In This Issue—

Research Approach to University Library Problems, *Introduction by Robert H. Muller* ■ ■

A Philosophy of Book Selection for Smaller Academic Libraries, *by Stuart A. Stiffler* ■ ■

Searching Techniques in the Literature of the Sciences, *by Hugh E. Voress* ■ ■

Recent Japanese Library Developments, *by Takahisa Sawamoto* ■ ■

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

Production and Advertising and Circulation office: 50 East Huron Street, Chicago 11, Illinois. Change of address and orders for subscriptions should be addressed to College and Research Libraries, at the above address, at least three weeks before the publication date of the effective issue.

Manuscripts of articles and copies of books submitted for review should be addressed to David Kaser, editor, College and Research Libraries, Joint University Libraries, Nashville, Tenn. Material for the news sections should be sent to CRL, 50 E. Huron St., Chicago.

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


College and Research Libraries, the official journal of the Association of College and Research Libraries, a division of the American Library Association, is published bimonthly—January, March, May, July, September, November—at 1201-05 Bluff St., Fulton, Mo.

Second-class postage paid at Fulton, Mo., and at additional mailing offices.

May 1963

Volume 24 Number 3

Contents

Research Approach to University Library Problems, Introduction by Robert H. Muller 199

A Philosophy of Book Selection for Smaller Academic Libraries, by Stuart A. Stiffler 204

Searching Techniques in the Literature of the Sciences, by Hugh E. Voress 209

Recent Japanese Library Developments, by Takahisa Sawamoto 213

Administrative Organization of Columbia University Libraries, by Richard H. Logsdon 219

Library Growth and Academic Quality, by George Piternick 223

The Charles B. Phillips Library—An Adventure in Planning, by Ethel W. Tapper 230

Library Statistics of Colleges and Universities, 1961-62 235

News from the Field 239

Personnel 243

The Librarian in the College Novel, by Earl Tannenbaum 248

Review Articles 251

Americana, Richard Harwell and David Kaser 251

Computers and the Library, Jay E. Daily 252

West German Scholarly Libraries, J. Periam Danton 254

Books Briefly Noted 256
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University libraries face many complex and difficult problems. Library administrators are continually called upon to make policy decisions to solve these problems. Again and again, as decisions have to be made, it appears that knowledge of essential facts and relationships is lacking. As a consequence, many decisions are made more on the basis of hunches, assumptions, and guesswork than on the basis of reliable knowledge.

There are practitioners who are cynical of the very idea of library science; they prefer to think of librarianship as an art, where one is guided primarily by intuition, instinct, or impulse. There are others who are more optimistic about the possibility of developing a body of knowledge to guide one in arriving at solutions in as rational a way as possible. The Committee on Research and Development of the University Libraries Section of ACRL is committed to the view that dispassionate rational analysis, systematic investigation, critical evaluation, comparative study, controlled experimentation, and similar activities subsumed under the heading "research" should be pursued, with greater vigor than is often the case, toward the end of providing a sounder basis for library policy determination.

One of the reasons more research is not being done is that library administrators have apparently not developed a regular habit of making a note of the occasions when they are frustrated by lack of reliable knowledge. As soon as a decision about a problematic situation has been reached, even in cases when one was painfully aware of this lack of knowledge or supporting data, one has a tendency to put it out of one's mind and swiftly move on to any number of other pressing problems. No record is kept of one's realization of the need for research, nor is the need communicated to anyone who might be in a position to remedy the situation. When a similar problem is encountered in another library, the same sequence of (1) frustration, (2) quickly arrived decision, and (3) prompt forgetting is likely to take place. The net effect of such sequences in different library contexts is that very slow progress is made toward supplying the missing data. If the identical problem is encountered with some frequency in different libraries, someone may take it upon himself to conduct a "survey" of practices, showing how libraries A, B, C, etc. solved the problem. Such surveys are often presented without sufficiently penetrating analysis or commentary, so that one is left with the impression that any one of a variety of solutions has equal justification, and that the reason for several libraries solving a more or less identical problem in different ways is that different "local conditions" call for different solutions. To provide such an explanation is much easier than conducting a tight comparative study of results in terms of, say, cost or quality or long-range advantage.

Simple though it may sound, the first requirement for progress in gaining increased knowledge about university li-
Library operations is to promote the cultivation of the recording and communication habits on the part of library administrators. They must learn to make a record of the problems they encounter for which they do not find data which leads to an adequate solution. This is by no means an easy task. They must be as specific as possible in indicating what data were lacking and what insights they expected to gain from it. Once the problem has been defined and basic research has been specified, a clearinghouse should be established for the collection, sifting, reformulation, and communication of the needs of different university libraries to those who may be in a position to help fill the need. It is this clearinghouse function that a Committee on Research and Development can perform. It can make available to those interested in conducting or financially supporting research in university librarianship lists of clearly defined topics on which research should be done to help practitioners make their decisions on sounder bases than had been available previously.

Some three years ago, the R & D Committee followed a different approach but found it relatively unproductive. A letter was written to a selected number of university library administrators, requesting that each send to the committee a list of topics deemed worthy of systematic investigation or study. The result was a list of over forty topics, most of which, upon close analysis by the members of the committee, failed to meet the requirements of sufficiently clear formulation indicative of the sort of data to be collected and brought to bear upon solutions. The problems tended to be stated in terms that were much too broad and ill-defined. The reason for this failure may lie in the problems proposed for study having probably been concocted in an armchair on the spur of the moment, rather than having sprung from an actual situation still vividly in mind. Nevertheless, a few of the proposed topics did seem to warrant further attention by members of the committee, and four members volunteered to elaborate upon one each for the purpose of defining them clearly and indicating their dimensions. These outlines are presented here for the purpose of encouraging university librarians and library administrators to submit research proposals, either directly or through the ACRL executive secretary, to the committee immediately upon having become aware of the lack of reliable knowledge the existence of which might have been helpful in the evaluation or determination of policy.


Example No. 3: "Success and Failure in Library Use," by Andrew Eaton.

Example No. 4: "Attitudes of University Administrators toward Libraries," by John F. Harvey.

STANDARDS OF OUTPUT IN CATALOGING AND ACQUISITION

Reliable production standards for the technical services have been discussed by the profession for many scores of years. Feared by some librarians and eagerly requested by others, they have never been satisfactorily calculated. It is now proposed that a scholarly investigation of this important question be made.

Such a study has to avoid two pitfalls:
1. Oversimplification. To combine the production statistics of a group of libraries and to calculate statistical relations either with the number of staff members or with the amount spent for library materials does not give a satisfactory solution.
2. Bias. Although the results of the study will have important budgetary implications, the investigation has to be made without regard to applications.

It will be necessary to analyze the complex technical operations and to calculate and test the length of performance of various operations. Moreover, a simple addition of the individual costs will not meet our needs. The cost of an operation by itself is not a meaningful figure unless the end product is clearly defined.

Production standards have to be related to (1) working conditions, (2) machines available, (3) routines prescribed, and (4) final product desired. Variations will have to be calculated according to the characteristics of the material to be processed. Some of these categories are: (1) language; (2) publication date: current, old, and rare; (3) source of publication: commercial, private, or government; (4) country of publication; (5) bibliographical accuracy of order request; (6) subject; (7) entries available from bibliographical books: LC, NUC.—Felix Reichmann.

**Measuring Library Use**

In their efforts to indicate the volume of library use, librarians have traditionally reported such statistics as: books loaned for home use, number of reference questions asked, and number of interlibrary loans transacted. In recent years especially, these data have appeared less and less meaningful as true measures of library use and usefulness. It is clear, for example, that a book lent to a student and unopened by him cannot be regarded as having the same importance as a book borrowed by another reader who bases a major paper on it. Furthermore, the journal article, not charged out, but read within the library building (perhaps even in the bookstacks) may contribute in a major way to furthering an important research project.

Thus, the usefulness of a library cannot be measured properly by simple statistics of loans of two weeks. Even in the matter of justifying budget increases, the customary use measures are inadequate. A 20 per cent increase in home-use loans may justify a modest increase in clerical personnel for filing loan records and mailing overdue notices, but it cannot be used to justify such major expense items as professional and administrative staff or the purchase of retrospective files of scientific journals. Statistics of reserve book loans have a direct relation to size of staff on the reserve desk and perhaps to the number of multiple copies of reserve books, but they influence not at all most of the items of the library budget that are really significant. Moreover, they are hardly a proper measure of the educational and research role of the library as “the heart of the university.”

It is proposed that new measures of library use be discovered for academic libraries.

Such new measures should be meaningful in the context of modern library operations and modern concepts of academic library service. Many possibilities come to mind: If open-stack browsing is a valid “service” in a library, why not count browsers? Or time the duration of their browsing? If access to an array of learned journals is offered, why not measure in some way the reader-hours spent examining such journals?

It would seem desirable for academic libraries to have meaningful measures of those varied library services which are important and costly in today’s library situation. These measures ought to be quantitative in nature, objectively arrived at, and reasonably simple for the public and the university administrator to understand.—R. T. Esterquest.
**Success and Failure in Library Use**

Reader satisfaction is the ultimate goal of library service. Yet librarians know relatively little about their ability to satisfy users' needs. We assume that most students find the library helpful in connection with their class assignments, term papers, etc., but we have little objective, factual information as to how successful they are in finding what the library has to offer, why some do better than others, and what the library can and should do to make their experience more rewarding.

What is needed is detailed analysis of student experience in using libraries. This analysis should focus on individual students and by means of case studies should supply information concerning (1) projects or assignments requiring library use, (2) how the student went about his search and what he actually found, (3) what he might have found with optimum success, and (4) why his efforts fell short of achieving maximum results.

The purpose of this study would be to throw light on the degree of success achieved, variations among students in results obtained, and the factors associated with success and failure in library use.

Among the factors which presumably affect library use and which might be studied in relation to student success and failure are:

1. Characteristics of students (scholastic aptitude and achievement, cultural background and interests, library orientation in high school, access to good public library facilities, etc.)
2. Building arrangements (open stacks, segregated quarters for undergraduates or lower division students, subject divisional organization, departmental libraries, etc.)
3. Staffing arrangements (provision of subject specialists, assignment of professional staff to evening and weekend hours, advisors at the public catalog, liaison with teaching faculty, etc.)
4. Library orientation and instruction programs (formal courses, printed handbooks and guides, use of films, sharing responsibility with English or other department, etc.)
5. Bibliographical apparatus (divided catalog, availability of shelf list, provisions for public access to collections not fully cataloged, availability of union catalog, etc.)

By carefully focused studies of such variables as these we should obtain a clearer understanding of student success and failure in library use.—Andrew Eaton.

**Attitudes of University Administrators Toward Libraries**

Presidents, vice presidents, comptrollers, and deans could be studied on at least twenty-five public and private university campuses. The amount of graduate work and teaching experience might be noted for each administrator as well as his formal and informal relationship to the library, i.e., whether or not the director of libraries reports to him directly for policy or fiscal affairs, and the extent of his personal use of the library.

The researcher could conduct private interviews at which a confidential questionnaire would be completed. The following are sample questions, stated in general terms, which might be asked:

1. What particular library problems come to his attention? What are the library's chief weaknesses? Chief strengths?
2. To what degree is the library integrated into the academic program of the university? Is the library the "heart" of the university? Should the library staff members have faculty status? Do they?
3. How successful are the administra-
tor's relationships with library staff members, especially with the director? Does he find these staff members cooperative? Competent? Does he have faith in the director's judgment?

4. Is the library budget poor, adequate, or good? Within its means, is the university generous in its budgetary treatment of the library?


In the same way, the library director's evaluation of the university administration could be ascertained. Does he feel that the administration understands the library's purposes and problems, is in sympathy with these purposes and is trying to carry them out?—John F. Harvey.

More About Periodicals—A British View

"The number of scientific periodicals is constantly growing, and certain publishers in particular are issuing streams of new journals on every conceivable subdivision of science. Furthermore, eminent scientists lend their names to these journals as editors, or serve on the editorial boards, and the contents of the journals deteriorate after the first few issues. These periodicals are preserved mainly in libraries, yet these are asked exorbitant subscriptions in excess of those expected from individuals who purchase the journals "for their own use." This leads to certain irregularities, and librarians are extremely critical of these unorthodox and unethical tactics. Unfortunately, few librarians are permitted to decide which journals they house, and which subscriptions should be cancelled, but they can advise their committees. If librarians could take joint action over these, and certain other matters, unscrupulous publishers would have a greatly decreased market for their wares, and certain periodicals would vanish, without leaving serious gaps.

Possibly one solution would be the introduction of greater control over scientific periodicals by societies, universities and institutions, who would not necessarily publish the journals, but would sponsor them through reputable publishing houses. They might also control the output of their members by discouraging the publication of material adding nothing to our knowledge of the subject. This, however, is a matter for national, and even international consideration, but the current trend is towards the opposite direction. Publication is encouraged; the use of grants must be justified by the number of articles printed, and the work of a university department tends to be judged by the weight of its literary output. We are faced with a gigantic, suicidal pact, in which the advancement of science is hampered by the inability of research workers to trace new facts among the masses of literature that must eventually suffocate those in pursuit of true knowledge."—J. L. Thornton and R. I. J. Tully, Scientific books, libraries and collectors. (2d. ed. Library Assoc., 1962.)
A Philosophy of Book Selection for Smaller Academic Libraries

By STUART A. STIFFLER

The purpose of this paper shall be to outline some of the controlling criteria which should underlie a sound acquisitions policy for the smaller academic libraries. It disclaims any intention of presenting rules of thumb constituting an absolute system for the selection of materials. The effective development of academic library book collections, however, is dependent upon the understanding and acceptance of certain larger assumptions which fall neither within the category of administrative techniques nor within these critical standards of judgment applicable to the content of the several subject disciplines. They spring rather from the general organization and the social development of knowledge itself.

It is hardly necessary to point out that, from a statistical point of view, the major problem in acquisitions policy for smaller institutions with limited financial resources is that of selection from a constantly increasing rate of publication. In the field of history, for example, a library with a book budget of $13,000 to $15,000 per year may find that it can purchase only one volume in ten of current annual publication in this field. When the necessity for acquiring some older materials, together with books published in English in Great Britain and in other foreign countries, is considered the problem is, of course, greatly intensified.

It has been said that libraries are not made, they just grow. Any librarian who has worked with a collection of books over an extended period will be aware of the large element of truth in this. The growth of academic book collections has, of course, always been subject to some measure of rational control. But the typically uneven and disorderly character of this growth raises again the question of the proper relationship between the planned and the necessarily fortuitous elements in the development of the book collection. What should the librarian's responsibility be in supervising the quantitative and qualitative growth of his book collection?

Some librarians appear to follow, as much as possible, a simple "stimulus-response" buying policy. Especially is this so if general funds are limited and if the budget is departmentally allocated. This policy, insofar as it is a decision (or an implicit acquiescence) of the librarian, represents too often a failure to discharge the full measure of one's professional responsibility. On the other hand in a small institution it is typically the responsibility of one or two librarians to survey the entire scope of publication which may be divided among as many as a dozen or more specialists in larger institutions. Obviously such a situation requires a careful estimate of staff capability, a deliberately planned division of labor and, of necessity, a heavy reliance upon faculty for the initiation of orders. However, to assign this role entirely (or almost completely) to faculty in most instances suggests a faulty estimate of relative responsibility or, possibly, just a failure of nerve on the part of the librarian.
What theoretical guidelines should the librarian adopt, then, if he is to assume an active role in book selection? Every institution presents its unique problems. The points included in any sound book selection policy statement are basic. What are the educational aims of one’s institution? What is the general trend in departmental and in total enrollments? What are the specific trends in research and teaching interest within each department? What is the pattern of curriculum development? What is the proximity of one’s institution to other book collections? The introduction of Honors programs and the generally increased emphasis upon independent study is, for example, a development which can significantly alter one’s total purchasing program.

As a background for selection these policy considerations should be tied in with a carefully written estimate of the strengths and weaknesses of one’s collection. The more detailed and specific this can be made, the better; but in any case, it will have to be constantly amended and expanded with changes in curriculum and faculty and with the continuing evaluation of the collection. But, beyond this, what general applicability can theoretical considerations have for the numerous individual book collections, each with its own requirements?

In the first place, a book is always, ideally, evaluated originally, or in review, by the librarian on its own merits. He utilizes his own knowledge, consults staff or faculty members and checks standard bibliographies, check lists and reviews. The librarian remains ultimately responsible for the qualitative character of his book collection. He may on occasion think it necessary to express a negative opinion of a book or to summarize reviewers’ professional consensus to the individual who requests such a book. And he must retain the ultimate authority to reject a book under consideration.

But with exceptions to be noted, a volume should not usually be selected exclusively on the basis of its individual merit. The questions must be asked, what is the relevance of the book to our requirements in terms of the educational aims of our institution?, in terms of student and faculty interests?, of the level of demand and enrollment in the various courses?, of the relative strengths in the collection as defined in one’s written evaluation of the collection?, of the degree of specialization and level (or type) of treatment of the volume in relation to the clientele served? Decision for purchase of most volumes must be based upon careful assessment of the multiple selection criteria involved.

To select a book without reference to these extrinsic criteria will, in the long run, materially decrease the general utility of the collection to the library’s public. As a general underlying principle it is important to view the library collection not as composed of isolated book-units, deriving their organic character only from physical proximity and the residual subject analysis provided by the classification system, the card catalog, indexes, and printed bibliographies. In a substantive sense a book collection is not composed of books as physical objects in space, but rather it consists of ideas or themes, events, interpretations having some structural coherence in terms of collective treatment in the total body of material selected and analyzed. By “structural coherence” is meant that the ideational content of a given volume is viewed, insofar as possible, in its manifold relations to the corresponding or related content of all other physical units in the collection. This criterion should be qualified, as shall be explained below, by the admission of books relatively comprehensive and self-contained and which further appear as significant idea-complexes around which to build.

The well selected book collection,
then, poses a complex problem in applied social epistemology. Accordingly, the librarian must be sensitive to the evolving organization of knowledge, and to the interrelationship of the ideas, the events, and the broader themes which he is evaluating. This "sensitivity" involves not only some sense of the logical organization of knowledge (considered as idea, event, or theme) but of the associative or analogical element which, since it is involved in research and imaginative thinking, is ultimately a factor in the analysis and selection of books.

Now it follows as a corollary of the fact that the collection as a whole possesses its own distinctive structural characteristics that the individual book is not, typically, a self-contained unit of knowledge. Anyone who has worked with books knows that the book is not often a comprehensive, logically and coherently organized vehicle of expression, precisely fitted to a researcher's need, even when the subject in view is but one clearly delimited aspect of a broader topic. Further, most library users naturally select a research topic without reference to the topic's compactness or unity of treatment in the materials which constitute the library collection.

From the researcher's point of view the scattering of information on a research topic is the result of the natural divergence among patterns of definition of subject, of logical organization, of level and mode of treatment, and of canons of pertinency as conceived by himself and by the authors of that body of material of potential use to him. This divergence is complicated by the cumulative growth (and sometimes the obsolescence) of knowledge which may, in itself, alter with time the effective ideational relationship of a given volume to related volumes in the collection. This scattering effect is ultimately a result of subjective differences in modes of thinking together with the social growth of knowledge and the changing pattern of its physical organization. The librarian can only hope to reduce somewhat the dissimilarity in the mental pictures of authors and library users by judging books against some operational conception of his clientele's subjective type of mind. The difficulty in applying this approach with any great precision should not, however, be a matter of great concern. The complete elimination of "cross purpose" between author and library user is not the ultimate goal. Since a basic element of research is the imaginative reorganization of recorded thought, absolute subjective correspondence would eliminate the possibility of research itself.

If the book is to be of maximum value it must, then, be judged on the basis of its ideational content viewed within the context of the internal structure of the collection and the external requirements of the clientele. Otherwise it is conceivable that one may build a collection of excellent books with but very few topics or themes reliably treated in depth. Brooks Adams' observation of fifty years ago that "men of liberal education have collected libraries who have never been taught to generalize.... When a book is supposed to have a certain degree of merit it is deemed worthy of purchase, almost regardless of subject" is probably still true of the practice of many librarians today. In sum the physical units which collectively constitute the treatment of even a delimited topic are typically numerous and often physically scattered in terms of the formal classification structure. Even when expertly performed, the organization of subject analysis cannot be expected to remedy the deficiencies of book selection without close attention to the structural characteristics of knowledge. For this reason I think that even in small collections with limited budgets the indispensable standard of the "well-balanced" collec-

tion should not be made a fetish. The list of authors or broad topics almost automatically selected should not be too extensive or too rigidly adhered to. Some imbalance in coverage may have to be tolerated in planning for selected coverage of a few specialized ideas, themes, or events.

Several categories may be enumerated which should help organize in the librarian's mind the evaluation and selection of books. Before considering these general categories, it should be acknowledged, that, in order to reduce the scattering effect discussed above, some books will immediately eliminate themselves by virtue of the public to which they are addressed, or, more specifically, because of their degree of specialization, or the level and type of treatment they exhibit. Although some may be selected if specifically requested or if judged to be of standard or seminal importance, most will be quickly eliminated. The degree of a book's specialization in relation to the size of one's collection or, more properly, the size of the collection in the specialized subfield which the volume treats is an initial consideration.

The categories may be enumerated as follows:

1. First, there are books whose selection is, in most academic libraries, quite properly determined by the formal structure of the selection process. The faculty selects these books subject to the informal advice and review of the librarian. These volumes may, of course, be valuable from the point of view of the criteria outlined below. But such coincidence must be considered to be considerably fortuitous.

2. The second category consists in the works of "standard" authors which are selected almost automatically. To permit flexibility the list should be informal and not too extensive. Generally speaking, the less significance critical opinion attaches to an author, the more the author's subject and style should be immediately considered in relation to the interests and tastes of the libraries publics and, ultimately, the more attention should be focused upon the intrinsic merits of the book itself.

3. The third category includes books selected on specialized subjects, themes, ideas, or events (qualified by mode of treatment). Books on certain subjects—depending upon local interest and demand—may receive priority consideration for purchase. This category may, however, sometimes be chosen without reference to immediate demand in order to add depth to selected ideas, themes, and events on which some demand may reasonably be anticipated. Automatic buying on topics should, however, be carefully controlled by the pattern of changing needs and by the merits of the book itself. Where demand is very heavy or published material is scarce, critical standards may on occasion be lowered somewhat.

4. The fourth category is made up of miscellaneous material, added for symmetry or for "rounding out the collection" and overlaps to some degree with category two, "standard" authors. Priority consideration within this category should be given to books for which anticipated demand may be determined with some assurance. Although these judgments are difficult at best, by noting the pattern of student and faculty interests and by analyzing curricular trends one may choose well within this category. Types of material which may be subsumed under this category include standard or classic works for which there is continuing demand. Also included are books in fields which have been developed in the past but which have receded in relative importance because of changing personnel or changing interests and because of curricular changes. This latter material should be "kept up" by the librarian to the extent that the budget allows, as the area in question may well again emerge within the pur-
view of faculty or student interest. Or these books may attract research interest from allied fields or may be used for papers in freshman English courses.

5. The fifth category is normally small in relative financial priority but nonetheless vital in qualitative importance. It encompasses new books which do not fall within the first four enumerated categories. These materials should challenge the full range of the librarian’s insight, reinforced by a certain measure of educated guessing. This category may be designated as including those works which, although apparently not of immediate interest to students and faculty, appear destined to become standard or definitive surveys of a subject field, of a theme, an idea, an event. These are not selected purely intuitively, however, but in part upon the intrinsic merits of the volume in relation to a logical projection of needs and interests of the library’s public estimated from all available evidence.

These points then may be summarized as follows. The librarian always should bear an active responsibility in the development of the book collection. This responsibility should rest upon an evaluation of the differential strengths of his collection in relation to the interests of his clientele and to the educational aims and curricular trends of his institution. To implement effectively this responsibility, there should be established as basic assumption in the librarian’s mind a clear conception of his book collection as an organic body of knowledge with its own peculiar structural organization.

The competent selection of a new book title, especially in institutions with very limited resources, frequently involves the consideration of multiple determining criteria. Each new title, consequently, might be considered in terms of the categories of valuation here outlined. The specific nature of the decisions which may be deduced from these determining guidelines must be dictated by the local situation. A survey program of current reviewing and indexing publications should be established to provide a consistent and rational implementation of these guidelines to the book selection program. It is the frequent complexity and the considerable element of subjectivity involved which should make the selection process a constantly interesting and challenging professional undertaking.

Audio-Visual Workshop

The ALA Audio-Visual Committee in cooperation with the LAD Personnel Administration Section’s In-service Training Committee is sponsoring a pre-conference workshop at the Pick-Congress Hotel in Chicago July 12-14. The workshop is especially designed for librarians working with AV materials in school, college, university and public libraries. It is directed toward staff members who may have either part-time or full-time responsibility for such materials. The registration will be limited to 200.

The opening session on Friday evening, July 12, will feature a talk on Educational Value of A V Materials in Library Services, including the implications of the newer media by Seth Spaulding, Educational Media Branch, USOE. Other sessions will cover such topics as sources of materials, film evaluation and criticism, and the utilization of audio-visual materials. A session devoted to problem clinics also will be included. A final luncheon meeting on Sunday, July 14 will have as featured speaker Robert Hudson of the National Educational Television and Radio Center who will talk on “New and Future Trends in the Use of Audio-Visual Materials.”
There are many points to consider in making an effective science literature search. Initially, it is assumed that one must attempt to locate all available information relevant to a subject at the level required by the requester. With patents, all available information is required in order to establish priority in the recording of ideas and inventions. With the volume of literature now growing at an accelerating and unprecedented rate, retrieval is made more difficult by the sheer volume of information available. An effort to retrieve specific information concerning a specific subject or an effort to retrieve general information concerning a general subject must be carefully planned. Efficiency in literature searching can be gained only by experience, but certain principles which may be modified to suit the conditions of almost any particular situation can be set forth.

In order to perform a comprehensive examination of literature, the following steps should be taken:
1. Determine the subject scope
2. Determine the temporal scope
3. Determine the depth
4. Determine the literature to be used, e.g., abstract journals, handbooks, books, etc.
5. Familiarize oneself with the indexes to be used
6. Determine the subject headings involved
7. Scan the subject indexes
8. Check the abstracts cited in the indexes for pertinency
9. Prepare a list of authors of selected references
10. Scan the author indexes for additional references
11. Prepare a list of corporate authors (issuing agencies)
12. Scan the corporate author indexes for additional references
13. Arrange all the references in the order desired
14. Edit the citations into the same format
15. Compose the finished copy.

Exact needs of the requester

The searcher must first determine the scope of the subject. In other words, he must determine "what the requester wants." Although a written statement should be obtained of his needs, it is frequently necessary to have several discussions with the requester in order that these needs might be understood clearly. Requesters may not know just what type of information will be helpful or available, or even what type of information they want. Such a discussion may help to formulate better the exact requirements. The requester should be asked if he has done any investigating himself in order to avoid duplication of effort. If he does not understand how to
examine the reference tools he has already used, this work may have to be done again by a trained searcher.

The parameters or limits of the requester's needs often go beyond subject alone. It may be that only information developed after a certain date is sought. Or, he may want only that developed by a certain person, company, or in certain countries. Adding qualifications of this type will greatly reduce the amount of time and effort required for retrieval.

**Scope of the Requester's Needs**

The definition of the scope of the request should be explored from a subject standpoint so that all possible information related to the request will be considered. An experienced searcher examines textbooks, encyclopedias, and dictionaries to find related subjects of probable interest. No one, regardless of his subject specialties, can know all of these relationships. Discussion with a scientist or specialist in the field, other than the requester, often serves to determine whether any fields have been overlooked.

**Sources and Reference Tools to Be Used**

In making the search itself, the first step is to examine various guides to scientific literature in the reference section of the library for selection of the proper reference tools. Those offering the most promise should be chosen before work is begun. Use of such a publication as *Science Reference Sources* by Frances Briggs Jenkins will assist in making this determination.

**Headings to Be Examined**

It is necessary in the case of abstract journal indexes to understand the particular method of indexing used. This is usually explained in the introduction to the index. The United States Atomic Energy Commission issues a publication entitled "Subject Headings Used by the Atomic Energy Commission," TID-5001, which provides such an explanation. Constituting the subject heading authority for *Nuclear Science Abstracts*, TID-5001 lists permissible headings that can be used by the indexer, and cross-references to other related information. This publication has been distributed to all contractor and depository libraries.

Pertinent subject headings vary from one abstract journal to another, and it has been found helpful to list the subject headings selected for each journal. Revision of these lists becomes necessary as the work progresses and relationships are discovered that were not readily apparent at the outset.

**Comprehensiveness and Time Period**

A fundamental decision that must be made is whether the investigation needs to be brief or comprehensive. Occasionally, a preliminary determination is made of the amount of literature that will have to be covered. This will permit the searcher to advise the requester of the probable time involved. In general, comprehensive subjects usually require months of work, and a requester should be advised of the probable cost in both time and effort. Just how comprehensive the review should be is only one facet of the problem; another concerns the span of time in months and years to be covered in the literature. A third consideration is the body of literature that should be covered, i.e., patents, periodicals, handbooks, books, monographs, bibliographies, reviews, encyclopedias, etc. Review articles, books, monographs, and bibliographies frequently summarize older information and thereby may reduce the necessity of reviewing some of the older literature. It is helpful to arrange these sources of information in order of importance; then, should expediency be
a factor, the most important source can be checked first. Usually, the most recent sources are explored first.

**Evaluation of References and Abstracts**

After an index has been searched, the cited abstracts must be read to determine whether they are pertinent. This is necessary because all people do not think alike, and methods of conveying information through indexes are often not consistent. Indexes cannot fully express the content of titles and abstracts. Should the information uncovered be of a particular nature, e.g., patents, scanning of publications specializing in patent literature may turn up additional references.

**Authors and Corporate Authors**

Another aid is to list the authors of the selected references. Examination of the author index in an abstract journal may result in the location of additional references that were not indexed. Sometimes an examination of the corporate authors or issuing agencies can also be fruitful. Work being performed at an installation may be subject-indexed by several different people over a period of time. This can result in variations in style, as a subject considered worthy of indexing by one person may not be considered so by another. A search of the corporate author index may give additional help in alleviating this problem.

**Styling of the References**

Editing of all references found into a single style is the next step. This is advisable because there are many individual styles used by the various abstracting services. Almost all abstract journals vary as to journal abbreviations in the citation. However, the same abbreviations should be used for references from a given journal source. In addition, some journals may list references by author, while others may cite by title.

**Termination of Search**

During styling and consolidation, if evaluation indicates that the information desired has been located, this phase may be terminated. However, location of only scanty amounts of information may indicate that a greater time span may be necessary or that a different body of literature should be surveyed. As mentioned before, the most important abstracting journals pertinent to the subject should be examined first, starting with the most recent issues. As one examines the older issues of an abstract journal, it is important to remember that there may be changes in nomenclature and terminology which will obviously affect subject headings.

**Presentation of References**

A final point to consider is the manner in which the information will be presented to the requester. Within the USAEC Division of Technical Information Extension, any literature search which has taken appreciable time or has resulted in a significant list of references is published in order to provide this material to others with similar needs. These publications are distributed both to the Atomic Energy Commission contractors and to the depository library collections. They are also cited in the TID-3700 series of Informal Listing of Bibliographies of Atomic Energy Literature, which covers on a current basis bibliographies in preparation and completed. *Bibliographies of Interest to the Atomic Energy Program, TID-3043 (Rev. 2)*, is a cumulation covering all bibliographies and literature searches through November 1961 and is supplemented on an annual basis. These documents are in the depository collections and should be kept in the reference section. The latest
complete list of AEC depository libraries appears in current issues of *Nuclear Science Abstracts*.

**SUMMARY**

The steps employed in searching the scientific and technical literature at the Division of Technical Information Extension, AEC, Oak Ridge, Tennessee, are described. Determinations must be made concerning the exact needs of the requester, the scope of the subject area in question, the sources and reference tools most likely to be productive, subject headings to be examined, and the time period to be covered. Necessity for evaluation of the references and abstracts located, additional searching of author indexes, and final selection, styling, and presentation of references are discussed. Criteria for terminating searches are shown to vary according to the conditions of the individual search.

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**Argonne National Laboratory Tour**

ACRL Subject Specialist Section–RSD Information Retrieval Committee—Interdivisional Committee on Documentation are sponsoring a tour of the library and information services of the Argonne National Laboratory on Friday afternoon, July 19, during the Chicago conference of ALA.

Buses will leave the Hilton Hotel at 1:30 p.m. and will return passengers to the hotel at 6:00 p.m. Cost for transportation will be $1.50 per person.

The tour will include the library and information resources, plus some of the facilities such as a nuclear reactor of the Argonne National Laboratory, and the Applied Math division where computer use in library procedures will be demonstrated. Tickets for the tour will be available at the conference Tours desk.

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**Grant for Columbia Operations Analysis**

A grant of $7,200 has been made by the council on Library Resources to Columbia University to assist the university libraries in an operations analysis, looking toward improvement of administration. The investigation will have the assistance of some nonlibrary university staff and facilities, including computers if needed. The investigation will seek to identify the major activities of research library operation, the kinds and levels of skills of competency involved in each activity, mental versus manual processes—all this in relation to other activities and to the operation as a whole—and what may be gained or lost if changes are made in these activities.
Recent Japanese Library Developments

BY TAKAHIWA SAWAMOTO

The first Japanese library in historical literature appears at the beginning of the eighth century, when the Japanese government established a library called "Zushoryō." Following that time Japan has had libraries established and owned by noblemen and priests, as well as by some feudal lords.

During the period from 1689 to 1862 the country closed its doors to all foreign countries according to the policy of the Tokugawa shogunate, and international cultural exchanges were entirely suspended. Toward the end of this period the merchant class gradually developed into a more influential body in society and began to own private collections of printed materials. It was in 1868 that the Meiji revolution took place, and the Tokugawas restored the reins of government to the emperor. At that time Japan abandoned her closed door policy and moved swiftly toward complete modernization. Many governmental officials, scholars, and students were sent to Western countries, including the United States, where they learned library practices. Some of them, upon their return, urged the establishment of free public libraries. Meantime, the Meiji government took over the libraries of the Tokugawa shogunate, put an education law into effect, and provided a basis for libraries in schools of higher education.

In 1872 the "Shojakukan," the first public library, was opened in Tokyo under the supervision of the Ministry of Education. In the following years, universities were established, and their departmental collections began to emerge. In 1892, twenty-four years after the revolution, the Japan Library Association was inaugurated, and it has to this day continued to promote the library movements of the country. In 1910 the Minister of Education issued a memorandum urging the establishment of local libraries. Since then many public libraries, not only in large cities but also in small towns and villages, have been established, reaching the maximum—more than five thousand libraries—in 1935. Most of those libraries, however, were established by the government, and were neither initiated nor supported by the will and needs of the public. Therefore, they became storehouses of books, and few librarians did much to encourage the use of their holdings. This period, during which Japanese public libraries prospered in number only, was followed by a period in which every aspect of the nation was militarized except the library, which was neglected. By the time of the surrender of Japan in 1945, libraries were in serious decline.

In 1945 upon the occupation by the allied powers, an American cultural center called the Library of Civil Information and Education Center (popularly known as CIE) was opened in Tokyo. Soon after, CIE libraries were set up in more than twenty other cities in Japan. The chief librarians of these libraries were American professionals who gave effective stimuli and advice to Japanese librarians.
After the war the democratization of education became a great concern of the people. In 1947 Japan's educational system was changed to the present pattern which is similar to the American. The same year the National Diet Library Law was passed by the Diet, whose library, the Japanese counterpart of the Library of Congress—was opened in 1948. In 1950 the Public Library Law was put into effect. The following year the Japan Library School was founded at Keio University in Tokyo. The School Library Law came in 1954.

**Education for Librarianship**

Education for librarianship began in 1903 in the form of occasional short courses or institutes. In 1921 an institution for the training of librarians was opened under the supervision of the Ministry of Education. Its admission requirement was successful completion of the eleventh school grade. In 1950-51 institutes for educational leadership in library science were held with Susan Akers from the University of North Carolina School of Library Science as leader.

The most significant postwar development in this field was the foundation in 1951 of the Japan Library School at Keio University in Tokyo. When it was opened all of the full-time faculty members were American librarians who had been selected with the advice of a committee of the American Library Association. The American faculty's contributions to the development of Japanese libraries are so noteworthy that I should like to mention their names in the order of their visits: Robert L. Gitler, the founding director of the school, from the University of Washington, Seattle, and now at New York State University College at Geneseo; Mrs. Frances Cheney, Peabody College; Bertha Frick, Columbia; Han nah Hunt, Western Reserve; and Edgar Larson, of the Naval Post Graduate School library. These were the visiting faculty members who founded the school. After them came other American faculty members during the formative years of the school. They were: Norma Cass, from the University of Kentucky; Mr. and Mrs. Everett T. Moore, UCLA; Georgia Seallow, West Seattle High School library; Anne M. Smith, the University of British Columbia; Ruth Strout, the University of Chicago; George S. Bonn, the New York Public library, and Mabel Turner, from the University of Washington.

Each year, according to the original terms of the project, an American faculty member was replaced by a carefully selected Japanese full-time resident faculty member. Since 1957, with new assistance from the Rockefeller Foundation, the school has continued to invite a library specialist each year for a three-month period. Those thus far invited have been: Guy R. Lyle, Emory University; John M. Cory, the New York Public library; Alice Lohrer, the University of Illinois; and Helen M. Focke, from Western Reserve. Dr. Gitler returned for a four-month visit in 1961.

Since spring 1962 the school has been carrying out, also with a grant from the Rockefeller Foundation, a new three-year project for the training of librarians in the field of life sciences. This year the school invited Estelle Brodman, of the Washington University Medical library at St. Louis. Thomas Fleming, medical librarian of Columbia University is expected to be there during the spring-summer semesters of 1963.

The visiting American faculty members of the Japan Library School have not only given instruction and guidance to the students in their classes but have also served as professional consultants for Japanese librarians in various fields. Their influence on Japanese librarianship was and continues to be tremen-

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214 COLLEGE AND RESEARCH LIBRARIES
dous. Especially their assistance to Japanese library leaders through various workshops and individual consultation has been highly valued, because after the workshops these leaders spread their learning throughout the country and furthered the results.

It may also be useful to mention that about 10 percent of the 340 graduates of the school have come to the United States to further their studies in librarianship and upon their return home they have performed important duties as leaders in various fields.

In 1954 the Japan University Accrediting Association set up standards of education for librarianship. Although more than seventy colleges and universities are now offering varying numbers of credit units of library science, only seven of them are providing sufficient units to meet the minimum requirement for librarians under the Public Library Law. At the present time there is no other library school than Keio's which has been accredited by the association. Efforts are being made by some universities to meet the standards in order to be accredited, but the most difficult problem has been to obtain qualified faculty members. At present, of a total of 145 teachers of library science, only seventeen hold full-time teaching positions. The library school of Keio has five full-time and four part-time faculty members.

THE NATIONAL DIET LIBRARY

After the war the reorganization of the library system was started as a part of the program called Democratization of Education. The National Diet library, one of the features of the program, was established in 1948 by the enactment of the National Diet Library Law. It consists of a central library and thirty-three branches. It is the largest library in Japan, with about five million volumes and twelve hundred staff members. It renders services not only to the Diet and the executive and judicial agencies of the government but also to other libraries and to the general public. In 1947 Verner Clapp, then the chief assistant librarian of Congress, and Charles H. Brown, of Iowa State University, and in 1948, Robert B. Downs, of the University of Illinois, were invited to Japan as consultants. Their advice and recommendations gave the library administration great help in developing the national library and establishing its policies and procedures.

Other than its ordinary services to clientele, it is carrying out programs such as a printed catalog card service, thereby influencing Japanese libraries in the use of the Japanese decimal classification; the compilation of a national union catalog and occasional bibliographies on special subjects; the weekly list of current publications received; a Japanese national bibliography; the National Diet library catalog; a Japanese periodical index; international interlibrary loan; international exchange of materials; photoduplication services; and so forth. These services are helpful to foreign as well as to Japanese librarians. The establishment of the National Diet library has stimulated the development of prefectural and municipal assembly libraries (a prefecture may be comparable to one of the fifty United States). Its close cooperation with special libraries has promoted the advancement of special librarianship. The Diet library recently moved from the old Akasaka Palace, known for its beautiful murals and gorgeous chandeliers, to a new functional building near the Diet building where both the quarters and services will make its influence on Japanese librarians even greater.

THE PUBLIC LIBRARY

The opening of the first public library in Tokyo in 1872 may be called the dawn of modern times for Japanese li-
braries, because following that time many other free public libraries were established, but the majority of these public libraries were created by the policy of the government rather than the demand of the people. During the war years the public library was regarded by the government as an institution without any urgent need, and its financial support was cut down. Therefore, its development was entirely depressed.

After the war, in 1950, along with the movement for the democratization of Japan, a new epoch-making law of public libraries was enacted. There was, however, a regrettable misinterpretation concerning the democratization of the public library that caused the Metropolitan library in Tokyo to dissolve into about thirty small library systems. As of April 1961 there were about seven hundred forty public libraries in Japan. Most of them have open access, circulate books, and render reference, extension, and other services. Public librarians' efforts to encourage reading and to disseminate information through library materials to the public have been made through various devices of public relations. It is worthwhile to mention one particular activity called "mothers' libraries" operated by Nagano prefectural library. It is one of the extension services of the prefectoral library, circulating books to mothers in remote areas through their children attending school. In this program, schools are used as the library's extension service stations or depots, and the children deliver and return the books. By the end of last year, more than one hundred thousand mothers in rural areas had registered, making heavy use of the mothers' libraries.

THE SCHOOL LIBRARY

The postwar reformation of the education system of Japan prompted teachers to consider changes in educational methods, and accordingly, the important role of the school library in the new system. The National School Library Association was inaugurated in 1950 by the teachers who had pioneered in school librarianship. A nationwide campaign supporting the bill for school libraries was vigorously led by the association. Finally, in 1958, the School Library Law was passed by the Diet. The law provided for every school to have its own library and a librarian. Even though the law contains many deficiencies, such as the lack of adequate financial support for school librarians' positions and an inadequate definition of qualifications for the school librarian, following its enactment school libraries in Japan made most remarkable progress. According to the school census in 1954 of a total of 26,600 primary schools, 16,000 (60 per cent) have libraries; of a total of 13,000 junior high schools, 9,000 (about 70 per cent); and of a total of 5,000 senior high schools, 3,700 (about 75 per cent) have libraries. It is estimated that these ratios have been raised about 20 per cent for each group since 1954. In addition to these defects of the law, major problems in school librarianship consist in lack of cooperation and the incomplete metamorphosis in the new education system. For example, there is no cooperative, centralized cataloging for a group of school libraries in a school district. There are very difficult entrance examinations to enter a college from a high school and to a senior high school from a junior high school. In some instances the ratio of acceptance to application is one to ten. This examination system renders ineffective the new educational methods in which the library is the instructional and material center of the school.


SPECIAL LIBRARIES

The discussion of special libraries will be limited to the libraries of industrial companies. The Japanese Special Libraries Association was organized in 1940. The prewar special libraries were mostly archival in function. After the war, along with the rapid rehabilitation of industry, many industrial companies rapidly developed their libraries as centers for acquiring and disseminating information. The National Diet library has contributed to their development by helping the activities of the Special Libraries Association. Along with the rapid development of such company libraries, the Japan Information Center of Science and Technology was established in 1957 with both governmental and industrial support. The center is offering such services as investigation, abstracting, translation, and photoduplication.

This type of library has shown a remarkable development in the last few years. It can be seen in the fact that a rapidly increasing number of library positions offered by these companies was submitted to the Japan Library School for placement in the last few years, more than in any other area of librarianship. These libraries, neither required by a law nor forced by any outside influence, have been developing to meet their own needs. In this sense the development is healthy. Their major problem is obtaining well-qualified librarians who may satisfy their highly specialized needs.

COLLEGE AND UNIVERSITY LIBRARIES

Tokyo University started its libraries very early in the Meiji era, taking over the collections of three schools of the Tokugawa shogunate; thereafter other national and private colleges and universities, as soon as they were established, began collecting library materials. In the early period a good many of the leaders of Japanese librarianship were university librarians, but their successors were conservative, and their leadership did not last long. Thus, the university library continued a monumental, meaningless existence.

The postwar educational reformation necessarily required changes in education methods, but many professors continued to keep to traditional teaching methods. The reports made by the United States education missions in Japan in 1946 and 1950 pointed out the deficiencies of Japanese educational methods and suggested ways of developing a new education system. They influenced teachers tremendously to change their traditional methods. However, the revival and development of college and university libraries was slower than that of other types of libraries.

The Japan University Accrediting Association started its activities in 1947 and set up standards for college and university libraries along with other educational standards. In 1951 a committee was organized to work on the improvement of the national university libraries, and its report was published in 1953 as a guide to the improvement of the national university libraries. A similar guide for private college and university libraries was published three years later.

At present there are 250 colleges and universities in Japan, with a total of about five hundred fifty libraries, not counting small departmental collections. In the last several years, more than ten new university library buildings have been built in Tokyo, Osaka, and elsewhere, including those of the International Christian University, Kogakuen University, Meiji University, St. Paul University, Yokohama National University, Kansai University, and Osaka National University. These new librar-

ies were built in order to make library material available to students more freely than in the past.

Among these libraries, that of the International Christian University is the most modern; it is a good model for a college with a small enrollment.

The largest national university, Tokyo University, has recently been struggling with the improvement of its library program and services. Keyes Metcalf was invited as consultant two years ago, and on his advice a revision of its organization and services was put into practice. Along with the improvements of services of the main library the university has recently completed and opened an entirely modern medical library and is now planning to establish its agricultural sciences library in the very near future.

In Tokyo, Keio University, Japan's oldest private university, has also been struggling with serious library problems partly caused by its fifty-year-old monumental library building. A committee on a new library project was organized in the spring of 1961, and it is now carrying out library surveys. The administration is planning to dispatch a group of administrative directors and librarians to the United States late in 1963 to visit outstanding new university libraries and study their organization and services as well as their modern facilities. Also, the university plans to invite an American specialist on university library administration and buildings in the fall of 1964 to help Keio in its new venture. Should Keio succeed in this library project it would be a most influential and stimulating pilot project to other large universities and would contribute a great deal to the advancement of university library services in Japan.

Again, in the Meiji restoration when Japan with every effort was trying to digest western civilization, the leading universities such as Tokyo University invited professors from the western countries, especially from Germany, to teach new subjects. From among the students of these western professors, the most outstanding ones were selected to study abroad and to succeed the professors upon their return. After an interval, usually about ten years, among the students of the professors of the second generation, the most promising ones were chosen, sent abroad to further their studies, and later they succeeded to the professorship. Repeating this procedure, Japan could reach an academic level almost equal to that of the western countries and could keep it consistently high. Apparently the majority of the scholars who studied abroad at that time did their best to learn western achievement, but many neglected to learn and to transplant the techniques of furthering research by using library materials. Therefore, in learning the most accepted practice was to take notes on what was taught by a professor and to memorize them all. The systematic use of library materials in the process of higher learning was not practiced by students.

Even at present many professors are still teaching by textbook method or by lectures alone and do not encourage students' individual research with extensive use of library materials. But after the war younger scholars and instructors in Japanese universities visited the United States and experienced or learned its teaching methods. These prospective professors, dissatisfied with their university's library services, now desire that the library be so changed that their students may learn more by using information in library materials. These progressive members have not yet become the majority of the faculty, but their number is growing and intellectual exchange programs continue to be developed between Japan and other countries, especially the United States.
The two charts that accompany this note describe the present administrative organization of the Columbia University libraries. The charts—the second is a detail of the first—are in large part self-explanatory, but a few comments are necessary.

The format was chosen largely for ease of graphic display, but it is not without some symbolism. The six units ranged around the outside of the square in Chart 1 are the major public service divisions of the Columbia library system. The sciences are on the right side; what might be called the applied social sciences are on the left; and the libraries supporting humanistic and historical studies are oriented towards the base.

The technical and administrative service units inside the square are in direct line communication with any or all of the public service divisions. An alternative and direct line between both the office of the assistant director and the coordinating committees and the office of the director of libraries is provided to reflect the fact that both are in some matters "deputies" of the director.

The nature of the coordinating committees requires some explanation since they are a recent innovation. The increased size and attendant complexity of the university libraries, stemming in large part from the growth of the university itself, have made regular and productive meetings involving all of the senior library officers essential. To focus the attention of this group on specific subjects, three coordinating committees have been established, one for each of the major segments of internal library activity—that is, development and maintenance of the collections, bibliographic control, and operations planning and review. The seven division heads and the assistant and associate directors constitute the membership of each committee. The director of libraries is also normally a participant at the meetings. It is anticipated that these committees will evolve in such a way that they will make significant contributions to library administration by accelerating the fact-finding process that must precede policy formation, and by stimulating coordinated and consistent implementation of policy once it is established. For the first year the coordinator of cataloging, the Butler librarian, and the associate director of libraries have been designated chairmen of the committees on bibliographic control, collection development, and operations, respectively. Each committee meets monthly, guided by a planned agenda and working papers. Other members of the staff of the library may be asked to assist in the work of a particular committee as appropriate to the topic under study. Staff and clerical assistance for the committees is provided by the office of the director, including assignment of the time of a research assistant. The result of the work of a committee on any agenda item is normally a statement or a report incorporating the suggestions or recommendations of the
CHART 1
COLUMBIA UNIVERSITY LIBRARIES
THE PRINCIPAL COMPONENTS OF THE LIBRARY SYSTEM

Office of the Vice President

Library Committee

Office of the Director of Libraries

International and Legal Libraries

The Permanent Coordinating Committees

Medical and Natural Science Libraries

Libraries of Professional Schools and the Arts

Office of the Assistant Director for Administrative Services

Engineering and Physical Science Libraries

Cataloging Department

Acquisitions Department

Butler Library

Special Collections Department
members to the director of libraries for decision or other necessary action.

Little comment seems necessary about Chart 2, which identifies all departments and sections in the library system. It should be noted that there is no division head for the libraries serving professional schools and the arts; this responsibility now being carried in part by the assistant director and in part by the Butler librarian. At the moment, the head of the business and economics library reports to the associate director. Finally, it is noted that NASA is a library operated on contract for the National Aeronautics and Space Administration. Although not formally a part of the Columbia system, there is substantial interplay between this unit and the others in the engineering and physical sciences division.


One statement made in 1953, the date of the last major change in organization, is equally true today. There is no one perfect organization for all time, but rather a choice is always necessary among the more promising alternatives at a given time. No feature of the organization and way of operating should be considered as fixed. If something fails to work out in practice, a change should be made quickly to something better.

Library Buildings Preconference Plans

A preconference Library Buildings Institute will be held July 12-13, prior to the opening of the ALA annual conference in Chicago, July 14-20. The theme for the institute will be "Library Buildings for Quality Service," and the institute will consist of a general session devoted to the problems of the library building consultant, and four periods of individual sessions by types of libraries: college and university, public, school, and institutional. Registration fees of $16.00 should be sent, in advance, to the LAD office at ALA headquarters, 50 E. Huron St., Chicago 11, Ill.

The LAD Buildings Committee for College and University Libraries at its four sessions will consider the building plans of eight libraries, two in each of the four categories: junior colleges, universities, colleges, and professional school libraries.
Library Growth and Academic Quality

BY GEORGE PITERNICK

Mr. Piternick is Assistant Director of Libraries at the University of Washington, Seattle.

and intramural standardization has been and is being made; the benefits of each improvement in standardization can be felt, unfortunately, only in statistics generated subsequent to its adoption. Nevertheless, library size statistics, if worth gathering and publishing, are worth using—the degree to which conclusions may be invalidated by flaws in the data must, however, be always considered.

American university libraries whose holdings exceeded one million volumes by June 30, 1960, were used by Axford in his study of the first of Rider’s axioms—that college and university libraries, on the average, double in size about every fifteen years. Axford’s Table 1 illustrates the growth of each of these libraries in the period 1946-1960, expressing it as percentage increase during the period. Presumably a percentage increase of 100 during the period would constitute doubling. Several facts, however, complicate this simple comparison. For one thing, the interval is fourteen years instead of fifteen as Axford assumes. Second, the listed library holdings for 1946 are not internally consistent. Some are taken from the July 1947 issue of College and Research Libraries, others from the 1945 edition of the American Library Directory. The figures in the latter publication could apply to the year 1945 at the latest, and frequently refer to a date two or three years earlier.

3 Ibid., p. 347.
Third, the "average percentage increase" of 78 per cent, as printed, is an unweighted arithmetic average of individual percentages and hence of dubious relevance. Last, several errors in listing and computation are detectable.

Table I in this paper offers, in revised form, the growth characteristics of the academic libraries Axford selected for study for the period 1946 to 1960. The holdings data for 1946 have been rationalized; they are taken from the July 1947 issue of *College and Research Libraries*, supplemented when necessary by data taken from the Princeton *Statistics for College and University Libraries for 1945-1946*. For each library, the average annual growth rate has been computed as has its corollary value, the doubling time. Doubling time is here used to represent the period of years necessary for a library's holdings to double at the average annual growth rate for the period studied. Table I also shows the growth characteristics of these libraries during the same number of years (fourteen) immediately preceding the dates of Axford's comparison period.

For the period 1946 to 1960, the libraries under study have grown at widely differing rates. Their mean growth rate during this period has been 20.1 years, which, to be sure, indicates a slowing down from Rider's average of fifteen years. However, there has been no perceptible slowing down in growth rate for these libraries over the previous period of fourteen years. Their mean doubling time between 1932 and 1946 was 20.7 years. Attention is again invited to the wide variation in individual growth rates.

In using this ranking as a gauge of over-all academic quality Axford, in his Table 2, did not rank the institutions according to the Keniston-Berelson rating as he intended, but instead in alphabetical order within two rank clusters used frequently by Berelson; top ten (with the addition of M.I.T. and CalTech) and second ten. Also, Axford's conclusion, as mentioned earlier, was evidently arrived at by inspection only.

But is Axford's sample typical? His libraries are, after all, the twenty-five largest university libraries, and therefore not likely typical of all university libraries. Moreover, Axford's sample is not identical with the sample upon which Rider based his conclusions, although there are many libraries common to both. A restudy of Rider's sample of twenty libraries (Table 2) shows that their growth rate has definitely decreased. His first group of ten "representative" large university libraries of respectable age he found to have had an average doubling time of sixteen years between 1831 and 1938. Their mean doubling time between 1938 and 1960 was 25.1 years. The second group of ten more recently founded university libraries he found to have grown at an average doubling time of 9.5 years (actually 10.9 years) between 1876 and 1938. Their average doubling time was twenty-two years between 1938 and 1960. Again, the individual variation is very large.

It appears, then, that any conclusions about the average growth rate of academic libraries must depend largely upon the libraries chosen for study, and the period during which their growth is studied. Certainly the variation in growth rates is very large. In the twenty-five libraries constituting Axford's sample we find doubling-time values ranging all the way from 9.3 years (UCLA, 1932-1946) to 43.7 years (Yale, 1946-1960).

That the growth in size of academic libraries is exponential rather than linear cannot be doubted. Or, put another way, it is clear that every library normally tends to add, during a given year, more volumes than it added during the preceding year and fewer than it will add the next year. It is not clear, how-
### TABLE 1

**RECENT GROWTH OF UNIVERSITY LIBRARIES**

(after Axford, 1962)

<table>
<thead>
<tr>
<th>Library</th>
<th>Holdings 1932 (volumes)</th>
<th>Holdings 1946 (volumes)</th>
<th>Average Annual Growth 1932-46 (per cent)</th>
<th>Doubling Time 1932-46 (years)</th>
<th>Holdings 1960 (volumes)</th>
<th>Average Annual Growth 1946-60 (per cent)</th>
<th>Doubling Time 1946-60 (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard</td>
<td>3,541,700</td>
<td>4,804,968</td>
<td>2.6</td>
<td>27.0</td>
<td>6,697,111</td>
<td>2.4</td>
<td>29.2</td>
</tr>
<tr>
<td>Yale</td>
<td>2,130,600</td>
<td>3,539,596</td>
<td>3.7</td>
<td>19.1</td>
<td>4,394,988</td>
<td>1.6</td>
<td>43.7</td>
</tr>
<tr>
<td>Illinois</td>
<td>1,113,735</td>
<td>2,003,622</td>
<td>4.3</td>
<td>16.5</td>
<td>3,288,158</td>
<td>3.6</td>
<td>19.6</td>
</tr>
<tr>
<td>Columbia</td>
<td>1,355,389</td>
<td>1,778,058</td>
<td>4.9</td>
<td>36.8</td>
<td>2,875,761</td>
<td>3.5</td>
<td>20.1</td>
</tr>
<tr>
<td>Michigan</td>
<td>889,338</td>
<td>1,267,518</td>
<td>9.0</td>
<td>29.4</td>
<td>2,818,841</td>
<td>5.9</td>
<td>12.1</td>
</tr>
<tr>
<td>California (Berkeley)</td>
<td>802,817</td>
<td>1,278,602</td>
<td>8.9</td>
<td>18.1</td>
<td>2,503,060</td>
<td>4.4</td>
<td>16.1</td>
</tr>
<tr>
<td>Cornell</td>
<td>877,393</td>
<td>1,206,195</td>
<td>2.3</td>
<td>30.5</td>
<td>2,116,230</td>
<td>4.1</td>
<td>17.3</td>
</tr>
<tr>
<td>Chicago</td>
<td>1,012,535</td>
<td>1,584,264</td>
<td>3.2</td>
<td>22.0</td>
<td>2,094,824</td>
<td>2.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Minnesota</td>
<td>682,894</td>
<td>1,422,529</td>
<td>5.4</td>
<td>13.2</td>
<td>1,968,101</td>
<td>2.3</td>
<td>30.5</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>773,843</td>
<td>1,033,794</td>
<td>2.1</td>
<td>33.3</td>
<td>1,665,114</td>
<td>3.5</td>
<td>20.1</td>
</tr>
<tr>
<td>Princeton</td>
<td>678,299</td>
<td>1,058,920</td>
<td>3.2</td>
<td>22.0</td>
<td>1,626,537</td>
<td>3.1</td>
<td>22.7</td>
</tr>
<tr>
<td>Stanford</td>
<td>567,243</td>
<td>952,651</td>
<td>3.8</td>
<td>18.6</td>
<td>1,592,287</td>
<td>3.7</td>
<td>19.1</td>
</tr>
<tr>
<td>California (Los Angeles)</td>
<td>191,250</td>
<td>543,281</td>
<td>7.7</td>
<td>9.3</td>
<td>1,464,308</td>
<td>7.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Duke</td>
<td>307,601</td>
<td>740,493</td>
<td>6.5</td>
<td>11.0</td>
<td>1,435,164</td>
<td>4.8</td>
<td>14.8</td>
</tr>
<tr>
<td>Northwestern</td>
<td>418,098</td>
<td>788,832</td>
<td>4.6</td>
<td>15.4</td>
<td>1,429,431</td>
<td>4.3</td>
<td>16.5</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>441,500</td>
<td>600,000</td>
<td>2.2</td>
<td>31.9</td>
<td>1,384,222</td>
<td>6.2</td>
<td>11.5</td>
</tr>
<tr>
<td>Ohio</td>
<td>395,725</td>
<td>709,875</td>
<td>4.3</td>
<td>16.5</td>
<td>1,369,348</td>
<td>4.8</td>
<td>14.8</td>
</tr>
<tr>
<td>Texas</td>
<td>436,224</td>
<td>801,657</td>
<td>4.4</td>
<td>16.1</td>
<td>1,350,671</td>
<td>3.8</td>
<td>18.6</td>
</tr>
<tr>
<td>Indiana</td>
<td>247,320</td>
<td>617,947</td>
<td>6.8</td>
<td>10.5</td>
<td>1,317,269</td>
<td>5.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Johns Hopkins</td>
<td>429,501</td>
<td>737,769</td>
<td>4.0</td>
<td>17.7</td>
<td>1,159,747</td>
<td>5.3</td>
<td>21.3</td>
</tr>
<tr>
<td>New York</td>
<td>715,157</td>
<td>1,067,946</td>
<td>2.9</td>
<td>15.4</td>
<td>1,060,086</td>
<td>4.2</td>
<td>16.8</td>
</tr>
<tr>
<td>Washington (Seattle)</td>
<td>316,136</td>
<td>594,320</td>
<td>4.6</td>
<td>16.5</td>
<td>1,025,479</td>
<td>3.1</td>
<td>22.7</td>
</tr>
<tr>
<td>Brown</td>
<td>430,683</td>
<td>665,041</td>
<td>3.2</td>
<td>22.0</td>
<td>1,021,441</td>
<td>3.1</td>
<td>22.7</td>
</tr>
<tr>
<td>Iowa</td>
<td>352,192</td>
<td>665,930</td>
<td>4.7</td>
<td>15.1</td>
<td>1,002,263</td>
<td>4.7</td>
<td>15.1</td>
</tr>
<tr>
<td>Missouri</td>
<td>292,268</td>
<td>525,557</td>
<td>4.3</td>
<td>16.5</td>
<td>1,989,115</td>
<td>3.5</td>
<td>20.1</td>
</tr>
<tr>
<td>Mean</td>
<td>767,970</td>
<td>1,229,438</td>
<td>3.4</td>
<td>20.7</td>
<td>1,989,115</td>
<td>3.5</td>
<td>20.1</td>
</tr>
</tbody>
</table>
### TABLE 2
GROWTH OF COLLEGE AND UNIVERSITY LIBRARIES
(after Rider, 1940)

**a) Representative Large University Libraries**

<table>
<thead>
<tr>
<th>Library</th>
<th>Holdings 1831 (volumes)</th>
<th>Holdings 1838 (volumes)</th>
<th>Average Annual Growth 1831-1838 (per cent)</th>
<th>Doubling Time 1831-1838 (years)</th>
<th>Holdings 1960 (volumes)</th>
<th>Average Annual Growth 1938-60 (per cent)</th>
<th>Doubling Time 1938-60 (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard</td>
<td>39,605</td>
<td>3,941,359</td>
<td>4.4</td>
<td>16.1</td>
<td>6,697,111</td>
<td>2.4</td>
<td>29.2</td>
</tr>
<tr>
<td>Yale</td>
<td>25,500</td>
<td>2,748,000</td>
<td>4.5</td>
<td>15.7</td>
<td>4,394,988</td>
<td>2.2</td>
<td>31.9</td>
</tr>
<tr>
<td>Columbia</td>
<td>4,580</td>
<td>1,615,051</td>
<td>5.6</td>
<td>12.7</td>
<td>2,875,761</td>
<td>2.7</td>
<td>26.0</td>
</tr>
<tr>
<td>Princeton</td>
<td>8,000</td>
<td>919,555</td>
<td>4.5</td>
<td>15.7</td>
<td>1,626,537</td>
<td>2.6</td>
<td>27.0</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>2,000</td>
<td>881,781</td>
<td>5.9</td>
<td>12.1</td>
<td>1,665,114</td>
<td>2.9</td>
<td>24.2</td>
</tr>
<tr>
<td>Brown</td>
<td>11,602</td>
<td>530,290</td>
<td>3.6</td>
<td>19.6</td>
<td>1,025,479</td>
<td>3.0</td>
<td>23.4</td>
</tr>
<tr>
<td>North Carolina</td>
<td>4,800</td>
<td>357,629</td>
<td>4.1</td>
<td>17.3</td>
<td>1,025,944</td>
<td>4.9</td>
<td>14.5</td>
</tr>
<tr>
<td>Virginia</td>
<td>8,000</td>
<td>393,502</td>
<td>3.5</td>
<td>20.1</td>
<td>966,890</td>
<td>5.4</td>
<td>13.2</td>
</tr>
<tr>
<td>Rutgers</td>
<td>6,500</td>
<td>273,873</td>
<td>3.6</td>
<td>19.6</td>
<td>907,452</td>
<td>5.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Georgetown</td>
<td>7,000</td>
<td>258,700</td>
<td>3.4</td>
<td>20.7</td>
<td>399,567</td>
<td>2.0</td>
<td>35.0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>11,764</td>
<td>1,182,974</td>
<td>4.4</td>
<td>16.1</td>
<td>2,158,434</td>
<td>2.8</td>
<td>25.1</td>
</tr>
</tbody>
</table>

**b) Recently Founded University Libraries**

<table>
<thead>
<tr>
<th>Library</th>
<th>Holdings 1876 (volumes)</th>
<th>Holdings 1898 (volumes)</th>
<th>Average Annual Growth 1876-1898 (per cent)</th>
<th>Doubling Time 1876-1898 (years)</th>
<th>Holdings 1960 (volumes)</th>
<th>Average Annual Growth 1938-60 (per cent)</th>
<th>Doubling Time 1938-60 (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago</td>
<td>18,000</td>
<td>1,232,745</td>
<td>7.1</td>
<td>10.1</td>
<td>2,094,824</td>
<td>2.4</td>
<td>29.2</td>
</tr>
<tr>
<td>California (Berkeley)</td>
<td>13,600</td>
<td>1,141,612</td>
<td>7.2</td>
<td>10.0</td>
<td>2,503,060</td>
<td>3.6</td>
<td>19.6</td>
</tr>
<tr>
<td>Illinois</td>
<td>11,000</td>
<td>1,130,000</td>
<td>7.8</td>
<td>9.2</td>
<td>2,288,158</td>
<td>5.0</td>
<td>14.2</td>
</tr>
<tr>
<td>Cornell</td>
<td>90,000</td>
<td>1,035,170</td>
<td>5.4</td>
<td>13.2</td>
<td>2,116,230</td>
<td>3.3</td>
<td>21.3</td>
</tr>
<tr>
<td>Minnesota</td>
<td>10,000</td>
<td>1,017,890</td>
<td>7.7</td>
<td>9.3</td>
<td>1,968,101</td>
<td>5.0</td>
<td>22.4</td>
</tr>
<tr>
<td>Western Reserve</td>
<td>10,000</td>
<td>508,000</td>
<td>6.5</td>
<td>11.0</td>
<td>755,000</td>
<td>1.8</td>
<td>38.8</td>
</tr>
<tr>
<td>Iowa</td>
<td>8,823</td>
<td>441,396</td>
<td>6.5</td>
<td>11.0</td>
<td>1,021,441</td>
<td>3.9</td>
<td>18.1</td>
</tr>
<tr>
<td>Oberlin</td>
<td>14,000</td>
<td>366,664</td>
<td>5.5</td>
<td>12.9</td>
<td>544,494</td>
<td>1.6</td>
<td>43.7</td>
</tr>
<tr>
<td>Rochester</td>
<td>12,000</td>
<td>329,709</td>
<td>5.5</td>
<td>12.9</td>
<td>696,630</td>
<td>3.5</td>
<td>20.1</td>
</tr>
<tr>
<td>Syracuse</td>
<td>10,000</td>
<td>313,454</td>
<td>5.7</td>
<td>12.5</td>
<td>522,549</td>
<td>2.3</td>
<td>30.5</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>14,642</td>
<td>753,648</td>
<td>6.6</td>
<td>10.9</td>
<td>1,510,487</td>
<td>3.2</td>
<td>22.0</td>
</tr>
</tbody>
</table>
ever, that the rate of growth for a given library does or should remain invariable throughout the library's existence, or that the growth rates of all comparable libraries should be the same or closely similar, considering the great number of internal and external educational and economic factors affecting library acquisition. The commonly quoted values of fifteen, sixteen, or twenty years for "normal" or "average" or "typical" doubling times need not be accepted as such. Indeed, there appears to be no obvious reason why Rider considered fifteen or sixteen years typical. On the basis of his own computations of value thirteen years for doubling would be more typical for the twenty "university" libraries he studied.

The significance of the growth rate as a meaningful datum remains to be established. Rider's statement that "... we may assert this as almost axiomatic: unless a college or university is willing ... not to maintain its place in the steady flow of cultural development, it seems to be inevitable that it must double its library in size every fifteen or twenty years" seems to establish rate of growth as a datum independent of the basis upon which this growth occurs, i.e., the absolute size of the holdings. That is, it doesn't matter how large a library is, as long as it grows rapidly. As the size of the library increases, the annual increments necessary to support a rate of growth which will result in doubling every fifteen or twenty years become very large, and, if projected very far, become astronomical in size. This fact very likely caused Metcalf, in 1954, to say, "When a library has reached maturity ... if its book collections increase very much more than 2½% per cent a year, the library is growing more rapidly than it should."5

That is, if it is large enough, it need not and should not grow rapidly.

But these contradictory quotations are, after all, subjective evaluations, although made, to be sure, by eminent and respected authorities. Axford has used a more objective measure of the relevance of a library's growth rate to the academic quality of its parent institution. Using an available academic ranking of institutions offering graduate study in many fields Axford concluded that "Rider's emphasis on the positive relationship between the rate of growth of the university library and the overall quality of the educational program is still essentially correct."8 Again, questionable selection, listing, and analysis of the data appear to have lead to debatable conclusions.

Dean Haywood Keniston, in the course of an educational survey of the University of Pennsylvania7 constructed a rank order of universities based upon the excellence of their graduate teaching and research programs in the arts and sciences, as rated by a large number of graduate deans and departmental chairmen in their specialties throughout the nation's leading universities. This rating was accepted by Bernard Berelson8 as being essentially sound, and was used by him in many of the comparisons in his work, although he added the California Institute of Technology and the Massachusetts Institute of Technology to the top twenty schools, for purposes not relevant here. Keniston's study was limited to those institutions offering graduate study in a wide variety of fields.

If, however, certain rank orders of library data for the twenty institutions (omitting M.I.T. and CalTech because they have academic offerings in only a

4 Rider, op. cit., p. 11.
limited number of fields and relatively small libraries) are compared with the actual Keniston-Berelson rank order (Table 3) a different conclusion must be reached. The correlation between Keniston-Berelson rank order and library growth rate rank order during the last fourteen years \((r = -.24)\) is not significant. On the other hand, the correlation between the Keniston-Berelson rank order and the rank order of absolute size of library holdings is highly significant for 1946 holdings \((r = .76)\), and even more spectacularly significant for 1960 holdings \((r = .87)\).

Answering these criticisms, he reports, would result in moving a given institution one or at most two places up or down on the list, and this would make very little difference in the values of the coefficients of correlation. Whatever criticisms of the detailed ranking he encountered were obviated by using the ranking in the two clusters of top ten and second ten, and it is in this form that Berelson used it in most of his analyses. He reports almost complete agreement with the ranking as used in this way.

Using such clusters in comparing library size and growth data with academic ranking (Table 4) leads to the same conclusions as does the calculation of coefficients of correlation. The mean

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>Keniston-Berelson Rank Order</th>
<th>Library Holdings 1946</th>
<th>Library Holdings 1960</th>
<th>Average Annual Growth Rate 1946-60</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top ten:</strong></td>
<td></td>
<td>Million Volumes</td>
<td>Million Volumes</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Harvard</td>
<td>1</td>
<td>4.80</td>
<td>6.70</td>
<td>2.4</td>
</tr>
<tr>
<td>California (Berkeley)</td>
<td>2</td>
<td>1.38</td>
<td>2.50</td>
<td>4.4</td>
</tr>
<tr>
<td>Columbia</td>
<td>3</td>
<td>1.78</td>
<td>2.88</td>
<td>3.5</td>
</tr>
<tr>
<td>Yale</td>
<td>4</td>
<td>3.54</td>
<td>4.39</td>
<td>1.6</td>
</tr>
<tr>
<td>Michigan</td>
<td>5</td>
<td>1.27</td>
<td>2.82</td>
<td>5.9</td>
</tr>
<tr>
<td>Chicago</td>
<td>6</td>
<td>1.58</td>
<td>2.09</td>
<td>2.0</td>
</tr>
<tr>
<td>Princeton</td>
<td>7</td>
<td>1.06</td>
<td>1.63</td>
<td>3.1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>8</td>
<td>0.60</td>
<td>1.38</td>
<td>6.2</td>
</tr>
<tr>
<td>Cornell</td>
<td>9</td>
<td>1.21</td>
<td>2.12</td>
<td>4.1</td>
</tr>
<tr>
<td>Illinois</td>
<td>10</td>
<td>2.00</td>
<td>3.29</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Second ten:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>11</td>
<td>1.03</td>
<td>1.67</td>
<td>3.5</td>
</tr>
<tr>
<td>Minnesota</td>
<td>12</td>
<td>1.42</td>
<td>1.97</td>
<td>2.3</td>
</tr>
<tr>
<td>Stanford</td>
<td>13</td>
<td>0.95</td>
<td>1.59</td>
<td>3.7</td>
</tr>
<tr>
<td>California (Los Angeles)</td>
<td>14</td>
<td>0.54</td>
<td>1.46</td>
<td>7.3</td>
</tr>
<tr>
<td>Indiana</td>
<td>15</td>
<td>0.62</td>
<td>1.32</td>
<td>5.6</td>
</tr>
<tr>
<td>Johns Hopkins</td>
<td>16</td>
<td>0.74</td>
<td>1.16</td>
<td>3.3</td>
</tr>
<tr>
<td>Northwestern</td>
<td>17</td>
<td>0.79</td>
<td>1.43</td>
<td>4.3</td>
</tr>
<tr>
<td>Ohio</td>
<td>18</td>
<td>0.71</td>
<td>1.37</td>
<td>4.8</td>
</tr>
<tr>
<td>New York</td>
<td>19</td>
<td>0.72</td>
<td>1.07</td>
<td>2.9</td>
</tr>
<tr>
<td>Washington (Seattle)</td>
<td>20</td>
<td>0.59</td>
<td>1.06</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Using such clusters in comparing library size and growth data with academic ranking (Table 4) leads to the same conclusions as does the calculation of coefficients of correlation. The mean
of the top ten institutions had over twice as many volumes in 1946 and 1960 as did the mean of second ten institutions and over three times as many volumes as the mean of unranked other institutions belonging to the Association of Graduate Schools.\(^9\) During the period of study the mean of top ten institutions added almost twice as many volumes as the mean of second ten institutions and almost three times as many as the mean of other unranked AGS members. At the same time, the mean growth rate of the latter two clusters was significantly higher than the growth rate of the mean top ten institutions.

This comparison is probably even more meaningful than is the comparison of rank order correlations. Not only does it avoid the minute determination and comparison of library holdings, data which are somewhat unreliable, but of even greater importance, it shows that the magnitude of yearly gross holdings additions, like the holdings themselves, are of more significance than growth rate in determining library quality.

That the absolute size of a university library’s holdings and the absolute size of its yearly gross increments, and not its current growth rate, are the best measures of its quality has other confirmation, as Fussler has pointed out.\(^10\) Those large university libraries, notably Chicago and Yale, which are carrying out weeding programs, adversely affect their growth rates thereby. At the same time, they are undoubtedly improving their libraries and they remain in the upper ranks of research institutions in spite of having very low growth rates, because they remain large libraries adding large yearly increments to their holdings. On the basis of growth rates alone they would be considered to be in sad decline.

Strong positive correlation between two sets of data does not in itself establish causal connection between them. The existence of high correlation between absolute size of library holdings and the academic quality of an institution’s graduate program does not establish that the former causes the latter any more than that the latter causes the former. It does suggest strongly, however, that the two are not independent—very likely cause and effect are intertwined, as Clapp has concluded. “And just as good graduate students are attracted to good teachers, so the good scholars are attracted to institutions having good libraries. And—and this is the whole point—libraries which are good for the diversity of interests which are represented in a university faculty necessarily are or soon become large libraries.”\(^11\)

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\(^9\) Relevant size figures were readily available for only fourteen of these unranked institutions.


A NEW LIBRARY is, first of all, an adventure in planning. For any library, planning is necessary to achieve both functional efficiency and esthetic unity. This is especially true for a small college since funds are so limited that such a college is seldom able to correct major mistakes if planning has been neglected.

An adventure in planning began for Aurora College with the conviction on the part of the staff that the task of the library is to foster the association of students and teachers, individually and together, with books. In a small church-related college where the fellowship of students and teachers is cherished, a contagious enthusiasm for learning can be shared directly and naturally in the midst of books. The library is uniquely the intellectual center of a liberal arts college since the students and teachers of all departments must seek its resources. As the library reveals man's heritage of ideas and gives insight into the close relationships among the fields of knowledge, it extends scholarship beyond the classroom.

Because Aurora College believes in the central significance of the library, much thought was given to planning its recently dedicated library building. An early step was the appointment of an Advisory Committee on Library Building in May 1958. This committee included representatives of the faculty, the administration, and the library staff. Its task was to study in detail the purposes and functions a library building for Aurora College should serve.

The members of this committee read widely about college library buildings and visited a number of new structures. After meeting frequently throughout a year and clarifying in discussion their convictions about the library, the members of the committee released a twenty-page "program" report.

In preparing the report the committee had reviewed the objectives of this particular college, the characteristics of its student body, and the curriculum it provided. Clearly the demand was for an undergraduate library supporting general education and the undergraduate majors of the various departments.

The report analyzed in some detail the different constituencies to be served in varying degrees and the services to be rendered to each group. It appeared that serving two groups of ten considered, namely, the regular student group and the faculty group, constituted the major task of the library and that if these two groups were served well most of the justified service to the other eight would have been provided.

Anticipating the probable growth of enrollment and of the book collection, the committee estimated the space that would be needed for readers, book collection, and technical services in the next twenty years. At this point no attempt was made to determine the number or layout of floors except that certain principles were adopted as a guide for the architect:

1. The basic principle set forth was the free association of students and faculty with books through the intermin-
gling of books and reader areas. Because both the number of students in the college and the number of volumes in its library will be limited, the library can be organized so that each student or teacher can have easy access to the books and related materials.

2. A second principle called for the provision of a variety of accommodations to care for the different ways in which readers may wish to use the wide range of materials available. The student should have encouragement through both facilities and materials to study independently.

3. Not only must an effective and distinctive building be functionally adequate but it must also give esthetic satisfaction. Therefore a library must be attractive, not in the sense of a monument to be contemplated from without, but in the evidence of an unspoken invitation to enter. The appeal to reading must be specifically evident as soon as a person enters the building. At the same time the reader has been given close association with books he must find in the building the release offered by a sense of relative spaciousness.

4. The building must have the practical provisions of fire resistance and sound absorption.

5. It must be planned for economy in terms of operating staff and of maintenance.

6. The building must have reasonable flexibility to permit changes that may become desirable functionally, and must allow for expansion if and when that should become necessary.

After defining these principles, the committee offered some suggestions concerning the desired space relationships among certain functions such as the card catalog, the order department, the catalog department, the circulation desk, etc. The functions to be grouped on the main floor were defined. Consideration was also given to areas which might, without reducing functional or esthetic values, serve multiple purposes.

Student representatives interested in the project also visited other libraries and contributed helpful suggestions for the consideration of the planning committee. Significant help for the general problems of library building came to the librarian from attendance at the Library Building institutes of the ALA. Especially valuable was the counsel of Ralph W. Tyler, consultant in higher education, and Keyes D. Metcalf, consultant in planning for all aspects of the functional design of the building. The opportunity to have such authoritative help has resulted in a building that is educationally effective in both purpose and practical aspects. The value of such wise and experienced consultants cannot be overestimated.

The architect translated the principles set forth by the committee into blueprints which were studied and modified until it seemed that the planning requirements had been adequately met.

After the architect had actually begun to design the floor plans, the development of a three-dimensional scale model of the proposed interior layout proved exceedingly useful in checking the planning at specific points and in interpreting the plans to the board of directors, students, faculty, and visitors.

Modification in detail of the layout continued steadily as the architect worked. Only after the architect's plans had met satisfactorily the functional needs of the interior was attention concentrated on the exterior design.

The site chosen for the library is near two other major academic buildings and provides space for expansion. (There is room to the north for additional modules.) An added advantage of the location is that it permitted a building design maximizing the use of north light for both readers and technical staff.

The library with two floors and partial
The basement has approximately twenty-seven thousand square feet of floor space. The building is of simple rectangular design with the long axis of the building running east and west. The one public entrance, off-center on the south, is oriented toward the major academic buildings. The exterior is of warm-toned red ceramic tile with white concrete columns at regular intervals. Economy was secured through modular construction of reinforced concrete. The building is planned to sustain the weight of books at any location and since there are few interior walls the arrangements are flexible. The building footings were so put in place that the partial basement can be completed if desired. A virtue of the modular plan is its flexibility, which allows some change at a later date. Nevertheless, it seemed desirable to plan as carefully as possible, as if major changes were not likely in the future.

The building is heated by a system of hot water circulating through convectors at the perimeter-wall of the building. The source of heat is a gas-fired boiler. Duct space has been provided for air conditioning at a later date. Several surface textures have been used in the interior. Floors are covered with vinyl tile and ceilings with acoustic tile. Careful choice of colors for floors, walls, stacks, and furniture gives a sense of light and beauty, inviting students to enter. Maximum use has been made of daylight. The windows begin at desk height. Vertical blinds control the admission of sunlight. In themselves, the blinds are a significant element both in the exterior appearance of the building and in interior decoration. In tone, they match the exterior ceramic tile; in the interior, they provide quietly warm color in the window areas. Artificial light is of the fluorescent type.

Immediately upon entering the building, one is aware of books, some within the foyer and many others immediately beyond the surrounding glass partition. Through the partition one also sees the gracefully curved balcony by which the second floor is cut back from the front windows. A luminous ceiling over this two-story area dramatically reveals a cross section of the library with its book resources close at hand for readers. Below the balcony, reading areas are divided by low shelving into the semblance of alcoves. This accomplishes a sense of intimacy with books at the same time that the smaller areas actually flow together to unify and give the whole area a feeling of spaciousness.

Throughout the whole library, book and reader areas are freely intermingled, and traffic patterns are such that readers may reach book areas directly or may enter study areas without disturbing other readers. The width of each aisle was determined by the proportion of traffic it is expected to bear. There are stairways at either end of the building, and there is an elevator for the use of staff and physically handicapped persons.

Allocation of space on the first floor was closely scrutinized. Just beyond the entrance lobby and at the junction of all paths leading to the entrance is the center of public service, an area combining the card catalog, the circulation desk, and the open reserve shelves. (The use of reserve shelves is somewhat limited since, so far as is practical, students are encouraged to explore the resources of the stacks.) This center of public service is placed between the area of technical service and library office and the public area for reader use. The glass partitions dividing these areas from each other keep a sense of openness in the building and make for economical use of staff in general supervision.

The collection of general reference books, periodical indexes, and vertical files are easily accessible in the center section of the main floor. The use of reference shelving 60 inches rather than 90 inches high contributes to a sense of openness. Surrounding the reference
shelves are a variety of reader accommodations. Nearby are shelves for current periodicals and a pleasant area for the use of audio-visual materials by individuals. Sections of stacks adjoin the reader areas, and there are carrels beside the windows surrounding the stacks.

Accommodations were planned to care for the different ways in which readers might wish to use the variety of materials available. There are many individual study desks (carrels), a considerable number of informal chairs, and a few conventional table arrangements. There are special study rooms for the use of small groups and several seminar rooms, all of which are equipped with blackboards. There are also typing rooms, and rooms for rare books, college archives, and a research collection of religious materials. Practical needs are met by such areas as a coat room, a staff room, and a kitchenette.

The basement has an area for mending and binding activities, shelving for the temporary storage and sorting of collections of gift books, and stacks for several thousand of the less frequently used titles.

Certain rooms have been set aside for special purposes. One large room is available for informal literary events and for the formal meetings of faculty and the board of directors. Since the college is concerned with Christian values, a small chapel for individual meditation was included.

Aurora College, like most small colleges, needs flexible space in which to meet certain occasional needs of the whole institution. Already, without hindrance to library service, the new building has demonstrated its value for certain other purposes. The library provided a gracious setting for the reception at the time of the inauguration of the president. The general and varied facilities of the library made an educational contribution to such occasions as Parents' Night, a meeting for educational counselors in connection with a Careers Conference, and meetings of community literary groups. Some of these functions occurred during regular library hours while the regular activities of the library went forward concurrently and without interruption.

Deliberate care was given to the furnishings and equipment. Wood was chosen as most appropriate for the card catalog, charging desk, CBI and index tables, atlas cases, and catalog consultation tables. The finish is a color between fruitwood and walnut, and harmonizes with the birch trim of the building. Attention was given to a surface for the charging desk that should be durable, attractive, quiet, and nonglossy. After careful preliminary study the charging desk was built 42 inches high.

Steel was chosen for tables, chairs, and carrels. Before this decision was reached it was ascertained that the surfaces did not seriously reflect either sound or light and that chairs and tables were not noisy when they touched each other. A design of chair was chosen so that the backs would not rub against walls or other pieces of furniture. Because carrels were planned for maximum use rather than individual assignment, a type of carrel was designed without shelves or drawers which might encourage "squatters' rights." In many locations, near the north windows for example, the carrels have only three-inch backstops at the edge of the desk tops. Others of the carrels have twenty-inch backs to maintain shields between carrel users opposite each other. (Attendance records show that carrels are the favorite accommodation for students. Both types are used consistently.)

There are a few tables, each accommodating only four students. The size of the table top is 6 feet by 4 feet, allowing a 3-by-2-foot area for each user, or the same amount as the surface of an individual carrel.

A pleasing, "non-institutional" grey-
green is the basic color unifying the library. This gray-green color occurs in the frames of the tables, chairs, and carrels and is carefully matched in the shelving. On the furniture it harmonizes with the somewhat deeper green used in the module columns of the building and is a pleasant contrast to the vertical blinds. The carrel and table tops are a very light green textolite. (The textolite is cushioned below to absorb sound.) The upholstery of the chairs uses brighter accents such as tangerine, gold, and persimmon as well as deeper greens. The more striking colors were kept to the items which could be changed in location if desired.

The building is equipped for approximately one hundred thousand volumes (or slightly more than double the present holdings) and has a seating capacity of 250 plus the capacity of the seminar and special rooms. (The seating provided is for one-third of the day student registration estimated for ten years hence.)

The cost of the building was $500,000 and of the furnishings and equipment $80,000. The magnificent gift of one-half million dollars for the building was given by Charles B. Phillips, a citizen of Aurora who in his ninety-third year shared in the dedication of the building.

On an overcast Friday morning in May 1962 a good-natured company of some three hundred students, teachers, administrators, office secretaries, janitors, and dormitory housemothers, carrying armloads of books, moved in a vigorous line from the old library quarters to the new. They gaily made the circuit again and again, and in little more than three hours transferred some forty thousand volumes to their proper locations in the new library building. The next Monday afternoon library service was resumed, and the following Saturday the building was dedicated. In those nine days the climactic chapter to the long story of planning the building was written swiftly.

The time since has been too short for anything but a tentative appraisal of trends in the usage of the library. All facilities and services of the building have been used in varying degrees and with satisfying results. There are marked gains both in student use of the library facilities and in external circulation. There is a definite increase in the use of such special equipment as the audiovisual provisions. The reaction of the day-by-day users—the faculty and students—is even more enthusiastic than their spirit on the day they moved the books.

In such a favorable situation, it is now desirable and necessary to engage in planning two kinds of sustained development which must take place concurrently: (1) the strengthening of the collection and (2) the increasing of the effective use by both students and faculty of the available library resources.
Library Statistics of Colleges and Universities, 1961-62

The latest statistical information concerning academic libraries is available in the Office of Education publication *Library Statistics of Colleges and Universities, 1961-62, Institutional Data* (OE-15023-62). All institutions of higher education in the United States and its possessions should have received a copy during March.

For the second consecutive year there was a marked increase in the number of institutions returning completed questionnaires (See Table A).

Coverage was even more complete when measured against enrollment. The reported 1,862 institutions enrolled 3,821,000 or 98.2 per cent of 3,891,000 degree-credit students announced by the Office of Education in the fall of 1961. Last year, the figures were 3,430,000 students or 95 per cent.

Table 1 of the survey contains eighteen items of management information for each institution as of June 30, 1962. Included for the first time are data indicating the control (public or private) and type of each institution. The seven types of institutions are universities, liberal arts colleges, teachers colleges, technological schools, theological schools, junior colleges, and other professional schools.

These two specifications should enable the librarian to compare more easily the operation of his library, as well as the size of his staff and its financial resources with those of similar libraries. In addition, a more meaningful comparison can be made with ALA-recommended quantitative standards for college and junior college libraries.

The salary data in Table 2 of the survey relate only to full-time staff members as of September 1, 1962. The table does not include salaries of personnel who are employed for less than the full academic year (9-10 months). The number of personnel is reported for each category (associate or assistant librarian, department or division heads, etc.) as well as the highest and lowest annual salary actually received. When a category has only one salary, it is entered in the column headed "highest salary."

As in previous years, a substantial number of institutions reported some full-time staff members with 9-10 months of service and some full-time staff members with 11-12 months of service. In the two prior surveys these institutions were

### Table A

**Number and Per Cent of Respondents to Library Statistics Survey, 1959-62**

<table>
<thead>
<tr>
<th></th>
<th>1959-60</th>
<th>1960-61</th>
<th>1961-62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of institutions*</td>
<td>1,952</td>
<td>1,991</td>
<td>1,985</td>
</tr>
<tr>
<td>Number of respondents</td>
<td>1,393</td>
<td>1,666</td>
<td>1,862</td>
</tr>
<tr>
<td>Response rate (per cent)</td>
<td>71</td>
<td>84</td>
<td>94</td>
</tr>
</tbody>
</table>

* Institutions with students taking courses creditable toward bachelor's or higher degrees, as listed in the annual publication, *Opening (Fall) Enrollment in Higher Education, Institutional Data*.

† In this survey, major branch libraries of complex institutions were counted separately. The institutional total was 1,975.

‡ Includes 1960-61 data for 91 institutions.

May 1963
assigned to either category according to the number of months the majority of the staff was employed. For example, when over half of the staff of a library worked 9-10 months during the year rather than 11-12 months, the entire staff of the library was listed in the 9-10 month category. However, this year's table allows scope for designating those institutions which employ full-time staff members on either a 9-10 or a 11-12 months basis, or both.

Agreement was reached concerning the treatment of "contributed services" by

1 Contributed services (C.S.). This term is defined as the estimated monetary value of work performed by members of religious orders, such as clerics, nuns, and priests. It should be emphasized that all indications of contributed services are based on 11-12 months of employment.

the inclusion of a separate salary schedule for such services in the questionnaire. As a result, Table 2 of the survey designates clearly which salaries are computed on a contributed service basis.

Table B offers a comparison of the totals of various management data for the years 1959-62. The table includes data on annual per cent changes. While total library collections, personnel, etc. increased appreciably, so did total enrollments in academic institutions as shown in Table C.

Table D denotes the twenty-five largest college and university libraries in the United States as of July 30, 1962. They are listed in order of the size of the volume collection: the numbers in pa-

<table>
<thead>
<tr>
<th>TABLE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL LIBRARY RESOURCES OF INSTITUTIONS OF HIGHER EDUCATION IN THE \nUNITED STATES AND ITS POSSESSIONS 1960-62*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(fall enrollment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes</td>
</tr>
<tr>
<td>Volumes added</td>
</tr>
<tr>
<td>Periodicals received</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
</tr>
<tr>
<td>Nonprofessional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Salaries &amp; wages</td>
</tr>
<tr>
<td>Books &amp; other library materials</td>
</tr>
<tr>
<td>Binding</td>
</tr>
<tr>
<td>Other operating expenditures</td>
</tr>
</tbody>
</table>

* These preliminary figures will be adjusted when valid estimates have been made of nonrespondent institutions.

<table>
<thead>
<tr>
<th>TABLE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING FALL DEGREE-CREDIT ENROLLMENT; AGGREGATE UNITED STATES 1959-61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1959</td>
</tr>
<tr>
<td>Per cent changes</td>
</tr>
</tbody>
</table>

236 COLLEGE AND RESEARCH LIBRARIES
<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Total volumes</th>
<th>Volumes added</th>
<th>Library materials and binding</th>
<th>Total staff</th>
<th>Total operating expenditures</th>
<th>Exp. per student (in dollars)</th>
<th>Exp. percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Harvard University</td>
<td>6,931,293</td>
<td>201,655</td>
<td>1,023,889</td>
<td>432</td>
<td>4,284,586</td>
<td>367</td>
<td>6.2</td>
</tr>
<tr>
<td>2</td>
<td>Yale University</td>
<td>4,572,893</td>
<td>90,015</td>
<td>781,765</td>
<td>311</td>
<td>2,004,285</td>
<td>242</td>
<td>4.5</td>
</tr>
<tr>
<td>3</td>
<td>Univ. of Illinois</td>
<td>5,525,820</td>
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<td>1,007,310</td>
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rentheses after each entry in the remaining columns indicates the rank of that library for that particular column. For example, Harvard ranks first in volume collection, but Brown University ranks first in expenditure percentage.

A complete analysis of all the data contained in the survey will be available early next year.—Theodore Samore, Library Services Branch, U. S. Office of Education.

Current Selection Service

RICHARD K. GARDNER, librarian of Marietta (Ohio) College since 1959 has been named editor of a new publication, as yet unnamed, to assist college and university libraries in book selection activities. The publication is to be directed primarily to undergraduate college libraries with book funds of $30,000 or less; it is hoped, however, that it may also be useful in book selection activities of other libraries.

The new service will be issued under the direction of ACRL. Though supported initially by a grant of $150,000 from the Council on Library Resources, the publication is expected to become self-supporting.

Need for a current book selection service for college and other libraries having similar problems has been apparent for some time, and ALA has undertaken a study to determine a rapid and efficient method of disseminating information while it is still current. The process to be used for printing the new periodical should provide such a method. The publication will be produced from typed cards, using a sequential camera for composing pages. This method also should make possible cumulations and subject lists, using the same cards.

The periodicals staff will consist of the editor, two assistant editors and two clerk typists. Books will be reviewed by subject experts working in undergraduate college instruction. An estimated ten thousand to fifteen thousand titles will be considered annually, and from two to three thousand titles will be reported. The service is expected to review books simultaneous with publication or soon thereafter. Coverage will include, initially, publications in English wherever published. Representative publications will be included, in addition to “best” publications. Coverage of titles in other languages will be considered later.

Mr. Gardner’s appointment is effective July 1. Appointed to serve on the editorial board of the publication are Leo M. Weins, H. W. Wilson Co.; Ellsworth Goodwin Mason, head librarian, Coburn Library, Colorado College; James H. Richards, Jr., head librarian, Carleton College, Northfield, Minn.; Robert H. Muller, associate director, University of Michigan Library; Wyman Parker, librarian, Wesleyan University, Middletown, Conn.; Eileen Thornton, librarian, Oberlin College, and Joseph Reason (now on leave of absence), director of libraries, Howard University. The president of ACRL will serve as chairman of the editorial board, and the ACRL executive secretary will act as liaison with ALA headquarters.

Suggestions for a name for the new periodical service are solicited by ACRL and ALA. Such suggestions should be sent to ALA headquarters, 50 E. Huron St., Chicago 11. A one-year subscription will be awarded to the person suggesting the name selected for the publication.
ACQUISITIONS

University of Southern California music library recently received about five hundred transcription-size recordings, complete with index, from Elliott F. Beideman.

Sonoma State College library at Cotati, Calif., has received a collection of some ten thousand volumes covering practically every field in the humanities. There are a number of rare and curious items in the collection.

Stanford (Calif.) University libraries have acquired Part Six of St. Augustine's *Sermonum Opera Pleura et Diversa*, printed in Basle in 1495. The incunabulum was the gift of Friedrich W. Strotham.

A small group of letters of Isobel Field to Hector Bolitho has been acquired by the manuscript collection at Stanford.

The papers of Meyer Lissner given to Stanford nearly thirty years ago have been augmented by some one thousand Hiram Johnson letters withheld at the time of the original gift. All of the Lissner papers are now in the Borel collection.

The L. J. Beck collection on Descartes was recently acquired by the University of California library, Los Angeles.

Illinois State Normal University's Milner library, at Normal, has received the personal papers of the late Louis FitzHenry, member of the Sixty-third Congress, U.S. District judge, and judge of the U.S. Circuit Court of Appeals.

Southern Illinois University's 14,000-volume Germanic collection of Wilhelm Kosch includes bibliography, literary works and criticism, linguistics, theology, and bibliography theater, and long runs of periodicals and serials. Another recent SIU acquisition is the 8,000-volume Hirschberg collection of philosophy, religion, art, modern poetry, and literary criticism, which includes special collections on William and Henry James and William Blake. Most of the Hirschberg collection will remain on the Edwardsville campus, with the works on art, esthetics and Oriental philosophy going to the Carbondale campus. A collection of law reference books presented to the libraries by Franklin M. Hartzell will also be divided, as will the family library of General Robert W. Davis, a recent gift to SIU.

The Edwardsville library of SIU recently received a grant from the Graduate Council for accumulating a microfilm collection of source materials about the Mormons at Nauvoo, Illinois.

Letters, manuscripts and books numbering some eleven hundred items from some three hundred authors have been purchased for SIU rare books collections.

Recent gifts to the library also include a collection of science fiction (Dr. Karl Webber), early nineteenth-century Methodism (Paul Davis), photographs and papers pertaining to regional history (Mr. M. Estelle Angier, Russell L. MacMurray, Fred C. Campbell), and recordings of regional interest (Edward Verner, John Allen).

Tulane University library has received from Mrs. Frank W. Swacker, a Tulane graduate, a collection of unpublished manuscripts of Sidney Lanier, including letters written between 1875 and 1880.

University of North Dakota library, Grand Forks, has added the papers of the late Senator William Langer to their Library collection of manuscripts.

Omo State University, Columbus, has purchased ninety-three private-press editions of works by and about James Joyce.

Ohio State University has received one of the few known first editions of Hawthorne's *Fanshawe*. The book was the gift of Donald Hyde.

Bryn Mawr College library has received a collection of some five hundred works about Joan of Arc, the gift of Adelaide B. Bayliss of New York.

AWARDS, FELLOWSHIPS, GRANTS

University of California, Berkeley, is offering a fellowship in the amount of $3,000 and two assistantships—one teaching, in the amount of $2,390, and one research, in the amount of $2,000—for study leading to doctoral degrees. A third assistantship, for study leading to the MLS degree, is for $880. Applicants should write before June 1 to the
Dean of the School of Librarianship, University of California, Berkeley 4, Calif.

CALIFORNIA BAPTIST COLLEGE has matched a $5,000 challenge gift from C.I.T. Foundation for the purchase of additional books for the college library. The college is in Riverside.

LOS ANGELES PACIFIC COLLEGE will engage a consultant on better utilization of library resources, having received a grant of $3,000 for that purpose from the Fund for the Advancement of Education.

ROSARY COLLEGE, River Forest, Ill., has announced five library assistantships for 1963-65. The work-study program will lead to the MA degree. Inquiries should be addressed to director of admissions, Department of Library Science, Rosary College, River Forest, Ill.

LEHIGH UNIVERSITY has received a grant from the information systems branch of the Office of Naval Research to support their lecture-seminar series presented by the Center for Information Sciences.

MUSIC LIBRARY ASSOCIATION has received a grant of $27,300 to assist in the recording of holdings in American libraries in the International Inventory of Musical Sources being compiled under the auspices of the International Association of Music Libraries and the International Musicological Society. American entries are being duplicated and sent to the National Union Catalog.

BUILDINGS

Library Services, a pamphlet reprinting material from the December 1962 issue of Indicators published by the Department of Health, Education and Welfare, says that the $300,000,000 for library construction planned by colleges and universities will meet only about half the need during the period from 1956 to 1970.

CALIFORNIA WESTERN UNIVERSITY at San Diego can seat four hundred persons in the reading room on the third floor of the new library building. The library can accommodate a quarter-million volumes.

THE NORTH CAMPUS library building at UCLA should be completed in October of this year, and moving of books will begin in December and should be nearly completed by the end of January. A system of pneumatic tubes between North Campus and the main library will begin operation concurrently with the first moving operations, to continue service at the main library. When most of the moving has been completed, pneumatic service will be in the opposite direction, from North Campus to main library.

WORK HAS STARTED on the new library building of St. Procopius College at Lisle, Ill., to provide sufficient space to house a collection of 110,000 volumes. A language laboratory, an audio-visual auditorium and a microfilm room have been planned.

FRANKLIN (IND.) COLLEGE had groundbreaking ceremonies in April for its projected new library building. Plans call for 150,000-volume capacity, and seating for four hundred students. There will be study and typing rooms, seminar rooms, and listening rooms.

PARSONS COLLEGE library, Fairfield, Iowa, moved into its new library on February 6. The main floor can house more than one hundred thousand volumes, and seats six hundred students. Additional seating for 180 at individual study tables is available during evening hours in rooms used during the day for classes.

NEBRASKA STATE TEACHERS COLLEGE library, Peru, has completed its $125,000 building renovation project and is getting settled into its modernized quarters.

Meredith College, Raleigh, N.C., has received a grant of $50,000 from the Mary Reynolds Babcock Foundation for a library building.

PLANS for the Temple University library, Philadelphia, call for five levels to house some eight hundred thousand volumes, and seat 1,750 readers. Cost will be about five-and-a-half million dollars.

A NEW MEDICAL SCHOOL LIBRARY is being planned for the University of Pennsylvania, Philadelphia. The building will be an addition to present medical school facilities. Twenty-three thousand square feet of space will provide seating for 245 readers, plus small study rooms and cubicles, stacks to house one hundred thousand volumes, a room for duplicating and microfilm equipment, and a rare book room. A gift of $200,000 from the John and Mary R. Markle Foundation will probably be used to furnish and equip the new library.
CARNEGIE INSTITUTE OF TECHNOLOGY, Pittsburgh, is constructing a rare book room and listening rooms and other facilities for College of Fine Arts materials, on the fourth floor of the Hunt library.

Polish National Library, to house some five million volumes, provide for expansion to ten million, seat eight hundred readers and accommodate seven hundred staff members, will start construction of a new building in 1965. Plans call for completion by 1971.

MEETINGS

Information and Retrieval Programs for Engineers will be a topic discussed during the week-long annual meeting of the American Society for Engineering Information in Philadelphia June 17-21.

Medical Library Association's 1965 annual conference will be in Philadelphia May 30-June 3. The 1966 meeting will be in Boston June 6-10.

The Graduate Library School at University of Chicago will have its twenty-eighth annual conference on August 5 to 7. Its theme will be Library Catalogs: Changing Dimensions. Speakers will include Herbert Menzel, David Weber, Felix Reichmann, William S. Geller, George Piternick, John W. Cronin, Henry J. Dubester, Frank B. Rogers, and Don R. Swanson.

A symposium on the use of computers to organize and make accessible current medical and scientific literature was held at Washington University School of Medicine library in April. The meeting served to disseminate information on Washington University library's program for mechanization of serials records, and on programs and techniques involved in the project.

Brooklyn College Library held a conference on April 17 on Latin American Studies and the American College Library. University of Wisconsin plans a seminar—the eighth—on the Acquisition of Latin American Library Materials, July 11 to 13. Copies of the report, Seminars on the Acquisition of Latin American Library Materials . . . , on the previous seven seminars can be obtained from Marietta Daniels, Pan American Union, Washington 6, D.C.

International Congress on Medical Librarianship will be June 16-22, in Washington, D.C.

An international congress and exhibit in reprography will be held at Cologne, Germany, in October. All types of facsimile reproduction, including photocopies, microcopies, thermocopies, etc. will be discussed, and exhibits will include equipment and materials.

MISCELLANY

Bowdoin College Library, Brunswick, Me., is planning to recatalog and reclassify its collections starting this summer. Scheduling indicates the task will require five years. Classification of the books, now according to the Dewey Decimal system, will follow the Library of Congress method. The present 270,000 volumes will increase to 625,000 when capacity is available in a projected new building for the library.

Current Serials and Journals of the MIT Libraries has been produced by punched card-photo offset processes and lists approximately fifty-three hundred titles.

A survey of periodical holdings of eight college libraries in the Finger Lakes region of New York State has just been reported by Audrey North of Keuka College library.

North Carolina's Livingstone College library has received three thousand volumes as a gift from students and faculty of Haverford College.

ASTIA has been reconstituted by the Department of Defense as the Defense Documentation Center, to operate as a clearinghouse on current research efforts and a referral center on available information resources within the department. Charles L. Bernier is director. Dale Denham has been named chief of the Huntsville, Ala., division of DDC.

The Library of Congress has designated Mme. Ulane Bonnel its representative in Paris for 1963 in connection with the photocopying of French manuscripts relating to America. Her reports and recommendations to the manuscript division will provide the basis for an expanded photocopying program to be financed through the library's James B. Wilbur Fund.

The American Association of Law Libraries' Index to Foreign Legal Periodicals is now indexing eighteen additional periodicals and collections of essays, beginning with the February issue.

The National Federation of Science Ab-
Abstracting and Indexing Services has invited eighteen discipline-oriented services to form a jointly-controlled organization to disseminate their output. The proposed plan was outlined during the Federation's annual meeting in Washington in March.

A List of Book Dealers in Underdeveloped Countries is a 44-page booklet compiled by Philip J. McNiff of Harvard College library for the RTSD Policy and Research Committee. The list includes dealers in Africa, the Far East, Latin America, the Middle East, Slavic and East European areas, and South Asia. Price is $2.00.

College Library Building Awards

Seven college library buildings were selected to receive architectural awards in the first library buildings award program sponsored jointly by the American Institute of Architects, the American Library Association, and the National Book Committee.

Awards were bestowed in two categories—college libraries and public libraries—by a jury of architects and librarians composed of J. Roy Carroll, FAIA of Philadelphia, chairman; Hugh Stubbins, Jr., FAIA, of Cambridge, Mass.; Robert S. Hutchins, FAIA, of New York City; Lucile Morsch, chief of descriptive cataloging, Library of Congress, Washington, D.C.; Charles Mohrhardt, associate director, Detroit Public Library; M. Bernice Weise, director of library service, Baltimore Public Schools; and Keyes Metcalf, director emeritus, Harvard University Library. Jurors Metcalf and Mohrhardt disqualified themselves in judgment of libraries on which they acted as consultant. The jury awarded two first honor awards and five awards of merit in the college category.

Presentation of the award citations to libraries were made at special ceremonies in Chicago in the Prudential Building on Monday, April 15, as a kickoff for National Library Week, April 21-27. Architects of each of the winning buildings received their awards at the 1963 AIA convention in May.

The first exhibition of the award winning libraries was on April 15-24 at the Prudential Building in Chicago. Exhibitions also are scheduled for both the AIA and ALA conventions.

College library first honor awards went to the library for Bennington (Vermont) College, and the undergraduate library at University of South Carolina, Columbia. College library awards of merit: Lourdes library, Gwynedd Mercy Junior College, Gwynedd Valley, Pa.; Grinnell (Iowa) College Burling library; Schultz Memorial library, Springfield, Ill.; Foothill College library, Los Altos Hills, Calif.; and Douglass College library, Rutgers, The State University, New Brunswick, N.J.
JOHN P. MCDONALD will become director of libraries at the University of Connecticut on July 1. He has been associate director of libraries at Washington University in St. Louis since 1960.

A native of Philadelphia, Mr. McDonald graduated from the University of Virginia in 1946. He attended the Drexel library school where he received his masters degree in 1951. During the spring of 1958 he was a member of the Carnegie Seminar in Advanced Library Administration at Rutgers University.

Following a year of teaching English at Drexel in 1946-47 and two years in the insurance business he entered the library field in 1950 as a circulation assistant at the University of Pennsylvania library. In 1952 he was made head of the reserve book department. Two years later he became chief of the reference department at Washington University. Here his talent for administrative work quickly emerged, and he was promoted to assistant to the director, assistant director of readers' services and finally to associate director of libraries.

Mr. McDonald's primary responsibilities at Washington University have involved supervision of public services in both the central library and branches and the planning and equipping of new library facilities. Although he has been notably successful in both areas, he deserves special recognition for his contribution to the new four-million-dollar John M. Olin library which was opened for use in September 1962.

Since coming to Missouri he has been active in professional organizations on both state and national levels. He has been chairman of the college and university division of the Missouri Library Association and he is now serving as a member of the ALA Council.

In John McDonald the University of Connecticut has chosen an administrator well qualified to oversee a rapidly expanding library system, and a man whose fine personal qualities would make him an asset to any academic community.—Andrew J. Eaton.

Library Education will have a specialist in the U.S. Office of Education for the first time beginning in April. Equally significant is the announcement that SARAH REBECCA REED, executive secretary of the ALA Committee on Accreditation and the Library Education Division, will fill that position.

I write about Sarah Rebecca Reed as my colleague for five years in the Florida State University library school. Here she was a great teacher, with those intangibles that are never measured quantitatively, too seldom recognized in awards. Inherently, Sarah Reed has that fine self-subordination to her students that is the essence of good teaching. Everywhere in the library profession there are those who had her as a teacher and enthuse about her. When she stood up at the Florida State University Library School alumni dinner in Miami Beach last summer the ovation could be described as nothing less than a demonstration. At Florida State she taught reference and documentation in a way that made students forget about time and place. There is a personal relationship between Sarah Reed and her students that will always be cherished by all of us who were associated with her here. In and out of class the students burned with desire to search the literature.

Born in Warren, Illinois, Sarah Reed received her Bachelor of Arts degree from Cornell College in Iowa, her B.L.S. from the University of Illinois. Subsequently, she took

M R. MCDONALD

Miss Reed

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a master's degree at the University of Illinois, and went on to do graduate work at the University of Chicago. With Louis Round Wilson and Mildred Lowell she authored the book, *Library in College Instruction* in 1951. While in Chicago she edited *Research in Progress in Librarianship* from 1948 to 1952, and contributed significantly to professional periodicals. Her study of reference practice, especially for the Armed Forces libraries, is a milestone in the literature of reference.

Although Sarah Reed's major interest has been in the scholarly field serving university librarianship and library education, she began as a school teacher and librarian in Sioux Rapids, Iowa, and as a teacher-librarian in the Sandwich, Illinois, High School. She was loan desk assistant and book stacks librarian at Illinois from 1943 to 1945. While in Chicago she served as college librarian and supervisor of induction training. She was a visiting faculty member at the University of Denver library school during the summer sessions in 1951 to 1953 and assumed the position of assistant professor at the University of North Carolina library school in 1952. She served as a member of the faculty of the Florida State University library school from 1955 to 1961, when she left to fill her present position at ALA headquarters. While at Florida State, Miss Reed initiated the series of Junior College Book Lists, published by the Florida State Department of Education in cooperation with the library school.

The recent activation of a Commission for a National Plan for Library Education, to which Sarah Reed contributed so significantly during the past Midwinter, is a happy coincidence. That and the appointment of Sarah Reed to the position of library specialist in the U.S. Office of Education insure a professional direction to library education such as we have never had before.—Louis Shores.

Rolland E. Stevens, in September 1963, adds lustre to an already illustrious faculty by accepting appointment as professor of the graduate school of library science at the University of Illinois. In a sense he will be going home again, in that much of his training and early professional experience were centered at Urbana.

Dr. Stevens took his A.B., with a strong emphasis in Greek and Latin, from Washington University in 1939; his B.S. in L.S., M.A. in L.S., and Ph.D. from Illinois, in 1940, 1943 and 1952 respectively, enjoying the distinction of receiving the first doctorate in librarianship offered by this institution. He was binding assistant, then bibliographer, at Illinois before he served his stint in the U.S. Army from 1942 until 1946. The University of Rochester claimed him as head of reference and assistant to the librarian, 1946-1948, after which he returned to Illinois for his doctoral work. Ohio State University enjoyed the pleasure of his company from 1950 until 1963 where he contributed substantially as acquisition librarian and assistant professor, assistant director, technical services and associate professor, and finally as associate director, technical services and professor. In each capacity he demonstrated a keen understanding of the needs of graduate students and faculty. Under his guidance the areas of acquisition, binding, cataloging and photoduplication made notable progress.

Steve's interest in writing and editing has found expression in his compilation for the past several years of the year's work in copying methods appearing in *Library Resources and Technical Services*, his previous editorship of the ACRL Monographs and his book reviewing in several journals in classics and librarianship. He is a member of Phi Beta Kappa, Beta Phi Mu and Eta Sigma Phi. He has been active in ALA, RTSD, ACRL, Technical Service Directors of Large Re-
search Libraries, AAUP, and American Documentation Institute, of which he was chairman of the Central Ohio Chapter in 1962-63.

Professor Stevens is insatiably curious and this leads to extensive reading over a wide area. Among his strong interests are the classics, history of science, library technical services, information systems, microduplication, and automation in libraries. For some years he has become increasingly interested in teaching. His strong background of experience, intellectual curiosity, verbal facility, geniality, and genuine humility augur his success in teaching as he has been successful in library administration. Illinois is indeed fortunate in being able to recall a distinguished and able alumnus.—Lewis C. Branscomb.

William Bernard Ready, who has been librarian of Marquette University since 1956, is moving to Bridgeport, Connecticut, where he will undertake the task of creating and directing the library of a new institution, Sacred Heart University, which is administered and taught by laymen under the diocese of Bridgeport. He is beginning his work on the assignment by spending a few weeks in Europe buying books.

An adequate account of the Ready career would require at least a robust volume, but even the barest bones of a skeleton suggest something of the variety of his interests and achievements. Irish by ancestry, he was born in Cardiff, Wales, and served in the British army from 1939 to 1945 in the Near East, North Africa, and Italy. While in Italy he met and married Lieutenant Bessie Dyer, Royal Canadian Army Medical Corps, and he came to Canada after the war as the spouse of a Canadian veteran. The children’s names are Patrick, Vincent, Liam, Thomas, Mary, and Nora.

He was educated at the universities of Wales, Oxford, Manitoba, and Rutgers, where he attended the Advanced Seminar for Library Administrators that Mr. Metcalf conducted in 1956. He has taught at the College of St. John in Winnipeg, the College of St. Thomas in St. Paul, the School of Librarianship at the University of California in Berkeley, Stanford University, and Illinois. He was an apprentice and subsequently an assistant in the public library of Cardifl, and he directed the library of the British Army University in Perugia; in 1951 he went to Stanford as chief acquisitions librarian and was later appointed assistant director for acquisitions.

The Great Disciple, a collection of his short stories, some of which were reprinted from the Atlantic Monthly and the Saturday Evening Post, appeared in 1951. The Poor Hater, a novel inspired in part by the life of the Canadian statesman, Thomas D’Arcy McGee, was published in 1958. The Ready bibliography also includes numerous articles on librarianship and on books, among them an address at one of the General Sessions of the 1953 ALA conference. Literary and library honors include the Thomas More Association prize for literary criticism and, in 1961, the Clarence Day Award of the ALA “in recognition of outstanding accomplishment in encouraging the love of books and reading.”

Will Ready’s appointment shows that Sacred Heart University means to have an excellent library and to have it as soon as possible; few men who are highly gifted as raconteurs and writers and who are incurably addicted to reading can find time also to be effective librarians, but he has proven himself as an administrator and as a skilled and vigorous builder of collections. Even so, Will’s friends regard his major achievement as neither literary nor professional—unlike some talented authors and some prominent librarians, he has found time to grow up; he is a good man.—Edwin E. Williams.
APPOINTMENTS

Jon R. Ashton has been appointed dean of the University of Rhode Island graduate library school.

Andrew L. Bouwhuis, S.J., has become rector and president of Bellarmine College, Plattsburgh, N.Y. Rev. Bouwhuis was until recently head librarian at Le Moyne College, Syracuse, N.Y.

Mrs. Alaka Chandrasekar is a cataloger in the South Asian languages section of descriptive cataloging division, Library of Congress.

Mary A. Ciaramella is assistant in the engineering library at Columbia University, New York.

Donald C. Davidson is serving as consultant on libraries to six California colleges in a project financed by the Fund for the Advancement of Education. Dr. Davidson is University of California librarian, Santa Barbara.

Katherine A. Dilworth has been appointed assistant librarian at Pennsalt Research Laboratory library, Philadelphia.

Michael Doerr is reference librarian at Stanford (Calif.) University libraries.

Mrs. Virginia S. Erickson has joined the staff of the University of Alaska library as head of the cataloging department. She was formerly assistant librarian for circulation and reference at the South Jersey campus of Rutgers University, in Camden, N.J.

F. Eugene Gatinger is now head librarian at Memorial University library of Newfoundland, in St. Johns.

Balfour J. Halevy is now assistant in the law library of Columbia University, New York.

Mrs. Rebekah Harleston is now assistant reference librarian at Margaret I. King library, University of Kentucky, Lexington.

Mrs. Maxine Heath has joined the staff of UCLA's Latin-American acquisitions program.

Mrs. Marian Holleman is working with exhibits on the history of science and technology in the biomedical library at UCLA.

Mrs. Kimyo Tamura Hom has been appointed to the astronomy-mathematics-statistics library at University of California, Berkeley.

Mrs. Juanita Jackson has been appointed head of the reference department, University of Kentucky libraries.

Estelle Jussim is an assistant cataloger at Columbia University libraries, New York.

Seid Karis has joined the staff of the Indiana University libraries as Slavic cataloger.

Daria Koranowska is now an assistant cataloger at Columbia University libraries, New York.

Irving Kron is now head of the University of Kansas medical library, Manhattan. He was librarian of the medical college at University of Cincinnati.

William R. Lansberg has accepted the position of librarian of Hobart and William Smith Colleges, Geneva, N.Y. Dr. Lansberg has been director of libraries, Elmira (N.Y.) College.

John P. Laucus acted as library consultant to the Agency for International Development—Guinea project this spring. Mr. Laucus is librarian at the general education—fine and applied arts library at Boston University.

Mrs. Linda T. Lee has been appointed assistant in the catalog department at Northwestern University libraries, Evanston, Ill.

Hans H. Lenneberg, formerly assistant chief of the art and music division of the Brooklyn Public Library, is now music librarian in the University of Chicago library and lecturer in the university's department of music.

Anna Lo was appointed cataloger at the Holy Family College library, Philadelphia, on March 1. She has been cataloger at Mount Mercy College library, Pittsburgh.

Mrs. Jean Lord is librarian of business administration and political science at University of Cincinnati. She was formerly with the University of Tennessee library.

Mrs. Margaret Luce joined the Stanford (Calif.) University library in August, as projects librarian.

Edward R. McIntosh recently became order librarian of Radford (Va.) College library.

Lenore S. Maruyama is a serials cataloger
in the descriptive cataloging division at Library of Congress.

LAKSHMI G. MENON is a cataloger in the South Asian languages section of LC’s descriptive cataloging division.

ARTHUR MONKE will join the staff of the Bowdoin College library on June 1, as assistant librarian. He has been reference librarian at Colgate University, Hamilton, N.Y.

MRS. CONSTANCE MOORE has been named director of United Air Lines’ five company libraries, three in Chicago, where she will make her headquarters, and two in San Francisco.

TAISTO J. NIEMI has been appointed director of Le Moyne College library, Syracuse, N.Y. He has been head librarian at the State University of Education, Buffalo.

THOMAS F. O’CONNELL has been appointed director of library services and associate professor of bibliography at York University, Toronto. Mr. O’Connell was assistant librarian at Harvard University.

WILLIAM L. PAGE will become assistant librarian at Clarkson College, Potsdam, N.Y., on July 1.

JUDITH RYAN has been appointed to the catalog department of UCLA’s law library. She has been with the U.S. Army Special Services in Seoul, Korea.

JOHN SHERROD became chief of the Information Services and Systems Branch, Division of Technical Information of the U.S. Atomic Energy Commission in March. He had been chief of the science and technology division of the Library of Congress.

ELIZABETH SHOUCHRO is science librarian at Tulane University library.

MRS. MARY ANN SWANSON joined the staff of the University of South Florida library, Tampa, as assistant cataloger.

MRS. JOHANNA TALLMAN has been appointed engineering and physical sciences librarian at UCLA.

JANE TITUS has been appointed head of readers’ services department at University of Cincinnati library. She was with Carnegie library at Pittsburgh.

TE-KONG TONG was recently named head of the Chinese section of the East Asian library, Columbia University, New York.

MRS. ALICE F. TOOMEY has been appointed chief of catalog maintenance division at Library of Congress.

MRS. ADELAIDE TUSLER is working in the UCLA libraries oral history project.

PETER WARSHAW is with the acquisitions department of the University of California library, Santa Barbara.

NECROLOGY

GABRIEL BERNARDO, librarian emeritus of the University of the Philippines, died on Dec. 5. Mr. Bernardo was a founder and former president of the Philippine Library Association.

FREDERIC G. MELCHER, chairman of the board of R. R. Bowker Company, former president of that company, and for forty years editor and co-editor of Publishers’ Weekly, died at the age of 83 on March 9.

LOUISE RICHARDSON, who was head librarian at the Florida State University from 1919/1920 and 1922/1953 and head of special collections until her retirement July 1, 1960, passed away March 5. Under her leadership at Florida State University, the book collection grew from ten thousand volumes to more than four hundred thousand. One of the outstanding librarians of the southeastern region, over the years she contributed much to the library profession. She served twice (1931 and 1933) as president of the Florida Library Association.

RETIREMENTS

NORMA CASS, head of the reference department of the University of Kentucky libraries, resigned in February. Miss Cass was with the UK libraries for more than thirty years.

EDWARD A. FINLAYSON retired as chief of the catalog maintenance division of the Library of Congress on February 5, after thirty three years of service at LC.

ALVIN KREMER, keeper of the collections of the Library of Congress since 1940, and member of LC staff since 1928, retired on March 4.

MRS. EVELYN LEBARRON, for the past twelve years reference librarian at University of California biology library, Berkeley, retired in March.

MAY 1963
The Librarian in the College Novel

BY EARL TANNENBAUM

Mr. Tannenbaum is Librarian of Regis College, Denver.

Herman Melville, a frequenter of libraries, left an apt memorial and tribute to librarians. Fortunately, it was buried deep in the whale and is scarcely noticed by present day practitioners. In part it reads: "So fare thee well, poor devil of a sub-sub . . . thou belongest to that hopeless sallow tribe which no wine of this world will ever warm." And so the portrait of the American librarian of the mid-nineteenth-century partakes of what went before and embellishes what came after. There are many other early, quaint prose pictures of librarians that could be cited here, but rather than enumerate them, let the reader hurtle through the century to the present.

Academic librarians today are obsessed by the image they cast in their specific community. Professional and semiprofessional journals are filled with articles tracing causes of past images and offering nostrums for future ones. Librarians must become more professional. They must have status. It is true they have won some skirmishes in their cold war with faculty colleagues and administrators. But have they really "arrived"? What is their true image in the halls of learning? No universal test exists. Individuals can sometimes assess their own situations to a certain extent; yet, for apparent reasons, subjectivity can and will skew these appraisals. An objective approach is needed to take the measure of the librarian in this situation. The modest proposal of this paper is to use the academic novel as a contemporary yardstick.

The academic novel is not a new genre. Recent increased productivity in this form has had its rewards. It has been legitimized by a scholarly, book-length study and by several articles. John O. Lyons states in his The College Novel in America, "A study of the novel of academic life in America must inevitably be concerned more with the history of the novel as a literary form and social document than with genius." Here, the pertinent phrase is "social document." If the college novel is a social document, and if the library performs an essential role in the society it describes, then presumably its pronouncements regarding the library ought to have some objective validity. This paper proposes to investigate this thesis.

The definition of the academic novel used in this paper is the one given by Lyons. Of the some two hundred college novels he has listed in his bibliography beginning with Hawthorne's Fanshawe (1828), the group was narrowed to a selected fifteen published between 1950 and the present time. The main reason for using these more recent dates is that during this time academic libraries have experienced a period of great growth. Expanding campuses, to some degree or another, have pointed up certain library problems, including the need for new library buildings, improved staffing of libraries, and the insidious need for status. Hypothetically, therefore, it is during these years that libraries and librarians should have made their mark in the college novel.

In most of these novels the library, whenever it is mentioned, is referred to only as a part of the scenery or a place where someone meets someone else. It seems to be taken for granted. More spe-
cific comments usually are concerned with its contents, or a title is used, or it is a target for satire. Professor Schneider in *Purely Academic* observes that the library “bulged with things like Engel’s Law, little obvious things and massive platitudes, but most of them solemn, documented proclamations of the completely obvious.”

A few authors notice such standard library regulations as “a whisper adjusted to library rules” or the fact that Pnin has to use a rare book in the library (“not to be removed”) and that he was “urgently requested” to return a book needed by another reader.

Out of the some forty-five hundred pages in the fifteen novels only about forty short quotations refer in any way to the library or librarian. This is an average of only one reference per hundred pages of text. This fact becomes even more remarkable when it is recalled that in *The Stones of the House* the main thread of the story hinges on the president’s struggle to get a new much-needed library. Throughout this novel the library is mentioned only six times.

One bright spot occurs in the description of the library in *A Small Fire*. The narrator finds in it “the possibility of peace without total silence, community without responsibility. . . . It was this duty-free companionship I was looking for in the library—that and the essential charm of the place.”

Librarians themselves are rarely mentioned; if they are it is usually within the pejorative framework of a current cliché. No librarian has a role of even minor importance or unimportance. In most of these novels he does not exist except as an anonymous wraith.

Several examples chosen from the few will serve to illustrate the above. From *Pnin* comes this observation, “Suave Mr. Case, a lank, pink-faced librarian with sleek white hair and a bow tie.” In the *Groves of Academe*, “The middle-aged librarian respectfully bustled up and offered to help him.” Again in the *Groves* the author hints at the librarian’s role when she equates him with various “key individuals,” a gestalt psychologist and the secretary of the faculty.

The aforementioned *Stones of the House* is an interesting case in point. The pivotal situation is the president’s struggle to get a new much-needed library. At least, this need triggers the main actions of the book. But it is a nebulous affair as concerns the library. It must be admitted that a new science building, a new dormitory, or grounds building could have served just as well as the *deus ex machina*. The librarian has no place at all in the important business of planning a new library. The president and the library committee carry all the responsibility. The librarian is mentioned only once as praying every night that the temporary building which houses a valuable collection “won’t go up in flames.”

Interpreting this evidence or lack of evidence may be difficult and may lead to contradictions. The possibilities are simply listed with no attempt to arrange them in order of importance.

1. Libraries and librarians are not important in the academic worlds portrayed in these novels; they are scarcely noticed.

2. Librarians, unlike their colleagues in the English or science or other departments, do not make good dramatic material.

3. Librarians, despite their efforts, have not succeeded in making themselves felt as a force in the academic world.

4. Perhaps it is good that librarians are not dramatic material. Many of the characters portrayed are objects of satire or have peculiarities of some kind. So it can be argued that the librarian is a colorless, efficient person whose books and duties seem to provide perfect camouflage for him.

5. It may be that the authors themselves, despite their academic back-
grounds, are not really aware of what a library or librarian actually does. They cannot or do not penetrate through the forest to see the trees. The camouflage is excellent. Also, an author must select his details to tell his story and, perhaps, librarians have nothing to add to his book except a little local color.

6. The fact that libraries and librarians get short shrift in these books may indicate that they have “arrived,” that they are accepted and no comment is necessary.

7. There is always a lag between the time of the actual social event and its appearance in a novel. Perhaps the “library explosion” has not yet sounded in fiction.

Preconference Plans

“Western Americana” will be the theme of a joint preconference of the Rare Books Section of ACRL and the History Section of the Reference Services Division to be held July 12 and 13, prior to the American Library Association annual conference at Chicago (July 14-20).

Preconference headquarters will be the Knickerbocker Hotel in Chicago. Other meetings are planned for the Newberry Library and the campuses of the University of Chicago and the Northwestern University. Attendance will be limited to 180 persons. Details concerning accommodations in Chicago and a complete program of the meeting will be mailed to members of the two sections in May.

Three significant fields within western American history have been selected for particular attention during the two-day meeting: “Transportation as a Factor in the Development of the West,” “The Economic Development of the West,” and “The Urbanization of the West” will be subjects of historiographical and bibliographical papers. The historiographical papers will stress the special problems found in the history of western America, and the nature of the scholarly publication in the fields. The bibliographical papers will cover such topics as the historical resources that are or should be available for research, the problems of evaluating and using them, and the bibliographical apparatus that is available or should be available.

General papers summarizing and commenting upon the general character of bibliographical activity in western Americana also will be presented. Among the speakers on the program are Archibald Hanna, Jr., curator of western Americana, Yale University; Richard G. Wade and Bernard Weisberger, both of the department of history, University of Chicago; James S. Holliday of the department of history, San Francisco State College; Colton Storm, curator of the Ayer collection, Newberry library; and Robert Dechert of Philadelphia, a collector of rare Americana.

Program plans for the preconference have been made by Kenneth Nebenzahl; Robert Rosenthal, curator of special collections, University of Chicago library; and Mr. Storm. Local arrangements are being handled under the chairmanship of Richard D. Olson, curator of rare books and special collections, Northwestern University libraries, Evanston, Illinois, assisted by Donald W. Krummel, head, reference services, Newberry library, and Robert Adelsperger, assistant reference librarian, University of Illinois library, Chicago.
Review Articles

Americana


The first edition of Wright Howes’s U.S. Iana went out of print within two months of publication. This revised edition is all the more welcome because of the enforced deprivation of the title in many libraries in whose collections it should be. The new edition will be a boon in libraries which have not owned a copy of the first edition; it is different enough, too, from the earlier edition to be worth having in the libraries which do have the 1954 issue.

Mr. Howes has extended the coverage of the book back a half century. He has added other new entries. His notes of approximate evaluations have been broken into better price bracketings. His occasional notes are pertinent, sometimes amusingly incisive. His symbolization for location is useful. In short, the second edition of U.S. Iana is an old friend grown larger and wiser.

There are definite limitations in the scope and usefulness of U.S. Iana. It should not be used without an understanding of its purpose and of the restrictions imposed for the inclusion of an entry. Its indications of rarity must be taken only as indications, not as binding figures. Its arrangement on the scheme of a bookseller’s notebook entries rather than by standard library entries requires some study by anyone else.

Familiarity will not bring contempt for U.S. Iana. It will make an obviously useful library tool ever more useful. It will have its own rewards as a short cut to a knowledge of most of the corpus of Americana. It will provide the answers for a myriad of questions by librarians and by readers.

U.S. Iana is an indispensable book—and is likely to remain so.—Richard Harwell, Bowdoin College Library.

MAY 1963


In a Baltimore almanac for 1783 Andrew Ellicott wrote: “One year passeth away and another cometh—so likewise ’tis with almanacks—they are annual productions, whose destination and usefulness is temporary, and afterwards are thrown by and consigned to oblivion . . . it is no wonder, when they become old almanacks, that we frequently see them made use of by the pastry-cooks, or flying in the tail of the school-boy’s kite.” Almanacs were calculated to be thrown away; they were printed on poor paper and were not bound; indeed the word almanac is synonymous with ephemeralis. It thus appears little short of miraculous that compiler Milton Drake is able in this bibliography to identify no fewer than 14,500 almanacs which were published in the eastern United States before 1850 and in the western states before 1875. His estimate that more than half of the titles he lists have never before appeared in a bibliography is easy to accept. He locates almost seventy-five thousand copies in 558 collections. Truly his search has been an exhaustive one.

Almanacs of the United States fills what was a near vacuum, as there had been little previous attempt to identify them. H. A. Morrison’s Checklist of American Almanacs before 1800, issued in 1906, was a bold effort to accomplish what was for that time an impossible task. There have been articles written since that time, and of course the American Imprints Inventory did its excellent work, but these new volumes are the first full dress attempt to bring under bibliographical control the myriad almanacs which, together with Bibles and Webster’s blue-back spellers, comprised the libraries of America’s frontiersmen.

Entries in the present list are geographical by state and chronological within each state, then alphabetical by main entry. This is probably the best arrangement possible, but it does render difficult the following through
of the history of a serial title. Added features include the entry number for the first almanac recorded in each of 362 towns from Eastport Maine and Oahu Hawaii, a list of the libraries and private collections searched, and a good bibliography. Information is brief and almost always uniform. Although the work is a check list and not a "bibliographer's bibliography," it bids fair to remain a definitive check list for a long time.

To a cursory reading, Almanacs of the United States appears relatively free of typographical errors, although there is an errata slip tipped in. The book is neatly and servically printed from cold type. Some critics might attempt to attach the pejorative term "antiquarian" to these 1,397 pages and ask if indeed the study needed to have been made; Terence on the other hand would no doubt have felt that almanacs deserve study because they exist. At any rate it will not be denied that the compiler has herein preserved a record of passing Americana that could easily have been lost. Any bibliographer who has ever attempted to locate an almanac for collation or other purposes will bless Milton Drake.—David Kaser, Joint University Libraries, Nashville.

Computers and the Library


At the Miami Beach Conference in 1962, the authors of this book and Gregory P. Williams, their consultant, reported on the project at the University of Illinois Congress Circle campus to study the use of computers in library technical processes. Mr. Williams warned that the book is not a "cookbook." No one can take this book, go to his library, and put everything on punched cards or magnetic tape. This book is a final report on a project for which the Council on Library Resources gave $50,000, and the University of Illinois contributed an extra $2,000 plus. The money was used completely, and I think it was very well spent. The results as reported in this book show that college and university libraries, especially, must start to think of computers as a means of reducing costs in the library, and the book explains how to do the thinking.

One of the first decisions of the project staff was not to consider information storage and retrieval systems which are even now in too parlous a state for anyone to reach definite conclusions at this time. Other decisions were rather forced on the staff as they went along. There was constant concern over the attitudes of staff toward the machines, relieved to some extent by essays which enabled staff members to say what they thought. There was worry as well over maintaining service standards, and there were great hopes for the computers to take over large segments of the library routines, hopes that were then unrealized and may be in part unrealizable.

But even if the project had concluded that computers could do nothing for a library, the report would have been valuable and the grant worthwhile. As it is, an important—indeed vital—result of the study is in the report for all to see. The charts, representing a step-by-step analysis of the routines of technical processing, are a kind of anatomy of the methods by which a book is purchased and prepared for storage and for use. The cost analysis of these routines with and without computers gives us a clear picture of what a respectable university library has to spend to get a book into its collection and into its records, to keep track of serials, and to provide service to those who wish to borrow books.

Because colleges and universities are installing computer equipment for other purposes, and because the library can arrange to get time on these machines, it is essential for librarians to investigate methods of programming their operations. The report is, at times, a little vague about these methods, but they are not so complicated as may seem. Any librarian can devise a computer program of a given routine by pretending that he is explaining it to a village idiot who can understand only those questions which can be answered by yes or by no and can follow only one direction at a time.

Computers are giant brains in size but not in mental capacity. The refinements of Boolean algebra and mathematical logic are an essential element of computer programming, but there is really no need to study physiology and hydrodynamics if you want to learn to swim. There is really no need for
the jargon of computer types—it saves time and gives names to things—but there is a great need for the sort of detail that a computer requires if a routine is to be put into a machine. Whether or not the library will ultimately employ computers, any librarian who explains all his routines in the fashion computers require will discover kinks in the flow and thereby reduce costs before a machine is consulted. It is no surprise that the project staff did so when they set out on their programing operation.

This book could be better in many ways, one of which would have been the complete report after the machines were tried out. The sections of the book, though, that are "ffiest" are probably the very ones that will be found experimentally wanting, and in any case the book does not pretend to be something it is not. As it now stands, it deserves a wider circulation than it is likely to have because of the price, but one can only hope that librarians will not retreat in horror from the idea of machines taking over some of the maddening routines of technical processing and supplying ever more lists and bibliographies. As the authors hint, and the reviewer has reason to believe, computers and the programing they require will come to be the methods by which technical processes are studied. In this sense, the book may not be a "cookbook" but it is certainly, to continue the metaphor, the most useful study to date on what technical processes are and therefore a kind of guide to menu planning. Anyone taking the charts and their symbols and putting down in all the detail required every step of the cataloging process will come to discover useless actions that can be eliminated.

I would like to predict that ultimate reports, after the machines have been tried out, will conclude that the routines which are most repetitive, least likely to change internally, are the ones which the computers can handle best. The charts rather clearly indicate this for serial work and for acquisitions. The employment of the machines for any work that is truly professional will be unsuccessful because the machine cannot make a value judgment, which should be the librarian's task. For other reasons, but ultimately because of the canon I have announced, I am highly suspicious of the POSH index. In fact, despite the hopes expressed in the book, I think POSH is bosh.

POSH means permutation on subject headings and this is meant to supplant the see and see also structure of Library of Congress subject-heading methods. There are three rather unfortunate assumptions which led the authors to hope that fifty-four samples might supply something that a whole library catalog would not. First of all, subject headings are not similar to titles, even though a subject-heading list can be defined as a systematic aggregation of formalized titles. The "key-word in context" theory falls down with subject headings, because there is virtually no context. Indeed, when a subject heading contains a context for the key-word, it is improperly formed and something should be dropped or condensed. The Library of Congress main headings are really about 75 per cent one-word headings, though for 25 per cent several words are employed.

Second, Library of Congress subject headings are not hierarchical. Studies of the syndecetic structure fail to show any classification not inherent in natural semantic structures. All words, except function words, fall into classes and are interrelated. Even the dash as a mark of subdivision really shows as much agglutination as it does inflection; that is, the dash is used simply to join words together which really comprise one grammatical unit (I am not speaking of morphemes but of units that can be employed as a whole in grammatical transformations).

Third, it is quite simple to program the whole of the Library of Congress subject-heading method with see and see also references thereby making permuting unnecessary. Permutation is not the only method; indeed, it is probably the worst. This does not denigrate the book one iota. It ought to surprise the authors as much as anyone else if their experiments should prove accurate in all details. The true value of the book consists not in plaintive hopes but in actual accomplishments and these are the translation of library routines into computer programing with vivid awareness of what the computer can and cannot do. Even the bibliography is a valuable compilation of works on computers and automation. I would recommend this book to all college and university librarians—especially those on campuses where computer time may be available to them. There are several books

M A Y 1 9 6 3  253
on programing, and this book can serve as a model and guide for library uses, even for libraries which will never have to worry about punched cards or tapes.—Jay E. Daily, New York City.

West German Scholarly Libraries

West German Library Developments Since 1945. With special emphasis on the rebuilding of research libraries. By Gisela von Busse. Washington: Library of Congress, Slavic and Central European Division, Reference Department, 1962. 82p. 50c. (From the Superintendent of Documents.)

A major disability of library literature, when considered from the international point of view, is the general lack of comprehensive, up-to-date material on the principal aspects of librarianship in one country written in the language of another. Important exceptions to this generalization exist, of course. The volume edited by Carl Wehmer, Zur Praxis der Wissenschaftlichen Bibliotheken in den USA (Wiesbaden: Harrassowitz, 1956), made available to the German librarian an excellent account of scholarly librarianship in the United States. More recently, G. v. Busse, W. Grunwald, O. Mach, and W. Seuberlich have prepared a comparable, monograph-length account for Russia, “Berichte über eine Studienreise zu Bibliotheken in Moskau und Leningrad.” (Zeitschrift für Bibliothekswesen und Bibliographie, IX, 1962, 97-176).

Among numerous other contributions that might be cited are Libraries in Japan (Tokyo: Japan Library Association, 1958); Horváth's Libraries and Bibliographic Centers in the Soviet Union (Indiana University Press, 1959); Lancour's Libraries in British West Africa (University of Illinois, Occasional Papers, No. 53, 1958); E. J. A. Evan's The Development of Public Library Services in the Gold Coast (London: Library Association, 1956); Preben Kirkegaard's The Public Libraries in Denmark (Copenhagen, 1950; Danish Information Handbooks); G. Ottervik's Libraries and Archives in Sweden (Stockholm: Swedish Institute, 1954); and The Development of Public Libraries in Latin America: The Sao Paulo Conference (Paris, UNESCO, 1952). There is, as this listing suggests, considerably more material available to the reader of English and German than of other languages. UNESCO has provided, in its Bulletin for Libraries, a useful service by publishing in its several language editions, good though brief accounts of international librarianship, particularly in the new and developing countries. Some other journals, notable CRL, The Library Journal, The Library Quarterly, and Libri, have also contributed significantly, but again in the often-too-brief compass of the periodical article.

It is likewise true that the “disability” referred to above is a greater one for the librarians of some lands than others. The educated person, and hence the librarian, of the Scandinavian countries and Holland generally reads English, French, and German, and the German librarian English and French, well enough so that publications in those languages are little trouble to him. The German, also, has available much information in the unique Handbuch der Bibliothekswissenschaft. English, the language of the largest amount of library literature, is no problem for librarians in such parts of the world as Ghana, India, Pakistan, and Taiwan. Similarly, French is still read by the educated Tunisian or Algerian, and Dutch by the Indonesians. But where is the Latin American librarian to find, in Spanish or Portuguese, a detailed account of library education in the USSR? Where can the Italian or Russian read in his native language an extensive description of the development and status of the county library or special librarianship in the United States? Where will the Frenchman locate comprehensive information in French about the university library in South America or the public library in Norway? The answers to these and many other questions of like import is “Nowhere.” Until publication of the study under consideration here, the same answer would necessarily have been given to the search for a full account in English of the scholarly library in West Germany.

West German Library Developments Since 1945, written by the chief of the Library Department of the German Research Association (Deutsche Forschungsgemeinschaft) is
an excellent study. The material is presented, after a brief historical introduction, in three chapters: “Methods of Rebuilding”—on the individual, regional, national, and international levels; “Rehabilitation in Certain Specific Fields”—acquisitions, cataloging, service, budget and personnel, and buildings; and “Organizational Problems.” A useful Appendix, consisting of seven tables, provides data on holdings, book budgets, loan and interlibrary loan statistics, and buildings. A good bibliography of eighty-eight titles is also appended. However, as all but two of these are in German, the works cited will probably be of little help to those for whom the study, originally written in that language, was translated into English. It is certainly true that there is very little on the subject in any language other than German, but it is therefore the more to be regretted that such a paper as Breitenbach’s “Letter from Germany,” (CRL, XV, 1954, 412-16) was not included.

Virtually the whole gamut of scholarly librarianship is covered in Dr. von Busse’s splendid treatise, including library journals and associations, conventions, cooperative acquisitions, exchanges, union catalogs, reader space, interlibrary loan, and library education. Particularly good is the description of the status of the scholarly library at the end of World War II—four million volumes, and twelve of twenty-nine libraries totally destroyed—and the truly remarkable progress toward almost complete rebuilding that has been accomplished in less than two decades. Indeed, from one point of view, the work offers more than it promises: a good deal of pre-1945 historical information is given. Yet, if one can fault the study in any serious way it would be to suggest that, as a hostess, Dr. von Busse pours too little into the glass. What there is, is vintage, but more would be very welcome. More, for example, on the nature of the professional education of the two principal classes of employees in the scholarly library; more on the autonomous institute and seminar libraries which are wholly independent from the main university libraries; and more on reference work and service (barely mentioned on page 49), lack of discussion of which will strike the Anglo-American reader as strange. Perhaps, however, the lack of the “more” is not to be laid at the door of the author in light of the statement in the Preface (page v). “The English translation . . . was reviewed and abridged . . . .” In view of the importance of the subject and the complete lack of anything comparable in English, it may be considered unfortunate if this abridgement resulted in the elimination of substantive matter.

At only one point does this comprehensive and most valuable study appear to be in error. On the topic, “Union Catalogs Within the University,” (pages 44-45) and earlier (page 41), it is correctly noted that the holdings of the seminar and institute libraries are generally not included in the main university library catalog, but that exceptions exist. The statement then follows (page 45): “Thus, in the Marburg University library, all the holdings of the institutes are included in the alphabetical catalog. In the Tübingen University library only institute books not already in the . . . university library are included in the alphabetical catalog. Finally, in the library of the Free University of Berlin and the Münster University library, a special consolidated catalog of the institute libraries has been established.” The library at Berlin does have a union catalog; at Münster the holdings of only fifteen of the most important of some seventy-five institute libraries are represented in a “union catalog.” But this reviewer was categorically informed by the directors at Marburg and Tübingen, in November 1960 and April 1961 respectively, that their libraries did not have union catalogs and that, in fact, the necessary cooperation from the directors of the institute libraries, though sought, had been impossible to secure.

The serious user of the study may also wish to note the following additional small points, most of them, in all likelihood, the result of the many hands through which the study passed. The number of universities in West Germany today, earlier (page 1) correctly given as eighteen, is incorrectly noted as nineteen on page 37. (West Germany is now establishing additional universities at Bochum, Bremen, and Regensburg.) The statement (page 57) that admission to professional education for the “certified librarian . . . requires . . . graduation from high school” is highly misleading. The require-
ment, in fact, is the Abitur, that is, completion of the program of the gymnasium, generally held to be the equivalent of the end of the American college sophomore year. In the listing on page 66 it should be noted for Hamburg that the institution is, as it has been since 1919, the State and University Library. Unlike all other German universities, that at Saarbrücken (pages 33, 67, 69, 70, 76, 77, 79) is not named for the city of its location; the official name is University of the Saarland. Finally, "Prussian Cultural Foundation" is hardly an acceptable translation for Preussischer Kulturbesitz (page 62), the Prussian cultural heritage (libraries, art, museums, etc.), for the welfare of which a foundation has, to be sure, been established.

To John Baynes (1758-1787) is attributed the statement that "The man who publishes a book without an index ought to be damned ten miles beyond hell, where the Devil himself cannot get for stinging nettles." It would surely be a grievous discourtesy both to the author and to the Library of Congress to refer to the lack of index in this study in any such terms. Nevertheless, even in such a relatively short work as this—longer because of the 7 by 10 1/4 inch format than its eighty-two pages suggest—an index is badly needed. It is needed despite the fairly detailed table of contents. Other readers, like the reviewer, will spend many minutes trying to re-locate statements such as those on library schools (pages 11 and 57), the numerus currens shelving practice (page 45), and the Paternoster (page 60), to say nothing of the names of institutions and organizations mentioned in the text.

West German Library Developments . . . is an important and valuable contribution to our professional literature. It should be of great use to anyone interested in university libraries, German libraries, international library relationships, or, indeed issues involving most major library functions. For the study, we are indebted not only to Dr. von Busse and her probably unsurpassed knowledge of the subject, but also to the Oberländer Trust of Philadelphia which made the study possible, to Fritz T. Epstein and Barbara Krader who translated it, to Arnold H. Price who reviewed and abridged the translation, and to Robert H. Land who served as editor. All of these associates in the work are members of the Library of Congress staff: to them, to that institution, and to Sergius Yakobson, chief of its Slavic and Central European division, a large vote of thanks is due.

Is it too much to hope that the publication of this work, which fills a major gap in the English-language literature of librarianship, may serve as an example and stimulus for other similar studies? This writer devoutly hopes not. It would unquestionably be a great boon if the Library of Congress, perhaps the national libraries of other countries, other foundations, and other authors as informed as Dr. von Busse, would cooperate to produce in time a whole series of treatises which would make available to the readers of many countries broad and comprehensive accounts of the major aspects of librarianship in other lands.—J. Periam Danton, University of California, Berkeley.

Books Briefly Noted

A Benedictine Bibliography; An Author-Subject Union List, 2d ed., compiled by Oliver L. Kapsner for the Library Science Section of the American Benedictine Academy. Collegeville, Minn.: St. John's Abbey Pr., 1962. 2v. $19.50.


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Topic 2 will have a background paper by Ralph R. Shaw, Graduate School of Library Service, Rutgers University, on the subject “Using advances in technology to make library resources more available”; oral presentation will be by Robert M. Hayes, Advanced Information Systems, Inc., Los Angeles.

“Developing general understanding of library potential and the need for library resources in meeting student needs” will be the third topic, with a background paper by Robert Blakely, State University of Iowa, and oral presentations by Francis S. Chase, University of Chicago; Louis G. Cowan, director of the Communications Research Center, Brandeis University; and Mrs. Weldon Lynch, Oakdale, La.

Jesse Shera, School of Library Science, Western Reserve University, and Charles M. Armstrong, State Education Department, New York, will provide background papers for Topic 4—“Staffing library services to meet student needs.” Neal Harlow, Graduate School of Library Service, Rutgers University; Margaret Klausner, Stockton and San Joaquin County library, Calif.; Eugene Jackson, General Motors Corp. Research Staff library, Detroit, and Everett T. Moore, UCLA, will make oral presentations.

Mary Gaver, Rutgers University Graduate School of Library Service; Mae Graham, Maryland State Department of Education; and Harold Hacker, Rochester, New York, Public library, will make oral presentations of the fifth topic, “Identifying student needs and the role and responsibility of various types of libraries in meeting them.” Janice Kee, Wisconsin State Free Library Commission, will prepare the background paper for the fifth topic.

In the second part of Session 2, the large groups will divide into small study groups of no more than thirty-five participants, who will continue activities through sessions 3 and 4, and combine for a final plenary session on Thursday, at which Lowell Martin, Grolier Society vice president and editorial director, and Samuel B. Gould, president of the Educational Broadcasting Corporation, will speak.
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