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The Anthropocentric Needs of Academic Librarianship

By DANIEL P. BERGEN

It is historically characteristic of the elite colleges and universities like Swarthmore, Harvard, Amherst, and Princeton that, unlike their lower-quality brethren, they have been able to assume, on the part of their students, the motivation for much self-learning with a minimum of formal faculty intervention. In our day, alarming projections of enrollment and of the available supply of competent teachers are forcing less distinguished institutions to appropriate this "Ivy League" presupposition. The application of communication media to problems of knowledge transmission in higher education has already resulted in a better allocation of available faculty resources. At the same time, the proliferation of independent study programs and the rise of undergraduate courses incorporating instruction in the techniques of research manifest faculty interest in individualizing instruction or, put another way, in making the student himself the learner.

Throughout the first half of our century, lecturing professors armed with textbook compendia kept the classroom the primary locale of learning. In response to societal and graduate school pressures, the intervening years have seen remarkable changes in the configuration of undergraduate education. As professors increasingly insist that seminars, tutorial confrontations, sessions with teaching machines, and encounters with educational television be supplemented by extensive outside reading, the library, as a learning locale, assumes more importance. Substantially increased human activity in academic libraries seems circumstantially ordained by more than the fact of rising enrollments. At least one of our colleagues, Eileen Thornton of Oberlin who, as librarian of a research-oriented liberal arts college, is in excellent position to observe the trends discussed, has expressed concern over the implications of "turning the student loose in the library to do more for himself."¹ The problem, thus identified, has a strong human cast. The saturation of this human milieu demands of academic librarianship an increased sensitivity to the psychic needs of those it serves.

It may be useful to view the academic library as an institution within an institution, that is, as an institution comprehended by a college or university which provides for it, at any given moment, an operating context. Unlike a subject department which has prime responsibility for a specified student group, the library must directly serve an all-campus constituency. It has been suggested elsewhere that academic libraries can afford little lag in responding to a composite change in the psychological orientation of the students they serve.² Ongoing adaptation of this kind hinges upon a continuous assessment of ecological forces playing upon the library.

Such an approach, oriented to the structuring of library conditions and services on a stimulus-response basis, lacks the long-term impact and overarching quality of more comprehensive perspectives. For such perspectives, there is need to apply what social scientists call the cultural and behavioral approaches to social understanding.

Canonically, the cultural approach permits one to view youth of college age as comprising a subculture of the national culture. In the behavioral usage, the focus is on students as individuals, their reflections on the Larger Society and the operating locale, and how these perceptions condition the character of their relations with other students, teachers, and even librarians. An analytical beginning may be made by examining the subcultural uniqueness of students who frequent academic libraries.

It may be hypothesized at the outset that youth, as the period separating childhood from adulthood, be defined in two ways: (1) youth as apprenticeship for social and occupational mobility and (2) youth as a time of participation in a unique "youth culture." In the former conception, which had greater relevance in the earlier, more deprived years of our century (though even now found prevailing on occasion), the period of youth was spent girding oneself for an "Horatio Alger" rise to the top. Because the trip to the top began in a college, such an institution was analogically viewed by its inhabitants as approximating the Pennsylvania Railroad Station. If, on the other hand, students in eastern seaboard colleges and universities accurately articulate sentiments common to youth the nation over, then the latter view of youth defined by "youth culture" seems more worthy of extended discussion.

According to Kenneth Keniston, a member of the psychiatric staff of the Yale Medical School, the post-World-War-II period has witnessed the emergence of a common youth culture, the members of which "are expected to behave in special, idiosyncratic ways that are symbolic of their age." In a nation where the transition from childhood to adulthood is prolonged and ritually unmarked, the thrift and determination which powered the upward drive of youth apprentices are being replaced by requisites of the youth culture like "a B.A., a certain personal sophistication, specialized technical competence, an acceptable wife and at least a good imitation of a 'genuine interest in people.'" The major common characteristic of the youth culture is, without question, the internal alienation of youth from the values of the Larger Society, a condition so vital to this analysis that it demands further elaboration.

Generically speaking, alienation refers to "the increasing distance between men and their former objects of love, commitment, loyalty, devotion, reverence." It implies a repudiation of certain values or activities of the Larger Society which results in feelings of "non-belonging" or "non-sharing." Professor Melvin Seeman of UCLA has conceived it very aptly as a social-psychological point of view. Processes like exclusiveness, subordination, discontinuity, and discrepancy, while not validly equated with alienation, tend to promote it.

Five variants of alienation have been identified: (1) powerlessness ("the expectancy or probability held by the individual that his own behavior cannot..."
determine the occurrence of the outcomes, or reinforcements, he seeks.

(2) meaninglessness ("the individual is unclear as to what he ought to believe—when the individual's minimal standards for clarity in decision-making are not met... it is characterized by a low expectancy that satisfactory predictions about future outcomes of behavior can be made.");

(3) normlessness ("a high expectancy that socially unapproved behaviors are required to achieve given goals.");

(4) isolation ("assign low reward value to goals or beliefs that are typically highly valued in the given society."); and

(5) self-estrangement (in the Sane Society, Erich Fromm writes: "... a mode of experience in which the person experiences himself as an alien. He has become, one might say, estranged from himself.").

In particular persons, alienation is usually reflected as a mixture of these five variants and tends to differ markedly in scope and intensity. It will be most convenient, for the time being, to continue to regard the referent in alienation as the Larger Society, all the time recognizing the alienative impact which particular social institutions, like libraries, can have on those who utilize them.

If one were to identify the most fundamental cause of the alienation in youth culture it would be the high discontinuity between growth stages (i.e., childhood, youth, and adulthood) in our highly technical, skills-devouring society. In the developing nations, where ceremonials smooth the interstage transition, there is low discontinuity and an improvement in what Jan Hajda calls "social and normative self-integration." To the youth culturalist the world of the child appears "integral, concrete, immediate, and spontaneous" while adult life seems "dissociated, abstract, specialized, and conformist." Neither image

satisfies youth and both are rejected. Nor is the world of ideas always an answer to the youth's needs for commitment, given the strong climate of skepticism created by so many intellectuals. 15

The above conditions make it less difficult for us to believe that alienation is not so much something which is forcibly imposed upon youth as the alternative that, through youth's eyes, has the greatest measure of realism. College-age youth, one suspects, are in a period in which even some of the adolescent values of the high school years no longer seem relevant. While the high school assets of personality, reputation, looks, athletic ability, clothes, and activities participation still influence college student behavior, there would seem to be a progressive waning of their importance among the participants in higher education.

Youth is difficult to understand precisely because it is a period of covert attachments, attachments which are submerged and frequently impossible to identify in manifest individual behavior. Youth, suggests Erik Erikson, undergo a "psycho-social moratorium," a period of institutionalized indecision which has the a priori approval of society. At the end of this time, youth are expected to decide where or even whether they will fit into the adult system. 17

It is understandable that youth should renounce the values of childhood. More difficult to comprehend is youth's reluctance to identify with the adult world. Keniston is persuaded that in the relatively few instances where youth choose adult models the decision is diffi-

12 Seeman, op. cit., pp.784, 786, 788, 789.
13 Hajda, op. cit., p.760.
14 Keniston, op. cit., p.166. Kaspar D. Naegele suggests that in this period of self-containment, "child-

16 Keniston, "American Students..." American Scholar, XXXII, 52.
cultural because of the ambiguity imparted to adult roles by the rapidity of social and technological change. For example, the circulation librarian in a conventional academic library may function as the overseer of black boxes, rather than the overseer of people, with the automation of that library. In general, there is a coolness and lack of enthusiasm in youth vis-à-vis the adult world. Indeed the relative lack of rebelliousness in youth toward adults would suggest that the internalized value system of the former seldom adopts a competitive stance with respect to the externalized values of the latter. At Sarah Lawrence college, where one might anticipate much sibling-parent conflict because of the school's strong press for independence of thought and behavior, such conflicts did not appear to be leading generators of student anxiety.

The irrelevance of parental models causes young people to arrive at college in search of more credible exemplars. Keniston has proposed that where a reasonable amount of academic interest already exists in students, a professor who is expansive and in possession of the right amounts of social and political sensitivity can do much to reconstruct commitment in those with whom he has contact. It is expected, conversely, that narrow, subspecialized pedantry tends to reinforce alienation in students. It is undoubtedly true that the excitement of commitment in students demands a rare kind of selfless altruism. Such a humane teacher is, to use Joseph Adelson's phrase, a "mystic healer," that is, one who concentrates neither on himself, nor the subject matter, nor on the discipline, but on the student, saying: 'I will help you become what you are.' Curiously, those teachers who are not too obviously perceptive, original, and intellectually powerful will probably make the best models. David Riesman has warned, certainly legitimately, that the exaggeration of such charismatic qualities may make students fearful of being overly influenced. It may be worthwhile, at this point, to reflect on whether librarians, especially those directly serving the public, possess these humane qualities so vital to the deterrence of alienation.

Empirical studies of librarian personality have been completed by both Robert R. Douglass and Alice I. Bryan. Douglass' doctoral dissertation at the University of Chicago entitled "The Personality of the Librarian" involved students still enrolled in graduate schools of librarianship. The Public Librarian, Miss Bryan's contribution to the Public Library Inquiry, assessed the personalities of practicing librarians. Dean Douglass concluded that those in training for librarianship were highly conservative, conformist, weak in qualities of ascendance, motivation, and drive, and, most significantly, "aloof and impersonal with respect to people." Comparing male public librarians with a control group of male university students, Miss Bryan determined that vis-à-vis the control group the librarians were "sedentary."

18 Keniston, "Alienation . . ." American Scholar, XXXII, 1963, pp.56-57. Mary Collins, "The Library Experience through the Eyes of Students," Ibid., pp.55-56. Sarah Lawrence girls were asked to check those items on a 47-item scale which caused them worry or anxiety. The results were as follows: (1) 30 per cent checked "Conflict with your mother" (7th from the top); (2) 29 per cent checked the family wants you to be more dependent than you are "(11th from the top); (3) 24 per cent checked "Too emotionally dependent on family" (3rd from the top); (4) 21 per cent checked "Conflict with father" (3rd from the top); (5) 18 per cent checked "Political disagreement with the family" (43rd from the top).


20 As reported in Alfred L. Brophy and George M. Gazda, "Handling the Problem Staff Member," Illinois Libraries, XLIII, (December 1961), 735.
"less likely to show qualities of leadership," and, on balance, lacking confidence and feeling a burden of inferiority.26

In the six-orientation typology developed by Alexander W. Astin and John L. Holland for the Environmental Assessment Technique (EAT), librarians were categorized "conventional." According to the construction of these two investigators, the librarian "prefers structured numerical and verbal activities and subordinate roles," "conforms," and "identifies with power, externals, and status."27 Of those disciplines normally taught in a college or university, only accounting, business education, and economics shared this orientation. The humanities were concentrated, by and large, in the artistic orientation; the social sciences were split between the social and enterprising orientations; and the physical sciences fell mainly within the intellectual orientation.

Further evidence of teacher-librarian incongruity comes from a recent survey by the Center for the Study of Higher Education at the University of California (Berkeley). The center sought opinions from librarians on two classroom teaching practices: (1) the discussion of controversial social issues and (2) the expression of personal viewpoints by instructors on traditional values. The data, when analyzed, revealed that "librarians are likely to be marginal members of the academic community" and "to the extent to which this is in fact the case librarians are less apt than administrators or teachers to share academic views about these practices, and are more apt to take on the orientation of the general public."28

From the foregoing, two conclusions would seem warranted: (1) that librarians are not likely to possess the personal warmth and humanity which would inspire commitment in alienated college youth and (2) that librarians do not generally share with their teaching colleagues the academic ethos, that is, the set of values, beliefs, and attitudes toward things academic which has model validity for youth if possessed by the altruistic teacher. The pessimism of these conclusions, however, should prompt one to emphasize their "seemingness."

Remedial strategy is available to both library administrators and educators. For their part, those charged with assigning library personnel should, through the skillful use of personality tests and interviews, assure at least a minimum degree of congeniality between those placed in public service positions and the academic library's youthful patrons. The above suggestion may seem utopian in an era of personnel shortages, however, the author is convinced that a better rationale than incumbent wishes could be devised for determining who should occupy such positions. From here it would also seem desirable for library schools to provide their students with some background in the psycho-biological foundations of human development and behavior. Such a foundation is necessary because, as Kasper Naegele has pointed out, those serving youth must generate images of youth "while no longer belonging to youth."29 Just as the emerging profession of social service attempts to recruit persons who can relate themselves well to a diverse clientele, so, it would seem, should academic librarian-ship try to enlist persons of adaptability and congeniality who are as conversant with the elements of human relations as they are knowledgeable about the books which they manipulate. If, as Reuel Denney has suggested, many teaching academicians "have a vested interest

26 As reported, Ibid., p.753.
29 Naegele, op. cit., p.57.
in books as beleaguered and dutiful,"30 then it may be said that the truly anthropocentric librarian displays his interest in humanity by viewing collections of books as accessible and pleasurable.

Mitigation of the marginal31 position now occupied by librarians with respect to the academic enterprise can be accomplished only through an increase in faculty-librarian interaction, particularly at the informal level.32 The capacity to make such associations is developed by librarians who (1) are willing to devote the time required for the acquisition of fundamental knowledge in one or several subject disciplines and (2) do not see a threat to their autonomy in the making of friendly overtures to the teaching faculty. Support for the first point comes from an overview of recent literature on education for librarianship where there is quite obviously a growing consensus regarding the need to produce academic librarians with subject competence. And it should be understood that subject competence need not imply the ability to do basic research in a discipline. Very recently, the Committee on Academic Status of the University Librarians Section of the ACRL has accepted the research criterion for purposes of promotion and the equation of library positions with academic ranks.33

While research is the accepted norm of progress in universities, one wonders about the status of teacher-librarian integration, based on the sharing of subject knowledge, if, as seems implicit in the committee's proposals, most librarian research is concentrated in the field of librarianship (e.g., Arthur McAnally contends that research librarian positions should be established). Moreover, is it not logical to be more optimistic about the motivation of librarians to acquire knowledge of some depth in a traditional discipline than about their drive to become professional researchers, even in their own field? There are undoubtedly many who have selected a library career in order to avoid the research responsibilities of the university professor. While recognizing the requirement for more operational research in academic librarianship, one cannot help but feel that the subject-qualified librarian, capable of intellectual intercourse with his teaching associates, will be best able to carry over into the library the creative tension of the great teacher's classroom.

Another major characteristic of the youth culture is its familism, that is, the tendency of its participants to seek privacy within the manageable confines of the family.34 Rather than face the pressing issues of the Larger Society, youth have issued a manifesto of parochialism in which, according to David Riesman, they express preference for the "post-collegiate fraternity of the small suburbs."35 Indeed, an analysis of questionnaires from three thousand boys and girls (ages 14-22) at work, in high school, and at seventy-eight colleges and universities...(ages 14-22) at work, in high school, and at seventy-eight colleges and universities...

32 Over a decade ago, Lawrence Clark Powell could comment: "On every library staff I have any acquaintance with, I can count on a few fingers the number of persons who can establish intellectual camaraderie with the faculty." See his "Education for Academic Librarianship" in Bernard Berelson (ed.), Education for Librarianship: Papers Presented at the Library Conference, University of Chicago, August 16-21, 1948 (Chicago: ALA, 1949), pp.133-46.
33 Arthur M. McAmisly, "Privileges and Obligations of Academic Status," CR, XXXIV, 106. Neal Gross of Harvard, a student of the organizational problems in higher education, has recently pointed out that "although the reward system of the university stresses research and scholarly productivity the social arrangements of the university for most faculty members are not conducive to the effective accomplishment of this objective. The university generally has no resources of its own for the research function. Its budgets are basically teaching budgets and so the faculty members are forced to go outside the university to the founda-
forced George Gallup and Evan Hill to conclude that:

Our typical youth will settle for low success rather than risk high failure. He has little spirit for adventure. He wants to marry early—at twenty-three or twenty-four—after a college education. He wants two or three children and a spouse who is 'affectionate, sympathetic, considerate and moral'; rarely does he want a mate with intelligence, curiosity or ambition. He wants a little ranch house, an inexpensive new car, a job with a large company, and a chance to watch TV each evening after the smiling children are asleep in bed.36

The Gallup-Hill characterization is supported by the findings of two previous studies: (1) *Time* magazine’s 1955 survey of seniors at twenty colleges and (2) a study of women undergraduates sponsored by *Mademoiselle* magazine in 1954.37

While the majority of youth do not overtly reject society and become beatniks or "angry young men,"38 it is apparent from the foregoing that, for most, the dolce vita belongs to the private. In this private or inner world to which youth migrate there exists a strong tendency to seek sensual gratification in the here and now or, in Keniston’s lexicon, "a kind of hedonism of the moment."39 This contemporaneity is so powerful that most youth are little obsessed with past commitments or future planning, beyond graduate school.40 A critical consequence of this privatism is that, with the exception of an activist minority, students find more meaning in immediately controllable activities like taking part in a play, listening to music, spending a week-end with friends, or even dating a steady girl than in trying to understand and act upon the vital issues of society.

When confronted with really pervasive issues, a "social powerlessness" overtakes youth. This sense of incapacity is reflected in the novels and short stories of those authors currently enjoying popularity among young people. Salinger, Up-dike, and Walker Percy, among others, center not upon the life-sized problems of the macrocosm, but on the microcosmic issues of everyday life.41 One Southern boy, responding to the survey by Gallup and Hill, accurately articulated these feelings when he submitted that, in the absence of great heroes, all important work was completed by highly specialized teams of men.42

Needless to say, there are important implications of youth’s withdrawal from the public domain. Being in society but not for society creates, over the long term, an untenable dichotomy. The deliberate failure to recognize the reality and importance of the nonprivate world can result in severe psychological tension.43 Because it restrains students from seeking new worlds to conquer, feelings of social powerlessness might even cause a vast waste of talent. As Keniston has contended: "... an alienated generation seems too great a luxury in the 1960’s. To cultivate one’s garden is a stance most appropriate in times of peace and calm, and least appropriate to an era of desperate international crisis."44

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37 Reported and discussed in Riesman, “The Found Generation,” *American Scholar*, XXV (Autumn 1956), 429, 432. Riesman observed that in the *Time* survey it was the exception for a student to say more about his intended career than about his prospective wife and family. The women undergraduates questioned in the *Mademoiselle* study revealed a fear of ambition in themselves and in their prospective spouses.
40 Francis Golffing has made an interesting analogy between present day youth’s quest for experience qua experience and the "mild and intellectualized" hedonism of the Alexandrine Age. See his "The Alexandrine Mind," *Partisan Review*, XXII, (Winter 1955), 43-82.
41 *Time* magazine, for example, calls Salinger’s *Catcher in the Rye* “a brilliant and intensive vision of a very few compact degrees of experience.” See "The Sustaining Stream," *Time*, (February 1, 1963), 84.
42 Gallup and Hill, op. cit., p.66.
44 Ibid., p.167.
It has already been suggested that academic librarians, particularly those dealing with users, can do their part toward countering alienation by adopting attitudes toward youth which do not proceed from false or unrealistic assumptions about youth's character. It may also follow, from what has been said about privatism and social powerlessness as components of alienation, that the physical structure of libraries could represent a countervailing force.

A beginning may be made by designing libraries, and interiors, over which student users can feel some measure of control. If the cavernous main reading rooms and gothic towers of libraries constructed during the early part of the twentieth century reflected our reverent attitude toward knowledge, as Ralph Ellsworth has suggested, then our present attempt might be to put up buildings which combat the feelings of alienation inspired by the older, awe-eliciting structures. One might propose a library with diverse environments scientifically structured, a library in which a student with a locally average alienation profile could move from smaller to larger rooms, and through rooms with varying configurations, with little corresponding loss in his perception of control over the situation. The instruments thus far devised for assessing alienation within a social system will be discussed a bit later. It suffices to say for the moment that the programming of a library’s interior and exterior demands systematic information on those who will use it.

Only infrequently in the past have academic librarians given consideration to the common psychological characteristics of youth in their plans to improve operations. A striking thing about E. Walfred Erickson’s overview of academic library surveys for the period 1938–52 is the almost complete absence of data regarding human and psychic factors, a lack which may be more directly related to the nonavailability of measuring instruments than to a lack of concern for such matters on the part of the surveyors. Clearly, if an academic library survey is “a scientific collection and analysis of data pertaining to the operation of a particular library” and if, as Ellsworth has observed, “each new library tends to be a law unto itself,” then the failure to consider psychological factors is to deny a body of information which may possess significant relevance for the sophistication of library operations.

An understanding of the ebb and flow of the alienative and integrative tendencies in a student body could certainly influence, in conjunction with factors of economy and efficiency, the positioning of the movable elements in a modular library building. For example, where high alienation prevails, reading areas might be restricted to the low-ceiling periphery of the upper floors of a building, where, through an abundance of glass, students may look down upon the campus panorama below. The alienated could profit from a vista like that provided by a fifth-floor student study on the north side of the all-glass library unit in the recently erected University of Chicago law quadrangle.

The late Frank Lloyd Wright was convinced that to be truly civilized a building had to be organically linked with its physical environment. It does not seem such a crude analogy, then, to propose that psychic costs will be minimized in those libraries which respond structurally to the perception needs of their student clienteles.

It is unfortunate, but true, that on most campuses library designers must

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content with a strong press for low-cost functionalism in the building to be constructed. With money in short supply, many college and university administrators must content themselves with new library buildings which do little more than satisfy the physical norms of economy and efficiency. It is a fact, however, that what is efficient physically may be less propitious for the psyche. An architect writing for librarians has noted that "it is difficult to persuade ourselves that there is usefulness to what is not immediately and apparently useful to us."49 It is difficult to concur, considering the above, with Ellsworth's argument that a library should look like what campus habitués are used to visualizing as a library.50 If to look like a library demands that space be rectilinearly enclosed, then one might take issue with the continuing construction of libraries that look like libraries. Rectilinear structures have great utility, to be sure, but what really stimulates the mind, as Robin Boyd has pointed out, are buildings characterized by space enclosed by curved structures, even by structures which curve in opposing directions.51 The real constant in modular building, therefore, is how interestingly its fixed external shell encloses its flexible interior. It is the exterior which dominates a modular library for its lifetime, consequently the composite of that exterior should be inviting and meaningful for students burdened with an alienation unhappily born of choice. Obviously cognizant of the human elements in the library's situation, the chairman of the department of architecture at Carnegie Institute of Technology has concluded that "if utility is our one objective we'll do better in the days ahead to go underground."52

The design of a library's interior involves the constant reconciliation of technical operating requirements with psychological needs of not only the users but of the library staff as well. To suggest, as did the Program for an Undergraduate Library at the University of Michigan, that the UGL should be "inviting and pleasant . . . friendly, beautiful, and informal rather than imposing"53 is to operate on a high level of abstraction, meaningless without the excellent specification subsequently given these concepts in the Michigan program. It is imperative to understand that the sense of beauty is an individual experience. A library which is pleasant, inviting, and beautiful in the perspective of one student may possess opposing characteristics in the view of another. The most carefully designed and psychologically informed library imaginable will seem distasteful to some persons on campus. A library interior will seem congenial to the majority, however, if its arrangement is based upon a composite assessment of the psychological state of those who frequent it. Perception, which involves our dominant sensory field of vision,54 is a special kind of interaction between man and his environment. A psychological model of the experience of beauty in something physically present might look like this:

\[ W \text{ (world or environment)} \rightarrow S \text{ (stimulus)} \rightarrow O \text{ (our organism with its sense receptors, brain and muscles)} \rightarrow R \text{ (response)} \rightarrow W \text{ (world)} \]

Diagrammatically implicit in the O (organism) portion of this model is the ongoing character of perception as an action conditioned by the needs, values,

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50 Ellsworth, op. cit., p.104.
52 Schweikher, op. cit., p.7.
and ideals of self, as well as the reality of the object perceived.

In general, tension is effectively resolved in a locale through the effective manipulation of colors and the proper use of illumination. It may be desirable, however, to introduce tension-creating opposition into certain portions of the library. Where reading areas are in or adjacent to the stacks, tension may be valuable in the vicinity of the social science collections, for example, as a means of heightening student sensitivity to the societal tensions being studied. As a general rule, the degree to which tensions need resolution is directly related to the extent of alienation in the student body.

Developments in academic libraries since the end of World War II, it should be recalled, have emphasized the need for anthropocentric perspectives. A combination of rising enrollments and inadequate physical facilities, to say nothing of the geometric progression of knowledge and new publication, has forced library administrators to emphasize output, to the almost total neglect of associated ends. Computers, closed-circuit television, reproducers, and charging machines are all part of a technology aimed at giving library users more rapid and thorough access to information. Recent developments in the library of the Chicago undergraduate division of the University of Illinois would seem to indicate that the completely automated library is just around the corner.

The application of technology to library operations demands, one feels certain, unusually good information on patterns of library and literature use. One wonders, nevertheless, whether the introduction of a machine might not require a psychological understanding of the human matrix of academic librarianship. The Council on Library Resources, which has so admirably supported the technological maturation of librarianship, has done little to promote projects of a sociological or psychological nature which are not immediately related to increased output. In his recent book, Science Since Babylon, Derek J. S. Price calculates that the scientific aspects of our culture are doubling every decade while similar progress in nonscience takes from thirty to fifty years. If this pattern holds, the information needs of scientists by the year 2000 will be sixteen times what they are now while our capacity, as librarians, to cope with the psychological issues posed by these needs will have increased but in the magnitude of one. It would seem only prudent to plan now for the psychological aftermath of automation.

Recently, while discussing the organizational and research problems of public librarianship, Paul Wasserman submitted that "if no agreement can be reached about [organizational] goals no one can ever agree about success or failure of performance." It should be said, Wasserman, "Research Frontiers," Library Journal, LXXV, (July 1961), 2413.

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however, that where goals have been formulated by academic libraries they represent a far too narrow, unidimensional criterion of organizational success. Admittedly, there are those who regard the goal model of organizational performance as having significant validity because it "applies the values of the subject under study as the criterion of judgment."58 Others, like Amitai Etzioni, have discerned serious problems in the goal model or organizational analysis: "Goals, as norms, as sets of meaning-depicting target states, are cultural entities. Organizations, as systems of coordinated entities of more than one actor, are social systems. There is a general tendency for cultural systems to be more consistent than social systems."59

This inconsistency results from the general failure to endow social systems, like academic libraries, with sufficient resources, human and physical, to satisfy the goals set for them. Moreover, as social systems, academic libraries are multifunctional and devote some of their efforts to the meeting of goals, some to the acquisition of resources only indirectly related to the satisfaction of goals, and, finally, a substantial amount to their own maintenance and perpetuation. Consequently, if one desires to measure organizational success it may be better to view the organization as a functioning system rather than as an agency devoted exclusively to fulfilling a priori goals.

In the system model of analysis, one's effort is to learn whether an organization, like a library, has optimally allocated its resources to its manifold functions. If, for example, all resources were allocated to goal requirements, other organizational needs could hardly receive maximal satisfaction.60 Nominally, the goals of academic librarianship relate to preserving important materials and satisfying the information requirements of users. Although ancillary to its ostensible objectives, the establishment of library conditions that are psychically satisfying to users would seem fully as important.

Some support for the system model of library analysis comes from an effort by Richard L. Meier to establish efficiency criteria for a large state university library. Meier hypothesized that the library was handling messages at a rate which metropolitan areas would be forced to meet some time in the future. Equating marginal cost to the library of providing a unit of service with an estimate of the worth of the time students spend waiting for service to be provided, he suggested, as an optimization criterion, that "the sum of the marginal cost of providing a unit of service and the marginal cost for the user should be a minimum."61 In a tight goal model of library organization, such a criterion might seem quite tenable. The investigator learned, however, that all-out efforts to minimize the cost to libraries of providing service neglected the need for resource allocation to organizational improvement and to the restructuring of service in anticipation of demand. Meier's final criterion, still understated because of its failure to account for the requirement of a priori investment in anticipation of future demands, was that "improvements should be made in the quality and scale of service until the combined costs to the library and the user reached the value of the alternative uses for the time of the faculty and students."62 In Meier's empirical validation of the system model, convincing evidence is presented that maximum output at minimum cost is an unsatisfactory stand-

59 Ibid., pp.258-59.
60 Ibid., p.262.
62 Ibid., p.234. For Meier's description of a range of responses which academic libraries might make to increasing communications loads, see his "Communications Overload: Proposals from the Study of a University Library," Administrative Science Quarterly, VII, (March 1963), 534-40.
ard for libraries. Implicit in the investigator's final criterion, moreover, though couched in financial terms, is a recognition of the need to improve library operations qualitatively as a concession to the psychological needs of users.

At the outset, it was suggested that while the alienation of youth culture is generally related to the Larger Society, it may, nevertheless, be experienced to varying degrees in particular social institutions. It may, for example, be reduced or reinforced with reference to an academic library. Scales thus far developed to measure alienation, either societally or within the smaller context of the social system, set humanistic values (e.g., mastery and autonomy, insight and understanding, order and trust, consensus and commitment, and interplay and involvement) off against the variants of alienation (e.g., powerlessness, meaninglessness, normlessness, isolation, and self-estrangement). Sample items from a three-component, twenty-four-item scale for measuring societal alienation in Columbus, Ohio, were:

1. Powerlessness (9 items with .78 reliability) "There is little or nothing I can do toward preventing a major 'shooting' war." "We are just so many cogs in the machinery of life."

2. Normlessness (6 items with .73 reliability) "The end often justifies the means." "I often wonder what the meaning of life really is."

3. Isolation (9 items with .84 reliability) "Sometimes I feel all alone in the world." "One can always find friends if he shows himself friendly."

(The 24 item Alienation Scale had a .78 reliability.)

In this study, the correlation among the three subscales, or variants of alienation, revealed each as sufficiently independent to merit treatment as an independent variable. All of these three variants are strong components of the youth culture.

Perhaps more important for our consideration are the alienation studies already completed on an agricultural cooperative and a TB hospital. In their study of the hospital, Melvin Seeman and John W. Evans postulated that powerlessness, as a variant of alienation, was related to limited knowledge of the environment. "In an important sense," according to these researchers, "knowledge acquisition is irrelevant for those who believe that fate, luck, chance, or external forces control the fall of events. When applied, their scale for powerlessness, which measured expectations for control, revealed that low alienation was related to the quantity of one's information about TB and of the meaning of the hospital environment. On the basis of their research, Seeman and Evans proposed a broad hypothesis for social systems, namely that "differences in alienation (i.e., in powerlessness) are associated with the differential learning of behavior-relevant informa-

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65 John P. Clark, "Measuring Alienation Within a Social System," American Sociological Review, XXIV (December 1959), 851. In the Clark study, the outstanding correlate of alienation (at .62) was the members' level of dissatisfaction with the cooperative as an organization.
66 Seeman and Evans, op. cit., p.773.
67 Ibid., pp.774-75. In the Seeman-Evans study, powerlessness was measured by a scale of forced-choice items developed at Ohio State University. The following are sample choices:

1. Getting a job depends mainly on being in the right place at the right time.
2. Many times I feel I have little or nothing to do with it.
3. The average citizen can have an influence on the way the government is run.
Based on this study, one might tentatively suggest that academic librarians can help counteract student alienation by insuring that students have a good understanding of the functions and purposes of the library. As the setting for learning moves away from the classroom, librarians should make a strong effort to make students as familiar with the raison d'être of the library as they are traditionally acquainted with the purposes of the classroom.

Thus far, our study of academic librarianship has utilized mainly the cultural and behavioral approaches, with rather little emphasis on the more usual ecological one. Librarians have used a first approximation of the latter approach when they have observed patterns of physical activity within and without their libraries (e.g., the hours of peak circulation, the relative use given various portions of the collection, the character of student traffic patterns as they relate to the positioning of a new library, etc.). In her seminal study of the use of the Knox College library, Patricia B. Knapp combined the ecological and behavioral perspectives when she associated library activity with student characteristics like (1) academic class; (2) scholastic achievement; (3) scholastic aptitude; and (4) sex. 69

It is perhaps the failure to recognize the ecological aspects of Mrs. Knapp's style and the specificity of her locale that has caused many to overgeneralize her conclusions. The very essence of the ecological approach is its nonuniversal-
versities, by analogy, should construct separate facilities on a basis of the maximum overt participation of superior students only. All such decisions, including those relating to the establishment of library facilities, should be based on a better assessment of local conditions than has prevailed thus far.

Very recently, a student of higher education observed that the college is the "major socializing agency for the subculture of educated men." If that is so, students are called upon to acquire some cultural sophistication during their college experience, a cultural sophistication which comprehends knowledge in some depth of the human situation and the concomitant ability "to respond to ideas on their own terms rather than as evaluations or prescriptions for action." Teachers and librarians must work together to help students to construct within themselves the commitments to society and ideas which underlie a valid cultural sophistication.

In nonresidential, working-class colleges and universities, where many students view themselves as youth apprentices who have already accepted societal life ways in their outside jobs, there is a need for improved student understanding of the worth of ideas and abstractions generally. Following is a hypothetical scheme of college-student subcultures devised by Martin Trow:

<table>
<thead>
<tr>
<th>Involved with Ideas</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify with (+)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>their college (-)</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1 = the academic subculture  
2 = the collegiate subculture  
3 = the nonconformist subculture  
4 = the vocational subculture

It should be indicated that in the Trow scheme, the greatest threat to the academic subculture (where there is both involvement with ideas and identification with the college) is not from the collegiate subculture (where, despite the enchantment with football and fraternities, there remains identification with the institution) but from the vocational subculture where alienation can derive from a lack of ideological or social roots in the college rather than as a consequence of the rejection of adult life styles, to which most vocationalists, as part-time employees, have already subscribed. It must be pointed out, however, that the kind of alienation felt by the apprentice vis-à-vis his college does not have nearly the power of the alienation felt by the youth culturalists in the institutions where there is a strong academic and/or nonconformist orientation. Let it be said, finally, that forces in our "white collar" society do not permit us the luxury of reducing felt alienation by making all youths apprentices.

As librarians concerned with the rectitude of our acquisition policies and patterns of service, our effort should be toward some assessment of the character of the balance between youth culture and youth apprenticeship in our institutions. William G. Land, a Washington, D.C., educational analyst, has devised a continuum suitable to our needs which, as initially used, describes the educational orientations of one hundred students.

(Continued on page 307)


* In an unpublished paper, two University of California (Berkeley) investigators have reported a study of students on the Berkeley campus which attempts to measure the impact of school spirit on scholarship. They discovered that although the school spirited are less interested in intellectual thought for its own sake than are the strict academic subculturalists, nevertheless, "school spirit has no effect on the amount of time spent in studying, the motivation to get good grades, or grades high enough to remain in school; and it has only slight effect on the attainment of top grades." See Robert Wender and Hanan Selvin, "School Spirit and the Spirit of Scholarship," unpublished manuscript, University of California (Berkeley) Survey Research Center (January 1962), p. 21.
Foreign Area Studies and Their Effect On Library Development

BY PHILIP J. McNIFF

Area study programs, as now understood, are for the most part a post-World War II development. While it is true that long-standing programs of classical studies in many of our universities had all the interdisciplinary aspects of the contemporary area studies program—including studies in history, anthropology, political science, geography, fine arts, language and literature—the programs were clearly defined, historically limited, and based on our common Graeco-Roman civilization. The same cannot be said for the non-Western civilizations. While classical studies have frequently been treated in a broad manner, the basic programs in most of our institutions have been based on departmental or single disciplinary considerations.

Our present area programs were greatly stimulated, though not solely caused, by the needs of World War II. A limited number of active programs has existed since the early 1930's, including Michigan's Program in Oriental Civilization and the University of California's (Berkeley) Latin American Program. However, the lack of language training and inadequate knowledge of the history, geography, politics, and cultures of the nations engaged in World War II required the immediate establishment of training and research programs on an area or regional basis. The Army specialized training programs, the civil affairs training schools for area and language studies, and the Military Intelligence Service language schools were organized to meet these needs. These programs, plus other governmental efforts to harness scientific and scholarly resources in behalf of the defense effort certainly gave impetus to the postwar area programs which developed in our institutions.

Wendell C. Bennett, in his preface to Robert B. Hall's *Area Studies: With Special Reference to their Implications for Research in the Social Sciences*, May 1947, stated: "Only recently have they [area studies] entered the universities, and many still doubt that they have enough solidity, enough scholastic core, to occupy a permanent place in higher education." He also reported that: "The wartime experience of the [Etlinogeographic] Board [established on the recommendations of the area committees of ACLS, SSRC, National Research Council and the Smithsonian Institution] pointed up clearly the woeful lack of area experts, however defined; the limited facilities for area training; the inadequate knowledge about many areas; and the vagueness of the criteria for area information and of the definitions for area reports."

Although significant progress has been made in the past fifteen years in developing programs of area studies both in the interest of scholarship and the national welfare, the full impact of area programs has been felt by relatively few institutions. Before examining some of the implications of these programs, let us examine the area studies situation as it existed in 1947.

*Hall, Area Studies: With Special Reference to their Implications for Research in the Social Sciences, Pamphlet 3. (New York: Social Science Research Council, 1947), p. iii.*

*Ibid, p. iii.*

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Hall's summary states: "We appear to be best equipped in the Latin American field, although as previously mentioned, there seems to be the beginning of a slackening of interest comparable to that which followed World War I. There are at least six institutions which have well developed programs at one or more levels, good staffs, and considerable library facilities. Here are included, listed alphabetically, California at Berkeley, Duke-North Carolina . . . , Michigan, New Mexico, Northwestern, and Texas. . . .

"The Far East is relatively well off, Harvard, Michigan, Washington, and Yale have considerable resources and a good start. California at Berkeley, Chicago, Columbia, and Stanford have important resources and some beginnings. A half-dozen others have ambitions and some promise.

"In the Russian field Columbia at the moment holds a near monopoly in its Russian Institute. . . . Stanford, well equipped in some respects, is developing a center for postdoctoral and research work, Yale has in operation a Russian area program. . . . Harvard has an excellent library and some strength in personnel, and is doing a great deal of very energetic planning. Some strength in language and literature is scattered through the universities of the country and there are a few able but isolated social scientists. All in all, qualified personnel in the Russian field is decidedly short of the need.

"The Near East is completely neglected and there are few scholars in the country who know anything about the area except in the field of languages. Princeton has both plans and some resources on this area.

"It would be most difficult, if not impossible, to build a single major center on Africa. Pennsylvania, to be sure, has its African Institute . . . but it is badly understaffed. Fisk, too, has an institute but it is still in a highly rudimentary stage. There are healthy developments at Northwestern in African anthropology and at Minnesota in North African languages.

"In the case of both India and Indonesia the lack of personnel is most appalling. Probably no center on either area could be adequately staffed with American personnel. No serious attempt to develop either area was encountered. . . ."

It is perfectly obvious from the foregoing summary that our accomplishments in area studies in 1947 left much to be desired. The critical needs then, as now, are competent area specialists, adequate library resources, and well supported programs. The criteria set up by the SSRC's Committee on World Area Research for the ideal integrated program are:

1. Official university recognition and support of the program;
2. Adequate library resources for teaching and research in the area;
3. Competent instruction in the principle languages of the area;
4. Offerings in at least five pertinent subjects in addition to language instruction;
5. Some specific mechanisms for integrating the area studies;
6. An area research program;
7. Emphasis on the contemporary aspects of the area.

All seven criteria have relevance to library activities supporting area programs. While integrated area programs established during the past fifteen years are not of uniform quality and while some are more formally organized than others, all have measured up, at least partially, to the above criteria. A statistical account of the increase in the number of area programs in our universities is not of itself conclusive evidence of improvement, yet it does indicate in some measure the growth and vitality

of this type of program. In 1946, there were but thirteen operating area programs: four for East Asia; six for Latin America; and three for Russia and Eastern Europe. There were no programs for Africa, South and Southeast Asia or the Near East. In 1962 there were one hundred thirty-five programs in sixty-two universities, including thirteen programs for Africa, twelve for South and Southeast Asia, and seventeen for the Near East.

This growth certainly is indicative of the acceptance by university administrations and faculties of area studies programs as a standard and integral part of American higher education. President Griswold of Yale, in his 1961-62 report, paid special attention to Yale's ten-year plan for international and foreign area studies; he noted that: "Perhaps the most telling fact of all, however, is that whereas in 1931 there were offered in Yale College, excluding languages, exactly four courses dealing with the non-Western world, and in their four years at Yale, exactly one hundred and two members of the Class of 1931 elected these courses, today there are thirty-four such courses with an average student enrollment of 2,363."\(^4\)

Our libraries' efforts to meet the needs of the various area study programs have been substantial. An accurate measure of the extent of these efforts would require a series of surveys on each of the areas similar to the Ruggles-Mostecky survey of Russian and East European Publications in the Libraries of the United States.\(^5\) The fact that the term 'area studies' has not yet found its way into Library Literature may be indicative of the work that needs to be done in assessing the library implications of this postwar academic phenomenon which enjoys the concern and support of foundations, scholarly associations, and the government. It was also somewhat disturbing to find that a check of the volumes of Library Literature for the past decade revealed no entries for African, Slavic, Middle Eastern or Far Eastern studies, although there were a handful of entries under Latin American Cooperative Acquisitions Project. I do not mean to imply that one cannot find material on area studies in library publications, but the absence of specific references to accepted terminology may have some significance.

Area programs have budgetary and financial implications for our libraries; these involve personnel, book selection, cataloging, reference services, and interlibrary, as well as international, cooperation. Every study of area programs, whether general or specific, emphasizes that a good library collection is a basic requirement, and that adequate support must be made available so that library resources can be built up. The Hall survey indicated that few libraries had collections sufficient for serious study of major areas and, although it has been said time and again, it is still necessary to stress that availability and development of library resources should be given first consideration before a new program is started. It takes time and money to build up a collection adequate to support an area study program. This is true even when one starts with a good general basic collection.

The magnitude of the problem facing our libraries in the development of area resources was indicated by Richard H. Logsdon in his talk on The Need for Research in the Library Field at the forty-sixth Annual Conference of Eastern College Librarians two years ago. He stated: "Our faculties are demanding more breadth and depth of collecting; not many years ago our Slavic acquisitions were less than 1 per cent of the total. Today, approximately one book in every fifteen is related to this new area of con-

cern, but we must be concerned with China, too, and India and Pakistan and the whole Middle Eastern area and East Central Europe and now Africa, while at the same time [and this is most important] not lessening our representation of Western European and, of course, American materials. This is bringing us new problems in range and diversity of languages, interpolation of bibliographical information into our catalogs, and is even raising havoc with some of our classification systems.  

The rapid growth of Columbia’s Slavic collection is typical of the development of many of our university libraries in this important area. The Slavic collection of the Harvard University library contained 65,000 titles in 1957 and by 1962 had increased to 150,000 titles; the expenditures for the past year for the Harvard University library, in this field totaled approximately $178,000. The college library has added well over fifty thousand volumes in the past five years, and a special Slavic section, made up of three librarians, one intern, five and one-half clerical assistants, plus student help, is organized to handle the selection, acquisition, and cataloging of Slavic materials and to give reference assistance as needed to supplement the services offered in the reference department. This staff can be contrasted with the one full-time and one part-time person working on Slavic materials in 1948. Another example of accelerated activity in this field is offered by the University of Illinois library which, in the past year, acquired almost one-third of its entire Slavic collection of fifty thousand volumes. Illinois, two years ago, established a special Slavic section in its library in response to the needs of its Center for Russian Language and Area Studies. It now has a staff of seven bibliographers and catalogers, two clerical assistants, and several part-time student assistants; it “is charged with bringing the Slavic holdings of this library . . . up to the standard of the library’s long established collections.”

Similar developments are taking place on many campuses in regard to the other areas of the world. The Nunn-Tsien Survey of Far Eastern Resources in American Libraries noted in 1957: “Since the end of World War II, Harvard has almost doubled its Far Eastern holdings, and the Library of Congress and the

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**DEPARTMENT OF STATE SURVEY REPORTS**

*Programs in Universities*

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* Six programs provided offerings in more than one foreign area or culture.

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294 COLLEGE AND RESEARCH LIBRARIES
University of California at Berkeley have tripled theirs. Many new collections are known to have been established in other universities. . . . 8 The demands made on many of our institutions by the programs of the Joint Committee on Contemporary China and the establishment of centers for the study of contemporary China by the Ford Foundation at several of our universities have heightened library activity in this vital area. And this comes at a time when identification and procurement of research materials from mainland China have been seriously impeded by the 1959 prohibition on the export of most Chinese language publications.

The Hazard report on the Bibliographical Resources and Needs in the Social Sciences Relating to the Near and Middle East; 9 the Wilder report on the Acquisition and Control of Publications from the Middle East; 10 the working papers prepared for the 1957 conference sponsored by the Librarian of Congress and the Committee on South Asia of the Association for Asian Studies set up to examine problems of acquisition, cataloging, and bibliographic needs with respect to American library resources on South Asia; the reports of the Seminars on the Acquisition of Latin American Materials; and the accounts of American library resources for African studies as reported in the African Studies Bulletin, all point up the problems facing our libraries. Common to all or most of these areas are the following:

1. Lack of bibliographical control necessary for the selection of materials;
2. General lack of central or efficient book trade organizations;
3. Lack of systematic book selection policies;
4. Cataloging difficulties resulting from extended programs encompassing materials in a multiplicity of languages;
5. Dearth of selective bibliographical guides to current monographic and serial publications;
6. Problems involved in attracting or training an adequate staff to service area materials;
7. Lack of funds for the purchase, processing, and housing of these materials;
8. Need for up-to-date descriptions of American library resources in each of the areas.

The need for trained librarians with the necessary area, subject, and language competences is fairly obvious. The key library person responsible for the development of the library’s area resources should have knowledge not only of the pertinent language or languages, but also of the bibliography of the area, something of the history, literature, and culture of the countries concerned, and of the various means of acquiring materials. The need for joint faculty-library planning and the developing of the resources necessary to sustain the research program calls for a great deal of mutual understanding. The in-service and other training of staff members would also be an important function of the librarian responsible for the area program.

We are faced with a serious problem of staffing our libraries with people adequately qualified to process and service area materials. In many instances, librarians are forced to establish in-service training programs—either by taking people with the necessary language competences and instructing them in library techniques, or by arranging for trained librarians to obtain the desired language backgrounds. In some areas, notably in South Asia, language alone is not sufficient, as is pointed out by H. A. Gleason, Jr., in Varieties of Language Competences: "Each of these many varieties.
of language has its own social value and role. Everyone of them functions as much more than merely a channel of linguistic communication. Their use defines the social situation and so communicates on a different level. Effective use of the language demands not only linguistic competence, but also cultural competence. 31

Basic to the problem of recruiting qualified personnel is the need to establish what is the optimum background and training required of people responsible for developing resources for area programs. While beginnings in specialized area librarianship have been made by some of our library schools, much remains to be done. The Joint Subcommittee on Middle East Library Resources of the Joint Committee on the Near and Middle East (ACLS, SSRC, and ARL) has had a draft memorandum prepared on the need for a study which would survey the situation in Middle East centers, identify the education required for area librarians, and explore the possibility of developing the desired curricula cooperatively between area programs and library schools in the same or nearby institutions.

While linguistic competence is a sine qua non, prospective staff members for our area sections, even those who meet the standard qualifications for the positions to which they are assigned, should be offered the opportunity to enrich their language and subject backgrounds by attendance at appropriate courses, seminars, and institutes. The establishment of new programs and the expansion of existing ones should provide opportunities for growth and development for properly qualified librarians. The formation of special area sections within many of our library organizations—many with total responsibility for coordinating faculty-library planning with the selection, acquisition, cataloging, and servicing of the area’s research materials—provides an increasing number of positions of sufficient responsibility and prestige to attract highly competent people who might otherwise be drawn into teaching and research.

It is obvious that a library which has embarked on a vigorous area program requiring not only the highly trained library specialists but also the added clerical and subprofessional staff will require a substantially higher budget. The ever-increasing book budget necessary to sustain current and retrospective purchases is only the beginning of the financial responsibilities incurred by the program. Acquisitions from many sectors of the world will require binding expenses; other materials will be on poor paper requiring either filming for preservation or special handling. The tremendous increase in acquisitions when an area program is started—and almost every survey indicates growth of area resources at a much higher rate than other fields—will present stack problems either immediately or within a short period of time for most libraries. These stack space demands frequently will require extensive and expensive shifting of collections, establishment of new quarters for area programs, or a new central building. In 1956, an additional stack was built at Harvard’s former Institute of Geographical Exploration, and part of the building was renovated to insure adequate housing of the Chinese-Japanese library. And Columbia recently moved its four divisions dealing with East Asian studies into new quarters in Kent Hall where, “The East Asian library is to have three times the space for readers that it formerly had, as well as stack space to accommodate the large increase of books anticipated in the coming years.” 32

Added space for readers and books, whether in separate quarters as in the case of Harvard’s and Columbia’s Far East libraries, or in spacious quarters in


Some Problems in the Bibliographical Organization of Belles-Lettres and Related Secondary Works

BY ROBERT M. PIERSON

THE CURRENT EFFORTS of Professors Lewis Sawin and Charles Nilon of the University of Colorado to launch an "integrated bibliography" of English studies are, or should be, of great interest not only to researchers but also to catalogers and reference librarians who specialize in literature. The effect of such a bibliography would be to simplify searches by bringing together (and organizing for retrievability) citations of all the items now listed in the innumerable bibliographies, large and small, which a student of English must scan in order to compile an exhaustive bibliography. It is possible that such a work would some day render superfluous certain reference tools now considered indispensable. Eventually, too, similar projects might be undertaken for French studies, German studies, and the like; or, in view of the overlapping of disciplines, the integrated bibliography could be expanded to include all languages and literatures. It is also conceivable that a tool might be created which would yield copies of desired documents and not merely the citations of them.

Be all that as it may, students of literature must now (and surely will, for some time to come) consult a variety of aids—bibliographies, catalogs, and classification schemes. Their work, rendered difficult enough by the sheer number of aids to be consulted, is further complicated (but, in compensation, perhaps to some extent facilitated) by the great variation in the ways these aids to bibliographical control organize the materials which they assemble. My purpose here is to describe, in general terms, this existing structural variation and to indulge in a few speculations regarding it.

FIRST, A GENERAL LOOK

A major effort is to group literature—whether books or citations—so as to facilitate surveys of whole bodies of material. Common groupings are by language, nationality, period, literary form, authorship, intent, and importance. Reference aids vary not only in their chief emphases but also in how many groupings they employ and in how they relate their various groupings; for example, one reference aid may group first by language, then by nationality, then by form, period, importance, authorship, title, edition, and so on, whereas another may be similar except that it ignores nationality and divides by period before it divides by form. At one point or another on the road to specificity, systems concentrate upon authorship, even though they may scatter authors' works by language,

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1 This bibliography was the subject of several sessions of the Second Conference on Bibliography held at Pennsylvania State University, Nov. 29-Dec. 1, 1962; see Antiquarian Bookman, XXX (Dec. 17, 1962) 2275-81.
period, form, or even subject. The arrangement of an author’s works (i.e., those that are collocated) may simply be alphabetical or chronological; or it may follow some other pattern, e.g., works, selected works, and individual works; fiction, poetry, and drama; early works and later; or major works and minor. Translations may present problems: the usual practice, at least in scholarly schemes, is to scatter them among their originals, but in some instances translations are placed with the literatures of the languages of translation. Anthologies drawing upon the works of various authors present problems comparable to those offered by works of individuals—along with problems of their own, e.g., whether to alphabetize by editor or by title.

The usual way of handling secondary works seems to be to create a kind of shadow classification to accompany the pattern formed by the literature itself—this despite the existence of schemes which exile biography and bibliography to such Siberias as 016, 928, and Z. It is most apparent where individual authors are concerned, least apparent (and least important) where general topics are concerned, i.e., topics too wide in their application to be juxtaposed with particular belles-lettres. Secondary works of the first kind are usually divided into those dealing with individual works, those dealing with groups of an author’s works, and those dealing with his works as a whole or nearly so—the distinction between the second and third classes being less usual than the distinction between the first and the others. Secondary works related to an author’s works as a whole may in turn be divided according to emphasis or intent, e.g., commentaries, concordances, criticisms, biographies, bibliographies, and studies of aspects (e.g., meter). Where works dealing with several authors are placed is likely to depend upon the scheme used in grouping the literature itself, e.g., in a scheme grouping by period, general studies of Victorian fiction are more likely to be placed near studies of Victorian poetry than near studies of Edwardian and Georgian fiction; but in a scheme grouping by form, they are more likely to be placed near studies of fiction of whatever period than near studies of other categories of Victorian literature. The ways in which secondary works are grouped if they cover topics other than particular authors, forms, and periods, are innumerable; such points of emphasis as theme, character type, influence, relationship to other pursuits, and research method are among those seldom regarded in groupings of secondary works about individual authors (other than such as Goethe and Shakespeare) but are quite usual in groupings of works dealing with whole literatures, periods, or forms—or with literature as a whole. A complicating factor is the tendency to group many works on literature with works on language and for works on literature to overlap in content with ostensibly philological studies. A variety of patterns may thus emerge which will be tremendously interesting to the student of classification, but which to the inexperienced researcher will be bewildering.

A FEW PROBLEMS

The next several paragraphs enumerate a few of the problems which turn up when one studies in some detail the currently available bibliographies, printed catalogs, and classification schedules.

1. Languages and nationalities. Nonclassical authors some or all of whose works were written in Latin and/or in Greek present a problem, as do modern authors (e.g., Beckett) who have written in more than one language, with or without changing nationality. Because of a general preference for language, certain national literatures become lost or obscured. Seldom is Irish literature (ex-
cept in lists confined to it) allowed to claim Shaw, Wilde, and George Moore—
or even Yeats, Colum, and James Stephens. This example suggests the ambiguities created by political history, particularly those stemming from such complex and often unstable groupings as unions, colonial empires, and confederations. A comparable but less common problem stems from changing views of language, e.g., those concerning the possible relationships between Finno-Ugric and Turkic. A somewhat different problem is created by a growing tendency to disregard in secondary works national or even linguistic distinctions. An anthology may further complicate by introducing a second or third nationality but not presenting enough national or linguistic variety to justify a "general" label.

2. Forms. An obvious problem is how far to go with distinctions among literary forms—whether, for example, to have one class for prose fiction or to have separate classes for novel, short story, protonovel, etc. A second problem stems from the fact that some works are difficult to place, e.g., reveries, sketches, prose epistles, many "mystical" productions, and collections of epigrams; to place these in nonfiction prose is to revise rather than to remove the difficulty, as some nonfiction prose forms, e.g., the familiar essay, are forms in their own right and it seems a pity to lose these specimens in forests of related growths. One compromise would be to isolate major categories and to lump the rest into "other prose." Hybrids, whether they are really so by origin or merely seem so, also create difficulties (novels in verse, poetry not written in lines, "non-dramatic" dialogues), as do mixtures, e.g., prose fictions with passages in verse or in dramatic form. Some literatures distant in time or space (and some very recent writings) present us with groupings that can only with difficulty be pigeonholed into the categories ordinarily referred to. Some schemes treat as if they were coordinate, categories which are not mutually exclusive; "satire," for example, is scarcely coordinate with "poetry" and "prose fiction," even though the historical and pragmatic justification for the distinction brought out may outweigh the difficulty experienced by bibliographers and library patrons in placing many items which are on the borderlines, if we may call them that, between satire and other categories. Collections, whether of the works of one author or of the works of many, create problems, at least in schemes featuring major division by form; to relegate such works to a "general" class may be acceptable if authorship is plural but is likely to mystify if authorship is singular—Milton's complete works with generalia, his poetry with poetry, his prose with prose, etc.

3. Periods. One difficulty is that periods are not always readily separable, i.e., careers and trends so overlap as to create such no-man's-lands as (in English literature) 1790-1800, 1825-1840, and 1890-1910. Dead intervals are few; so are sudden transformations. Many authors are therefore difficult to place. Others seem to belong in periods according to style, tone, or other factors besides chronological position. Thus Lowell and Whitman were, for much of their careers, contemporaries; but the former seems to belong with the first half of the nineteenth century, the latter with the second. Moreover, some authors (e.g., Hardy) experience more than one flowering or for some other reason identify themselves with more than one period. Furthermore, periods (unless we limit them arbitrarily by turns of centuries) vary from literature to literature; hence those consulting bibliographies may find, as they move from one literature to another, that searches for particular authors become troublesome. Then, too, an organization widely accepted may not continue to be accepted; hence those consulting older
bibliographies are likely to find, in the changes that come with new interpretations, complications which compilers could not have foreseen. Secondary works involve a multiplication of such problems because of the frequency with which they survey more than one period: unless lavish cross references are provided such items may be virtually lost through relegation to "generalia." Secondary works also create problems in that they often refer to subperiods, e.g., a work may refer to the nineteenth century as a whole, or to half of it, or to only a decade; period schemes (if they are to analyze deeply) thus need to bring out not only period A and period B but also subperiods A1 and A2, and subsubperiods A1a, A1b, A1c, A2a, and A2b, and the divisions of B.

4. Authorship. One problem is the effect upon position in sequence of choice of entry: should Clemens be listed under C or under T? But such stumbling blocks as names create (foreign, religious, assumed, and changing) are not so serious as they might seem: they result rather in stubbed toes than in tumbles, and cross-references can eliminate most of the toe-stubbing. Of more serious consequence is the problem—at least in single-entry listings—of unknown or uncertain authorship. Joint authorship is also a problem in that an author's works may be grouped together whether unaided efforts or no—or may be divided into groups: single and joint. A real danger is that one of a group of authors may not be noted. Secondary authors—editors, translators, etc.—are a problem in that they, like joint authors, are readily lost in other than multi-entry systems and may be lost even in them. Nonalphabetic arrangements (e.g., Wordsworth, Coleridge, Byron, Shelley, Keats) are of value in so far as they help one survey literature meaningfully arranged, but they are of questionable value in searching.

5. Title. Many problems associated with titles have to do with the various titles under which single texts appear. An attractive solution would be to accept (or compose) one title for each text and to class under it all presentations, whatever titles they may individually bear. An incidental merit to this solution is that it would simplify the placement of secondary works dealing with individual works in that such works would readily file (or shelve) next to all single presentations of the works with which they deal. But this solution, appealing though it may be to one's sense of order, creates two problems: accepted titles may not be acceptable, let alone occur, to all; and searches for single works known by the titles they bear are greatly complicated, even with cross references galore, by the scattering of title-page titles in arrangements of standard or constructed titles. Incidentally, titles may be arranged other than alphabetically, e.g., chronologically or according to scales of value; but here the fact would seem to be overwhelming that even among devotees of Trollope, fewer know his chronology (and even fewer are agreed as to just where his success lay) than know the Roman alphabet. Complete and selected works are, it seems to be generally agreed, best placed separately from individual works; yet even this seemingly clear issue is fogged by little, but nagging, problems of filing. And when we try—if we try—to separate complete from selected works we come upon the fact that they are not always easy to separate; besides, collections said to be complete may turn out to be far from complete—yet if they were once thought to be complete it will hardly do to place them among selected works.

6. Publication and related problems. No matter in what forms works of individuals are presented, one may wish to bring out facts regarding their composition and/or publication—as by listing in order of composition or by listing according to type of publication (e.g., collocating works first appearing in partic-
ular periodicals). One may also wish to establish such categories as extant manuscripts, works circulated in manuscript, works privately printed, works published by particular publishers, and the like. These patterns may or may not be combined with others, to produce complex and perhaps quite meaningful schemes.

7. Subjects of belles-lettres. Subject classification of literature may smell of the shanty; subject indexing may suggest lace but perhaps not of a kind to flaunt. Scholarly groupings of literature as a whole—or particular literatures as wholes—are unlikely to make subjects their primary approaches; but special studies do so regularly; and certain groups of writers—especially if, like historians, naturalists, and theologians, they are generally relegated to service wings—are more likely to be looked upon in the subjective mode, so to speak, than not. Fiction, poetry, and drama less often experience the subject approach, partly because subject is an aspect in which scholars are seldom deeply interested and partly because the subjects of literature are often extremely difficult to define, and, I should add, perhaps because of the strangely disenchanting glare which subject labels have a way of giving off (imagine Macbeth under “ambition,” Wuthering Heights under “sibling rivalry”; and what is the subject of The Waste Land?). Theme appears to be a different matter, although just why may not be obvious. Hamlet has as one theme “revenge.” This one can accept, but even here one would prefer “revenge play”—which leads us to another matter. A topic of great interest generally neglected by the major bibliographies and indexes—and virtually ignored by classification schedules—is the matter of literary traditions which more or less permanently relate certain subjects to certain forms, e.g., picaresque romance, allegory of mystical union, detective story, family chronicle, imaginary voyage, Utopian romance, historical novel, and revenge play. Specimens of such “genres” do not, of course, always yield the truth about themselves to brief inquiries; least of all, I suspect, do some of those of most potential interest to advanced students, e.g., accounts of mystical union veiled as fairy tales. Collections, surprising enough, often class by subject with no difficulty; why collections of individual works should class more easily than do individual works may puzzle, at least until one realizes that the subject classification of a collection is usually made in deference to the decision of the collector. If, thus, a collection of poems is said to be about dreams it will go under “dreams,” even if most of the poems are on night, death, the infinite, fairyland, love, or whatever.

8. Primary or secondary? Some works create a difficulty in that one must decide whether they are to be looked upon as literary specimens or as works which throw light upon literary specimens. One’s decisions may drastically affect the positions of such works in classified arrangements. Letters and journals should not, however, create many problems. In nearly all instances one can safely decide not upon the basis of literary quality but upon the basis of known intent, considering letters and journals secondary unless known to be addressed to the reading public. Memoirs are more difficult in that in single-entry systems, e.g., shelf arrangements, placing with the writer, or with the subject, may determine even whether an item goes with one literature or another. Most systems would probably place Maurois’ Ariel with Shelley, but what if its author’s Oeuvres complètes should appear? Or what if one should decide that Ariel is more significant as representative of a stage in its author’s development than as an account of its subject? The practical solution must surely be one which can be applied in all instances; better to adhere to an announced policy (and thus, if need be, to do less than justice to particular works) than to set up an equitable
but unpredictable system productive of endless decision making.

9. Approaches and emphases in secondary works. Here the problems are two: to distinguish particular approaches and emphases, and to place the works which are characterized by them. Enumerating categories is not difficult. There are criticisms, commentaries, concordances, and so on; or, more narrowly, explications, appreciations, evaluations, studies of influence, studies of aspects, and so on. The problem is to decide which categories particular works represent. Many—perhaps most—may class easily. But whether a particular work is primarily an explication or an evaluation may not be obvious; in fact, a “reading” or a “study” of a literary text may do just about everything a secondary work is capable of doing. An extreme solution is to lump all secondary works about each author together, but it would seem that some sort of classification should be attempted if major authors are involved and must be attempted in dealing with entire periods, national literatures, or forms. Here, to mention but one puzzle, is the problem of distinguishing among theory, history, and criticism. The old distinction “What is literature? What literature is there? Is this literature” is easy to quote but not always easy to apply. Still, one would appreciate more, rather than fewer, efforts to distinguish types of secondary works. Especially helpful would be distinctions according to emphasis—imagery, meter, vocabulary, characterization, critical reception, and the like. That individual items stress what they stress may be obvious from titles and/or annotations; the problem is to arrange items so as to satisfy the demands of students who need to find specific approaches quickly and of those who do not, as the orthodox may, study individual authors and their efforts but rather study particular aspects in the works of many authors (and who thus need to be directed not only to essays on, e.g., meter in general and to essays on, e.g., Robert Frost but also to essays on the meter of—among others—Robert Frost), i.e., who need a kind of indexing that points not only to general applications but also to applications in the works of particular writers. Studies of relationships among a few authors impose a special problem when the emphasis upon the authors is approximately equal, and when cross references and added entries are not made; decisions must be made which may seem, however carefully they were made, capricious.

10. What to include. Two questions arise. (1) Should history, theology, description, folklore, and so on, of literary value be included in the literature? In universal schemes, such will probably fall elsewhere; in schemes devoted to literature they may or may not be included—and if they are, perhaps placed with individual authors and titles and/or segregated among “ancillae.” The quantity of a particular literature and traditions regarding the study of it cause, in some instances, variations; the canons of classical and medieval literature, for example, include categories—histories, scientific treatises, etc.—that are seldom included in modern literatures, or, at any rate, in their cores. (2) Should secondary works on “background”—history, social structure, and the like—be included? Similar choices seem to be offered. In schemes devoted to literature, the difficulty would seem to be that one must stop somewhere (but where?); for to convert every subject bibliography into a universal bibliography would scarcely be the best way to satisfy the needs of scholarship. There seems, incidentally, to be a tendency toward a perfect negative correlation between the importance of a national literature (i.e., to the traditions of Anglo-American reading) and the extent to which social history, etc., are in-

(Continued on page 312)
This brief note is designed to bring to the attention of scholars the profitable utilization of commercially available edge-punched cards for note taking. Although they have been widely used in bibliographical work, they are not well known or used as yet by academic researchers. Folklorists, however, are beginning to recognize their value in cataloging motifs.

Perhaps the simplest way to illustrate the uses of the punch cards would be to mention a specific experience. The author was recently studying British and American literary criticism in some fifty periodicals; the study dealt with fifteen American authors and covered a twenty-year period. Numbers on the cards were assigned to the following divisions of the outline: British criticism, American criticism, each author, each year of the study, each periodical examined, each work published by each author, and a four division rating which indicated the critic's opinion of the author or work under consideration. Additional divisions could have been made, but the scope of the study and the material available made it unnecessary. Regardless of the way the cards were arranged—and they need not be filed but merely placed in the tray or pile at random as the notes are taken—all of the cards containing material on any one of the topics given above could be selected in a moment. For example, if all of the material on a particular book by Hawthorne were desired, it could be isolated by a single thrust of the rod, as could any topic or item in a sequence.

Although note taking methods vary with the individual and sometimes with the type of project, most researchers employ some system involving the use of cards. Generally a series of headings taken from the outline of the project and combined with an appropriate indication of the content of each note itself is used on each card; and the cards are thereby grouped systematically under index tabs or dividers of some kind until the writing is begun. The chief problems of such a system are the frequent necessity of cross referring and the difficulty of keeping material in usable and efficient order.

The edge-punched note cards eliminate these problems as well as provide a simple and effective means of selecting material from the file as it is needed. No actual filing is necessary because the selection of any card in the stack is made quite independently of its location.

The system is applicable to any discipline and can be employed on any level of the subject from that of the broadest and simplest of main topics to that of the narrowest of subdivisions.

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The first and most important step and one that is sometimes a bit difficult to accomplish, especially if the material is not to follow a rigidly predetermined pattern, is to prepare an outline in detail and assign a number from the cards to each topic or division. However, changes can be made, values reassigned, and topics added or dropped if material is not available on an anticipated subject or if a different pattern seems more appropriate at a later stage of the research.

The five by eight card, frequently found to be the most convenient size for note taking, has ninety-one numbers that may be assigned to divisions of the outline for direct selection, usually an ample number for most projects. If more divisions are needed, additional numbers in a second row are provided in groups of four, each group permitting up to fourteen classifications or divisions to be added. Obviously the possibilities of selection are more than adequate for almost any conventional undertaking. Around the edge of the card are holes matching the numbers. On any given card, the material in the note determines the holes to be notched out. A quick glance at the master card or the numbered outline indicates the topic or topics that are covered by or related to the note, and holes opposite those numbers are notched out. To select all the material on a given topic or division of the outline, a rod is inserted in the appropriate numbered hole in the stack of cards and is then raised. The cards which drop out because of the previously punched V notch are those desired.

Because the cards are expensive, costing four or five cents apiece, for notes that require more than both sides of one card, the thrifty scholar can use 4 in. x 6 in. blank tablet sheets, which can readily be fanned slightly on one end, tipped with glue on the fanned edges, and attached to one side of the punched card in such a way as to leave free the selector holes in the edge of the card.

The advantages of this system are chiefly that no cross referring or duplication of notes is necessary because the cross referring and indexing is done by punching the card according to the predetermined plan, either as a note is completed or at the end of a period of note taking when all the notes can be punched at once. If the second method is followed, the conventional headings should probably be made on the card to serve as a guide for punching; or the numbers from the master card or the numbered outline can be jotted down on the card immediately after the note is made. An addition to the advantages already mentioned is the fact that no filing is necessary, for a note is selected by the needle regardless of its location in the stack.

Foreign Area Studies

(Continued from page 296)

a new central library as at Cornell's Olin library, involves both capital outlay and a continuing annual expense.

Also affected by growing area programs is the availability of staff work space, increased reference and circulation work, and the inevitable increase in the number of undergraduate courses in the areas concerned, involving the obtaining of hard-to-get, out-of-print works, journal articles, and necessary duplicate copies of required reading materials.

One gets involved in all these implications when a planned, well-organized program is developed. But what happens when over and above the planned program one has the opportunity of acquiring a large bloc purchase? The processing of such a collection can present problems even to a large library staff with personnel trained and experienced
in handling area materials. What are the effects of such an acquisition on a library just embarking on an area study program? Can the existing staff manage its processing in a reasonable period of time, or will funds be available to add the necessary help to process the material? If not, the inevitable backlog results. Questions on large block acquisitions include:

1. Does it fit into the long range planning both of the library and the teaching and research staffs?
2. Does it fill an existing gap or is it to be used as the nucleus of a new program?
3. What is required in the way of retrospective purchasing to round out the collection?
4. Can current acquisitions in the field be made without harming established programs?
5. Does the collection contain manuscripts, papers, charts, etc. which might require special facilities for care and preservation, and if so, is the library prepared to handle these special materials?

The recently announced transfer of the Ames library of South Asia to the University of Minnesota where it will be administered as a special unit of the university library is an example of a different, but potentially highly complex block acquisition. This collection of seventy-five thousand items includes books, charts, official papers, and other materials relating to Pakistan, Afghanistan, India, Ceylon, Burma, Tibet, Persia, and Malaya. The interpolation of bibliographical information on a collection of this size into one's catalog could present a substantial problem, to say nothing of the planning which might be required for the coordination of past and future acquisitions with such a substantial collection.

The magnitude of problems incidental to the development of area resources would seem to call for carefully planned programs. Yet Patrick Wilson, in his survey of South Asian collections, noted the lack of systematic acquisition policies, and Ruggles and Mostecky found "... that planned and systematic selection policies, as applied to East European materials ..., are simply nonexistent in the great majority of research libraries of the United States." However, the picture is not completely bleak. The cooperation of librarians and scholars, notably the cooperative efforts of the joint ARL–Farmington Plan–learned societies committees, have made some progress in the following fields:

1. Encouraging descriptive accounts of area resources in individual libraries.
2. The production of bibliographies and research guides.
3. Microfilming projects covering newspapers, archives, and serials.
4. Programs for the reproduction of out-of-print books.
5. Cooperative projects including the PL480 programs for the United Arab Republic, India, and Pakistan with the accompanying cooperative and centralized cataloging programs.
6. The working out of transliteration schemes.
7. The sharing of information via various newsletters and bulletins.

Much more research needs to be done on the problems inherent in the development of non-Western library resources—their selection, acquisition, and servicing—and in the training of personnel. Also of primary importance at this time is a study that will explore present practices in the handling of non-Western materials in the major centers with some assessment of the advantages and disadvantages of each. A careful analysis of the experiences of established centers should result in the definition of guidelines applicable to new and changing programs. ■ ■

13 Wilson, Survey of South Asian Collections commissioned by Institute of International Studies, University of California, Berkeley (1955).
14 Ruggles and Mostecky, op. cit., p. 15.
A Modern Authors Collection at the University of Tulsa

BY THOMAS F. STALEY

IN MARCH of 1963 the University of Tulsa acquired from the private collection of John Bennett Shaw of Tulsa an outstanding collection of five modern authors. The acquisition includes virtually complete first edition collections of the works of William Faulkner, Ernest Hemingway, Thomas Wolfe, John Steinbeck, and Katherine Mansfield. Although the material has not yet been cataloged, there are over seven hundred books and journals along with many clippings, reviews, photographs, and ephemera. Several of the rare items are virtually unknown to bibliographers. Besides the first and subsequent editions of the primary sources that have appeared, the collection is especially rich in critical material, with special strength in Faulkner and Hemingway.

The strongest collection is the Faulkner section. The prize here is Faulkner's *Marble Faun* (1924). It is signed by Faulkner on the title page and has an inscription in the inside front cover also signed by him. Another rare Faulkner title is *Turnabout* (no date), which has been absent from many Faulkner bibliographies. This title was privately printed in Ottawa and is still in wrappers. The name written in this copy is Frank Case; this is the Frank Case of Algonquin fame. Another especially rare item in the Faulkner collection is *Sherwood Anderson and Other Famous Creoles* (1926). This book is a collection of illustrations drawn by William Spradling and arranged by William Faulkner. The copy in the university's holdings is number nineteen of 250 copies. This copy is a special one, for most of the drawings are hand colored and signed by the subjects illustrated, such as Sherwood Anderson, "Ham" Basso, Lyle Saxon, and the thirty other subjects of the book. It is also signed by Estelle Faulkner Spradling "for Bill." The Faulkner collection also contains over twenty translations of the novels. Of special value to the university's graduate program is the large collection of critical books and articles on Faulkner. One scarce item among the criticism is a mimeographed speech by Robert Penn Warren entitled "William Faulkner and His South" with the formal invitation to the address delivered at the University of Virginia in 1951.

The Hemingway collection is not quite so extensive as this, but there are nearly two hundred items plus more than two hundred and seventy-five periodical clippings by and about Hemingway from newspapers, quarterlies, etc. The rarest single piece in the collection is a copy of the Oak Park High School *Senior Tabula*. In this 1917 edition appeared the "Class Prophecy" written by Ernest Hemingway. This is an extremely scarce Hemingway title, and it reveals his early gift for acute observation. Many of the foreign periodicals are also very rare.

The Steinbeck collection is naturally smaller than the Faulkner and Hemingway, because of the smaller body of work and less critical interest. This collection,
however, is in especially good condition, and most of the editions are wrapped in their original dust jackets. The collection is virtually complete in its primary sources, and includes first editions of all the major and minor prose. The rarest title is perhaps the numbered edition of The Red Pony (1937). This copy is number 204 of 699 numbered copies signed by the author. Steinbeck’s European popularity is reflected by the numerous foreign translations of his work. The collection includes over twenty-five first editions of translations in European and South American languages.

The Thomas Wolfe collection is, to my knowledge, complete so far as published first editions are concerned. This collection contains over one hundred and ten titles and one hundred and eighty clippings and radio scripts, reviews, reprints of monographs, and the like.

The last writer in the collection is the lone non-American, Katherine Mansfield. The New Zealand prose writer, best known for her short stories, had a long and versatile career up until her death in 1923. The Mansfield collection reflects her broad interests, both critical and creative. This collection contains over thirty-five primary sources and over fifty-five secondary sources. Many rare titles such as the Prelude (1918) are included.

Anthropocentric Needs

(Continued from page 290)

and eight liberal arts colleges located in the middle west. He categorizes these colleges as having (1) an academic orientation; (2) an “indecisive” or “bipartite” orientation; or (3) a practical orientation, in accordance with the proportion of bachelor’s degrees awarded during a year in the “practical” fields of business and commerce, applied health and home economics, and education. If the proportion is 0.0 per cent to 33.3 per cent an academic orientation is awarded; 34.5 per cent to 48.8 per cent causes a college to be placed in the “bipartite” or “indecisive” category; and 49.7 per cent to 75.2 per cent places a school at the extremity of the continuum in what is called the practical orientation. Examples of the three types are academic—Carleton; “indecisive”—Augustana in Illinois; and practical—Culver-Stockton.77

Another approach, developed by Robert H. Knapp and Linda A. Ehlinger for application to universities, assesses styles of scholarly production. Using data on the academic fields in which the four-year graduates of various universities ultimately receive their doctorates, Knapp and Ehlinger developed a four-part typol-

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ogy of scholarly production: (1) the “Ivy League” style (in which the undergraduate divisions of universities are notably productive of students who eventually take doctorates in the humanities and social sciences, moderately productive in the physical and biological sciences, but unusually low in the field of education); (2) the “land grant” style (a very heavy contribution in the biological sciences, a moderate productivity in the field of education, and a notably low output of students who end up taking their Ph.D.’s in the humanities); (3) the “metropolitan-teacher” style (weak productivity in both the physical and biological sciences, substantial contribution in the humanities, and outstandingly productive in the field of education); and (4) the “technological” style (specially oriented to graduating students who go on in the physical sciences, but with contributions above the “land grant” style in the humanities).

Appropriate examples of the four styles are: (1) “Ivy League”—institutions of the Ivy League along with UCLA, the State University of Iowa, and the University of North Carolina; (2) “land grant”—the land grant universities of the middle and far west accompanied by Cornell and Brigham Young universities; (3) “metropolitan-teacher”—metropolitan schools like New York University and the University of Pittsburgh, plus teacher institutions acquiring university status through evolution, like the State College of Iowa and North Texas State College; and (4) “technological”—MIT, California Institute of Technology, Carnegie Institute of Technology, etc.

If the application of instruments which measure alienation indicate that youth culture dominates institutions in the “academic,” “Ivy League,” and “technological” categories and that apprentices tend to populate the “practical” and “metropolitan-teach-
er” institutions, then librarians will have at hand the kind of systematic information needed to plot development and change.

The position taken in this paper should not be interpreted as that of the Luddites, those organized rioters who destroyed new machines in the English Midlands during the first part of the nineteenth century. Technological innovation is vital to the improvement of academic libraries. I argue only for the allocation of some of our resources to an understanding of human reactions to the physical and interpersonal settings provided for students in our libraries. It may be that we have emphasized technology over behavioral studies because of the relative ease with which it can be applied to library problems. Then, too, the social psychologist at work with paper and pencil cannot hope to produce the short run tangible outcomes that follow upon the engagement of a computer engineer. Behavioral studies assume a burdensome ongoing character because of the tenuousness of their predictions at any point in time.

In suggesting that the behavioral sciences should be utilized for the insight they can provide rather than for their predictive qualities, Harold Lasswell observed that “while the behavioral sciences conform to the logic of all science, the laws formulated at any given time may not continue to hold for future events.” These qualifications, however, should not deter us from supporting behavioral studies. We must expect some imprecision and inconsistency when the object under study is man. The history of academic librarianship in its relation to knowledge is an account of humanistic emphasis. I see no reason why the library humanism of the mid-twentieth century should not be one of a systematic study of men as library users.


Reference Inquiries Received by Mail

By MARY R. KINNEY

The survey of reference services in American public libraries published in 1961 reveals that 15 per cent of the medium-sized public libraries—those serving populations of 25,000 to 99,999—and 27.8 per cent of the small libraries—10,000 to 24,999 population—do not handle reference questions received through the mail.¹ Not included in the survey are the libraries in towns of less than 10,000 population—an estimated 72.8 per cent of the public libraries in the United States.² Many of these libraries probably receive few requests for reference information by mail and, for the most part, are poorly equipped to offer adequate reference service. John G. Lorenz, director of the Library Services Branch, United States Office of Education, states that in 1961 “71.2 per cent of the United States population had inadequate public library service or no local service.”³ These statistics are alarming, but it is encouraging to note in the survey that “large [public] libraries answer reference questions whether they are received in the library, over the phone, or through the mail.”⁴

No comparable statistics have been gathered for university and college library reference service. However, statistics from 1,666 college and university institutions reported by the Library Services Branch in 1960–61 show that 1,200 of these academic libraries failed to meet the minimum requirements for adequate library collections; 52 per cent of the four-year institutions have less than 50,000 volumes in their libraries, and 86 per cent of the two-year institutions have less than 20,000 volumes.⁵ These facts indicate that many academic libraries with weak book collections are as unable to provide adequate reference library service as are many public libraries.

To whom do the people who have inadequate public or college library service take their reference inquiries? What reference guidance to sources of information is provided for grade school students, for high school students, for college students, and for adults in areas of the country where there is inadequate library service or where there are no local libraries? Have reference librarians failed to communicate with the public; failed to make people aware of local resources? Have residents within a state been informed of the library services offered by their own state library or state library extension agency? Do patrons write to other libraries for their answers to reference questions and for materials on a subject? Is the present generation so accustomed to ordering what is desired by mail that writing for information or requesting free material seems more effective than going to a library? A great need for reference service by mail exists, but are reference librarians fulfilling their obligations in this regard? Are reference librarians who receive requests for information or for materials by mail aware that there is a code for the Handling of Reference Inquiries by Mail?

²Ibid, p.2.
⁴Reference Service . . ., p.6.
A tentative code was submitted in 1951 by the Committee on the Referral of Reference Inquiries, Reference Librarians Section, ACRL, headed by Burton W. Adkinson. During the following year a new committee, Lucile M. Morsch, chairman, drew up a code incorporating practices in general use at that time based upon replies to a questionnaire which had been sent to more than one hundred libraries and selected individuals. The code was designed as a guide to libraries receiving reference inquiries by mail when the library receiving the inquiry did not have the necessary resources (either materials or personnel), when the correspondent might better be served in libraries in his home town or regional area, or when the correspondent was a type that the receiving library did not attempt to serve.

The general directions which precede the six clauses of the code are an integral part of it:

The code is not intended to discourage any library from giving any reference service that it can give. At its discretion, of course, a library may suggest sources to the inquirer instead of referring the inquiry directly. The code provides, however, for the direct referral of inquiries that cannot be satisfied by the receiving library to a logical source of the information requested.

The first clause in the code states that:

A library may refer to another library:

a. Requests from correspondents who apparently have not used their own library resources when there is reason to believe that such resources are adequate to answer the inquiry.

b. Requests from its own patrons (i.e., the people it is designed to serve) when its own facilities are inadequate and it is known that another library has special facilities or competence in the field.

The above directions in clause one have been construed to mean that the original inquiry is always referred directly, but it is important to keep the general directions in mind in dealing with individual letters. To clarify part (a) of this clause: when the correspondent asks for general information or for materials on a subject and has apparently not used his local public library, his school, college or university library, and when there is reason to believe that such resources are adequate to answer his inquiry, he may be referred to a library in or near where he resides. The onus then is placed on the correspondent to pursue his search and to make his own selection of materials along the lines directed in the reply.

The second clause in the code suggests that when the correspondent lives in a rural area and when no specific library appears to be accessible to him he may be referred to his own state library or state library extension agency. Another aspect of clause two is that the state library or state library extension division is also suggested to the correspondent "when there is reason to believe that unique resources within the state are needed, and the referring library does not know which specific library is equipped to handle it." A Survey of State Library Functions of the States, made under the direction of Phillip Monypenny, professor of political science, University of Illinois, was one of the special projects of ALA in 1962. The report on this study will provide pertinent information on reference responsibilities of state libraries and state library extension agencies.

The third clause in the code pertains to referring a correspondent to a government agency or other organization,
society, professional association, foundation, or institution when he requests information or data in a particular field that might best be supplied by that group. The name of the organization and its address should be given to the correspondent so that he can write directly for material available on the subject of his inquiry.

Several points are emphasized in the fourth clause of the code which pertains to requests for material that a library does not refer to another library. Briefly these might be summarized as (1) requests from people the library is designed to serve (unless holdings are inadequate); (2) requests that the library receiving the inquiries are uniquely able to answer, provided there are no restrictions in its own policies (although not named in the code, genealogical searching by the library staff is frequently restricted); (3) requests from libraries, unless another library is known to have superior resources; (4) requests for services in fields such as medicine and law, which are generally not given; (5) requests so vague that they cannot be determined; and (6) requests from students for information and material that can be used in student papers, theses, book reviews, etc.

Point six needs to be discussed in more detail. Although the code specifies that one should not refer this type of request to another library, it does advise that the correspondent should be made aware of the services and the resources of his own local libraries. The student needs guidance in searching for material for his school projects—guidance to sources of information. He must be reminded that the reference assistant in his school or college library or in his home town public library is able to counsel him. In some areas of the country where library service is limited, the student should also be advised that his state library or state library extension agency may be able to give suggestions or make materials available to him. Reference librarians are aware of the problems that students and the general public, residing in rural as well as in some urban areas, have in using libraries and in finding material on a subject. Calling attention to a particular entry for a subject heading likely to be found in a card catalog, naming a periodical index, or suggesting a specific work that appears to be pertinent, will often be a sufficient lead for the correspondent to begin his own search.

Much of reference work is teaching the use of the library—teaching the use of periodical and book indexes, introducing students as well as adults to bibliographical sources, indicating how to find information in a card catalog, suggesting appropriate subject headings under which information may be found, and directing them to various kinds of materials.

The fifth clause in the code pertains to referrals to individuals, to an outside research worker, to a library employee working on his own time at a fee, or to a commercial agency. For questions of a serious nature involving highly specialized knowledge in a field, or when some one individual is likely to be either the best or the only source for the information needed, his name and address may be sent to the correspondent. For questions involving extensive or excessive work in searching newspapers and genealogical records or in preparing bibliographies, for requests for translations, and for appraisals of book or art values, the code provides that an individual be suggested as a source, "without referring the original inquiry."

This point of referring the original inquiry is discussed in the last or sixth section in the code. It specifies: "When a library refers an inquiry, it notifies the correspondent of the disposition of his request and sends the original inquiry with an explanatory statement to the library or other organization in which the inquiry is being referred." This means
that two letters must be written, one to
the correspondent and the other to the
library or organization to whom the
referral is made with enclosure of the
original letter of inquiry. For the files in
the library making the referral, a photo­
stat of the letter of inquiry is needed, al­
though this is not specified in the code.

Letters of inquiry should be screened
carefully before following the procedure
of “direct referral”—perhaps the most
debatable feature of the code. When an
institution or organization is known to
have unique resources this recommenda­
tion may be highly desirable. It should
not be adopted either to add persuasive
weight to the request or to shift respon­
sibility to another library or institution.
Since the code does not discourage a
library from “giving any reference serv­
cice that it can give,” the reference librar­
ian must keep in mind the two general
provisions of the code in the screening
process: “a library may suggest sources
[within and without the library] to the
inquirer instead of referring the inquiry
directly,” or it may make “direct referral
of inquiries that cannot be satisfied by
the receiving library to a logical source
of the information requested.”

Form letters for explanations of re­
strictions in services and for general
referral purposes are used in some librar­
ies. They are factual and impersonal.
Requests for books, theses, dissertations,
microform copies, bibliographical lists,
and library holdings are a recurring type
of mail request, and the replies necessi­
tate a library setting forth its practices,
explaining interlibrary loan procedures,
giving information on photocopying pol­
cies, conveying data on the schedule of
rates or charges, and naming limitations
in the compilation of bibliographical
lists. Since each inquiry presents a slight­
ly different problem, many librarians
prefer writing personal letters and add­
ing various suggestions to the corre­
spondent to aid him in his search for

information. The reply should be
thought of as a terminal letter which
gives sufficient information to the in­
quarer so that there is no need for fur­
ther correspondence.

Answering letters of inquiry requires
a keen sense of judgment and perspec­
tive, for the librarian is working solely
from information that is in the letter—
all that is known about the question and
all that is known about the questioner—
in contrast to procedures in the personal
interview when attention is focused on
the human element in the reference situ­
ation. Background knowledge of the ref­
ence librarian is most important—
knowledge of bibliographical sources,
knowledge of search techniques in using
reference materials and in consulting the
card catalog, knowledge of all types of
people and their difficulties in looking
for information on a subject, knowledge
of the problems involved in defining and
interpreting the reference inquiry, and
especially a knowledge of one’s own in­
itution, its policies, organizational pat­
tern, and resources—an understanding
of the total picture.

Ten years ago the Committee on the
Referral of Reference Inquiries reported
to the Reference Librarians Section,
ACRL, that the use of the code should
result in three benefits: “the patron will
be better served, the library that has
failed to make its services known to all
the people it is designed to serve will
gain new patrons, and the responsibility
of the referring library will be met by
the proper routing of the inquiry.” To­
day these same three points should be
emphasized. The reference librarian
must not overlook the fact that munici­
pal, county, and regional libraries are
supported by taxes and are established
for the service of all residents in a given
area. State libraries or state library ex­
tension agencies usually have as one of
their major functions reference service
by mail to residents in the state, espe­
cially to those who reside in rural areas or in places where the library is small. Although universities and colleges which are primarily tuition-supported institutions have obligations chiefly to their own faculties and student bodies, they should guide the individual correspondent to sources of information or materials in his own local, regional, or academic library. Three factors may determine or alter the reference service given in answering mail requests: (1) restrictions on services as defined in library policy, (2) the materials called for may not be in the collection, (3) the library may not have the necessary staff to give extensive aid. In no case should they deter the librarian from making an appropriate referral as provided in the Code for Handling of Reference Inquiries Received by Mail.

To fulfill the objectives of the code the reference librarian must, within the framework of his own institution’s policies, extend the scope of his services to encompass reference questions by mail, as well as those inquiries made in person or by telephone. Communication to the individual is important regardless of whether he comes in person to the library or writes for information. A correspondent seeking reference information or materials on a subject should receive a direct answer to his question or be given one or more constructive suggestions leading to a source or sources of information. Many libraries in the United States may lack the holdings, the staff, and the facilities to give this service, but the reference librarians in these institutions should know the sources of information and should have sufficient knowledge of regional and institutional resources to make the types of referrals recommended in the code. Reference library service by mail is one form of cooperative reference library work. It should be considered in the surveys of regional area studies of libraries, in studies of systems of library cooperation to meet reference and research needs, and in the identification of responsibility of service in systems of libraries which cross political and institutional boundaries.
filing efforts, and despite the confusion experienced by persons contemplating first one and then another scheme, a variety of classification and filing schemes is of value in so far as it insures that various needs will be met.

3. Classified, i.e., nonalphabetic arrangements are chiefly of value in that they bring out intrinsic relationships. They are of obvious help to those wishing to contemplate groups, and they are also of help to those searching for particular works but ignorant of particular authors, titles, and subject headings. The needs of those searching for known authors, known titles, and known subject headings are, on the other hand, probably better met not by classification but by alphabetizing—which also has the virtue, when used as a supplement to or as an index to classification, of compensating for some of the deficiencies of particular classification schemes as classifications, i.e., as gatherers rather than as sorters.

4. One's choice of scheme will (or should) depend upon his audience—its age, its educational level, its purpose in utilizing the scheme. All other things being equal, the easiest scheme is the one to choose. But the question of what degree of familiarity with particular schemes must be required of those who use them is not quite so simple a question as it may seem. My feeling is that there is a point beyond which recognition of the predispositions of one's audience need not go; one need not condemn a scheme just because it yields results only to those who have studied its histology as well as its gross anatomy (it may even be, to change the figure, that the characteristics of a particular rule which mystify the laity and pain the novitiate make possible whatever rewards it offers the professed).

5. Decisions as to how "deeply" to index must be based, in part, upon time, money, and competence—and upon to what extent the work is being done or has been done by others. But the fundamental question is how much help literary scholars demand. In general, it may be said that the more particularized a bibliography the more useful it is to advanced students and the less important become its defects so far as classification and choice of entry are concerned—and that indexing in depth as it is known, e.g., to chemists, is virtually unknown to literary investigators. Apparently critics and literary historians have been more content to grope than have scientists.

We have noted some basic problems in arranging works or citations; specific issues which arise in connection with the placement of various approaches; and some over-all problems perhaps more nearly basic than those with which we began—concluding with the vexing question of multiplicity of entry. On this last point, a postscript: it may be that the project referred to at the outset offers some hope. Existing bibliographies entail considerable duplication and are conspicuous for the disparity between the effort that goes into their production and the sensitivity of the products achieved. Typically, ten people conclude that each of the same ten items is about a particular subject, whereas if but one person worked on but one of the ten items he could ascertain—in the same amount of time he now devotes to ten items—various aspects of the one item's content, various relationships worth bringing out, and so on (and he might even write an abstract). If Professors Sawin and Nilon's "integrated bibliography"—or something like it, or something even more ambitious—comes into existence and develops to a point that it replaces existing services, some of the energy now dissipated into superficial (and to some extent competitive) efforts might be channeled toward the production of a tool more analytical and hence more responsive than any now available.
Selected Reference Books of 1962-1963

By EUGENE P. SHEEHY

INTRODUCTION

This article continues the semiannual series edited by Constance M. Winchell over the past several years. Though it appears under a byline the list is actually a project of the reference department of the Columbia University Libraries, and notes are signed with the initials of individual staff members.

Since 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

Australian National Bibliography, Jan. 1961-. Canberra, National Library of Australia, 1961-. Monthly with annual cumulations. 4s per issue, 20s per annual cumulation, 60s per yr. for complete service.

Since January 1961 the Australian National Bibliography has been published monthly; this note is concerned with the first annual cumulation, which largely supersedes the Annual Catalogue of Australian Publications, 1956-60 (Guide A172). Material listed is that received by copyright deposit or otherwise acquired by the National Library, and, like its predecessor, the bibliography includes works dealing with Australia or works by Australian writers published abroad, as well as those published in the country. "Entries are provided for books, pamphlets maps, prints, moving picture films, sheet music, government publications . . . and the first issue only of each new annual, periodical or newspaper" (Foreword). Arrangement is alphabetical by author or other main entry, with an index of subjects, titles and secondary authors, making the work generally easier to use than the Annual Catalogue.

The Monthly List of Australian Government

Mr. Sheehy is a member of the reference staff of the Columbia University libraries.

Publications, which from 1952 to 1960 cumulated in the Annual Catalogue, now appears as a separate annual publication entitled Australian Government Publications and there is a considerable amount of overlapping in the coverage of the two annuals.—E.S.


Contents: v.1, A-Aeschl.

Limited to the cataloged holdings of the National Libraries of Rome, Florence, Naples, and Milan, this catalog lists books published between 1500 and 1957 in one alphabet by primary authors only. Although there are no cross references from editors, co-authors, translators, etc., references are made from variant spellings of names and from anonymous titles when it has been possible to establish an author. However, supplementary indexes of secondary entries are planned.

Excluded are serial publications, reprints, oriental materials in non-Latin alphabets, ecclesiastical materials (e.g., church calendars, missals, catechisms, bulls), individual laws and ordinances, administrative publications, school textbooks, maps, musical scores, and flysheets. Typographically the catalog is excellent, and despite present limitations it is a welcome key to the vast holdings of Italian libraries.—E.A.


These charts were used in lectures by the late Professor Zdobnov, an outstanding historian of Russian bibliography. The arrangement is chronological with a double-page spread of ten columns for such categories as general bibliography, bibliography of periodicals, subject bibliography, biobibliography and regional bibliography. The tables point up chronological relationships, indicate lacunae, and in effect "index"
bibliographical sources in the context of the historical period. While not a substitute for more conventionally arranged guides it is probably more comprehensive in coverage than any other single volume on Russian bibliography. Indexes include a recapitulation of the most important titles arranged alphabetically by author.—E.B.

MANUSCRIPTS


Nearly seventy-three hundred manuscript collections in about four hundred repositories are described in this volume, information being given as it appears on Library of Congress catalog cards issued 1959-61. Entries appear in sequence according to card number—an arrangement which recommends itself only because it permits convenient reference from the detailed name, subject, and repository indexes. Information includes physical description (number of items, boxes, feet, etc.), location, scope and content, and, in some cases, reference to published or unpublished descriptions of a collection, restrictions on use, etc.

The volume represents an admirable start toward bibliographical control of American manuscript resources, its chief limitation (as the Introduction suggests) being the varying degrees of completeness and detail in the descriptions prepared by the repositories: some notes appear gratifyingly detailed, others disappointingly brief. Total holdings of a repository are not always represented and some libraries are not represented at all, but as new volumes appear this will become an increasingly valuable companion to the recently published American Literary Manuscripts and the Hamer Guide to Archives and Manuscripts.—E.S.

LIBRARIES


Added title-page in English; text in English and French.

Information is provided in this directory on nearly two hundred union catalogs throughout the world. Printed union catalogs and international loan centers are treated, as well as the more common catalogs on cards. The principal listing is geographical, with brief but pertinent information for each catalog: name and address, date of establishment (and other time limits, if applicable), regional coverage, subjects included, number of titles held and other organizational and functional details. Particularly helpful is the inclusion of a number of small catalogs, specialized in subject.


Emphasis must be placed on the subtitle of this work: it is a "guide to library, documentation, and information services," not merely a directory duplicating information to be found in the Yearbook of International Organizations. The volume includes data on 449 organizations, arranged alphabetically by English form of the name; French or Spanish form usually follows, together with the official abbreviation. Each report is in three sections: (1) description of the library, documentation, and special services offered; (2) publications of the organization (including references to works in progress or announced for publication) with, in many cases, a further listing of related materials; (3) facts about the organization, e.g., background, membership, and conference data. As the introduction indicates, even a negative report in the first two sections may prove a great time-saver for the researcher, though attention is called to the date of preparation which follows each report. A list of acronyms and a detailed index increase the usefulness of this admirable compilation.—E.S.

PERIODICALS


An extensive list (3800 entries) compiled "to give detailed and accurate information" on current periodicals published in England, Scotland, Wales, Northern Ireland and the Channel Islands. Arrangement is by Dewey class number, then alphabetical by title. Information, which is very full, is descriptive, not critical. Each entry lists title, first date of issue, frequency, price, publisher, sponsor, subjects, paging, regular features, special features, indexing practice and indexing journal, if any, which covers the periodical. An index of journal titles, subjects and issuing societies, together with pleasing layout of a double-column page, good variety of typeface and running heads all facilitate use of the book.—R.K.
RELIGION


Literally and figuratively this excellent atlas provides a graphic historical, geographical, and statistical survey of the growth and influence of religious bodies in the United States from colonial times to 1960. Within each of the four divisions (three chronological; one of special topics, e.g., Indians, Judaism, Alaska) a general introduction is followed by surveys of particular denominations or groups, each sub-section having its own listing of sources. A general "note on the sources" follows the concluding chapter. Numerous black and white charts, graphs and maps summarize or elucidate the text; a denominational map in color for mainland United States in 1950 folds into a pocket at the back. A great deal of information for the social and religious history of the United States is well presented herein.—E.J.R.


Scholarly, authoritative and comprehensive, this will obviously become a reference work of first importance in most large academic and public libraries, as well as in theological and other specialized collections. Edited largely by the same board responsible for *The Interpreter's Bible (Supplement 1K11, etc.)* and similar in size and format, it is none the less a completely independent work—an encyclopedic dictionary of the Bible, not a key or a concordance to the text of the earlier set. Topics treated include personal and place names; religious, theological, and spiritual concepts and terms; symbols and allusions; the books of the Bible; and thousands of common words with specialized Biblical significance. Articles vary in length from a few lines to many columns, are generally signed, and include bibliographies when appropriate. Main entry words and spellings are those of the Revised Standard Version, with cross-references from variant usages. Pronunciation is indicated for unfamiliar names, and Hebrew and Greek roots are given. Illustrations are numerous and of a high quality.—J.N.W.

FOLKLORE


The Leeds University Romany collection now contains some twelve hundred items, mostly printed books, parts of books, and articles devoted to or referring to various aspects of gypsies and gypsy life. This material, together with manuscripts, typescripts, music, photographs, paintings, phonorecords and miscellaneous objects, is classed in the bibliography under such headings as Bibliographies, Folklore, History, Linguistics, Texts. Each entry includes full imprint, paging, and size; many have brief annotations. This should serve well to supplement R. A. Macfie's *Catalogue of the Gypsy Books* (Liverpool, 1936) and G. F. Black's *Gypsy Bibliography* (London, 1913).—E.J.R.

SOCIAL SCIENCES


This handbook, superseding Moor and Chamberlin, *How to Use United Nations Documents (Supplement II,54),* cuts a useful path through the thickets of United Nations documentation. It provides a detailed description of the publications and distribution policies of the United Nations and its agencies, methods and problems of research in these materials (Part I), and specific lists of tools and guides to the various organs of the United Nations and its agencies and to the general subjects of their endeavors (Part II, the greater part of the book). Persons organizing United Nations documents for use, as well as those using them, are considered; e.g., Chapter 3 is "Research and the Librarian." Careful study of this book should be valuable not only to those already familiar with the range and use of United Nations materials, but also to others who are not always aware of their existence and value.—E.J.R.


Originating in the need for a basic list of materials for the New York City Board of Education's program on the teaching of civil
rights in the schools, this bibliography serves a far wider audience and should be a handy guide for the student, the concerned citizen, and the librarian, as well as the teacher. It presents a classified, annotated list of roughly a thousand basic, recent, generally available titles (70 per cent books, the remainder films, filmstrips, recordings, etc.) on civil and political rights. The book list includes some general texts and casebooks and covers a wide range of topics such as historical background, constitutional aspects, and contemporary problems, e.g., legislative investigating committees, censorship, academic freedom, and segregation. Because of the stress on readily obtainable materials, most book imprints are post-1948; some for 1962 were noted. Fiction, biography and autobiography, and audio-visual materials are grouped separately.—E.J.R.

**STATISTICS**


A scholarly and detailed compendium, this work should serve a variety of readers and librarians for many years to come. The content, primarily economic rather than social, is divided into sixteen subject sections, e.g., population, labor, agriculture, industry, trade, wages, income. For each section there is a helpful textual introduction, the detailed tables themselves, and a substantial bibliography. Varying according to availability, information is furnished from medieval times to 1938, although the bulk of the reports begin with the eighteenth or early nineteenth century. “British” is used to mean the whole of the United Kingdom, but Scottish and Irish statistics are often less full than those for England. Official sources have, of course, been drawn upon as far as possible; when secondary sources form the basis of a table there is usually a note on their relative degree of reliability. An analytical subject index completes the work.—J.N.W.

**POLITICAL SCIENCE**


These three dictionaries with similar titles are quite dissimilar in content, format, and purpose. The needs of the beginning student can be served by the McCarthy volume which is limited to popular political jargon and whose definitions are brief and simply stated. Arranged in one alphabet with cross references, its entries are enlivened by the reproduction of political cartoons and documents as well as the inclusion of charts of governmental structure. More advanced students should appreciate the organization of the Plano work in which terms are grouped in chapters devoted to particular aspects of American government. This arrangement can serve as a study guide while, through use of the index, the volume becomes a good dictionary. Where pertinent, entries include information about important agencies, cases, and statutes related to the term. The Sperber volume lists terms in one alphabet, has only brief definitions, and is devoted primarily to etymology. Citations from appropriate literature are given to illustrate usage at a given time; this literature is listed in an extensive bibliography at the end of the book. Unfortunately, none of the three works is ideal, each having limited or specialized coverage.—E.A.

**ECONOMICS**


At head of title: Instituto Giangiacomo Feltrinelli.

Contents: v.1, Stati sardi di terraferma (1700-1860), a cura di Francesco Sirugo.

The first of ten scheduled volumes which will cover the Italian states as existing before unification, this is a detailed and scholarly listing of more than four thousand items on the economy of Piemonte, Savoia, Nizzardo and Liguria. “Economy” is interpreted broadly to include agricultural, political and social aspects as well as the more obvious ones. Bibliographic standards are high, and for most titles location is given in at least one Italian library. Arrangement is by date of publication, and there are extensive subject and main entry indexes.—J.N.W.

**ANTHROPOLOGY**

Royal Anthropological Institute of Great Britain and Ireland. Library, *Index to Current Periodicals Received in the Library*. Specimen issue, January to March, 1962-. London, the Institute, 1962-. Quarterly. £2 per year (?).

The first issue of this new index lists slightly over one thousand items culled from more than four hundred current periodicals “covering all branches of the science of man and published
in all parts of the world" (Preface). Following a section devoted to general items, arrangement is geographical, by continent; each of these areas is further subdivided, with sections for physical anthropology, archaeology, cultural anthropology-ethnography, and linguistics. Bibliographic information for each item is generally adequate, although no attempt has been made to establish full names for authors. A list of the journals indexed is included, and the last issue for the year is to contain an author index.

—J.N.W.

**SCIENCE—PERIODICALS**


This comprehensive, annotated list (1141 entries) of current Latin American serial publications in the natural and applied sciences and technology includes journals, monographic series and publications and proceedings of congresses and other scholarly groups so long as these are published regularly at a minimum of two-year intervals. Titles are arranged alphabetically under specific subjects, which, in turn, are grouped in half a dozen broad categories. Full bibliographical details—title, place, publisher, periodicity, size, pagination, illustrative materials, type of reproduction—precede the descriptive annotation. The latter proposes to list type of article, subject areas, languages used, special features, date of origin, former titles, indexing practice, etc. Actually, not every entry carries such full information. The index is arranged geographically, with journals listed alphabetically within a country. A statistical analysis of Latin American scientific and technical journal publication forms an appendix to the volume.—R.K.


In this list of 4551 aeronautical and space serials (a third of them current) issued in seventy-six countries are included journals, yearbooks, annual reports, documents, numbered monograph series and many technical report series. Arrangement is geographic, with title or issuing agency listed alphabetically within country. An international section precedes the individual country listings. A full index of titles and agencies with the necessary cross references is included. Each entry gives title, place, publisher, address, frequency, inclusive dates, change of title and Library of Congress call number or indication that the material is not in that library.—R.K.

**MEDICINE**


This extensive listing of medical works published within the present territory of the United States during the colonial and revolutionary periods is arranged in three sections covering (I) books, pamphlets and broadsides, (II) almanacs, and (III) periodical publications. Parts I and II are arranged in chronological order by year of publication or coverage and by author within each year. Each entry gives author, full title, collation, references to standard bibliographies and locations of copies; a note characterizing the work follows. In the case of books and almanacs not primarily medical in subject matter the section or even the single page of medical interest is indicated. About one-third of the entries in Part I are legislative enactments of colonial governments relating to public health. Part III lists magazines and newspapers with complete bibliographical details and long notes citing in specific issues articles and advertisements related to medicine. Tables of authors, almanacs, periodicals, etc., as well as indexes of subjects and names add to the book's value.—R.K.

**MUSIC**


Devotees of musical comedy will welcome this compilation, which gives plot summaries and excerpts from musical highlights for more than two hundred and fifty operettas. Listed also are dates and places of first performances and première casts. The works, which range from mid-nineteenth century to the present day, are grouped in five sections, one for each of the principal centers of musical comedy: Paris, Vienna, Berlin, London, New York. A detailed index makes for rapid reference.—E.A.

**ABBREVIATIONS**

Schectz, Edgar. *Russische Abkürzungen und Kurzwörter; Russisch-Deutsch, mit etwa 20,000 Abkürzungen.* Berlin, Verlag Technik, 1961. 727p. DM 40.—

This is the most extensive list of Russian ab-
abbreviations and acronyms so far published, containing some twenty thousand entries. It includes those used since 1917 in Soviet publications in the Russian language, whether current or not. Particular attention is given to industrial, technical and military terms, in addition to terms in government, economy and sciences. The left-hand column containing abbreviations and Russian expansion is of value independent of the German translation.—E.B.

LITERATURE


This is not a dictionary but a bibliographic guide to literary and historical documents of Old Russia from the tenth to the early eighteenth century. It identifies material and persons relevant to the development and preservation of belles-lettres, scholarly investigations, historical sources, and folklore. Arranged in one alphabet, most entries are confined to dates and a phrase of explanation. However, cross references are frequently used to indicate another entry which gives an abbreviated citation for a scholarly work where more information can be found. When feasible, these citation entries have been grouped under a common heading. For example, all chroniclers, in addition to being entered under their individual names, are listed under “Letopisets,” thus providing a list of chroniclers as well as a subject bibliography. There is a bibliography of works referred to in the text, a table of abbreviations, an index of editors, and one of subjects.—E.A.


To date the most comprehensive single-volume work in its field, this encyclopedia covers the literature of the American scene, United States and Canada, from colonial beginnings to the immediate present. Entries for authors, titles, characters, historical settings and personalities, editors, periodicals and literary trends are included. Author entries contain selective bibilographic data, and in many cases, a list of works of criticism. Title entries include critical notes as well as general description. Many of the longer biographical sketches and articles on historical trends in the literature are signed. Cross references and a glossary of literary terms enhance the utility of the work.—V.H.

Biography


From 338 collections, chiefly biographical, approximately seventy-five hundred scientists have been selected for the index, with broad coverage to include inventors, scientific pioneers, physicians, and engineers. Arrangement is alphabetical, with numbered cross references. For each scientist are given dates if known, identification by nationality and occupation, followed by brief reference to the collections in which biographical data may be found. Portraits are considered a special feature, being cited whenever available. The Index is basically as complete as the collections analyzed, although some obscure scientists have been omitted because of space limitations.—V.H.


Although it is similar in style and appearance to the Dictionnaire biographique français contemporain (Guide S114, Supplemment 2S15), the over-all impression of this new biographical dictionary of contemporary French figures is of a somewhat less satisfactory reference work than the earlier publication. Despite the three-column format, the new work includes fewer, and often briefer, biographical sketches; and there is considerable difference between the lists of personalities included. Nevertheless, the new volume should prove a welcome complement to Who's Who in France.—E.S.


Third in a biographical series by Mr. O'Reilly on the French territories of the South Pacific, this volume is devoted to important figures, living and dead, of Tahiti. In one alphabet, it describes those natives and immigrants who made a contribution to the history of the island. Research for the book was done locally and abroad, and utilized both archival materials and personal interviews. Where available, bibliographical references have been appended to entries. A chronological table of governors and commanding officers, a table of professions and their practitioners, and indexes to the names of
people and ships increase the volume's usefulness to the Oceanic scholar.—E.A.


In view of the general scarcity of biographical directories of foreign scholars, it is good to be able to call attention to this volume, however limited its scope. The work offers biographical data (in English) on social scientists in the Egyptian region of the United Arab Republic. In addition to the usual information regarding education and positions held, most of the sketches include a list of published works (both books and periodical articles) as well as references to unpublished studies such as theses and dissertations. An appendix groups the scholars according to major subject discipline (anthropology, economics, psychology, etc.) with further subdivision by specialized field of interest (social anthropology, agricultural economics, etc.). Supplements are planned.—E.S.

ARCHAEOLOGY


This bibliography, of monumental proportions, is an exhaustive reference source for the study of the pre-Hispanic civilizations of Mexico and Central America. The scope of its 14,000 items includes the anthropological and ethno-graphic aspects of these civilizations and cultures, covering a wide range of publications in many languages dating from the year 1514. The work is divided into the following main sections: common cultural areas; preceramic periods; codices, chronology, and general inscription of regional groups; relations with other world areas; history of science, literature; bibliography, and biography. Each division is arranged alphabetically by author, and there is an author index as well as a detailed table of contents.

For the researcher and specialist, the bibliography represents a valuable contribution to scholarship, providing an index to periodical articles as well as a list of works covering four and one-half centuries.—V.H.

CLASSICAL ANTQUITITES


Not only classical journals but also those of wider scope "in which important classical material is regularly published" (Pref.) are included in this union list, designed to serve the individual scholar and the librarian. Monograph series, unless published as supplements to a journal, are excluded. Periodicals are listed alphabetically by latest title with particulars of earlier titles from which cross references are made. Each entry gives title, abbreviation, place, date of origin, and, in the case of noncurrent material, date of closing. British library locations are given by letter symbols, and dates and volumes of holdings are indicated.—R.K.

AREA STUDIES


Feeling the lack of a recent basic bibliography in this area, the editors have selected 632 books, articles, and dissertations, mostly in English, dealing with Burma, Cambodia, Ceylon, Indonesia, Laos, Malaya, the Philippines, Thailand, and Vietnam. The work is intended as "a guide to the scholarly writings which will be most useful to the beginning student (or teacher) of Southeast Asian history." (Introd.) Evaluative annotations for each item indicate bibliographies and refer to book reviews where known.

Because the "history" of the title is broadly interpreted in the general sense of social sciences, especially politics, the range and usefulness of the bibliography are not quite so narrow as they would at first appear.—F.J.R.


More than thirty specialists participated in the selection and annotation of the 1396 titles in this bibliography. As a successor to Sergius Yakobson's 500 Russian Books for College Libraries (Guide A552) it will aid the librarian seeking to strengthen or balance a Russian collection. The authority of the contributors and sponsoring organizations has already encouraged commercial reproduction of out-of-print titles on the list. In addition to these functions it should serve as a fundamental reference tool for the area specialist, particularly for the first chapter "General Reference Aids and Bibliographies" with its eighty-one entries frequently applicable to advanced research in a wide range
of subjects. Other major divisions are: the land, the people, history, the state, the economic and social structure, and intellectual life.—E.B.


In this work the reader finds an interpretative guide to the history and development of Africa and its nations. The material is presented mainly in essay form and has been contributed by area experts who tend to evaluate rather than simply to present facts. Articles in the first half of the book are devoted to the history, economics, and "basic information" on individual countries and give biographical sketches of national notables. However, the scope of these articles varies according to the relative importance of the areas in question. Part II is a collection of essays on Africa's sociology, culture, religion, and her role in international affairs. Up-to-date bibliographies (often extensive) and a detailed index add to the research value of the work, although the maps, unfortunately, are rudimentary and purely political.—E.A.


This list of 2763 books, articles and documents is designed to continue R. L. Hill's A Bibliography of the Anglo-Egyptian Sudan (Guide V211) "to a more recent date and to provide a supplement in all fields and languages" (Foreword). Hill's classification and arrangement have been retained. Subjects and forms—anthropology, bibliography, directories, fine arts—are listed alphabetically with appropriate subdivisions for each section. The separation of related matter resulting from an alphabetical arrangement is recognized, but only partially overcome, by "see also" references under the wider headings. Entries include full bibliographical information. There are two indexes, one of persons, the other of subjects.—R.K.

HISTORY


A reworking of materials into a shorter volume rather than an arbitrary abridgement, this title should prove useful to owners of the original set (Guide V108) and its Supplement I, 1961, as well as to individuals and smaller libraries not owning the larger work. Although many articles have been shortened and some omitted, many remain virtually intact. Others have been rewritten or edited to reflect changes since 1940, while many of the new articles from the 1961 Supplement have been reproduced verbatim. There is an extensive analytical index. Bibliographical references from the original set have been omitted, nor are the articles signed, although a lengthy list of contributors appears in the Foreword.—J.N.W.


An alphabetical listing of approximately one thousand entries, this handbook seems designed for the beginning student and the layman and should be useful for identification and brief information on people, places, events of historical significance, movements, etc., within the period covered. Scope is international, but emphasis is on Great Britain and western Europe. (Thus, von Hindenburg is allotted more space than Thomas Jefferson; John Burns, Edward Carson, Canning, Elgin and Austen Chamberlain are all included, but Clay, Calhoun, Webster, Bryan, Taft, Hughes, and Al Smith are not.) There are a number of cross references and "q.v." notations within the text, but there is no analytic index.—J.N.W.


Two previous historical bibliographies for Finland covered the years 1901-25 (Guide V219) and 1926-50 (Supplement 3V99). This volume carries the chronological coverage back to the year 1544. Books and articles published up to 1950 are included. As pointed out in the preface, there are lacunae in the non-Finnish literature concerning Finland due to its inaccessibility to the compilers, but the ample Russian resources of the library of Helsinki University make for relatively abundant listings in that language. The bibliography continues the classified arrangement of the previous volumes (with minor modifications) as well as the translation of headings into Swedish and French, and the author index.—E.B.

(Continued on page 325)
An Analysis of Faculty Circulation
In a University Library

BY ROBERT N. BROADUS

The customary tabulations of library circulation (by month, year and other periods; by subject classification; and by faculty, student and other users) provide information of some value, but other kinds of analysis would also be helpful in formulating decisions on library policy. In the college or university library, additional facts on faculty use should be particularly useful.

According to evidence cited by Mary Virginia Gaver, there is on the elementary school level a positive relationship between both the reading habits and library backgrounds of teachers and those of their students. Waples found the coefficient of correlation between the number of library loans per college student and per capita charges by faculty to be +.66. These findings, taken along with common observations, suggest the possibility of a causal relationship. If this conclusion be even partially justified, it becomes highly important that the university library stimulate greater use by the faculty, who then may influence students. Any facts which can be garnered about faculty library habits ought to facilitate this task.

Information about faculty circulation may also prove useful in determining departmental allotments for purchase of books and periodicals. Of the criteria for such decisions given in most standard texts, one usually concerns relative amount of library use by each field, yet tabulations of faculty circulation statistics are seldom made by department.

With these points in mind, the writer noted all books checked out by the faculty from the library of a midwestern university throughout the spring semester, 1962, and analyzed the charges by rank and department of instruction. Table I, giving the number of books circulated to the entire faculty by academic level, shows that the amount of such use did not vary greatly from rank to rank, though the average for associate professors was somewhat high; for the full professors it was slightly low. Perhaps it is wise not to theorize about the reasons.

The totals given in Table I include the teachers in the University School (grades K-9), which has its own library and whose forty-four teachers accounted for sixty-two circulations. With this group eliminated, the totals become 397 faculty and 2836 books charged, or an average of 7.1 for the semester.

These figures may be compared with the trend suggested in a recent report of circulation in another university library: in 1946–47 the annual (presumably summer session plus two semesters) circulation for ninety-nine faculty members averaged thirty-five; in 1959–60 the average for 200 faculty was seventeen.

### TABLE I

**SEMESTER BOOK CIRCULATION BY FACULTY RANK**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number in University</th>
<th>Number Checking Out One or More Books</th>
<th>Total Number of Books Checked Out</th>
<th>Books Checked Out per Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>96</td>
<td>51</td>
<td>589</td>
<td>5.6</td>
</tr>
<tr>
<td>Associate professor</td>
<td>96</td>
<td>59</td>
<td>756</td>
<td>7.9</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>149</td>
<td>84</td>
<td>990</td>
<td>6.6</td>
</tr>
<tr>
<td>Instructor</td>
<td>100</td>
<td>53</td>
<td>613</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>441</td>
<td>247</td>
<td>2898</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Not included in Table I, of course, is circulation of periodicals, recordings, and other materials. More important, there is no indication of use of materials within the library. However, it is apparent that faculty backs are not breaking under the load of library books. The complaint of Josey\(^4\) that “Many of these academicians never visit the library unless the president or dean calls a faculty meeting there” may be well-founded. Fortunately the wide availability of paperbacks provides a convenient excuse.

Table II shows the analysis by departments of instruction, omitting all faculty not directly concerned with classroom teaching. Whether the registrar, counselors and others use the library is important, but their library circulation cannot be credited (or charged) to any


### TABLE II

**SEMESTER CIRCULATION TO CLASSROOM FACULTY BY DEPARTMENT OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Department</th>
<th>Total Number of Faculty</th>
<th>Number of Faculty Checking Out One or More Books</th>
<th>Total Number of Books Checked Out by Faculty</th>
<th>Number of Books Checked Out per Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>12</td>
<td>8</td>
<td>61</td>
<td>5.1</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>14</td>
<td>12</td>
<td>185</td>
<td>13.2</td>
</tr>
<tr>
<td>Business</td>
<td>23</td>
<td>10</td>
<td>82</td>
<td>3.6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>11</td>
<td>11</td>
<td>69</td>
<td>6.3</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>11</td>
<td>6</td>
<td>54</td>
<td>4.9</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
<td>2</td>
<td>38</td>
<td>9.5</td>
</tr>
<tr>
<td>Education</td>
<td>41</td>
<td>13</td>
<td>194</td>
<td>4.7</td>
</tr>
<tr>
<td>English</td>
<td>34</td>
<td>30</td>
<td>578</td>
<td>17.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>9</td>
<td>6</td>
<td>138</td>
<td>15.3</td>
</tr>
<tr>
<td>History</td>
<td>17</td>
<td>12</td>
<td>265</td>
<td>15.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>9</td>
<td>2</td>
<td>69</td>
<td>7.7</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>11</td>
<td>5</td>
<td>38</td>
<td>3.5</td>
</tr>
<tr>
<td>Journalism</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Library Staff</td>
<td>20</td>
<td>19</td>
<td>203</td>
<td>10.1</td>
</tr>
<tr>
<td>Library Science</td>
<td>4</td>
<td>4</td>
<td>82</td>
<td>20.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
<td>10</td>
<td>45</td>
<td>2.5</td>
</tr>
<tr>
<td>Music</td>
<td>17</td>
<td>8</td>
<td>72</td>
<td>4.2</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>6</td>
<td>3</td>
<td>36</td>
<td>6.0</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
<td>4</td>
<td>37</td>
<td>9.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>28</td>
<td>7</td>
<td>20</td>
<td>7.7</td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td>4</td>
<td>130</td>
<td>21.7</td>
</tr>
<tr>
<td>Political Science</td>
<td>7</td>
<td>6</td>
<td>114</td>
<td>16.3</td>
</tr>
<tr>
<td>Psychology</td>
<td>7</td>
<td>5</td>
<td>20</td>
<td>2.9</td>
</tr>
<tr>
<td>Sociology-Anthropology</td>
<td>7</td>
<td>7</td>
<td>43</td>
<td>6.1</td>
</tr>
<tr>
<td>Speech</td>
<td>21</td>
<td>10</td>
<td>74</td>
<td>3.5</td>
</tr>
<tr>
<td>University School</td>
<td>44</td>
<td>7</td>
<td>62</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>388</td>
<td>215</td>
<td>2713</td>
<td>7.0</td>
</tr>
</tbody>
</table>
given department. In this table some similar departments (e.g., Women's and Men's Physical Education) are given together. Obviously some departments are too small to lend their statistics much significance.

It is interesting to note that the high average of the library science department was exceeded only by physics at 21.7 per capita, and that only the departments of sociology and anthropology, chemistry, library science, and philosophy had every member checking out at least one book during the semester.

The 10.1 figure for the library staff does not reflect the considerable number of books borrowed while being processed.5

As a part of the same study, an effort was made to determine whether new book lists have an influence on faculty circulation. At the university in question, a monthly list of selected titles was mailed by the library to each faculty member who wished to receive it. Two of these lists were checked against actual circulation to the faculty. On one monthly list, containing 232 titles shelved in the stacks, seven were charged out by the faculty within thirty days of receipt of the list. The other list included 280 stack titles, of which fifteen were checked out by the faculty within thirty days. Among these fifteen were three which had been requested for order by the persons who checked them out.

It may be concluded that these particular lists were relatively ineffective in stimulating faculty circulation. This part of the study suggests the possibility of experimental changes in format and presentation of such lists, with measurement of results.

To conclude: because so much of the success of the university library depends on the faculty, it is highly important that we learn more of their library habits with respect to particular subject fields, and in various types of institutions. The analysis of such facts should furnish material for realistic planning as we attempt further to stimulate faculty use.

5 An interesting note in this connection is the statement of one college librarian: "I find the books in our cataloging room tantalizing and tempting, and am likely to sneak out books that are waiting there for Library of Congress cards." Flora B. Ludington, "The Librarian's Reading, Personal and Professional," Illinois Libraries, XLIV (1962), 355.

Selected Reference Books . . .

(Continued from page 322)

ATLASES


Here is a superior illustrated history of the Slavic world from earliest times to the present, with emphasis on cultural contributions and the varying development of its component nations and cultures. The 630 black-and-white illustrations include many photographs of outstanding works of art. The text incorporates some of the results of recent archaeological research on the medieval period, according to general references to these materials in the introduction. There is a bibliography of Western language works, and sixteen colored plates of maps. The volume is well printed and bound. It is recommended for college and larger public libraries.—E.B.


This is a general atlas for the USSR, with three principal sections: general geographical maps, maps of natural conditions, and economic maps. According to the introduction, geographical maps are on a scale of 1:3 or 1:4 million, with a few areas at 1:8 million. Economic maps refer to industrial development as of 1960, and agriculture in 1959, with projections. Place name changes through the end of 1961 are included. There is an index of 25,000 geographical names. In general the quality of color work, printing, and paper is superior to that of previously available one-volume atlases for the USSR alone, published in the Soviet Union.—E.B.
ACQUISITIONS, COLLECTIONS, GIFTS

THE ORIENTAL LIBRARY at UCLA has acquired the Ch'ing collection of the late Ch'en Jung, comprising some two hundred forty titles in 1261 volumes. The collection, purchased some two years ago, arrived at the library in April.

University of California, Los Angeles, has received and is now processing some thirty-three thousand volumes purchased last winter in Jerusalem—the entire stock of the firm of Bemberger and Wahrman. The purchase was made possible by a gift from Theodore E. and Suzanne P. Cummings of Beverly Hills.

The collection is about 70 per cent Hebraica and the rest is Judaica. The acquisition will greatly augment library resources to support the Hebrew studies program begun at UCLA in 1955.

A MICROPRINT EDITION of every book now extant published in the United States from 1639 to 1800 has been presented to Clark University library, Worcester, Mass., the gift of Mr. and Mrs. Alden P. Johnson of Worcester. Publisher of approximately one hundred such editions is the American Antiquarian Society of Worcester.

JOHN M. OLIN has made a gift of $100,000 for the purchase of books for Washington University library, St. Louis, the library announced at the dedication of its new building named in honor of Mr. Olin.

A COLLECTION of books, manuscripts and memorabilia relating to Lavoisier, eighteenth-century French scientist, has been given to Cornell University libraries by Mr. and Mrs. Spencer T. Olin and Mr. and Mrs. Nicholas H. Noyes.

UNIVERSITY of Houston library, with the help of Friends of the Library, recently purchased a collection of some eight hundred volumes of Greek and Latin classics from the library of the late Harris L. Russell. The collection was originally part of the library of Clyde Pharr of Vanderbilt University.

NINETEENTH CENTURY ENGLISH LITERATURE is the subject of a collection recently divided between University of Wisconsin and Beloit College. The late Frederick W. Roe of the university faculty left his library to be shared by the two institutions.

AWARDS, FELLOWSHIPS, GRANTS

PERFORMANCE STANDARDS for library binding investigations and development will be continued by ALA's Library Technology project under an additional grant from Council on Library Resources.

A production model of the Minimatrex camera will be constructed under a grant from the Council on Library Resources. The model is to incorporate the features of the original "breadboard" model plus some additional features, to serve as a basic mechanism in inexpensive, disseminable information retrieval.

A camera for the production of microcopies of books and other material by available light, and without laboratory processing, plus a monocular viewer employing such microcopies will be prototyped under a grant from the Council on Library Resources.

Syracuse University’s school of library science will develop programs of research and instruction in the field of electronic storage and retrieval of information under a grant from the Council on Library Resources.

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION has been granted $12,000 annually for three years for its scholarship program by a Commission on Lilly Endowment Scholarships. Inquiries should be addressed to Lilly Endowment Scholarships, Wesley Theological Seminary Library, 4400 Massachusetts Ave., N.W., Washington D.C.

THE INSTITUTE FOR THE ADVANCEMENT OF MEDICAL COMMUNICATION has made available traineeships for research and development in biomedical communication. Stipends are flexible. Inquiries should be directed to Richard H. Orr, IAMC, 9650 Wisconsin Ave., Bethesda, Md.

THE COMMUNICATIONS RESEARCH INSTITUTE recently established at Brandeis University, Waltham, Mass., has received a grant of $500,000 to underwrite and expand its programs for exploring the importance of communications media.

THE ALICE LOUISE LEFEVRE SCHOLARSHIP
FUND was established in March by the Western Michigan University Department of Librarianship alumni association, to be awarded annually to an outstanding M.S. candidate in librarianship. For information, write Dr. Jean Lowrie, Acting Director, Department of Librarianship, Western Michigan University, Kalamazoo.

**Buildings**

The thirteen-story, $8,000,000 Notre Dame (Ind.) University library to be completed and occupied by autumn, will seat some three thousand readers and house about two million volumes.

University of Kansas, Lawrence, is adding an eight-level bookstack to Watson library, to accommodate some half-million volumes. A second addition to the present building, in the east, will add a five-floor unit for special collections, open-stack reading room, technical services, faculty studies and seminars, and a graduate reading room. The additions and remodeling of the present building will cost about $1,600,000 and provide reader accommodations for twenty-two hundred persons. Storage will be available for 1,350,000 volumes. The project is scheduled for completion in the spring of 1964.

University of Kentucky library dedicated an addition to the library building and added its millionth book to the collection on April 30.

Washington University, St. Louis, dedicated its $3,984,000 John M. Olin library on May 2. The new building has a capacity of some 1,350,000 volumes.

Lafayette College Library, Easton, Pa., will complete its new $2,000,000 library building this autumn. The library will house 450,000 volumes and seat more than four hundred readers.

**Meetings, Institutes, Workshops**

American Documentation Institute’s 26th annual conference will be in Chicago October 6-11.

International Congress on Scientific and Technical Documentation and Information scheduled for Rome in early February, is being organized by the Italian National Productivity Committee. Information can be obtained from the Executive Secretariat of the congress, CNP, Viale Regina Margherita, 83D, Rome, Italy.

A Fall Joint Computer Conference of the American Federation of Information Processing Societies will be held in Las Vegas November 12-14.

A series of three seminars on current systems for the organization of information will be held during the coming year at Rutgers University. The series has been planned by the Graduate School of Library Service at Rutgers. Information can be obtained from Theodore G. Hines, Graduate School of Library Service, Rutgers, The State University, New Brunswick, N.J.

Research Methods in Librarianship will be discussed at a conference at Allerton Park, September 8-11. The conference will be sponsored by the Graduate School of Library Science and the Division of University Extension of the University of Illinois. Program chairman is Guy Garrison, director of the Library Research Center of the Graduate School of Library Science, 831 Library, University of Illinois, Urbana.

Microminiaturization Congress plans for July 25-27 meetings in Washington, D.C., have been canceled.

**MISCELLANY**

Libraries of Fairfield County, Conn., have organized as an affiliate of the Management Council of Southwestern Connecticut for the purpose of exchange of information and sharing of resources among the libraries of the area—public, college and university, business and research libraries.

Georgia Institute of Technology has announced graduate degree programs in the school of information science in the areas of science information service and technical literature analysis, and of information problems as an area of scientific study and design and operation of information systems. The program starts in September. Additional information is available from Office of the Dean of the Graduate Division, Georgia Institute of Technology, Atlanta.

Oakland University is the new designation of Michigan State University Oakland, at Rochester, Michigan.

Lafayette College alumni have organized a Friends of the Library group which will encourage gifts to the new college li-
ibrary of personal libraries and books. A collection of some two hundred volumes on the American heritage, made possible by an anonymous gift of $1,500, was announced by the new organization.

Information about drawings of historic buildings other than those in the Library of Congress is sought by the Committee on the Preservation of Historic Buildings of the Philadelphia chapter of the American Institute of Architects. The Philadelphia group proposes publication of a catalog of original and measured drawings of historic American buildings. Information should be addressed to George S. Koyl, FAIA, 4400 Spruce St., Philadelphia 4, Pa.

A new curriculum in information science was begun at Drexel Institute of Technology in Philadelphia on April 1. Areas of concentration include instrumentation and computers, science bibliography, publication, and management. Further information is available from Beatrice Davis, director of students, Graduate School of Library Science, Drexel Institute of Technology, Philadelphia 4, Pa.

ACRL Elections

Archie L. McNeal was elected vice president and president-elect of ACRL and assumes the duties of his office at the close of ALA’s annual conference in Chicago. Mr. McNeal is director of libraries at the University of Miami. After receiving his bachelor’s degree from Memphis State College in 1932, he earned the B.S. in L.S. from George Peabody College in 1936. In 1951 he was awarded the Ph.D. degree by University of Chicago. Mr. McNeal was librarian of East Tennessee State College in 1936, in 1943, and returned there in 1946 to remain until he went to the University of Tennessee as chief of readers service in 1948. In 1952 he went to the University of Miami.

Mr. McNeal has been an ALA Councilor since 1955, a member of the Executive Board of ALA since 1961, and chairman of the Intellectual Freedom Committee of ALA since 1959. He was president of LAD in 1960-61, chairman of State Representatives of ACRL in 1953-55; secretary of the ACRL University Section, 1953-54; and has been a member of the Committee on Academic Status of ACRL since 1960. He was president of the Tennessee Library Association from 1940 to 1942; president of the Florida Library Association in 1958-59, and is vice president and president-elect of the Southeastern Library Association for 1962-64.

Section Officers

New vice chairmen and chairmen-elect of ACRL sections are H. Vaile Deale, Beloit College, for College Libraries Section; Mrs. Marjorie Eloise Lindstrom, Stephens College, Columbia, Mo., for Junior College Libraries Section; William L. Hanaway, Jr., New York Public Library, for Rare Books Section; Carson W. Bennett, Rose Polytechnic Institute, Terre Haute, Ind., for the Subject Specialists Section; and Andrew J. Eaton, Washington University, St. Louis, Mo., for the University Libraries Section.

Benjamin B. Richards, Kansas State Teachers College, Emporia, was elected chairman of the Teacher Education Libraries Section, and Orville L. Eaton, Central Michigan University, Mount Pleasant, was elected chairman-elect and secretary.

College Libraries Section chose Anne C. Edmonds, Douglass College, New Brunswick, N.J., as secretary; Rare Books Section, Mrs. Dorothea Reeves, Harvard University; Junior College Libraries Section, Shirley A. Edsall, Corning Community College, Corn-ing, N. Y.
The appointment of Richard K. Gardner as editor of the current college level book selection service (the "New Shaw") brings to this challenging position a young man richly endowed with experience, scholarship, and imagination. A graduate of Middlebury College, he holds the degree of Master of Science in Library Science from Western Reserve University and a diploma in literature from the Ecole Supérieure de Préparation et Perfectionnement des Professeurs de Français à l'Étranger, Faculté des Lettres, Université de Paris, and he is currently engaged in completing his doctoral dissertation in French and library science at Western Reserve University.

Since 1959, he has been librarian of Marietta College, Marietta, Ohio, where he has supervised the construction of a new library building, substantially enlarged the bibliographic resources of the institution, and improved the quality of the staff. He has served on the library staffs of Middlebury College; the New Bedford, Massachusetts, Public library; Fondation des Etats-Unis, Cité Universitaire in Paris; and the Case Institute of Technology. He has also served as librarian of the 525th Military Intelligence Service Group, and from June 1957 to October 1958, he resided in Saigon, Vietnam, where he was library advisor to the Vietnamese government. During the following year he travelled extensively in Europe and Asia, and pursued further graduate study.

He is a member of Phi Beta Kappa and Beta Phi Mu. His list of publications emphasizes studies in bibliography, cataloging, and classification. At the present time he is a member of the executive board of the Ohio Library Association, and has been president of the library section of the Ohio College Association. He has also served on a number of ALA committees, and was an active participant in organizing the Cleveland conference of ALA in 1961.

One would find it difficult to think of a candidate better qualified than Dick Gardner for the responsibilities that his new position imposes. He has a thorough grasp of the problems of undergraduate education and its bibliographic needs, and his accomplishments at Marietta dramatically demonstrate his mastery of librarianship. Moreover, he is a scholar who understands the problems that scholarship involves, and he speaks the language of the scholars with a facility that will be a real asset when he seeks the assistance of subject specialists. We have known Dick for almost ten years, have worked closely with him in a variety of professional activities, and we are able to testify not only to his intelligence and knowledge but also to his basic intellectual integrity and devotion to the highest ideals of the profession. We can, therefore, without hesitation, predict for him a distinguished record of achievement in his new position, and our only regret is that if, as now seems likely, his new office will be established at Wesleyan University in Middletown, Connecticut, he will be lost to librarianship in Ohio. Personally, we would have been very happy to have had him on our faculty—greater love hath no dean than this.—J. H. Shera.

Roscoe Rouse assumed the position of director of libraries of the State University of New York at Stony Brook, Long Island, on July 1. A Georgian by birth, Dr. Rouse took his B.A. in librarianship at the University of Oklahoma in 1948, and followed that with an M.A. in literature at the same school. At Michigan University he received the M.A. and the Ph.D. in librarianship in 1958 and 1962. In addition, he has done further postgraduate work in languages at Baylor University, and he was a member of the first Rutgers University seminar for library administrators, under Keyes Metcalfe, in 1956. Immediately after obtaining the B.A. in L.S. Dr. Rouse joined the library staff of...
Northeastern State College, Oklahoma, and within a year he was appointed acting librarian. He joined the Baylor library staff as circulation librarian in 1952, was made acting university librarian the following year, and university librarian in 1954. In addition to his administrative duties, Dr. Rouse has maintained a strong interest in education for librarianship. At Northeastern he introduced courses in library use for freshmen, and taught cataloging and reference for teacher-librarians. At Baylor he established the department of library science and was professor and chairman of that department until his resignation. In the summer of 1962 he was visiting professor on the faculty of the school of library science at Oklahoma University.

Dr. Rouse has been professionally active on the state, regional, and national levels, and has at various times held, among many others, the positions of editor of the Oklahoma Librarian, chairman of the College and University section of the Southwestern Library Association, and member of the Membership Committee of the ALA. His publications during this period attest to the breadth of his interest in the profession. To cap all of these assignments and responsibilities he has for several years been actively planning the new Baylor University library, a building soon to be erected on that campus.

As important as the imposing list of tangible credentials which Dr. Rouse presents, are the hidden assets of a warm personality, a deep interest in faculty and school activities, a strong will tempered by a wry humor, and a concern for people and ideas. The position at Stony Brook will demand all of these assets for the infant institution, just starting life on its new campus, is destined to become one of the major graduate centers of the presently evolving State University of New York. The library is starting from seed and over the years Dr. Rouse will have to plan and develop physical quarters, collections, and organization; a mighty task but the job has found its man. He has written that his new position "is a unique opportunity in American higher education and I feel fortunate indeed to be asked to fill the position." The University is equally fortunate in its choice of a director of libraries.

From Waco, Texas, to Stony Brook, Long Island, is a good piece of road, but we know that the warm welcome awaiting Mrs. Charlie Lou Rouse, and Charles and Robin, will make New York, home, for the Rouse family. —Bernard Kreissman.

DONALD E. WRIGHT became executive secretary of the Reference Services Division and the American Library Trustee Association of ALA on May 1, 1963. He succeeds Ronald V. Glens as executive secretary of RSD, and takes over ALTA from Eleanor A. Ferguson, who continues as executive secretary of the Public Library Association and the American Association of State Libraries.

Mr. Wright has been a member of the ALA staff for the past two years as director of the Small Libraries Project. The Project, financed by the Council on Library Resources, produced a series of pamphlets on various administrative problems of small libraries, defined as those serving less than 10,000 people, which have been widely recognized as uniquely helpful to the librarians and trustees for whom they were written.

Before he came to ALA, Mr. Wright was assistant director of the Lincoln (Neb.) City libraries, librarian of the North Platte (Neb.) Public library, and library consultant of the Nebraska Public Library Commission. While he was with the Nebraska Commission, it was one of the grant states for the Library Community Project, and Mrs. Wright was state project director.

After he received his A.B. degree from the University of Colorado, he worked as a library assistant at the Denver Public library until he received his A.M. in library science at the University of Denver in 1953. Subse-
quently, he was reference assistant at the Fort Wayne (Ind.) and Detroit Public libraries. Thus, his experience provides excellent background for each of the divisions for which he will serve as executive secretary.

What may not be apparent from this catalog of experience and background is Mr. Wright’s wide interests outside of librarianship, his ability to organize his work efficiently, and his faculty of making friends of those with whom he works. He will make substantial contributions to both divisions for which he serves as executive secretary.—Eleanor Ferguson.

DOROTHY A. KITTEL has recently been appointed to the new position of public library specialist, Adult Services, U.S. Office of Education, Library Services Branch. Miss Kittel went to her position in the LBS from the staff of the State Library in Raleigh, North Carolina, where she had served as adult services consultant. Her professional career had provided a varied background of library work, including wide experience in adult services.

A native of Baltimore, Miss Kittel did her undergraduate work at State Teachers College, Towson, Maryland. She received her M.A. degree from the Graduate Library School of the University of Chicago. While working toward her M.A. she was librarian of the Graduate Library School library. She then served as assistant head of circulation in the Vassar College library for two years. In 1957, Miss Kittel became a member of the ALA headquarters staff as consultant in the Library Community Project, and when the project ended in 1959 she became assistant for membership promotion in the re-established office for Membership Promotion at ALA headquarters.

This is a position that has long been needed in the Library Services Branch, and Miss Kittel should fill it with distinction.—Grace T. Stevenson.

APPOINTMENTS

ELEANOR BUIST, senior reference librarian at Columbia University libraries, has been appointed executive secretary of the Coordinating Committee for Slavic and East European Library Resources (COCOSEERS).

FRANCES BURRAGE has joined the staff of the University of Dallas library.

ROBERT CAYTON has accepted the librarianship of Marietta College beginning in September. He has been in charge of serials at University of Cincinnati.

ROBERT M. COPELAND has been added to the staff of the College of St. Thomas library, St. Paul, Minn.

JAMES DEJARNATT has accepted the position of assistant serials librarian at the University of South Florida, Tampa, effective September 1.

LEE W. FINKS will serve as catalog librarian at the University of East Africa for two years. His service is supported by a grant from the Ford Foundation administered by ALA’s International Relations Office.

WILLIAM A. GILLARD, director of libraries at St. John’s University, Jamaica, N.Y., is the new president of the Catholic Library Association.

ELEANOR HASTINGS is now assistant chief of the technical services section of the Department of Health, Education and Welfare library, Washington.

REAY HOWIE has been appointed to the new position of assistant librarian of Rotch library of architecture and planning at M.I.T.

PAO-CHUNG HSU has been appointed cataloger in the Carol M. Newman library of the Virginia Polytechnic Institute, Blacksburg.

J. MYRON JACOBSTEIN has been appointed law librarian and associate professor of law at Stanford University as of August 1. He was assistant law librarian at the University of Illinois and at Columbia University before becoming law librarian and professor of law at the University of Colorado.

KUANG HUA KAO has been appointed cataloger in the Carol M. Newman library of the Virginia Polytechnic Institute at Blacksburg.

MRS. ROBERTA KENISTON has accepted a position as assistant librarian at Eastern Michigan University, Ypsilanti, effective September 1963.

JAMES R. KENNEDY recently became business and social science division librarian at
Drexel Institute of Technology library, Philadelphia.

Donna Lasker joined the University of South Florida library staff in Tampa on May 15 as assistant reference librarian.

Margaret Monroe is the new director of the library school at the University of Wisconsin, Madison.

Katherine Murphy became librarian of the Rotch library of architecture and planning at M.I.T. on July 1.

Mary E. Nehlig, business and science librarian at Drexel Institute of Technology, has been appointed head reference librarian.

Anita Otto joined the University of South Florida library staff, Tampa, on July 15, as assistant special collections librarian.

A. L. Remley has been appointed to the newly created position of director of advertising and promotion of H. W. Wilson Company, New York.

Sarita Robinson is head indexer of a new encyclopedia currently being published by Grolier, Inc. She has been editor of the Reader's Guide to Periodical Literature.

Caroline Shillaboor recently became librarian of the graduate school of design at Harvard University. She had been librarian of the Rotch library of architecture and planning at M.I.T.

Donald T. Smith will assume the position of assistant librarian of the University of Oregon on August 1. He has been with Boston University libraries.

Alice Songe is now the education specialist in the library of the Department of Health, Education and Welfare in Washington. She was with the legislative reference service of the Library of Congress.

Sarah L. Wallace has been appointed publications officer at the Library of Congress.

Frances E. Wright has been appointed assistant director of libraries at Drexel Institute of Technology, Philadelphia.

Foreign Libraries

Gerhard Liebers was appointed director of the University of Münster library on January 1. He was formerly associate director of the University of Göttingen library.

Retirements

David J. H. Cole retired from the Library of Congress on April 30, exactly fifty years from the first day he reported for work. Mr. Cole was senior reference librarian in the general reference and bibliography division at LC for much of that time.

John Henry Merryman, Stanford University law librarian since 1955, will from August 1 devote his full time to teaching and scholarship in the field of land use controls and comparative law.

Rollo G. Plumb, head of the information and publications section in the reference division of LC's copyright office, retired in April after twenty-one years of service.

Necrology

Agnes Camilla Hansen died on March 30 in Pasadena, Calif. Miss Hansen was head of the foreign department of the Seattle Public library for many years, and from 1924 to 1927 was on the staff of the American library in Paris. Later she was associate professor of the school of librarianship at the University of Denver, and in 1938 she became director of the Pratt Institute library school. She authored Twentieth Century Forces in European Fiction which was published in 1934. In 1961 she received the annual alumni award from Pratt Institute.

Alice Louise Le Fevre, professor emeritus of librarianship at Western Michigan University, Kalamazoo, died on June 18. She was born at Muskegon, educated at Wellesley and Columbia, and began her professional career in Cleveland as a public school librarian. She went to Western Michigan in 1945, and under her direction the librarianship program there had its beginning and reached full accreditation of a graduate program by the ALA.

Chauncey B. Tinker, keeper of rare books at Yale University since 1930, died on March 16 at the age of 86. A fund established in his memory will be used to add to the Yale collections of seventeenth-, eighteenth-, and nineteenth-century English literature.
ACRL Microcard Series—
Abstracts of Titles

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


This study traces the development of cataloging at the Bibliothèque Nationale from its beginnings to the early eighteenth century. The principal primary sources used were the manuscript inventories and catalogs of the fourteenth, fifteenth, and sixteenth centuries and the manuscript catalogs of the seventeenth century.

The early inventories and catalogs of Nicolas Rigault and Pierre and Jacques Dupuy and the catalogs of Nicolas Clement are evaluated and described in detail. Also analyzed are Clement's classification scheme of twenty-three classes and his modern notation, the first consistent systems to be used in the Bibliothèque Nationale.

SPEIDEN, VIRGINIA McNIEL. *The* image of the librarian as seen in eight career novels. (Thesis: M.S. in L.S., University of North Carolina, 1961.) iv, 43 p. $1.00.

This study examines eight library teen-age career novels to try to determine their worth to the library recruitment program by studying the librarians pictured in them. The librarians were measured against the ideal librarian found by a survey of professional literature. Generally, the novels pictured good librarians, but the fact that librarianship is their incidental rather than their primary concern reduces their value as an aid to recruitment. There is a need for novels of this type which would be primarily concerned with picturing librarianship in such a manner as to make young people want to become librarians.


This study records the development and growth of the North Carolina Collection begun in 1833, recognizes the persons who gave generously to the collection, and presents examples of the types of material in the collection. There are four chapters devoted to the beginning and historical development of the collection, the administration of the collection by Mary Lindsay Thornton and her successor William Stevens Powell, and a brief description of the special collections and the general policy of the North Carolina Collection.


This study is an inquiry into the relationship between the preprofessional education of the Florida State University Library School's master's degree graduates, their choice of electives in the basic year of professional education, and the subsequent positions held by these same graduates following completion of their professional education.

Data were derived from official bulletins of the school, student records, and questionnaires to graduates.

Although little if any relationship was discernible between the undergraduate majors of the master's degree graduates studied and the subsequent positions held, a sufficiently close relationship was discovered between the choice of electives in area of specialization by these same graduates and subsequent positions held by them to warrant the specialist rather than the generalist approach to library education.

COKER, JANIS L. *Rating the personality of library school students.* (Masters paper, Librarianship 397, Emory University, 1958.) iv, 84 p. $1.50.

This study is an attempt to construct a rating scale by means of which graduate library school faculty may judge their students on selected personality traits. A survey of pertinent articles in library literature yielded a list of traits considered desirable in a good librarian. A separate list of the traits most frequently mentioned from 1949 to 1958 was made, and the top ten traits from this list were chosen as the variables to be rated. These variables are: emotional stability, appearance, dependability, judgment, leadership, courtesy, adaptability, initiative, imagination and cooperativeness.

(Continued on page 344)
The Eighth Midwest Academic Librarians' Conference was held in St. Louis on April 5-6. Attention was focused on building planning, and there were plenty of new buildings at hand to be used as case studies. The two major ones, of course, were the Pius XII Memorial library at St. Louis University, which was completed in 1959, and the John M. Olin library at Washington University, which was opened in September. There were other new ones to be seen as well, including the Steinberg (Art) library and the Gaylord (Music) library at Washington University and the new building at Concordia Seminary.

The two large libraries have much in common. They are both open-stack, general university libraries of approximately like size and purpose. Vital statistics of the Pius XII Memorial are that it has a capacity of a million volumes, can seat fifteen hundred readers, and carried a price tag of $4,250,000. The Olin library can accommodate 1,125,000 volumes on its open shelves, can seat about the same number as the Pius XII, and cost $4,000,000.

Despite their obvious similarities, however, there are important differences in architectural concept. Less restricted by the lines of surrounding buildings, the designers at St. Louis University were able to center five stack levels above ground, alternating floors and mezzanines, and surround the stack with service and reading areas. This arrangement permitted luxuriously high ceilings around the perimeter, and this handsome appearance of spaciousness is magnified by huge expanses of glass wall on all sides of the building. Architectural considerations prompted the decision to put more than half of the Olin floor space on or below ground so that the building's external appearance is deceptively small. There is surprisingly little fenestration for a modern building, the design center being a beautiful, glass-enclosed tree court with a suspended stair rising on one side, making it the major traffic center as well. Both libraries are highly functional in layout and manifest great care to detail in planning.

The first program speaker was architect Eugene Mackey, of the firm of Murphy & Mackey which designed the Olin building. His talk on "Architects and Librarians" was an articulate description of the appropriate roles of the two professions in designing a new library. A panel discussion followed.

Later in the afternoon of the first day the more than three hundred registrants broke into ten small groups for the discussion of specific topics. The "Building Planning" group was led by Ralph McCoy, the "Equipment Selection" group by John P. McDonald, "A-V Services" by Richard S. Halsey, "Photocopying" by Ferris S. Randall, "Mechanization" by Sam Hitt, "New Depository Act" by Robert D. Harvey, "Interlibrary Loans" by Lucien W. White, "O.P. Books" by Howard Sullivan, "Library Publications" by Robert Lightfoot, Jr., and "NLW" by Katherine Walker. Discussion in all groups was lively and informative.

The dinner speaker was Joseph Passonneau, dean of the Washington University school of architecture. His useful talk on "The Design of a University" was illustrated with slides of building design the world over and punctuated with Dean Passonneau's droll wit and infec-

(Continued on page 336)
Anti-Semitica at Ohio State University

By GEORGE P. SCHOYER

Mr. Schoyer is a staff member in the history and political science library, Ohio State University.

Renault's *L' Israelite* Edouard Drumont (Paris, 1896) is an attack on Drumont for not being, strangely enough, sufficiently anti-Semitic.

Leon Daudet, the very influential writer for the *Action Française* is represented in this collection by *Au Temps de Judas* (Paris, 1933), which is an account of the period 1890-1900 and is full of bitter attacks on many of the leading personalities of the period. Another interesting book dealing with the same period is Philippe Sapin's *L'Indicateur Israelite* (Lyon, 1897), which listed all Jewish families in France, town by town. It was apparently written for a pogrom that never took place.

The collection contains many editions in several languages of the hoax known as the *Protocols of the Wise Men of Zion*. The Protocols were largely based on Maurice Joly's *Dialogue aux enfers entre Machiavel et Montesquieu* (Brussels, 1868). This book, also part of the collection, is a satire on Napoleon III's government, originally written in 1865. The parallels between it and the Protocols are, however, so close that a large part of the Protocols must have been derived from Joly's book. Albert Asseo in *Dialogues sur les temps nouveaux* (Paris, 1937) shows that the Protocols were indeed forged from Joly's book by two Russian officers, one of whom, Gen. Ratchkovsky, was the head of the Russian Secret Police in Paris at the time Joly's book was published. As a footnote to this discussion, Asseo's book was fatal to its author, who was searched out and deported by the Nazis after the fall of
France. John Gwyer's *Portraits of Mean Men: A Short History of the Protocols of the Elders of Zion* (London, 1938) is a complete history of the Protocols and their forgery.

There are several volumes in the collection which were published just prior to or during the German occupation of France. Examples of these works are L. F. Celine's rabid *Bagatelles pour une massacre* (Paris, 1938) and his equally violent *L' École des Cadavres* (Paris, 1948), a book that may have suggested the idea of death camps to Hitler. There are also two examples of French collaborationist radio addresses during the German occupation, Philippe Henriott's, *Ici, Radio-France* (Paris, 1943), and Jean Hérod-Pacquis' *L' Angleterre comme Carthage* (Paris, 1944). Johannes Oesterreicher, *Racisme, antisemitism, antichristianism* (Paris, 1940) was the last anti-anti-semitic book published in France before the Nazi invasion. This book is quite rare since the Nazis destroyed most of the copies.

Still another volume that listed Jewish families and was used against them was the *Weimarer Historische-Genealoges Taschenbuch* (Munich, 1913). It is an anti-semitic directory for pogrom purposes of all leading Jewish families not only in Germany but throughout the rest of Europe as well. In spite of its early publication date, the Nazis apparently used it to round up squads for death camps. Its detailed tracings of Jewish families and their ancestors, as well as anyone else in any way related to Judaism, make this work one of the most terrible books ever published.

These are some of the interesting works in this collection of anti-semitica, and there are many others equally as valuable. There are many books illustrated with anti-Jewish cartoons and jokes, most of them repulsive. The student of French and European social history should find this a valuable collection.

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**MALC . . .**

(Continued from page 334)

... tuous, personable optimism. His audience retired for the evening reinforced in its belief that all old architecture is not bad nor is all new architecture good.

Saturday was spent at St. Louis University some thirty blocks due east of WU through beautiful Forest Park. Two large discussions occupied the morning hours. The first, led by Donald Oehlerts of Colorado State University, concerned "Centralized Processing for College Libraries," a topic which he was well prepared to present, having recently completed a study of opportunities for inter-institutional library cooperation in his home state. The second was guided by Daniel P. Bergen of St. Benedict's College, Kansas, and was designated "College Environment and the College Library." Many of Mr. Bergen's pregnant and provocative ideas may be gleaned from one paper which he published in this journal in November and another which appears in the present issue. At noon ACRL Executive Secretary Joseph Reason spoke to lunching conferrees at the Coronado Hotel on "Experiences of an American Librarian in Burma," where he had spent 1961/62 for the Association and the Ford Foundation.

A note must be made of the weather. It was the finest kind of spring in St. Louis on April 5-6, and it appeared that everything that could bloom during the two days did so. MALC has not always been so fortunate.—D.K.
The Arlie Conference

ONE HUNDRED PERSONS gathered at the Arlie Foundation outside Warrenton, Virginia, May 26-29, to discuss “Libraries and Automation.” It appeared that perhaps half of the participants were librarians, the balance being engineers, systems men, computer people, and information and communications experts, but frequently during the three days the former half was indistinguishable from the latter. All avowed as a common goal a more rapid and efficient delivery of information to the man who needs it than is presently being accomplished.

This is not to say that there was unanimity on all counts; there was frequent difference of opinion expressed on how to attain the goal, on what steps in attaining it should enjoy priority over what other steps, and the relative importance of the many areas of prospective improvement in library services. At times these differences prompted spirited exchanges of views. There seemed to be a pervading impression among the non-librarians, however, that the most immediate need to improve library activities was at the reader service level, whereas the librarians appeared more intent upon seeking methods of improving their internal processing of information, feeling that thereby they would automatically be increasing their ability to serve their readers.

There was also a certain standoff between the two groups resulting from their general unknowledge of one another’s respective mystiques. There was some tendency on the part of the librarians to say, “Tell me what you are capable of doing, and I will tell you if we can apply it to libraries”; the computer people, on the other hand, were inclined to invite the librarians to tell them what in libraries needed doing so that they could determine whether or not a machine could be applied to the problem.

There was also a basic dichotomy of language which rendered library parlance awkward to the systems men and computer terminology self-conscious to the librarians.

But these differences must not be overstressed. All participants recognized the basic problem for what it was and spent their seventy-two hours pitting their minds solidly against it, and the resulting interchange of ideas and concepts, suggestions and problems, witticisms and even limericks, was salutary and profitable. Yet firm decisions and solutions, systems and programs, were neither sought nor arrived at. The purpose of the conference was exploratory—an obvious attempt to establish a rapport between the two groups and give them opportunity to find a common ground on which to build future action programs. In accomplishing this goal, the conference was eminently successful.

Six formidable working papers on the “state-of-the-art” were distributed to conference in advance of the conclave to furnish a basis for discussions. Librarians found them to be hard reading but well worth the effort; discussion indicated that they read them carefully. The papers and their authors were:


Albert Warheit, Mortimer Taube, Joseph Becker, Henry J. Dubester, Frank B. Rogers, and Foster Mohrhardt acted as discussion leaders, and Don R. Swanson gave a stimulating talk describing the kind of console through which the future library user will find the information he needs.

A conference such as this one, wherein no resolutions were passed nor action taken, defies brief summation. A few, however, of the hundreds of salient and provocative points made by conference participants can be reported here to give an indication of the range and depth of the discussion:

1. The ultimate library console which will bring the user and the computer store face-to-face will be more than a teaching machine allowing dialogue between the two; it will also be a "learning machine" able to benefit from the search techniques and experiences of all previous users.

2. Automation of libraries will upgrade the library profession by freeing librarians from much of the less-demanding repetitive activity they must now perform and by enabling them to devote their full intellectual efforts to reader assistance.

3. A proper demand upon a librarian's attention is the need to formalize as many as possible of a library's activities; once they are formalized and codified, however, they lend themselves to machine handling, and their accomplishment is not a professional task.

4. There is a danger of mechanizing what we are doing rather than what society needs.

5. The computerization of the intellectual content of libraries will come later; prospects for the beginning of computer storage of the bibliographical record exist now.

6. Careful systems planning is essential before mechanization should be attempted; the compelling necessity of a national system of libraries should be recognized in planning for mechanization as it has been recognized in the planning of conventional libraries.

7. We cannot, however, await the day when all the problems of mechanization have been resolved before beginning to work, because such a day may never come.

8. Libraries should not compromise standards and accept a lower level of service just because machines can render it now. They should hold out for machines that can do at least as well as is now being done without them.

Innumerable other points, many of which were no doubt more significant than these, were also made during the three days. Interested persons may learn of them later if they wish, as the proceedings of the conference are to be published.

The Arlie Conference was sponsored jointly by the Council on Library Resources, Inc., the National Science Foundation, and the Library of Congress. It was useful to the profession in lending momentum to the library automation movement. This momentum must not now be lost.—D.K.
Review Articles

Symbols and Storage


Librarians are becoming increasingly aware of the potential of the digital computer in problems of information storage and retrieval. One of the reasons that work in this important field is not moving more rapidly is the difficulty presented by programming. Few working librarians have the time to learn how to program a computer, particularly since program problems vary from machine to machine. It is for this reason that computer experts have developed symbolic languages, defined as "completely formalized language(s) structurally and conceptually rich enough for communication between computers, between computer and man, and even between man and man in the computer field." Such symbolic languages, the best known of which are probably the FORTRAN, COBOL, and ALGOL systems, permit communication with the machine without tedious study of programming techniques. There are two drawbacks to the use of such languages, however: (1) there is no generally accepted single symbolic language, so that the investigator must at present learn a number of languages if he is uncertain of the computer he may have to use; (2) since symbolic languages are used in so many ways by so many fields, they tend to grow rather rapidly and to become unmanageable. The present book represents an attempt to solve many of the problems inherent in computer languages by an international symposium. Though it does not seem to have reached definitive conclusions, this symposium is to be heralded as a step in the right direction.

The book consists of lectures given by the participants in the symposium, grouped around six panel discussions: Metasyntactic and Metasemantic Languages, Languages for Aiding Compiler Writing, Philosophies for Efficient Processor Construction, Reflections from Processor Implementers on the Design of Languages, Are Extensions to ALGOL 60 Necessary?, and Is a Unification of ALGOL-COBOL, ALGOL-FORTRAN Possible? The Question of One or Several Languages. The panel discussions are given in the now familiar but tedious form of transcription from tapes, and one is occasionally unsure of what went on.

The last question, namely the possibility of unifying the FOR (mula) TRAN (slation) system developed for the IBM 700 series, the CO(mmon) B(usiness) O(riented) L(anguage) sponsored by the U.S. Department of Defense, and the European-American ALGO (rithmic) L(anguage), which is intended as an international standard, is in my opinion the most important of all for the user of the computer who is not himself a computer man. It is unfortunate that the conclusions of the panelists seems to have been that no unification is possible. In fact, it seems from the tenor of the discussion that we must look for a continued proliferation of computer languages.

It is for this reason that the first section of the book, "Theory of Languages—Syntactical Structure and Metalanguages," is so important. If we are to have a multitude of computer languages, the normal noncomputer-trained user of the machine needs a further language which will permit him access to the computer language. Of particular importance is an article by J. Riguet on programing and the theory of categories; in this article, M. Riguet outlines the theory of categories, which he thinks will replace set theory as the basic language of mathematics, and shows how programs may be cast in its terms. The theory is so simple and easy to understand that it seems at least as powerful as set theory for purposes of programing. If computer languages could be cast in the form of some other more powerful and generally used language such as the theory of sets or categories, the goal of international cooperation in this field could be realized, and the artificial restrictions at present placed on the growth and proliferation of computer languages could be lifted.

Also of great interest is the section on the use and design of languages to aid compiler
writing. A compiler is a program which equips the particular computer to accept programs in a problem-oriented language and to transform these into machine language instructions. Again, the panel and the lecturer represent no unified opinion on this matter, and no synthesis is presented. With the widespread international use of the computer for language processing, such programs should be made available widely. The book under review here represents an advance in that it is based on international cooperation; it is disappointing in that it yields so little evidence of a realization of this fact on the part of the participants. The nonprofessional user of the computer will find little comfort in the professional's attitude towards him as revealed in the pages of the symposium report.—James W. Marchand, Vanderbilt University.


Permuted indexes are falling upon us in profusion, but the two under review here are the first extensive ones to appear in the field of librarianship. Although IBM calls its process “Key Word in Context” (which shortens into the happy designation KWIC) whereas General Electric says “significant word in context,” the two efforts use essentially the same devices for controlling the same body of literature. Large libraries will want both of these bibliographies even though they are very similar in subject and scope.

The General Electric bibliography lists alphabetically by main entry 1550 books and journal articles in the broad area of information storage and retrieval, including such tangential but related subjects as mechanical translation, character and pattern recognition, speech analysis and synthesis, self-organizing systems, and artificial intelligence. Almost all references are to writings since 1949, although a few significant earlier works are included.

The IBM bibliography contains about twice as many main entries, again with each entry indexed under an average of five terms permuted from its title. There is an author index but no source nor chronological indexes. An interesting sophistication is a list of words not used in developing the permuted index. Among this homogeneous but useless lot of discarded terms are Don, Force, Poughkeepsie, September, and Versus. Although more comprehensive than the General Electric list, the IBM compilation is printed at a reduction in size giving it a somewhat handier format.

These are good practical examples of what the permuted index can do. It will be interesting and indicative to observe how much we use them.—D.K.

Statistics


One of the problems which was never adequately solved by the hardworking, deadline-pushed ACRL Statistics Committee (now LAD LOMS Statistics Committee for College and University Libraries) was that of providing for academic librarians a useful or significant analysis of the raw data supplied in the tables formerly published in this journal each January. When the collection and publication of statistics was turned over to the USOE Library Services Branch in 1959, it was with the understanding that the data processing machinery of that agency would provide a more detailed statistical analysis as Part 2 of its yearly publication of
the basic data. An advance analytic report which was published in July 1961 limited its coverage to data on library volumes, personnel and expenditures. After many unavoidable delays, the full report has now been issued, and plans are under way to issue the analytic part for succeeding years during 1963 in order to catch up with the current compilations.

The first section explains the usable coverage of libraries represented in the data—1854 institutions or 95 per cent of the total population. Institutions are divided into seven categories, one of which, "Other professional schools," might be broken down in future compilations into medical, law, business, etc. to be more useful. Further distinctions, such as four-year and two-year colleges, public or private control, and enrollment ranges are maintained throughout the tables. The introductory section also contains tables showing a summary of management data, and median figures for all data according to enrollment, as well as totals for professional staff vacancies. While a first publication lacks naturally a basis for comparison, it is hoped that future reports will expand the description of trends.

The appendix contains eighty-seven tables which analyze more fully each of the items on the statistics questionnaire. The table of contents divides the tables into the two corresponding parts of the questionnaire: management data and salaries. It is a formidable listing chiefly because the table titles are lengthy, repetitious, and tend to hide the key words which would allow users to proceed directly to the desired type of data. A subdivision of the topics covered under each of these sections would improve this listing, as would a shortening of table titles.

Each librarian can locate the standing of his library in relation to the high and low figures for each item, the median and the first and third quartiles. The first analysis marks an important milestone in the development of a statistical picture of academic libraries. It will be useful to librarians and administrators in planning improvement of local libraries, and to all who seek to buttress legislation with convincing data. While there is room for improvement in the selection and presentation of data, it must be remembered that the original statistics questionnaire was changed, refined, and amplified over a period of years in response to the suggestions of users. This is the approach which guides the planning of the present Statistics Committee and the U.S. Office of Education.—Robert R. Hertel, Illinois State Normal University.

**Biography of a Library**


Lacking a satisfactory general history of American collegiate libraries, students and scholars must rely chiefly on individual accounts. Fortunately, however, this approach can serve better than the casual reader may appreciate, particularly when, as in the present book, the author brings to his task a substantial knowledge of developments in the larger social scene. A professional historian specializing in American social and intellectual history, the author of several previous publications dealing with the history of Bucknell, and sometime chairman of the Bucknell faculty library committee, one may hope for, and here receive from Professor Oliphant, an account which relates the library to contemporary Bucknell and to other institutions and forces in American life. Indeed, persons knowing the history of other academic libraries are bound to encounter in the Bucknell library story much that is familiar: ambitious beginnings (1848-59) followed by decline and neglect (1859-79); the rise, fall, and eventual merging of student society libraries with the college collection; the notable and salutary effort on collegiate library services of student demands nourished (circa 1880's and '90's) by reading student papers of other schools; increasing the hours the library was open from one or a few a week to something like present practice; opening of a reading room; regular employment as librarian of someone other than a full-time professor-custodian (1894); the employment of an experienced female assistant librarian to help create a card catalog (1896); separate study facilities for women students resulting from the unchivalrous objections of their male counterparts (1896/97); a Carnegie building (1905) to accommodate growing collections and services; regular annual appropriations for books growing out of acceptance of appropriations for binding (1906-16), etc.
In the last chapter, which deals with the years since World War I, the story becomes, not surprisingly, more of a local chronicle, albeit within limits useful, detailed, and, as elsewhere, based on thorough research. A success story thread runs through this latter portion, climaxcd by the benefactions of Mrs. Bertrand, the donor of a new building (1951) and a $5,000,000 library endowment.

This book is a welcome addition to the modest shelf of scholarly histories of American academic libraries.—John C. Abbott, Southern Illinois University, Edwardsville.

Labor Service


I was pleased to see the publication of this anthology on library service to labor, for much of what has been written appeared originally in publications of limited distribution and has long since gone out of print. Furthermore, many of the librarians and labor educators who pioneered this unique program and recorded their experiences have retired from the scene and a new generation is carrying on the work.

The articles in the collection are taken largely from the Newsletter and Guide of the Joint Committee on Library Service to Labor Groups, established by ALA in 1945, with representatives from libraries and organized labor. They are written by thirty-four librarians and labor educators, including such veterans as Dorothy Bendix, who for a number of years directed the service to labor at Newark Public library; Ida Goshkin of the Akron Public library; Ruth Shapiro, formerly with the Milwaukee Public library; and—from the labor movement—John Cosgrove and Otto Pragan of the AFL-CIO Department of Education, J. W. O'Connell of the International Association of Machinists, and Sally Parker of the American Federation of Teachers. University programs in workers' education and labor relations are represented by Anthony Luchek of Wisconsin, Shirley F. Harper of Chicago, and others. I miss Mark Starr of the Ladies' Garment Workers in the anthology, but perhaps what he has written is more readily available elsewhere.

The selection was made and appropriate commentary provided throughout by Mrs. Dorothy Kuhn Oko, long-time head of labor service at the New York Public library and for many years the guiding force on the joint committee, and by Bernard F. Downey, librarian of the Institute of Management and Labor Relations at Rutgers.

The anthology opens with several articles explaining why labor has been singled out for special library attention and presenting the historical background of cooperation between librarians and trade unionists. There follows a number of articles on the practical aspects of establishing and operating public library programs directed to organized labor, building labor book collections, and serving educational programs conducted by trade unions. Finally, there are reprints of case studies of public libraries that have had exemplary programs for labor: Akron, Boston, Milwaukee, New York, and Newark. A related area, not covered by the collection, is the interpretation of the labor movement and labor problems to students, a concern of many high school librarians. But perhaps this is another book.

There is a good balance between the practical "how to do it" and the inspirational "why it's worth doing." Perhaps more than any other area of librarianship, service to labor calls for personal involvement in and sympathy with the group to be served. It is not the kind of library assignment that one can accept casually, and, for many, it has become a lifelong career of dedication. Much of this spirit is reflected in the pages of this anthology, which should serve as a handbook and guide to the present generation of librarians serving labor groups.—Ralph E. McCoy, Southern Illinois University.

Lilliput


The happy conjunction of a thorough and level-headed approach to a great need, and adequate and proper backing by the ACRL has resulted in this small volume the intent of which is to 'translate theory into action.' The theory concerns several aspects of management of the small academic library, and
the action sought is the practice of the best present library methods which are applicable to a small collection and a small staff. The book is slanted toward that neglected area of our profession which involves ‘one-man’ libraries, of which there are many, and to college libraries with a staff of as many as three, of which there are many more. The author even assumes, and rightly, that many of these librarians may be without benefit of professional training.

The text is clear, thorough in treatment of the areas chosen, but concise in statement and precise in reference not only to accepted library practices but also to the most essential tools and professional literature and organizations. The latter is an indication of the author’s very gentle but firm persuasion of those library staffs which are least likely to do so to participate in and benefit from such organizations, notably the ALA.

The value of this book lies in its orientation and emphases. Nothing really new in library method or administration has been said. What has been said has been said well, and with the exception of some slight confusion arising from a lack of sufficient sub-heads, the book is very readable. Strong points include its emphasis on budget matters, an avowedly knotty problem for any library administrator; its numerous but pertinent appendices; and an adequate index.

This volume is deceptive in its simplicity. It is a mine whose wealth may be acquired easily by both professional and nonprofessional staff members of the small college library, and it should soon find its way as well to the reading lists of library science courses in college library administration.

John David Batsel, Lambuth College.

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