LIBRARY, Durham, N. C., has received three new collections. A collection of Wesleyana and British Methodism, acquired from Frank Baker of the Duke Divinity School, contains 17,500 items. Included are basic literature of early Methodist theology, doctrine, and administration; long runs of rare periodicals; rare tracts and ephemera; works on Methodist biography and local history; and hymnology of the eighteenth, nineteenth, and twentieth centuries.

A collection of books, pamphlets, and journals relating to the history and culture of the Isle of Man has been donated by Professor Kenneth W. Clark, Duke Divinity School, who gathered the materials on a recent trip to the island. The private collection of the late Frederick Darlington Wardle, former town clerk of Bath, England, has been acquired. Included are many important eighteenth and nineteenth century works about the popular resort area of Bath and of Somersetshire. The collection also contains almost all of the first editions of William Morris (1834-1896), British poet, artist, and socialist; ninety-two Morris letters; many first editions of the works of Kipling and Robert Louis Stevenson; and a large number of miscellaneous titles, including a copy of the Nuremberg Bible.

DR. MARGARET KNOX, head of the reference and bibliography department, University of Florida Libraries, Gainesville, was in France for two months this fall, under the auspices of a Rockefeller grant, to search archival material in that country for documents pertaining to the history of Haiti, particularly the period 1790 to 1804. Permission was sought to microfilm selected documents for the University of Florida Libraries.

FRIEDSAM MEMORIAL LIBRARY, St. Bonaventure University, St. Bonaventure, N. Y., has received the 35,000th book from Dr. T.
Edward Hanley, Bradford, Pa. Dr. Hanley's benefactions span two decades, and include important works in fine arts, one hundred original paintings, etchings, lithographs, and charcoals by nineteenth century and contemporary artists.

KNOX COLLEGE has received one of the most complete collections of books and other materials compiled on the Civil War from Ray D. Smith and his son, Clifford H. Smith, of Chicago. Almost sixty years in the making, the collection consists of eight thousand volumes, including four thousand books on the Civil War proper. The collection is general, not specialized, and is oriented toward the military rather than the political aspects of the war. Among the historical materials are 900,000 index cards, a key to a complete set of forty years of the Confederate Veteran, a journal published in Tennessee from 1892 to 1932. The collection will eventually be housed in its own quarters at the library in Galesburg, Ill.

THE LIBRARY of Michigan State University, East Lansing, has recently added 6,700 books and three thousand pamphlets and reprints to its French holdings. The books, collected by M. Francois Bouvier, wealthy agronomist, cover every aspect of royal life in France. They include classic studies of the French monarchs, information on political, social, and literary relations, art and architecture of the royal palaces, and armorial works and books on heraldry from early sixteenth century through the eighteenth.

TULANE UNIVERSITY LIBRARY has received from Clarence E. Bonnett, professor emeritus of economics, his personal library containing more than six thousand monographs, journal files, pamphlets, and broadsides. Prominent in the collection, brought together during a period of more than fifty years, are materials on labor and industrial relations, with particular emphasis on the history of employers' associations in the United States.

THE UNIVERSITY OF MINNESOTA LIBRARY has received original manuscripts relating to Paul Bunyan by their author, James Stevens, Seattle, Wash. The gift includes typescripts, handwritten drafts, and original letters from Stevens to literary personalities of the 1920's. It will be added to the library's extensive Paul Bunyan collection.

OHIO STATE UNIVERSITY, Columbus, has completed its largest purchase to date of Russian and Slavic literature; approximately fifteen thousand volumes were acquired from a Melbourne, Fla., book dealer. About half the newly acquired volumes were published before 1917 and much of the remainder during the fifteen years following the revolution. The acquisition includes volumes on art, bibliography, classical literature, economics, history, political science, and religion.

BUILDINGS

AUBURN UNIVERSITY, formerly Alabama Polytechnic Institute, at Auburn, will have a new four-story library building when construction is completed in 1962. The plans include possible expansion to a fifth floor, so that the book capacity can be increased to 1,250,000 volumes.

THE UNIVERSITY OF CONNECTICUT at Storrs recently received an appropriation of $1,675,000 from the state legislature to build a 60,000-square-foot addition to the Wilbur Cross Library. Eventually it will house 750,000 volumes and 1200 readers. Occupancy of the new structure is anticipated for 1963.

DUKE UNIVERSITY, Durham, N. C., has received a gift of $1,000,000 from the Duke Endowment as the first installment of a fund of $4,500,000 needed for enlargement of the general library.

CARNEGIE INSTITUTE OF TECHNOLOGY, Pittsburgh, recently dedicated a new building housing the Hunt Library and the Rachel McMasters Miller Hunt Botanical Library. Each of these libraries, which are separate administrative units, has a special significance in the world of scholarship: the Hunt Library makes it possible, for the first time in Carnegie Tech's history, for all of the school's books and periodicals to be collected under one roof, easily available to students and faculty, while the Hunt Botanical Library, occupying the penthouse, will offer specialists a chance to study one of the most important collections of rare botanical books and prints in America. The building was financed from a gift of $2,800,000 given by Mr. and Mrs. Roy A. Hunt.

MARYGROVE COLLEGE, Detroit, Mich., has
received $25,000 from the Kresge Foundation for a rare book room in the library addition now under construction. The room, to be dedicated to the memory of Daniel C. Fisher, former president of the S. S. Kresge Company, will contain many of the most valuable works from the college collection and will house a permanent display of the bookmaker’s art through the centuries. The Marygrove library addition, to be completed in May 1962, will house 200,000 volumes. It will include an instructional materials room, a 400-seat lecture hall, a room to house papal documents, and an enlarged area for processing books and using microfilms.

A NEW LIBRARY BUILDING at Pacific College, Fresno, Calif., will be ready for occupancy early in 1962. It will cover 10,000 square feet, house 40,000 volumes, and seat 125 students. Special facilities will be provided for microreproduction materials. The money for this $200,000 building was contributed by two donors.

GROUND WAS BROKEN in October for the new $1,000,000 library being constructed for Trinity College, Washington, D. C. Most of the money contributed for the building has been received from alumnae.

GRANTS

THE COUNCIL ON LIBRARY RESOURCES, INC., has announced three new grants for investigations in various areas of librarianship:

A two-year contract of $125,100 has been awarded to William J. Barrow of Richmond, Va., to establish and maintain a laboratory for research on problems of preserving books and other library materials. The new laboratory will be housed at the Virginia Historical Society, and will be concerned exclusively with council projects. Among topics that may be investigated are: performance standards for library bookbinding; techniques for adhesive bookbinding for library use; use of a spray to deacidify books to retard deterioration; relationship of storage conditions to natural aging of books; permanence/durability properties of coated papers; and performance/durability of microfilm and adequacy of existing criteria.

A grant of $27,070 for construction of a model of a relatively inexpensive microfilm finder-reader system for library use has been made to the ALA Library Technology Project. The work, under the supervision of Peter Scott, head of the Microreproduction Laboratory, Massachusetts Institute of Technology Libraries, will be carried out jointly by the Microreproduction Laboratory and Edgerton, Germeshausen & Grier, Inc., Boston. The purpose of the project is to make it possible for the reader to locate quickly any desired item on a roll of microfilm. The mechanism will be equipped with a stroboscopic finding device so that the reader can observe an index continuously while the film is in rapid motion.

The recently organized Books for the People Fund, Inc., has received a grant of $5,000 for preliminary work on providing low-cost reading materials for Latin American children, young people, and new literates in their own languages. The fund will select books for translation into Spanish and Portuguese, as well as those written by Latin American authors, utilizing mass production and mass distribution techniques. At the same time it will encourage the development of school libraries. The grant will defray expenses of assembling information, including operating costs to establish a firm program. Preliminary investigation will be directed by Harold W. Bentley, Dean of Extension, University of Utah.

MISCELLANEOUS

THE LATEST WRINKLE in intercampus library cooperation has been developed by librarians at the University of California, Santa Barbara, to expedite borrowing books from the Los Angeles campus. A student at the UCLA School of Library Service has been employed by the library at Santa Barbara to assist in filling its interlibrary loan requests. Working at UCLA, he verifies references, checks on the availability of items, and arranges for photocopying articles in noncirculating periodicals.

MICROCARD EDITIONS, INC., will give a Mark VII Microcard Reader to any library purchasing $10,000 worth of microcard publications within a given calendar year. Two libraries (University of South Carolina, Columbia, and Western Michigan University, Kalamazoo) have already received readers under this plan, which is retroactive to January 1, 1960. The list price of the reader is $450. Details of the plan may be obtained.
from Microcard Editions, Inc., 901 26th Street, N.W., Washington 7, D. C.

JOHN WILEY & SONS, INC., and Interscience Publishers, Inc., have merged to establish one of the largest publishing houses devoted to the production of books and journals in natural and behavioral sciences, technology, and engineering. The firm operates under the name of John Wiley & Sons, Inc., with offices at 440 Park Ave. South, New York 16.

RALPH McCoy, director of libraries at Southern Illinois University, Carbondale, has been named the first recipient of an annual leadership award recently initiated by the Illinois Library Association. McCoy has received a hand-lettered scroll and a check for $100.

A two-month travel program in comparative library education is again to be sponsored by the State University of New York in cooperation with the Experiment in International Living. The itinerary includes visits to libraries and historic places in Italy, Switzerland, Germany, France, and England, with a three-week stay in Switzerland, probably in the Zurich area. The program is limited to fifteen participants, who will depart by ship for a Mediterranean port in late June or early July and return from London by plane in early September. Additional information and a descriptive brochure may be obtained by writing the group leader: Dr. Leslie Poste, Division of Library Education, State University College, Geneseo, N. Y.

THE MEDICAL LIBRARY ASSOCIATION has opened a headquarters office at 919 North Michigan Ave., Chicago, and appointed Helen Brown Schmidt as executive secretary. Mrs. Schmidt was assistant director of the Midwest Inter-Library Center.

A survey is being conducted by the ALA Public Relations Office to establish a complete list of radio and television programs and newspaper and magazine columns devoted to library-oriented material. Relevant information should be sent to the ALA Public Relations Office, 50 E. Huron Street, Chicago 11, Ill.

THE UNIVERSITY OF FLORIDA LIBRARIES, Gainesville, is offering a number of graduate assistantships in the academic year 1962-63 for study leading to a master's or doctoral degree in a subject field other than library science. Stipends of $1,700 for a nine-month period require 15 hours library duty each week; stipends of $2,300 for a nine-month period require 20 hours library duty each week. Holders of assistantships are exempt from out-of-state tuition fees. The deadline for filing formal application is March 15, 1962. Application should be made to: Director of Libraries, University of Florida, Gainesville, Florida.

ST. LOUIS UNIVERSITY and Brandeis University, Waltham, Mass., have initiated a cooperative project for filming the Hebrew manuscripts of the Vatican Library.

Permission for the project was obtained by St. Louis University, and financial backing has been provided through a gift of Richard Cardinal Cushing to Brandeis University. Positive copies of the film will be made available for consultation at both universities.

CLOSE SCHOLARLY TIES between Cornell University, Ithaca, N. Y., and Iceland were emphasized in November by a display of rare books from the Fiske Icelandic Collection, as part of the celebration of the fiftieth anniversary of the founding of the University of Iceland. The 26,500-volume Icelandic Collection, surpassed in size only by the collections of Icelandic material in the National Library of Iceland and in the University and Royal Libraries of Copenhagen, Denmark, is famous not only for the books it contains but also for the series of bibliographies of Icelandic materials compiled by Professor Halldor Hermannsson, its curator for 45 years.

ALA REPRESENTATIVES at collegiate ceremonies recently were Lorena A. Garloch, university librarian, University of Pittsburgh, Pittsburgh, Pa., at the inauguration of Chauncey Goodrich Bly as president of Thiel College, Greenville, Pa., September 30; Felix E. Hirsch, librarian and professor of history, Trenton State College, N. J., at the inauguration of Robert Fisher Oxnam as president of Drew University, Madison, N. J., October 12; H. Dean Stallings, librarian, North Dakota Agricultural College, Fargo, at the dedication of the new Chester Fritz Library of the University of North Dakota, Grand Forks, October 13; Howard Rovelstad, director of libraries, University of Maryland, College Park, at the inaugura-
tion of Randle Elliott as president of Hood College, Frederick, Md., October 14.

E. Walfred Erickson, head librarian, Eastern Michigan University, Ypsilanti, at the inauguration of the academic chair honoring A. Vernon Jannotta, rear admiral, U.S.N.R., at the Detroit Institute of Technology, October 21; William H. Jesse, director of libraries, University of Tennessee, Knoxville, at the inauguration of Joseph J. Copeland as president of Maryville College, Maryville, Tenn., October 28; Humphrey G. Bousfield, librarian, Brooklyn College, Brooklyn, N. Y., at the inauguration of the Very Rev. Edward J. Burke as president of St. John's University, Jamaica, N. Y., November 1; Richard H. Logsdon, director of libraries, Columbia University, N. Y., at the inauguration of Arthur Ole Davidson as president of Wagner College, Staten Island, N. Y., November 12.

Representing ALA and the ACRL Advisory Committee on Cooperation with Educational and Professional Organizations was Ralph Hudson, librarian, Oklahoma State Library, Oklahoma City, at the annual meeting of the Society of American Archivists, Kansas City, October 6.

**Publications**

A new bibliographical guide issued by the Library of Congress lists more than 2,000 titles of periodicals concerned with Africa. The 163-page publication, entitled *Serials for African Studies*, was compiled by Helen F. Conover of LC's Africana Section. The entries include information on holdings in LC or other American libraries, addresses of publishers not readily available, and occasional content notes. The general index is arranged by subjects, regions, and personal names. Organizations concerned with the publication of the serials are listed separately. The bibliography is for sale by the U. S. Government Printing Office for $1.00 a copy.

An important addition to the trade bibliographies of the world will appear soon. *Fichero Bibliografico Hispanoamericano* published by the R. R. Bowker Company will attempt to list the titles, sources, and prices of all books published in Spanish in this hemisphere. An annual "books in print" volume will be prepared in 1963. It will be indexed by author, title, and subject.

California State Publications; Manual For Acquisition, Processing, Use, 2d ed., consolidates information needed for the acquisition, processing, and use of California state documents. Though the treatment is not exhaustive, the publication should be useful not only for the orientation of new staff members but also for reference by experienced librarians. The manual may be obtained without charge from the Government Publications Section, California State Library, Sacramento 9, Calif.

The second annual report of the ALA Library Technology Project describes in attractive format the project's research and testing activities from May 1, 1960, through June 30, 1961.

All forty volumes of *Educational Screen* (now *Educational Screen & Audiovisual Guide*) are available on microfilm from University Microfilms, Inc., Ann Arbor, Mich. Many issues of the first twenty-seven years of the veteran audio-visual education magazine are so rare as to be museum pieces.

The first eleven volumes (1950-1960) of *American Documentation*, official organ of the American Documentation Institute, are now available on microcards from Microcard Editions, Inc., Washington, D. C., for $25.00.

*Searching the Chemical Literature* (Advances in Chemistry Series no. 30; Washington: American Chemical Society, 1961; 326p., $6.50) surveys the use of indexes and abstracts, discusses name, nomenclature and language problems, literature sources, government sources, and searching techniques.

The American Hospital Association has published the *Cumulative Index of Hospital Literature, 1955-1959* (1961, 443p.).

The Guide to Catholic Literature, 1960, edited by Joseph W. Sprug, has been issued by the Catholic Library Association (Villanova, Pa., 1961, 276p.).

The Book Industry Telephone Directory: Names & Numbers, 1961-1962 (supplement to the Literary Market Place) has been released by R. R. Bowker Co. Some twelve thousand names are included in the 256-page listing, which sells for $10.00.

A 1961 supplement to *A Union List of Publication in Opaque Microforms*, compiled by Eva Maude Tilton, has been pub-
lished by the Scarecrow Press (New York, 1961, 235p., $5.00).


Frederick G. Kilgour has prepared The Library of the Medical Institution of Yale College and Its Catalogue of 1865 (New Haven, 1960, 74p., $2.75). The publication traces the historical background of the library and reproduces the “catalogue.”

The Tennyson Collection Presented to the University of Virginia in Honor of Edgar Finley Shannon, Jr. (652 p., $5.00) has been issued by the University of Virginia Press, Charlottesville. John Cook Wyllie, university librarian, has written an introduction to the work, which is essentially a bibliography.

Silver Anniversary of the Joint University Libraries Serving Peabody College, Scarritt College, and Vanderbilt University is number 3 in the series, “Joint University Libraries, Miscellaneous Publications.” A. F. Kuhlman reviews the work of the libraries in “A Quarter Century of Service”; Don M. Robison writes of “The Library Books of Nashville”; and there are other articles by J. Isaac Copeland, Eleanor F. Morrissey, and David Kaser. A symposium on “Teaching with the Joint University Libraries” is included.

Immigration Research Digest is issued by the Committee on Research and Studies, American Immigration and Citizenship Conference, 509 Madison Avenue, New York 22. It is a summary and guide to new research on international migration. The publication appears semiannually, and the subscription rate is 35 cents per copy. It may be purchased along with the Integration Digest at a rate of $1.25 annually.


Planning the Functional College Library, by John E. Burke (Commerce, Texas, 1961, 60p.) describes the steps taken in the planning of the new library building at East Texas State College. The publication contains illustrations and diagrams.

A Directory of St Louis Book and Printing Trades to 1950, by David Kaser has been issued by the New York Public Library (1961, 35p., $1.25).

Martha Boaz is the author of Fervent and Full of Gifts, The Life of Althea Warren (1961, 163p., $4.50), and the compiler of The Quest for Truth, a series of lectures by various authors given at the School of Library Science of the University of Southern California (1961, 148p., $3.50). Both volumes are issued by the Scarecrow Press, New York.

Eastern College Librarians Conference

The 47th annual conference of eastern college librarians was held at Columbia University on November 25th. David R. Watkins of Yale University Library’s reference department was conference chairman.

Two papers were presented at the morning session; the first was “A Report on Developments in Washington Affecting College and University Libraries,” by Germaine Krettek, director of ALA’s Washington office. The second paper was “The Use of New York Libraries by Students,” by Warren J. Haas, associate director of Columbia University Libraries.

The afternoon session was devoted to a single topic—“The Obligation of the Library to People Outside Its Constituency,” discussed from the public library point of view by James E. Bryan, director of the Newark, N. J., Public Library; from the college library point of view by Donald Engley, Trinity College librarian, Hartford, Conn., and from the university library viewpoint by Francis A. Johns, Rutgers University bibliographer.
JOE W. KRAUS became director of libraries of Kansas State University, Manhattan, on December 1st after ten years of distinguished service as librarian of Madison College, Harrisonburg, Virginia. Mr. Kraus' abilities are also evident in his capable direction of the major library school in Virginia for the training of school librarians, as well as by his scholarly and workmanlike research both in and out of the professional library science field over the years.

A native of Missouri, Mr. Kraus was graduated from Culver-Stockton College, Canton, Mo., and proceeded immediately to the University of Illinois, where he received his B.S. in L.S. degree in 1939 and his Master of Arts in 1941, at the same time working in both reference and circulation divisions of the University of Illinois Library. From 1942 to 1946 he served in the United States Army, returning to Illinois as instructor in library science during the spring and summer of 1946. From there Mr. Kraus returned to his native state to be librarian of Westminster College in Fulton, Mo., from 1946 to 1948.

In 1948 he went to the Howard-Tilton Memorial Library at Tulane University, where he was assistant librarian until 1951. From 1951 until the present he has served at Madison College with a distinction acknowledged throughout the southeastern states.

In 1960 Mr. Kraus received his Ph.D. at the University of Illinois, offering his study: "Book Collections of Five Colonial College Libraries; A Subject Analysis" as his dissertation. Mr. Kraus is an active member of the Virginia, Southeastern, and the American library associations, serving in the Virginia Library Association as vice-president and president-elect during the year 1960-61.

His published research has ranged from American literature to the field in which he is known as a result of his doctoral studies.

A love of books is evident by Mr. Kraus' pattern of publication, and is also all too obvious to anyone who has accidentally passed a bookstore with him. These little adventures are perhaps the only things other than good food that will remove the omnipresent pipe from the mouth of one of the best-tempered, witty, and delightful men in the library world.—N. Harvey Deal.

ANNE CARY EDMONDS, who has just been appointed to succeed Mrs. Frances Kemp Hurley as librarian of Douglass College, Rutgers, the State University, New Brunswick, New Jersey, was born in Penang, Malaya. Her higher education started in England, where she obtained a Certificate in Commerce from the University of Reading, and where she worked for two years in the War Damage Commission in London.

In 1948 she received her B.A. from Barnard College, and in 1950 her Master of Science degree from the School of Library Service, Columbia University. Miss Edmonds served as assistant in the Business Reference Room in the Library of the College of the City of New York. She was reference librarian at Goucher College from 1951 to 1960 and during that time pursued graduate work in geography at Johns Hopkins. She has been a visiting lecturer in the summer school of the library of Syracuse University. She comes to Douglass from Western Reserve, where she had been completing her studies in American history.
Earl Tannenbaum, who has been assistant humanities librarian at Southern Illinois University, Carbondale, since 1957, has recently been appointed librarian of Regis College, Denver, Colo.

Mr. Tannenbaum is well qualified, by both education and experience, for the new position. He holds a masters degree in English from the University of Chicago, a library degree and additional graduate work in English literature from Indiana University. His experience includes an instructorship in English at Indiana University, and the assistant librarianship of Wisconsin State College at Whitewater (1953-56).

Among his special achievements at Southern Illinois University were his participation in the programming of the teaching machine for freshmen orientation, and the preparation of the 62-page catalog of the University’s D. H. Lawrence exhibition. Mr. Tannenbaum has published in both library and literary journals and is a regular reviewer for *Library Journal*.

Pearce S. Grove assumed the duties of head librarian at Colorado Woman’s College, Denver, in September 1961. He had been acquisitions and serials librarian at the University of Illinois, Chicago undergraduate division. He served as assistant librarian, Education, Philosophy and Psychology Branch Library at the University of Illinois, Urbana, before going to Chicago. Mr. Grove began his library career as student assistant at the University of Florida College of Education. He obtained his M.S. in L.S. from the University of Illinois in 1958. Mr. Grove is married, and has four children.

Margaret Thomas, formerly head catalog librarian, Joint University Library, Nashville, Tenn., has been appointed head librarian, Randolph-Macon Woman’s College, Ashland, Va. A graduate of Birmingham Southern College and Emory University, Miss Thomas has served as librarian of Howard College, librarian at the Army Air Base, Birmingham, and command librarian at Warner Robbins Air Technical Service, Robbins Field, Ga.

Mrs. Mary Falvey, formerly publications assistant of the *ALA Bulletin*, joined the ACRL headquarters staff as CRL publications officer on November 13, 1961. Mrs. Falvey is a graduate of Beloit College. Her past experience in the editorial field well qualifies her for her new challenges. She served as news and feature writer and jack-of-all-trades on her family’s weekly newspaper in Rock County, Wis., early in her career. Later, she was an editor of elementary school text books at Follett Publishing Company, and was continuous revision editor for American Peoples Encyclopedia before joining the ALA staff.

**Appointments**

Jan Adamczik is librarian I in the service division of the loan department, University of California, Berkeley.

Mrs. Charlotte M. Alley is a staff member of the acquisition division, University of Washington Library, Seattle.

Janice Anderson is a cataloger, Ohio State University Libraries.

Mildred Badger is assistant African bibliographer, University of California Library, Los Angeles.

Sally A. Ball is assistant engineering librarian, Massachusetts Institute of Technology.

Correction please: Julius Barclay is not chief librarian of the division of special collections, University of California, Berkeley, as we reported in the November 1961
CRL; Director R. C. Swank of Stanford informs us that "Julius is our boy, and we intend to keep him."

CHRISTOPHER BARNES is circulation librarian in the Cornell University Engineering Library, Ithaca, N. Y.

MRS. RUTH BERTRAND, formerly a staff member of the Richmond (Calif.) Public Library, is now librarian I in the general reference service, University of California, Berkeley.

DONALD V. BLACK is the director of a detailed mechanization feasibility study of library operations which began on November 1 at the University of California at Los Angeles.

MRS. FAY BLAKE is librarian I, gifts and exchange section, University of California Library, Los Angeles.

HERBERT BLOOM, formerly assistant librarian, Lowell (Mass.) State Teachers College, is now head, circulation department, Chamber Library, Boston University Libraries.

KATHERINE BOERSMA is documents librarian, University of Pittsburgh.

LAURA BONDI, formerly a staff member of the Boston Public Library, is now assistant librarian for industrial relations, Dewey Library, Massachusetts Institute of Technology, Cambridge.

MRS. MAJ ELLEN BOREI is on the staff of the cataloging department of the University of Pennsylvania Library, Philadelphia.

FRANK T. BRECHKA is reference librarian, Wagner College, Staten Island, N. Y.

JUDITH ANNE BRIDGES is a staff member of the technical processes department, University of Florida Libraries, Gainesville.

GEORGE CALDWELL is head of the reference department, University of Kansas Library, Lawrence.

WAYNE R. CAMPBELL has been appointed chief librarian of the Scientific Library, U. S. Patent Office, Washington, D. C.

MRS. LILLIE CASTER, formerly cataloger, Graduate School of Yeshiva University, New York, is now cataloger, Glassboro (N. J.) State College.

THOMAS W. CHANDLER, JR., formerly head of the acquisitions department, Georgia State College, is now librarian, Oglethorpe (Ga.) University.

MRS. CHONG-CHU CHEN is cataloger in the Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg.

MRS. EUNICE CHURCHILL, formerly assistant chief of the circulation department, University of North Carolina, Chapel Hill, is now chief of the department.

MRS. JOYCE CLARK, former librarian of Texas Wesleyan College, is reference librarian, Hardin-Simmons University, Abilene, Tex.

BARRIE CLARKE is a staff member of the San Jose (Calif.) State College Library.

SARAH ANN COOK is a staff member of the Morehead (Ky.) State College Library.

DONALD CURRAN, formerly a staff member of the legislative reference service, Library of Congress, is now administrative assistant in the reference department office.

J. PERIAM DANTON, professor of librarianship, University of California, Berkeley, has been invited to serve as consultant in library service for twenty-two Veterans’ Administration hospital libraries in nine western states.

MRS. JEAN DAVIS, formerly a staff member of the Carnegie Library of Pittsburgh, is now administrative assistant, University of Pittsburgh Library.

GENEVIEVE A. DELANA, formerly assistant librarian, Loyola University, Chicago, is now associate librarian.

ROBERT H. DEWITT became assistant director of libraries at Colorado State University, Fort Collins, on October 1, 1961, after thirteen years of notable library experience at the University of Missouri Library and University of Nebraska Library. He comes to C. S. U. during an exciting period of library plant expansion. His personality, education, and experience qualify him to fill the post as head of the public services division.

EDWARD J. DIFFLEY, formerly professional library assistant, Boston Public Library, is now cataloger, Boston University Libraries.

HOWARD W. DILLON is library intern, Ohio State University Libraries, Columbus.

DONALD G. DUTCH, formerly assistant reference librarian, New Rochelle, (N. Y.) Pub-
Public Library, is assistant music librarian, Ohio State University Libraries, Columbus.

Mary H. Dawson, formerly a staff member of the University of Texas Library, is now first assistant in the descriptive cataloging department, Duke University Library, Durham, N. C.

Kathleen Eads is assistant humanities librarian at Southern Illinois University at Carbondale.

Robert Eckert is a staff member of the acquisitions department, University of California, Los Angeles.

Mrs. Esther Euler is assistant head of the reference department, University of California, Los Angeles.

Lee Walton Finks, III, formerly reference assistant, Atlanta Public Library, is now catalog-reference librarian, Preston Library, Virginia Military Institute.

John Charles Finzi, head of the European exchange section, exchange and gift division, Library of Congress, has been appointed director of PL-480 Programs for South Asia.

Russell Fischer is staff member of the San Jose (Calif.) State College Library.

Mrs. Kathryn S. Forrest, formerly head of the order department, California Institute of Technology, is now head of the Agriculture Library, University of California, Riverside.

Mrs. Anne Baldwin Frank is librarian I, bibliographical division of the acquisition department, University of California, Berkeley.

Mrs. Grace Fuller, who retired from the general reference and bibliography division, Library of Congress, in April 1961, is now assistant librarian of the Yuba College Library, Marysville, Calif.

Wilma Furchart is a staff member of the Nebraska State Teachers College Library, Kearney.

Adorjan Galffy is a staff member of the San Jose (Calif.) State College Library.

Louise Galloway, formerly a faculty member of the Florida State University Library School, is now head of the circulation department, University of Louisville (Ky.).

Otta G. Gara, formerly a staff member of the Honnold Library, Claremont, Calif., is now a member of the acquisitions department, Kansas State College, Pittsburg.

Mrs. C. E. Gatlin is circulation librarian of Hardin-Simmons University, Abilene, Tex. She was formerly children's librarian of Abilene Public Library.

Mrs. Alice Gertzog is a staff member of the business administration and social science division, University of North Carolina Library, Chapel Hill.

Howard D. Gisholston is literature chemist in the technical information center of the Richmond Laboratory, California Research Corporation.

Robert L. Gitler, former executive secretary of the Library Education Division of ALA, and a member of ACRL, was recently cited in a 70th anniversary observance of the Japanese Library Association, and from the Japanese government received the Fourth Order of Merit with the Cordon of the Rising Sun, for his contributions to Japanese librarianship.

Katherine F. Glass, formerly technical librarian of the research and development division, Callaway Mills, is now assistant librarian, LaGrange (Ga.) College.

Herbert Goldhor has been appointed associate director of the Graduate School of Library Science, University of Illinois, Urbana.

Patricia A. Glueck is reference assistant, Ohio State University Libraries, Columbus.

John J. Gordon, formerly a staff member of the Library of Congress, is now exchange librarian, primarily responsible for the acquisition of USSR and other Slavic publications, Massachusetts Institute of Technology, Cambridge.

John Hawkins Griggin, formerly librarian of the National Academy of Sciences and the National Research Council, Washington, D. C., is now associate librarian, University of North Carolina Library, Chapel Hill.

Carlos B. Hagen, formerly cartographer and map librarian, University of Washington, Seattle, is now map librarian, University of California, Los Angeles.

Mrs. Irene B. Harrell, formerly assistant librarian, Atlantic Christian College, Wilson, N. C., has been appointed acting head librarian.

Mrs. Patricia Hermes is acquisition-circulation librarian, Bemidji (Minn.) State College.

LeRoy Holman, formerly a staff member of the Brooklyn (N. Y.) Public Library,
now periodicals librarian, Glassboro (N. J.) State College.

ROGER G. HORN is a reference assistant, Ohio State University Libraries, Columbus.

MRS. VERONICA HSU, formerly assistant librarian, American Journal of Nursing, New York, is now a catalog librarian, Massachusetts Institute of Technology, Cambridge.

MRS. ANITA HUTSON, formerly a staff member of the Oakland (Calif.) Public Library, is now circulation librarian, Occidental College, Los Angeles.

MRS. DORIS YOUNG HYATT is a staff member of the reference and bibliography department, University of Florida Libraries, Gainesville.

SARA JACOBY, formerly cataloger, Polytechnic Institute of Brooklyn, (N. Y.) is now assistant in the science division, Brooklyn College.

BLANCHE JANTZEN is a staff member of the San Francisco (Calif.) State College Library.

DONALD F. JAY, librarian of the U. S. Coast Guard Academy, has been appointed director of the Library of Congress PL-480 projects in the Middle East.

MARY ANN JEFFRIES, formerly technical librarian, Naval Ordnance Test Station Library, China Lake, Calif., is now librarian, Physical Sciences Branch Library, University of California, Riverside.

GEORGE T. JOHNSON, formerly head librarian, Morris Brown College, Atlanta, Ga., is now head librarian, Stanley A. Kresge Library, Bishop College, Dallas, Tex.

RICHARD H. KAIGE, formerly first assistant reference librarian, Illinois State Library, Springfield, is now associate librarian, Education Library, Ohio State University Libraries, Columbus.

JAMES R. KANTOR, formerly librarian of the English graduate library, Ohio State University, Columbus, is now librarian I, public services division, University of California, Berkeley.

MINERVA KATZ, formerly assistant librarian, National Health Library, is now serials librarian, acquisitions division, Brooklyn (N. Y.) College Library.

DIANE KEENAN is earth science librarian, Massachusetts Institute of Technology, Cambridge.

JOSEPH KELLEHER, formerly in the group claim department, Hartford Accident and Indemnity, is now assistant in the social science division, Brooklyn (N. Y.) College Library.

DAVID A. KING, formerly on the reference department staff of the Sheffield (England) Public Library is now reference librarian of the Stockton (Calif.) College Library.

DOUGLAS KIRBY is a staff member of the San Francisco (Calif.) State College Library.

ELIZABETH KIRSCH, formerly of the International Overseas School, Rome, Italy, is now acquisitions librarian, Saint Francis College, Loretto, Pa.

BARBARA KORNSTEIN is a staff member of the College Library, University of California, Los Angeles.

THOMAS KUO is Chinese cataloger, University of Pittsburgh Library.

JOHN C. LARSEN, formerly reference specialist, Michigan State Library, Lansing, is now associate librarian, Towson (Md.) State Teachers College.

ROBERT LOCKARD, formerly a staff member of the San Jose (Calif.) State College Library, is now a social science librarian, University of Oregon, Eugene.

ARDIS LODGE, formerly assistant head of the reference department, University of California, Los Angeles, is now head of the reference department.

MARY LOU LUCY, formerly chief of the circulation department, University of North Carolina Library, Chapel Hill, is now head of the circulation department, Columbia University Library, New York.

JOHN T. MA, formerly associate librarian of the Missionary Research Library, New York, is now Chinese bibliographer-cataloger in the Watson Collection, Cornell University Library, Ithaca, N. Y.

MARY BELLE MCDONALD is assistant technical services librarian, University of Alaska in College.

RAY McINNIS is bibliographer on the staff of the University of Washington Library, Seattle.

MRS. CORRINNE MCNEIR, formerly head of the humanities division, Louisiana State University Library, Baton Rouge, is now documents librarian, University of Oregon, Eugene.

ALBERT MASON is assistant catalog librarian, Olin Library, Cornell University, Ithaca, N. Y.

CLAUD MANN, formerly of the Engineering Societies Library, is now head of the
catalog department, Pratt Institute, Brooklyn, N. Y.

Fred N. Masters, Jr., is a reference assistant, Ohio State University Libraries, Columbus.

John S. Mayfield is curator of manuscripts, Syracuse (N. Y.) University Library.

Mrs. Rosa Quintero Mesa is a staff member of the University of Florida Libraries, Gainesville.

Mrs. Mary Claire Meyer, formerly librarian, Minneapolis (Minn.) Public Library, is now a social science librarian, University of Oregon, Eugene.

Julian G. Michel, formerly associate librarian, Honnold Library, Claremont (Calif.) College, is now assistant librarian, University of California, Berkeley.

Leslie R. Morris is cataloger and acquisitions assistant, Saint Francis College, Loretto, Pa.

Ralph Morse, formerly circulation librarian, Western Washington College of Education, Bellingham, is now a staff member of San Jose (Calif.) State College Library.

Mrs. Sandra Mortenson is library assistant, humanities division, architecture library at the University of Oregon Library, Eugene.

Marie Charlotte Mugnier, formerly librarian, Kentucky State Health Department, is now librarian I, general reference service, University of California, Berkeley.

Martha D. Nelson is reference librarian, Medical Library, Boston, (Mass.) University Libraries.

Mrs. Alice I. Noite is a humanities librarian, University of Oregon Library, Eugene.

Flora Okazaki is librarian I in the catalog department of the Biomedical Library, University of California, Los Angeles.

Neil B. Olson is now librarian, Public Relations and Communications Library, Boston, (Mass.) University Libraries.

Micha Falk Oppenheim, formerly assistant librarian, Congregation Shearith Israel, New York, is now assistant in the catalog division, Brooklyn (N. Y.) College Library.

Magdalene O'Rourke is librarian I, business administration library, University of California, Los Angeles.

Mrs. Helen Parisky is librarian I in the catalog department, University of California, Los Angeles.

William A. Pease, formerly a staff member of the acquisitions department, University of North Carolina Library, Chapel Hill, is now librarian of the Undergraduate Library.

Lucy Anne Poucher, formerly a staff member of the Southern Oregon College of Education Library, Ashland, is now a staff member of the San Jose (Calif.) State College Library.

James W. Pruett is librarian of the music department's library at the University of North Carolina, Chapel Hill.

Edith Rees, formerly a staff member of the New York Public Library, is now head of the acquisition department, Pratt Institute, Brooklyn, N. Y.

Mrs. Virginia Reinacker, formerly a staff member of the Buena Park Library, is now a staff member of the reference department, University of California, Riverside.

R. Yvonne Reynolds is assistant in the catalog division, Brooklyn (N. Y.) College Library.

Hans Rosenstock is a staff member of the acquisitions department, University of California, Los Angeles.

Bertha Rowe is reference assistant, University of Pittsburgh Library.

Gordon A. Rowell, formerly serials librarian, acquisition division, Brooklyn (N. Y.) College Library, is now acting chief of the education division.

A. Ray Rowland, formerly librarian, Jacksonville (Fla.) University, is now librarian, Augusta (Ga.) College.

Stephen R. Salmon has been appointed administrative assistant in the processing department of the Library of Congress.

Charles L. Schliecker, retired officer of the United States Air Force and former deputy director of the Air University Library, Montgomery, Ala., is now a staff member of the University of North Carolina, Chapel Hill, as advisor in the field of building and fiscal management.

Kent Schriever is head of the catalog department, Tulane University Library, New Orleans, La.

Rose Marie Service, formerly reference librarian, Carleton College, Northfield, Minn., is now social science librarian, University of Oregon, Eugene.
RACHEL SHALEV is assistant in the office of the associate librarian, Brooklyn (N. Y.) College Library.

CHRISTINE SIMPSON is a staff member of the San Jose (Calif.) State College Library.

LINDA FRANCES SPARKS is a staff member of the Education Library, University of Florida Libraries, Gainesville.

MRS. CAROLINE SPICER, formerly a staff member of the Brooklyn (N. Y.) Public Library, is now assistant reference librarian, Olin Library, Cornell University, Ithaca, N. Y.

ELIZABETH STENGLIN is librarian of the reserve book room at the General Library, University of California, Berkeley.

CONSTANCE STRICKLAND is a staff member in the acquisitions department, College Library, University of California, Los Angeles.

AUDREY M. STURGEON is a staff member of the technical services division of Deering Library, Northwestern University, Evanston, Ill.

BUCK TAGGART, formerly a staff member of the Kansas State University Library, Manhattan, is now assistant librarian, Nebraska State College, Wayne.

ROBERT NAI-HSING TING, is a staff member of the Engineering and Mathematical Sciences Library, University of California, Los Angeles.

MRS. FAITH TOWLE is assistant reference librarian, Massachusetts Institute of Technology, Cambridge.

ALPHONSE F. TREZZA, a member of ACRL, associate executive director of the ALA, and executive secretary of the Library Administration Division, received a citation as one of the outstanding alumni of Drexel Institute of Technology at the Institute's 70th anniversary observance on December 8. The citation was given for personal, civic, and professional achievements.

MRS. MARIE WATERS is librarian I in the reference department, University of California, Los Angeles.

RUTH WEISBERG is general assistant, University of Pittsburgh Library.

ERNEST E. Weyhrauch, formerly assistant in the education division, Brooklyn (N. Y.) College Library, is now acting chief of the circulation department.

PAMELA WILLIAMS, formerly documents librarian in the social science division, Brooklyn (New York) College Library, is now acting chief of the division.

JUDITH A. WILLISTON, formerly intern at National Library of Medicine, Washington, D. C., is now reference librarian, Health Center Library, Ohio State University Libraries, Columbus.

DONALD G. WILSON, formerly a staff member of the Alameda County State College Library, is now a staff member of the University of Hawaii Library, Hilo Campus.

ALAN WOLSTENCROFT is a reference librarian, University of Oregon, Eugene.

VIRGINIA E. YAGELLO, formerly field librarian, Special Services Libraries, Department of the Army, is now assistant supervisor of department libraries, Ohio State University Libraries, Columbus.

MRS. DORA ZIA is librarian of the chemistry department, University of North Carolina, Chapel Hill.

Retirements

VERNA BAYLES, supervisor, acquisitions department, Princeton (N. J.) University Library, retired July 1, 1961, after forty years of service.

THELMA BRACKETT, librarian of the University of New Hampshire Library, Durham, retired December 31, 1961, after twenty years' service.


G. VINTON DUFFIELD, chief of building and technical services, Princeton (N. J.) University Library, retired on July 1, 1961, after fifty-six years with the library.

CLYDE S. EDWARDS, head of the operations section, air research division, Library of
Congress, retired October 2, 1961, after more than thirty-seven years of service.

JANE HALL, assistant chief of the descriptive cataloging division, Library of Congress, retired October 24, 1961, after thirty-eight years of service.

RUSSELL LEGEAR, descriptive cataloging division, Library of Congress, retired on October 19, 1961, after thirty-four years of service.

MRS. JEANNE H. LLOYD, head of the Agriculture Library, University of California, Riverside, has retired.

KATHERINE PEARCE, special cataloger, Princeton (N. J.) University Library, retired July 1, 1961, after thirty-one years of service.

HENRY LYTTELTON SAVAGE, archivist of the Princeton (N. J.) University Library for the past seventeen years, and a faculty member in the department of English since 1923, retired July 1, 1961.

Necrology

HELEN R. BLANK, chairman of the department of library science at St. John's University, Jamaica, Long Island, N. Y., died on October 28, 1961, in Glen Cove, N. Y.

MAUDE COLEMAN, reference services librarian, San Jose (Calif.) State College Library, died June 1, 1961.

RUSSELL S. DOZER, librarian of DePauw University, Greencastle, Ind., died October 6, 1961. Prior to his appointment as head of the Roy O. West Library in 1957, Mr. Dozer was circulation librarian at Ohio State University for six years. From 1939 to 1942, and again from 1946 to 1950, he was a staff member of the Library of Congress, holding posts in the main reading room, the congressional reading room, and serving as acting executive officer of the legislative reference service. During World War II he was a lieutenant with the U. S. Navy. He is survived by his wife, Mrs. Maribel Louise Dozer, and two daughters, Anne and Ellen, all of Greencastle; his father, P. W. Dozer, and a brother, Donald M. Dozer, both of Santa Barbara, Calif.

MABEL R. GILLIS, librarian of the California State Library from 1930 until her retirement in 1951, died in Sacramento September 6, 1961.

HELEN E. HAINES died August 26, 1961, in Altadena, Calif., at the age of eighty. Miss Haines was loved and respected by those who knew her personally, and by the countless thousands with whom she shared her marvelous spirit and wisdom through her two classics, Living With Books and What's in a Novel.

EMMA BEATRICE HAWKS, who retired as associate librarian, U. S. Department of Agriculture, in 1940, died September 30, 1961, after a short illness.

MRS. WINIFRED CONGDON MAC FEE, who served Western Michigan University, Kalamazoo, as director of the Education Service Library from 1942 until her retirement last June, died October 31, 1961, at Berrien Springs, Mich.

Foreign Libraries

HELMUT RÖTZSCH became director of the Deutsche Bücherei, Leipzig, East Germany, July 1, 1961.

WALTER BAUHUIS, librarian of the Westphalian State University of Münster, Germany, died in 1961.
Grants Awarded by ACRL Committee

Grants to seventy-eight college and university libraries were made by the ACRL Grants Committee at its seventh annual meeting which was held at Cornell University during November 1961. In addition to these awards the committee made three grants for research by individual scholars.

Applications in the 1961 program were received from 348 college libraries. Awards could be made to less than one-quarter of the applicants. Single grants average just over $481. Twenty-seven grants were made for books to support special projects including honors program, foreign literature studies, settlement in United States by Danish immigrants, and Civil War collections; eleven for books supporting area studies; seven for science books; six for LC catalogs and National Union catalogs; four for reference books; eight for periodical back files; eight for newspapers on microfilm; two for periodicals on microfilm; and five grants for equipment.

The Grants Program this year was made possible by the following companies and corporation foundations: McGraw-Hill Publishing Company; Microcard Foundation; Micro Photo, Inc.; National Biscuit Company; Olin Mathieson Chemical Corporation; Pitney-Bowes, Inc.; Reader's Digest; Time, Inc.; and United States Steel Foundation, Inc.

In 1955 the ACRL Grants Program was initiated with a grant from the U. S. Steel Foundation of $30,000. The program directs its attention to the general needs of all colleges and universities for developing their library collections, improving the quality of library service to higher education through fundamental research in librarianship, and otherwise aiding in the best use of the most modern teaching and learning materials. For the past seven years these efforts have been directed chiefly to the libraries of private liberal arts colleges and universities. Over $285,000 has been distributed.

Members of the Grants Committee for 1961/62 are: Richard W. Morin (chairman), librarian, Dartmouth College, Hanover, N. H.; Richard Harwell, librarian, Bowdoin College, Brunswick, Me.; Edward C. Heintz, librarian, Kenyon College, Gambier, Ohio; David Kaser, director, Joint University Libraries, Nashville, Tenn.; Flora B. Ludington, librarian, Mount Holyoke College, South Hadley, Mass.; Giles F. Shepherd, Jr., assistant director of libraries, Cornell University, Ithaca, N. Y.; Humphrey G. Bousfield (consultant), librarian, Brooklyn College, Brooklyn, N. Y.; Ralph E. Ellsworth (ex officio), director of libraries, University of Colorado, Boulder; and Mark M. Gormley (ex officio), 50 E. Huron St., Chicago.

1961/62 ACRL Grants

Adrian College, Adrian, Mich. (Mrs. Dorothy M. Shipman) $400.
Antioch College, Yellow Springs, Ohio (Paul H. Bixler) $500.
Augsburg College and Theological Seminary, Minneapolis, Minn. (Karlis Ozolins) $500.
Augustana College, Sioux Falls, S. D. (Kordillia C. Johnson) $750.
Bard College, Annandale-on-Hudson, N. Y. (Marion E. Vosburgh) $500.
Beaver College, Jenkintown, Pa. (Elizabeth L. Hammond) $200.
Belhaven College, Jackson, Miss. (Eunice A. Eley) $500.
Bethel College, North Newton, Kan. (Leona Krebbel) $300.
Blue Mountain College, Blue Mountain, Miss. (Mrs. Florence F. Taylor) $500.

January 1962
CANISIUS COLLEGE, Buffalo, N. Y. (Peter J. Laux) $500.
CARLETON COLLEGE, Northfield, Minn. (James H. Richards, Jr.) $500.
CENTRAL COLLEGE, Pella, Iowa (Alice Lammers) $400.
COLBY COLLEGE, Waterville, Maine (J. R. McKenna) $875.
COLLEGE OF THE OZARKS, Clarksville, Ark. (Mrs. Lucille L. Murphy) $500.
COLLEGE OF ST. CATHERINE, St. Paul, Minn. (Sister Marie Inez) $300.
COLLEGE OF ST. SCHOLASTICA, Duluth, Minn. (Sister M. Antonine Braun) $300.
COLLEGE OF ST. THOMAS, St. Paul, Minn. (Clyde E. Eddy) $500.
COLORADO COLLEGE, Colorado Springs, Colo. (Ellsworth Mason) $700.
CONCORDIA COLLEGE, Moorhead, Minn. (Anna J. Jordahl) $500.
CONCORDIA SENIOR COLLEGE, Fort Wayne, Ind. (Lando C. Otto) $600.
CONNECTICUT COLLEGE, New London, Conn. (Hazel A. Johnson) $500.

DANA COLLEGE, Blair, Nebr. (Aagot D. Hoidahl) $1,000.
DOANE COLLEGE, Crete, Nebr. (Kathryn L. Buck) $300.

EASTERN NAZARENE COLLEGE, Wollaston, Mass. (Dorothy A. King) $500.
ELIZABETH COLLEGE, Elizabethtown, Pa. (Anna M. Carper) $300.
Emmanuel Missionary College, Berrien Springs, Mich. (Mrs. Marilyn Fivash) $300.

FLORIDA PRESBYTERIAN COLLEGE, St. Petersburg, Fla. (W. F. Harrison) $750.
GETTYSBURG COLLEGE, Gettysburg, Pa. (Mrs. Lillian H. Smoke) $500.
GRINNELL COLLEGE, Grinnell, Iowa (Henry Alden) $750.

HAMLINE UNIVERSITY, St. Paul, Minn. (Benjamin M. Lewis) $700.
HANOVER COLLEGE, Hanover, Ind. (Mary Louise Fitton) $800.
HAVERFORD COLLEGE, Haverford, Pa. (Craig R. Thompson) $500.
HOOD COLLEGE, Frederick, Md. (Katharine E. Dutrow) $400.

HOWARD COLLEGE, Birmingham, Ala. (F. Wilbur Helmold) $500.

KING COLLEGE, Bristol, Tenn. (Elizabeth England) $275.
KNOX COLLEGE, Galesburg, Ill. (Warren Morris) $400.

LADYCLIFF COLLEGE, Highland Falls, N. Y. (Sister Maria Goretti) $300.
LEBANON VALLEY COLLEGE, Annville, Pa. (Donald E. Fields) $500.
LOUISIANA COLLEGE, Pineville, La. (David B. Howell) $900.
LUTHER COLLEGE, Decorah, Iowa (Oivind M. Hovde) $400.
LYCOMING COLLEGE, Williamsport, Pa. (M. Ruth Grierson) $800.

MACALESTER COLLEGE, St. Paul, Minn. (James F. Holly) $1,000.
MANHATTANVILLE COLLEGE OF THE SACRED HEART, Purchase, N. Y. (Mother E. O'Connor) $500.
MARIAN COLLEGE, Indianapolis, Ind. (Sister Clarence Marie) $500.
MARION COLLEGE, Marion, Ind. (Virginia L. Waymire) $300.
MARY BALDWIN COLLEGE, Staunton, Va. (Gertrude C. Davis) $300.
MARYMOUNT COLLEGE, Salina, Kan. (Sister Agnes Virginia Engelbert) $300.
MARYVILLE COLLEGE, Maryville, Tenn. (Virginia Turrentine) $1,000.

MILLSAPS COLLEGE, Jackson, Miss. (Bethany C. Swearingen) $300.
MOUNT MARY COLLEGE, Milwaukee, Wis. (Sister M. Angela Merici) $300.
MOUNT ST. MARY’S COLLEGE, Los Angeles, Calif. (Sister Catherine Anita) $300.
MOUNT UNION COLLEGE, Alliance, Ohio (Yost Osborne) $500.

NAZARETH COLLEGE OF KENTUCKY, Louis ville, Ky. (Sister James Ellen Huff) $500.
NOTRE DAME COLLEGE, St. Louis, Mo. (Sister Mary Celia) $400.

OBERLIN COLLEGE, Oberlin, Ohio (Eileen Thornton) $1,000.
OHIO NORTHERN UNIVERSITY, Ada, Ohio (Frederick I. Kuhns) $300.
OKLAHOMA BAPTIST UNIVERSITY, Shawnee, Okla. (Lee B. Spencer) $500.
OLIVET COLLEGE, Olivet, Mich. (George Hanson) $500.
OUR LADY OF THE LAKE COLLEGE, San Antonio, Tex. (Sister Margaret Rose) $300.
PACE COLLEGE, New York, N. Y. (Henry Birnbaum) $700.
PACIFIC LUTHERAN UNIVERSITY, Tacoma, Wash. (Frank H. Haley) $500.
PENNSYLVANIA MILITARY COLLEGE, Chester, Pa. (Lee C. Brown) $600.
RANDOLPH-MACON WOMAN'S COLLEGE, Lynchburg, Va. (Margaret F. Thomas) $500.
RENSSELAER POLYTECHNIC INSTITUTE, Troy, N. Y. (Edward A. Chapman) $400.
ST. JOHN'S COLLEGE, Annapolis, Md. (Charlotte Fletcher) $250.
ST. MARY'S DOMINICAN COLLEGE, New Orleans, La. (Sister Mary Reginald) $300.
ST. OLAF COLLEGE, Northfield, Minn. (Forrest E. Brown) $300.
ST. PETER'S COLLEGE, Jersey City, N. J. (Rev. Edmond F. X. Ivers) $500.
SALEM ACADEMY AND COLLEGE, Winston-Salem, N. C. (Anna J. Cooper) $300.
STERLING COLLEGE, Sterling, Kan. (Lucile Lukens) $750.
SWARTHMORE COLLEGE, Swarthmore, Pa. (Charles B. Shaw) $500.
TOUGALOO SOUTHERN CHRISTIAN COLLEGE, Tougaloo, Miss. (L. Zenobia Coleman) $300.
WASHINGTON COLLEGE, Chestertown, Md. (Robert G. Bailey) $500.
WELLS COLLEGE, Aurora, N. Y. (Helen L. Seats) $500.
WESTERN MARYLAND COLLEGE, Westminster, Md. (Elizabeth Simkins) $400.

Research grants for bibliographic projects went to three individuals:
Robert C. Jones, librarian, American River Junior College, Sacramento, Calif. $250. For compiling a listing of selected titles of books for 1961 most suitable for lower-division college library collections.
Glenn B. Skillin, reference and circulation librarian, Bennington College, Bennington, Vt., $700. For developing a biobibliographical study of James Lyon (1775-1824), a pioneer printer, papermaker, bookseller, editor, and publisher whose activity can be traced in eleven states from Vermont to Louisiana and from Maryland to Tennessee.
Hensley C. Woodbridge, librarian, Murray State College, Murray, Ky., $250. For completing a bibliography of Jack London, including the transliteration of material in non-Roman alphabets, microfilms, and photostats.

CNLA to Have Permanent Secretariat

The Council of National Library Associations took action on six major points recently, including the launching of a study for the eventual establishment of a permanent secretariat for CNLA.

Meeting in New York City on November 17, CNLA appointed an ad hoc committee to consider the duties of the secretariat, staffing, location, budget, sources of financial support, and bylaws. The committee is headed by Edward Waters, music library of the Library of Congress. Members are James Mack, president of CNLA, Robert Kingery, preparation division, The New York Public Library, Bill Woods, executive secretary, Special Libraries Association, and Alphonse F. Trezza, associate executive director, American Library Association.

The ad hoc committee resulted from a report of the CNLA program committee last spring. The CNLA in its report said it can assume leadership to assign responsibilities in various areas of the profession and research projects in machine techniques with a view toward evaluation and analysis, in conjunction with current techniques.

JANUARY 1962
Review Articles

Classification Systems


The reviewer's assignment was "The State of the Library Art," volume 1, part 3, Classification Systems, and although confining his attention to this in detail he found he had to relate it to volume 1, part 1, Cataloging and Classification by Tauber, and part 2, Subject Headings by Frarey, and to all of volume 4, with five parts, all on mechanical and semi-mechanical retrieval systems.

Criticism of a compilation of this kind must refer to organization. These parts overlap so much, and at least the one particularly under review is so inadequately indexed, that for both systematic and selective study of information retrieval they would have to be gone through and, in effect, reorganized.

Even the physical organization of the parts is puzzling. Parts 1-2, volume 1, on closely related subjects, are in one physical volume but with two paginations and two indexes; the closely related part 3 of this volume is in another physical volume with the unrelated parts 4-5, on "Gifts" and "Exchanges," but with one pagination and one index; the closely related parts on punched cards and so on are down the line in volume 4, which is identical with a physical volume, with one pagination and one index.

The set or series as a whole is not as much descriptive or critical of the state of the library art as it is abstractive and anthropological of the literature. Some such title as "Survey of the Literature of Librarianship and Information Retrieval" would be more exact, explanatory, and less archaic. Volume 1, part 3, seems more anthropological than the others, and many of the writers quoted in it are vigorous exponents of the opposition of the older documentation and the later information retrieval to librarianship and its cataloging.

Purpose and contents of the part under review are, however, almost entirely to be praised. The reviewer's only reservation is the general one about compendia, which he was taught at school were one of the evidences and causes of Ancient Rome's decline. The writings which are summarized with copious extracts are clearly cited, but will the student always go to the source? Will he check and realize that in some cases extracts taken from one line of argument and interjected into another may not quite fully or fairly represent the writer's views? The preface says, "If we have adequately performed our primary task, it should be unnecessary to search the literature for information on the topics covered." Unnecessary to search, but surely still desirable to take research back to original sources and contexts. And even for searching there is the 'if', and the two stools of the delays of perfectionism and the imperfections or inadequacies of improvisation.

The writer could not help noticing that his own book, Information Indexing and Subject Cataloging (Scarecrow Press, 1957), is not quoted in parts 1-2 on subject cataloging and alphabetical subject headings, but is extensively quoted in part 3, Classification Systems, both on these and on alphabetical subject cataloging. And there is other evidence of cross division suggesting that there was some overlooking in volume 1, parts 1-2 which is remedied in part 3, and perhaps some overlooking in this which is remedied in volume 4, or the reverse, but not quite satisfactorily for information retrieval purposes.

"Classification systems" in the library art usually means those typified by DC, and in part 3 chapters II-IX are on those from DC to CC, but even in these, and in chapters X to XIX, there is discussion of retrieval systems which are not classification systems of the same kind; writers and writings quoted reject both the old and the new that have gone by the name of "classification" in librarianship and in documentation.
Chapter V is on Cutter's expansive classification. Cutter, of course, was a dictionary catalog man who only intended his classification for the shelf, but this chapter (p. 134) has an excursion on his rules, and on his specific entry, and on Kaiser, who was strongly alphabetical, and on the opposition of classified and dictionary catalogs. This would have fitted better in volume 1, part 2.

Chapter XI is on Mooers Zatocoding, but Mooers emphatically rejects what is usually meant by a classification system as the quotations of him show, and rejects subject name coding based on any classification in favor of random coding. Chapter XII deals with Perry classification, but again, as the extracts show, Perry and his associates rejected what they called "conventional classification," that is, "hierarchical classification," and in their system the only approach to it is their "generic encoding," which has some likeness to the method of the alphabetically-classed catalog. Chapter XIII, on Taube and Documentation Inc., is also one on systems which are not classificatory in the usual sense and are based on a rejection of "conventional" systems, both alphabetical and classified. Taube is quoted as saying that, "The dictionary catalog, the Library of Congress and Dewey classification systems . . . were pretty much fixed and out." (p. 393). And in what Taube called "coordinate indexing," in which he used a number-matching version of the peek-a-boo method he did not use a classification notation for his subject arrangement as Batten did; he used his verbal "uniterms" alphabetically arranged. Taube, Perry and Mooers, Batten, all reappear in volume 4.

It is, of course, impossible to avoid contrast of alphabetical and classified cataloging in controversial discussion of either, but the general pro and con arguments could have been gathered together instead of scattering some of them through chapters on particular systems. And the so-called coordinate and mechanical systems, which claim to be neither conventional classified nor conventional alphabetical, would have been better organized outside the cover of the title Classification Systems and with the material in volume 4.

Indexing is the only way of retrieving both escapable and inescapable weaknesses of classification, and the index to volume 1, part 3, does retrieve some of its classificatory weaknesses, but not all, because, unfortunately, it is not a good index. It seems to have been done by someone who did not know the comparative importance or the sense of the subject matter, and relied largely on capitals as a guide. For example, "Uniterm" in four phrases has four entries which could have been consolidated into one; the indexer seems to have relied on the capital "U," but not to have realized the unity of the subject. Similarly, the categorical tables of Brown's subject classification have two entries; the indexer apparently did not realize the identity of Brown and his subject classification.

Ranganathan's chain procedure or indexing is discussed in the chapter on his Colon classification, and would be looked for in this chapter by those already informed, but it has been used apart from his CC, and with DC, in BNB and British library catalogs. The reviewer happens to think that chain procedure and facet analysis are inflations of old tricks under new names, but they are part of the present state of information retrieval art or abracadabra, and while Ranganathan's term "depth classification" is indexed, his term "enumerative classification" is not, and his chain procedure and facet analysis are not, though this is indexed in part 1.

Books are indexed by title, but not always by author, for example, Memoirs of Libraries (Edwards) with no entry under Edwards. And authors' names are given as in the text, with or without initials. An entry under Australia leads only to the fact that Vickery was born there; the same page is indexed under his name. But despite frequent and scattered discussion of alphabetic and dictionary cataloging, there is only one reference under "Alphabetic" to a paper called "Alphabetic subject indexes," and one under "Dictionary index." Under "Decimal," there is a "see" reference to "Dewey," but none to "Universal."

Proofreading, of both the copy and the typing for final photolithographic reproduction, seems to have been hurried. Misprints strike the eye without looking for them; in one quotation (p. 31) an essential "not" is left out; in another (p. 45) an "is" has be-
come "an." A line apparently left blank for a reference to be filled in is still blank (p. 141.) With poor indexing and overlapping of the parts, at least eight must be scanned to be sure of picking up all there is on a specific topic in information retrieval. But even so, this would be greatly time saving in literature searching as compared with checking the literature indexes and abstracts and working from reference to reference in the literature itself, so the survey serves its intended purposes. The reviewer is himself contemplating another contribution to the literature, and is shocked by the reading which he has to catch up with, but it came under his notice at the cost of no more than a few hours’ scanning. He is grateful, as well as flattered, at finding himself one of the writers brought under his notice, and he at least is glad to have the volumes so far issued now and as they are, though more time and care could have given them better organization later on. Something substantial and useful has been done, and substance and use in publication often wait too long on perfection in organization and typography.
—John Metcalfe, University of New South Wales Library.

Use of Books


The study herein reported makes a frontal attack on a problem of increasing concern to those responsible for the management of research collections. It proceeds on the thesis that the accumulative growth of the general research library must produce stresses that many institutions will find difficult to resolve, and that at least some relief may be achieved through the separation of material deserving a high degree of accessibility from that which, because of limited use, might be placed in less accessible and less expensive storage.

More specifically, the study seeks to develop statistical procedures which will predict with reasonable accuracy the frequency with which groups of books with defined characteristics are likely to be used in a research library. For the sake of simplicity, the study assumed a working library housing the bulk of the research collection operating in combination with a local, expansible storage facility absorbing much of the least-used material. The authors consider the findings, however, as equally relevant to cooperative storage and acquisition programs, and to programs for large-scale microfascimile operations. The approach has been essentially that of operations analysis of use of groups of books at the University of Chicago, but with some data from other libraries, including Yale, Northwestern, and the University of California at Berkeley.

Two unrelated subject fields in which Chicago's collections are strong were selected for detailed analysis of the use of monographs, namely economics and Teutonic languages and literature. Serial volumes were given separate consideration, as was browsing and non-recorded use. Statistical measures were in turn checked against the judgment of experts in the subject fields analyzed and, finally, such practical matters as procedures for the transfer of books to compact storage, and the economics of book housing receive attention.

The authors themselves have given warning that this volume, based largely on statistical procedures, is not easy reading. In fact, it is clearly labeled as a preliminary edition distributed for review and criticism. Lest this warning be taken lightly, one illustrative sentence is presented here, admittedly taken somewhat out of context: "... For any cutting-point, titles fall into two groups: those in the cell to be cut, and those in the non-cut cell. Binomial confidence limits establish the accuracy of our prediction of the number of titles that will fall into these cells in an infinite universe.” On the plus side, however, is the fact that readers will find the background, methodology, and essential findings of the study in the introduction and first chapter, p. 1-34, and the summary and conclusions, p. 263-280, quick and easy reading for those interested.
Among the principal findings and conclusions:

1. It is possible to predict probable future use of groups of books with defined characteristics in a typical research library situation, although the qualifications are often complex and critical and confidence limits different from one subject to another.

2. Compact storage of books can save significant operating and capital sums, possibly ranging from 60 to 77 per cent of the costs of conventional housing.

3. The wisdom of accepting the economic advantages of compact storage must be weighed by qualitative judgment against the scholarly benefits of more accessible storage.

4. Past use of a title, if examined over a sufficiently long period, is an excellent and by far the best predictor of future use.

5. If 25 per cent of the economics collection of the University of Chicago were sent to storage, using a rule of language and publication date, the stored volumes would generate an estimated 3 per cent of total use; and each title would have a probability of being used roughly once in thirty-five years.

6. For humanistic disciplines, however, functions which do not employ past use are less successful. In Teutonic literature, for example, the 25 per cent of the collection selected by accession date and language would generate 12 per cent of the total use, and the average title would be used once in every ten years.

7. Employing "past use" over twenty years or more, some twenty-five per cent of the University of Chicago's collections of monographs in economics and Teutonic languages and literature could be stored with the expectation that only 1 per cent of the total use of the collections would come from the stored books. Predicted use of the average monograph thus selected: about once in one hundred years.

Some will say that the findings serve principally to confirm what is already known, namely, that books are subject to obsolescence as measured by intensity of use, and that large quantities of material in research libraries enjoy relatively little use. Nevertheless, research libraries are under pressure because of costs, not only for storage but for acquisition and cataloging as well. The carefully marshalled evidence in this study and the restraint of interpretation and conclusion offer much, not only in support of lower cost of housing by compact storage of little-used material, but also in support of going further toward cooperative storage and the reduction of the number of copies of little-used books held by research libraries as a group.—Richard H. Logsdon, Columbia University Libraries.

Library Arts


In the preface to this volume of an attractive and useful series, Ralph R. Shaw outlines the procedures followed by each of its compilers. He tells us that each one "attempts to summarize what the literature says with a minimum of redundancy but without editorial comment." Mr. Bonn, in stating his objectives, proposes not only to summarize the literature, but to indicate trends, problems, and needed research as well. In the introduction he has permitted himself the luxury of some comments which might well have been reserved for the concluding section, as, for example, "so far no one has shown or proved that training in the use of libraries really makes any appreciable difference to anybody anyhow." Approached from this skeptical point of view, the task of summarizing the literature on this topic must have proved tedious indeed.

The bibliography is doubtless the most useful feature of the work. It brings together an impressive array of over four hundred references to the subject, drawn from the professional literature of Europe and the United States. Mr. Bonn comments on these items in six sections dealing with various educational levels, while in the seventh
he evaluates the material on testing. There is much which is useful here, but the text is so loosely jointed and lacking in cohesion that the reading of it is rather difficult. It may well be that the fault lies in the nature of the materials rather than in any shortcomings of the compiler. Perhaps the subject might have been more effectively and usefully presented as a fully annotated bibliography arranged under quite specific subject headings. This arrangement would have made it possible to get at materials which cut across educational levels, such as instruction in the card catalog and in periodicals indexes.

The concluding section of this book outlines rather neatly some fruitful topics for research and investigation; however, its value is somewhat diminished by its subjectivity and the general air of futility which permeates it. One takes the publisher, rather than the compiler, to task for the appalling deficiencies of the index. It was surely prepared by someone lacking in knowledge of the basic principles of indexing or subject heading. The subjects “Catalog,” “Periodicals—Indexes,” and “Audio-visual materials” cannot be found, but one can find such entries as “Place of a college library in students’ education,” and “Need for continuous change in school library service.”

Mrs. Bryant, who deals with several broad topics on which there is a copious amount of literature, places realistic limitations on the material which she summarizes. Bibliography, herein, does not include the description of books. Discussion of the field of indexes relates to “printed indexes in book form to literature from a variety of sources, and printed indexes to collections of abstracts or title listings.” A further limitation concerns the topic of information retrieval by mechanical means. The compiler reminds us of the close ties between indexing and cataloging, and indicates her intent to eschew all materials on the latter which are not pertinent to indexing. Her bibliography is, therefore, selective, comprising 162 items.

Despite the tri-partite title, the summary deals with the material as one topic. Section 1, labeled “Compilation and arrangement,” identifies the major problems in this area, including national and international bibliographic organization, comprehensive coverage vs. selectivity, use made of bibliographies, and problems of similar magnitude. Under the heading “Evaluation,” Mrs. Bryant competently discusses the literature which proposes solutions to some of these problems. Her concluding section, “Targets for research,” is a masterful summary of the studies which ought to be undertaken in this highly significant field. She classifies the needs of the field, “in descending order of importance: research to determine objectives, the establishment of basic cost data, and research in techniques.”

The index to this work reveals the same flaws described above.

A word concerning format is indicated. Presumably this series was designed to be useful to libraries and library schools for many years to come, yet the format exemplifies neither beauty nor durability. There is increasing evidence that the use of cold-type composition does not need to entail any sacrifice of good looks. It should be possible for the publisher to give us a series at a reasonable price which more nearly conforms to the librarian’s standards of good book-making.—Dorothy Ethlyn Cole, State University of New York, Albany.

“The Future of Library Service. . . ”

The July and October 1961 issues of Library Trends will be combined and issued in book form in February 1962. Price will be $3.00. Frank L. Schick discusses these two issues in “The Future of Library Service and Education for Librarianship” in this issue of CRL, pp. 16-17.
Fill Those Cavities

Are the display cases in your library filled with attractive, frequently changed displays; or do they sit vacant like an old man's jaw when he has forgotten his store teeth? If your cases are empty, why? Do you mentally reply "too busy," "too tired," or "no talent?" If so, why not let someone else do the displays for you? A little imaginative effort judiciously applied a la Tom Sawyer will result in a stampede of offers to fill your display cases and an overflowing of gratitude for being permitted to do it. The secret is that others will gladly create displays for you if you will invite them to tell, in a bookish way, about themselves.

The University of Missouri Library wrote a letter to each of the departments of instruction inviting them to use the library display cases during the year, the only stipulation being that the display should include books. There was a prompt response to the invitation, and twelve well-planned displays were placed in the library by eleven departments of instruction. These lasted from seven to ten days each and covered the publications of the departmental members, pictured their research or activities, celebrated events important to the department, and successfully attempted to promote interest in their particular field. These displays not only told of themselves but often told of how the library helped them and thus stimulated interest in both library and department. Two campus clubs also asked for use of the cases. These, combined with two free traveling displays, produced sixteen displays during twelve months that were created by persons outside the library staff. The library staff created only eight displays during the year, including the one for National Library Week. There was a total of twenty-four attractive and well-planned displays during the twelve months at the University of Missouri Library. The cases were empty for only two weeks—during school holidays and the time between semesters.

More important than this, the displays gave a miniature picture of the scope of the library and brought before the students the work of the industrious faculty.—William A. Martin, Jr., Head, Circulation Department, University of Missouri Library.

---

Herbert Lang & Cie
Agents for Libraries
BERNE — SWITZERLAND
Cable address: Herbertbooks.

Careful Service
Swiss and European Continental Books and Periodicals

•

We are prepared to accept not only your current orders but also your "special cases" on new and second hand publications.

•

Farmington Plan Agents for Switzerland
HERBERT LANG.

Now available—

THE NATIONAL UNION CATALOG
1952-1955 Imprints
Compiled by the Union Catalog Division of the Library of Congress
This publication doubles the titles listed in the Library of Congress Catalogs for this period. It is indispensable to all libraries that now subscribe to the current National Union Catalog.
30 Volumes Price: $420.00 per set, net—f.o.b. Ann Arbor, Michigan

UNION LIST OF MICROFILMS
Cumulation 1949-1959
Compiled by the Philadelphia Bibliographical Center and Union Library Catalogue
It includes more than 52,000 entries from 200 libraries. New material includes long runs of scientific periodicals, music manuscripts, and medical monographs.
Two volumes, 1400 pages Price: $35.00 per set, f.o.b. Ann Arbor, Michigan

J. W. EDWARDS, Publisher, Inc.
Ann Arbor, Michigan
Classified Advertisements

BOOKS


STANLEY GILMAN, American History, Newspaper History and Out of Print Books. Box 131, Cooper Station, New York S, N. Y.

INTERNATIONAL CONGRESSES is one of our specialties. Foreign books and periodicals, current and out of print. Albert J. Phiebig, Box 352, White Plains, N. Y.

BUSINESS METHODS INDEX, monthly international coverage, books, pamphlets, articles, films, etc., over 25,000 entries annually. Sample, $1.50. Box 453, Ottawa, Canada.

PERIODICALS


POSITIONS OPEN

ATHENAEUM OF PHILADELPHIA has immediate opening for Cataloguer to handle simple general recataloguing of certain book categories in library which has a trained Rare Book Cataloguer. ($4200, 30 hr. wk., 3 wks. vac.). Pleasantest surroundings in fine old library. Apply: F. J. Dallett, Librarian, Athenaeum of Philadelphia, East Washington Square, Philadelphia 6, Pa.

NEW MEXICO INSTITUTE OF MINING and Technology will have an opening February 1, 1962 for a reference librarian in the Research Division Library. Woman with experience in serials and technical journals desired. Age limit 45. Library degree required. Salary depending on experience and training. Insurance, retirement, sick leave, three weeks vacation. Write, W. Martin Speare, Librarian, Campus Station, Socorro, New Mexico.


UNIVERSITY OF NEW BRUNSWICK. Bonar Law-Bennett Library. Applications are invited from new graduates or experienced librarians for cataloguing position. Fifth year library science degree required. Initial salary depends on experience; range $4,500-$5,000; $5,000-$5,700. Five day week, months’ holiday, Blue Cross, hospital insurance, pension. Apply with photo to Dr. Gertrude E. Gunn, Librarian, University of New Brunswick, Fredericton, New Brunswick, Canada.

UNIVERSITY OF WISCONSIN—Milwaukee, 2500 E. Kenwood Blvd., Milw. 11, Wis. Growing university with enrollment of 8,500 in attractive Lake Michigan city. $2,500,000 library addition being planned.

Asst. Ref. Librarian. $6,000 with faculty status as Instructor. Now open.

Asst Cataloger. $6,400 with faculty status as Instructor. Open June 1962.

Master’s degree from accredited library school required. University experience preferred. Write to D. A. Woods, Director.

POSITIONS WANTED

UNIVERSITY LIBRARY administrative position (technical services, readers services) sought by male 47, B.S.L.S., M.A., Ph.D. (history), fifteen years’ experience university acquisitions, some reference and cataloging. Present salary $7,500. Write Box 610, ACRL., 50 E. Huron St., Chicago 11, 111.

CATALOGER, woman, over 14 years’ experience in University and public libraries, 4 years Head Cataloger. Good French, German, Italian, some Spanish. Mountain States preferred. Box 613, ACRL., 50 E. Huron St., Chicago 4, 111.

OUT-OF-PRINT

COLONIAL BOOK SERVICE—Specialists in supplying the out-of-print books as listed in all library indices (Granger poetry; Essay and General Literature; Shaw; Standard; Fiction; Biography; Lamont; Speech, etc.) Catalogues on request. Want lists invited. 23 East 4th St., New York 3, N. Y.
At Your Fingertips

Easy filing and retrieval make Microcards a fast and efficient research tool. The top of each card lists title, author, page numbers, and cataloging indices, in full-size print. Both the images, which are reductions of normal-size documents, and the indexing material on Microcards are photographically reproduced, assuring you of clear, sharp images and lasting durability.

With up to 160 full-page reductions on each Microcard, 50,000 to 75,000 items can be filed in a portable cabinet. Researchers in science, education, government and industry can have an entire library (including rare and out-of-print documents) stored in a minimum of space. For more information about the Microcard system and its applications, write to:

MICROCARD CORPORATION
MANUFACTURERS OF MICROCARDS/WEST SALEM, WISCONSIN
TWO NEW ACRL MONOGRAPHS

With Important Answers to Important Questions

College and University Library Surveys, 1938-1952
ACRL Monograph No. 25
By E. Walfred Erickson

What happens after a college or university library is surveyed and the findings submitted to the administration and the library director? Are there constructive results? The author, who is head librarian, Eastern Michigan University, answers these questions by examining the progress made in implementing the surveyors' recommendations in twelve libraries. Among the libraries studied are Cornell University, Montana State University, University of South Carolina, and Virginia Polytechnic Institute. A valuable guide for the college and university library or administration considering such a survey. Bibliography, tables. $3.25

Scientists' Approaches to Information
ACRL Monograph No. 24
By Melvin J. Voigt

How do scientists locate the information they need? The author answers this question in a study of the current approach, the everyday approach, and the exhaustive approach of the scientist to information. The report reveals the effectiveness of available reference and bibliographical resources and suggests new tools. Data for the report is based on interviews with Scandinavian scientists whose language command enables them to use materials solely on the basis of intrinsic value. Valuable not only for the science librarian and scientist, but for all those concerned with the organization and retrieval of information. $2.50

Remember—a standing order for the ACRL Monographs gives you automatic shipment at a 10% discount

Publishing Department
American Library Association
50 East Huron Street
Chicago 11, Illinois
NOW AVAILABLE—The 1962 edition of the only work which lists or refers to all publications available in microreproduced form from commercial publishers in the U.S.A.—over 1600 additions to the 1961 edition—over 2000 changes—includes microfilms, Microcards, Readex Microprint Cards, Microlex Cards, Microtext Cards—among the publishers represented are: University Microfilms, Micro Photo, N.Y. Public Library, National Archives, Consultants Bureau, Microtext, American Chemical Society—over 11,500 entries. Price: $4.00 postage paid.
OTTO HARRASSOWITZ
Library Agency
WIESBADEN · GERMANY

Direct service
on all German language
books and periodicals

Orders and inquiries are invited on
both new and out-of-print material

Farmington Plan agent
for West and East Germany

For economy, speed, and accuracy,
you may rely upon your
German agent

OTTO HARRASSOWITZ

Expert Service on
MAGAZINE SUBSCRIPTIONS
for
ALL LIBRARIES

Faxon’s Librarians Guide
free on request

For the very best subscription
service at competitive prices—ask
about our Till Forbidden IBM-
RAMAC plan.

F. W. FAXON CO., INC.
83-91 Francis Street  Boston 15, Mass.

Continuous Service to Libraries Since 1886

CUSHING-MALLOY, INC.
1350 North Main Street  P.O. Box 1187
Ann Arbor, Michigan

Printers of ACRL Monographs

LITHOPRINTERS

Known for
QUALITY—ECONOMY—SERVICE

Let us quote on your next printing
Beautifully built...
and built to last

Whether you're planning a modest library addition or a completely new unit, make sure you're getting the most for your money — take a good look at Standard furniture before you buy. You'll see many of the reasons why it will stay beautiful and sturdy — even after years of heavy-duty use — such as the careful, precise, warp-and-check-free construction, the mortise and tenon joining, the selected northern hard maple woods, hand rubbed to a satin finish.

These are among the reasons why Standard furniture was specified by the New York Public Library, New York, Board of Education, and scores of other institutions.

Make it a point to check with Standard while you're planning. In fact, our planning service, available to you without cost, will be pleased to help.

Why not send for our illustrated 20-page brochure today.

In cooperation with the
Library of Congress
Bro-Dart announces
a new service to libraries

BRO-DART BOOKS
INC.
offering all books of all publishers with

Library of Congress Catalog Cards

We invite you to write for more details on this revolutionary new book supply service to

Bro-Dart BOOKS, INC.
P.O. Box 923
Williamsport, Pennsylvania

A SUBSIDIARY OF BRO-DART INDUSTRIES...
Dedicated to the advancement of library management
The Catalogue
of
THE HISPANIC SOCIETY OF AMERICA

The collection of the Society includes the art, history and literature of Spain, Portugal and colonial Hispanic America, with music, social customs, regional costumes, description and travel. 206,000 cards. 10 volumes.

Prepublication Price: $585.00 After March 31, 1962: $675.00

10% additional on foreign orders • Prospectus on request


Two Significant Reprints
The Classic and Authoritative

History of Long Island
Completely Revised and enlarged with critical notes by Charles J. Werner. NY 1918 (1962 reprint)

Special Prepublication Price $39.50 net
(price after 1 March 1962 will be $47.50)

and

A History of the New York Iroquois
by William M. Beauchamp
337p, cloth, Albany 1904 (1961 reprint) $6.95 net

Published and Sold only by
IRA J. FRIEDMAN, Inc.
Booksellers • Publishers • Importers
Port Washington, L. I., N. Y.
THE AMERICAN INDIAN

The Catalog of the Edward E. Ayer Collection of Americana and American Indians, The Newberry Library, is still available at the pre-publication price of $550.00. This work is published in 16 volumes with 169,000 cards. After January 31, 1962, the price will be increased to $650.00. A prospectus is available from the publisher: G. K. Hall & Co., 97 Oliver Street, Boston, Massachusetts.

NEW APEX PAPERBOUND REPRINTS

PREACHING FROM THE BIBLE
Andrew W. Blackwood. "With insight and skill we are given a practical technique of how to use the Bible as our greatest source of inspiration."—Princeton Seminary Bulletin. 256 pages. $1.25

THE Earliest GOSPEL
Frederick C. Grant. "The Earliest Gospel remains a must book for ministers and laymen and theological students who are intellectually alert and critically inclined."—The Christian Century. 272 pages. $1.25

SO WE BELIEVE, SO WE PRAY
George A. Buttrick. "Some books deal with the basis of Christian belief and some with the life of devotion, but George Buttrick's book deals with both and deals with them together. It is both reverent and sound."—Presbyterian Action. 256 pages. $1.25

PRAYER AND THE COMMON LIFE
Georgia Harkness. "A rare combination of information and inspiration. It answers the whats, whys, and hows of prayer."—Review and Expositor. "One of the most simple, comprehensive, and helpful books on prayer that we have."—Journal of Bible and Religion. 224 pages. $1.25

order from your bookstore ABINGDON PRESS
Publisher of THE INTERPRETER'S BIBLE
Plain Mr. Knox

Elizabeth Whitley chops away the net of clichés and distortions shrouding the figure of John Knox. Using Knox's own words from speeches, letters, and arguments with Mary Queen of Scots, she reveals the true nature of this dour hero who molded a people's church. Knox drew his strength from the Bible as God's word, and spoke for the ordinary man. This book brings him to life as a full-dimensional Christian advocate.

$3.00

Even Unto Death

J. C. Wenger tells with compassion the heroic story of sixteenth-century Anabaptists, persecuted by both Roman Catholics and Protestants for their belief in such principles as separation of church and state. Protestantism today owes them a great debt—for their insights into the nature of Christianity and their fearless persistence in their faith even unto death.

$2.50

Protestant Patriarch

George Hadjiantoniou covers the career of Cyril Lucaris (1572-1638), who gave bold leadership toward freedom for his Greek church until martyred.

$3.50

Calvin: A Life

Emanuel Stickelberger presents Calvin as a modest, yet dynamic man—loved by the people of Geneva as their leader under God.

$3.25

ask your bookseller

JOHN KNOX PRESS

publisher of the

LAYMAN'S BIBLE COMMENTARY

Reference Librarian

In line with its expanding programs in the field of pharmaceutical research and development Miles Laboratories is enlarging its library facilities and increasing its library staff. At the present time we have an immediate opening for a competent Reference Librarian.

The duties are interesting and non-routine and will involve handling general reference questions, literature searches for materials for library bibliographies, and special requests for the preparation of bibliographies. Qualified applicants for this position should possess a college degree and training in library science plus a minimum of one year's experience in general reference, medical or science library work. A science and/or language background will prove extremely helpful.

In addition to a fine working environment this opening offers an excellent starting salary, superior benefits including profit sharing and advancement opportunities.

Resumes may be sent in complete confidence to:

Dr. A. R. McCracken
Coordinator of Management Recruitment

MILES LABORATORIES, INC.

and

AMES COMPANY, INC.*

1127 Myrtle Street,
Elkhart, Indiana

An Equal Opportunity Employer

* Ames Company, Inc. is an ethical pharmaceutical division of Miles Laboratories, Inc.
MICRO
FILM

Periodicals from 1850 to 1900

... no other printed source brings the historian, researcher and writer closer to the ideas and tastes of those critically important years.

With this contemporaneous history of the times on microfilm in your library ... a panorama of life in America from 1850 to 1900 flows across the microfilm reader ... reflecting the social, economic, and educational factors which tell the story of America during those fabulous fifty years.

TO GET A COMPLETE LIST OF THE 32 PERIODICALS FROM 1850 TO 1900 AVAILABLE ON MICROFILM, WRITE US FOR YOUR COPY OF THE "PERIODICAL PRESERVATION PLAN".


MICROPUBLISHING DIVISION of
MICRO PHOTO INC.
1700 Shaw Avenue • Cleveland 12, Ohio
New Revised Edition

Smith, J. L. B. The Sea Fishes of Southern Africa. Revised and enlarged edition. 4to, profusely illustrated, over 100 colored plates. cloth 1961. $17.50

New Hafner Books

Arber, A. Monocotyledons. A morphological Study. 1925. (Reprint 1961) $11.90

Hooke, R. Micrographia: or some Physiological Description of Minute Bodies etc. Facsimile edition with all the plates of the London 1665 edition. N. Y. 1961 $26.60

New Reprints

Scott, D. H. Studies on Fossil Botany. 3rd. ed. 2 volumes, cloth. Reprint 1962 $22.50

Yorke, W. & Maplestone, P. A. The Nemotode Parasites of Vertebrates. 1926. (Reprint 1962) $12.50

STECHERT-HAFNER, Inc.

FOUNDED IN NEW YORK 1872
The World's Leading International Booksellers
31 EAST 10th STREET, NEW YORK 3, N. Y.