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ACRL President’s Report, July, 1965

ACRL Elections and Appointments

News from the Field

Personnel
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The CECL's First Fifty Years

The first Conference of Eastern College Librarians was held in 1912; in 1964 the fiftieth such conclave took place. Throughout its history the CECL has been noted for its informality, its independence, and its prophetic concern for matters that later command the attention of the entire profession. Led in its early years by strong individual librarians—such as Columbia's C. C. Williamson—the CECL has latterly taken its direction from a steering committee.

Certain singularities of this fifty-year-old Conference of Eastern College Librarians should be noted. These include: its informality; its long fidelity to Columbia; a total inconsistency with respect to its name (anyone may come, even library patrons); its coincidence with America's great feast day; its continuing location in one of America's better holiday towns; its wholly independent status; and its total want of membership, minutes, constitution, by-laws, business proceedings, money mulets in the form of dues, and other trappings of the more formalized library conferences.

But the singularities do not end there. For example, even the hastiest examination of its program contents will show how little given this Conference has been to self-analysis, to brooding over its identity, to introspection or even to retrospection in any form. In fact, it has carried these selfless qualities to the point where one might legitimately ask whether such a paper as this one belongs on the Conference program at all, and especially on this fiftieth anniversary occasion when silence itself might well be golden.

Yet having been made the Conference's antiquary, I am not easily silenced now. After spending several months off and on in poking around in its past, fingering its relics, and inhaling its dust, I have become attached to this Eastern Conference, as one fifty-year-old to another. And hence I run the risk of saying not too little on this occasion but rather too much.

As antiquary then I am drawn first—almost in Old Testament style—to the people who have run the Conference through the years. "In the Beginning" there was W. Dawson Johnston of Columbia, who ran it for two years before going on to his reward. And that was to Paris as director of the American Library there. Next came William Coolidge Lane of Harvard, and William C. Hicks of Columbia, who ran it in tandem for three years; then Hicks alone for ten years more before going on to his reward, and that was Yale (no Bois de Boulogne, of course, but a good place even so). Next came Harriet B. Prescott, Columbia's chief cataloger, who ran it as an interim matter for one year. Then, with two years of assistance from Miles

Mr. Turner is Lecturer in the School of Library Service at Columbia University. This paper is printed as read to the fiftieth Conference of Eastern College Librarians in New York on November 28, 1964.
O. Price while sidelined by illness, C. C. Williamson ran it for fourteen years, and Carl M. White for several more. Thereafter the responsibility passed into the hands of its steering committees where it has remained ever since. By every show of the record, I might add, these committees have done their work effectively and with good grace. But then I would be neglecting my own responsibilities as antiquary if I failed to point out that here and there the record has also turned up a chairman who sounded a little harassed and overburdened, and a little like the man Lincoln once described, who after being tarred and feathered, and about to be ridden out of town on a rail said, “if it weren’t for the honor of the thing, I’d just as soon walk.”

Of all the people, however, who have run the Conference, Dr. Williamson is the one I would most like to linger with now for a bit. He is an extraordinary man, if you don’t know him—a spare and erect eighty-eight-year-old, still very much alive, living in Greenwich, Connecticut, and not only running the Greenwich Garden Club now but the club’s library as well. Dr. Williamson came to Columbia in 1926, you may remember. He came by way of Bryn Mawr where he taught economics, the New York public library where he had been chief of the economics and business division, the Rockefeller Foundation for which he did an Americanization study, and the Carnegie Corporation which sponsored his report on American library education which he alone refers to today as the “Carnegie Report.”

His fourteen-year stewardship of the Conference was remarkable in many respects. For one, he was simultaneously managing two other sizeable enterprises: the Columbia University library system and its school of library service. But more remarkable, I think, is the way in which he ran the Conference as if it were a kind of third Indian club he kept twirling in the air. And he did so with a sure hand, with flare, and with much dexterity, which make the Conference seem all the more worth celebrating today. As Dr. Williamson cheerfully acknowledged to me not long ago, he had one serious administrative flaw. He found it almost painfully hard to delegate detail. But not for want of faith in his subordinates. Rather, I suspect, because he was so fond of detail himself.

In any case, at his desk, first in Low library and then in Butler, he centralized the entire responsibility for the Conference. From there he ran the whole show. He handled the delicate business of speaker and topic procurement, and incidentally, he had quite a knack for that. Almost ingenuously, he would write people asking their suggestions for topics. Then once he had them, he would ask the same people who suggested them to speak on them. And often enough they would.

Also, Dr. Williamson arranged for the annual meeting place as it moved successively from Milbank chapel to the Men’s Faculty Club and the Women’s, to Casa Italiana, and finally to Harkness. He screened the mailing lists. He saw to the mailings. He handled all the correspondence, both outgoing and incoming, relating to the Conference. By far the most of the incoming mail was laudatory, but occasionally it could be cranky, as when a college librarian in New Jersey complained she had heard so many talks on the Library of Congress that she could now make one on it herself.

He also prepared, edited, and all but saw the annual program through the press. And that could be a hazardous job, like the year he left off Isadore Mudge’s middle initial, or the time when right up until the final galley proof, Keyes D. Metcalf was unaccountably down to discuss “bar, college, and research libraries” instead of the more sobering “university, college and research libraries.”

Dr. Williamson also handled the Con-
ference's finances, such as they were. And that could be another precarious task considering that the Conference seldom had more than five dollars to its name (it always passed the hat in those days) and that more than once he had to throw not only his own considerable prestige but all of Columbia's behind him as well, in prevailing upon one of the city's larger banking systems to carry this blue chip account.

But even all these were not the end of his tasks. Besides carrying the full load of this Saturday's proceedings on his shoulders, he also took it upon himself every year to run a kind of Conference Within a Conference, or, more accurately, a Conference Before a Conference. And this was the annual Friday Night Dinner and Smoker afterward—a kind of stag at eve at which presumably no one drank more than his fill.

I cannot resist going on about these Friday night dinners for a bit. They were highly honorific affairs, freighted with status, and hedged all about with restrictions. They were restricted first to men, and then more specifically, to those who after years on the slippery ladder upwards, now perched securely on the top rungs, great gray eagles of the American library scene. They were men like the Goodriches of the College of the City of New York and Dartmouth; Mark Llewellyn Raney of Johns Hopkins; Otto Kinkeldey of Cornell; Andrew Keogh of Yale; William Warner Bishop of Michigan; Fremont Rider of Wesleyan; Milton Lord of the Boston public library; Henry Lydenberg and Paul North Rice of the New York public library, and Keyes Metcalf of Harvard. In short, The Establishment.

According to a Friday Night "regular" of the period, the dinners were both serious and informal. They began with general conversation. Then around coffee and dessert time, an unobtrusive agenda would begin to function. Paul North Rice, Keyes Metcalf, or Dr. Williamson himself would toss out a library subject for discussion. Often it bore on some action of the ALA Executive Council. Just as often it was a rehash of what the Association of Research Libraries, another elite, was talking about. Moreover, there seems to have been a perennial gripe around the table about the Library of Congress' cooperative cataloging venture and about the way LC kept bouncing cards back for correction until the catalogers were scared to death even to send copy in. The Friday Nighters talked about public documents, too, and the need for better numbering and indexing systems. And since, as my informant told me, these dinners were held in the period when microfilm was in its ascendancy, much as automation is today, they also discussed that. I was further told that it was as important for a man to be able to discourse knowingly about "salts of bromide" and the relative reduction ratios of 8, 16, and 35 mm microfilm then as it is to do so about "parameters" and "printouts" and "simulation studies" today.

Now while these dinners were tightly restricted affairs, occasionally the group would make room at the table for a young man on the way up, a Danton or a Fleming, for example. But never under any circumstances would they make room for a woman. How inflexibly this rule operated is shown in a letter Dr. Williamson wrote—with tongue in cheek, I am sure—to a colleague upstate who was unable to attend one year and was brash enough to suggest that a certain female on his staff attend in his place. Said Dr. Williamson:

I am sorry it will not be practicable to ask Miss W. to represent you because this little dinner is an intimate stag affair . . . always has been, and I am sure I would incur the wrath of all the men who attend if I were to invite a mere woman.

Now these were fighting words and in
a later day and age perhaps enough so to start a battle of the sexes on the spot. But as it was, the women of the Conference retaliated in the only way they felt they could at that time. They started a Friday night dinner of their own in the Women's Faculty Club next door. Cigars and tiparillos not then being in vogue among women, I do not believe there was a smoker afterwards. But certainly these dinners had a prestige of their own with such luminaries around the table as Flora Belle Ludington, Miss Mudge, Minnie E. Sears, Lavina Stewart, Julia Pettee, and of course, Mrs. C. C. Williamson.

But all of this is simply by way of insisting that Dr. Williamson was rarely gifted, especially where the Conference was concerned, and I think it is fair to say, with due respect to all who have followed him since, that much that is best about the Conference today still bears his imprint. When I saw him last autumn, he wore the red ribbon of the Legion of Honor in his lapel. He told me, by the way, that any number of people had offered to snip it off for him, thinking it was the string of a dry cleaner's tag inadvertently left there. In any case, while the ribbon was worn for his work in helping to promote funds for the printed catalog of the Bibliothèque Nationale we now have, it might have represented all his many distinctive contributions to the Conference just as well.

And that leads me to a second point about the Conference. Even Williamsons get weary. And after so many years of running the Conference all but single handedly, he became so himself. So much so, in fact, that the status of the Conference itself as we know it today became gravely imperiled. Dr. Williamson wanted to be relieved of the responsibility, and asked that another mechanism for carrying it on be established.

Earlier I mentioned that the Conference had never gone in much for self-examination, at least not publicly. But there was one time it did and that came in 1939, in the impasse at hand, when with Dr. Williamson's full endorsement and with the consent of others, Willard P. Lewis, librarian of Pennsylvania State College and soon to become secretary of the Association of College and Reference Librarians, spoke on "The Future Status and Conduct of the Conference of Eastern College Librarians." In his talk, Mr. Lewis offered three alternative proposals for the Conference's future: (1) that it remain wholly independent (and I do not think Mr. Lewis' heart really was in that); (2) that it be absorbed within the Association of College and Reference Librarians; and (3) as a kind of compromise between the first two proposals, that it merely affiliate with ACRL.

It was number three which Mr. Lewis seemed to favor most himself. It would, he said, mean neither loss of autonomy nor of Columbia as the meeting place. Moreover, the college library subsection of the association would take over all the chorework of running the Conference, even to underwriting its cost and thus giving it a sense of moneyed amplitude which until then it had never enjoyed. And finally as an added dividend, Mr. Lewis offered to have the annual proceedings of the Conference published in the new ACRL Quarterly. As it might even today, Mr. Lewis' proposal had a certain glitter and seductive charm to it. There is something to be said, after all, for the life of a kept conference. And so the proposal did draw some serious consideration. But in the end, the Conference showed not only its spirit of independence but its moral fibre as well. It voted to continue going it alone, solitary, unkempt, and untarnished. And a loner it has been ever since.

But to the one factor, weariness, which had imperiled the Conference, another should be added, too. And that was Columbia's continuing sensitivity about
seeming to monopolize the Conference, to hug it too close, to own it. Dr. Williamson had said one year himself that he was coming to feel like an hereditary monarch, a veritable king of the Conference there in Casa Italiana, and so he offered to abdicate on the spot to any other interested individual, institution, or both. And though none took him up on it and his unanointed sovereignty continued, the matter did not rest there altogether. Much later, in 1948, his successor Dr. White expressed much the same misgivings. Then, with the very best interests of the Conference at heart, he actually put the Conference on the block or up for grabs. And the possibility was even suggested of ending the Conference then and there.

But whether out of sentimental attachment for Columbia or sudden panic at the thought of losing out on a long holiday weekend in New York or a combination of the two, the Conference elected to remain where it was. And so far as I know, the twin specters of affiliation and dislocation have not appeared again since.

Properly considered, however, the Conference of Eastern College Librarians has been far more than the sum of its unorthodoxies or of the people who have run it or of the existential perils which have occasionally beset it. As with the tattooed lady who was a poet under the skin, these tend only to be its surface markings. Its true substance, true significance, lie beneath and more particularly, in its subject matter. For perennially that is the Conference’s real business—to deliver up the kind of subject matter that will be both stimulating and valuable for those representatives of academic libraries, small and large, who come so faithfully, in such large numbers, and often from so far afield to hear it discussed.

In this connection, a Virginian who has been attending the Conference with some regularity ever since 1939 and who is here again today was asked recently to explain the magnetic attraction that the Conference has held for him and perhaps for others, too. After itemizing some of the magnetic tugs already mentioned, he added one more. This was the prophetic, almost oracular quality of the Conference. “It has,” he said, “always been a foreshadowing. Not only has it kept abreast of most of the important things librarians were talking about at any given moment but often a jump ahead of them.” And over the years the record would seem to bear the gentleman out.

Certainly one case in point was when Ralph R. Shaw, then librarian of the United States Department of Agriculture, came in 1950 to talk about his Rapid Selector, and that was all of a decade before the Information Retrievalists were in full voice. Surely another was in 1915 when an unidentified speaker called for new union lists of serials—eleven years before the great omnibus wrought by Winifred Gregory. And still another was in 1921 when James T. Gerould of Princeton, twenty-one years before the Farmington Plan, was calling on the research libraries of America to begin differentiating among the fields of their collecting. And the library survey was decidedly an infant art when the subject was first introduced to the Conference by Blanche Pritchard McCrum of Washington and Lee, in 1938.

More examples of the Conference’s prophetic gifts might be offered. But let me mention just one more. Whether today’s gadgeteers would own her as a spiritual forebearer or not, Ethel M. Fair clearly had the jump on them by at least a half generation when she began collecting exhibits for a Conference talk in 1939 on “New Library Devices and Innovations.” Collecting them had not been easy, apparently, and so, near the eve of the Conference, she turned to Dr. Williamson for whatever he might be able to gather up out of Columbia’s sup-
ply. Always helpful, he did what he could, and that resulted in the following items: a pasting machine, an electric typewriter, interchangeable wire partitions, folding open-bar shelves, and electric erasers.

But these were not all. In addition, he offered two items which understandably could not go in a display case but which the Conference was welcome to inspect if it wished. These were Columbia's new electrically-controlled doors to its stacks and its new gravity conveyor belt for the return of books to the college library. And he probably suggested the last item on the well-founded theory that anything that gets books back into the library is information retrieval at its best.

These, then, may be enough to illustrate some of the Conference's futuristic tendencies. But keeping up with the present can be difficult enough and never more so than in the last half century. When the charter group of librarians met here on the Saturday after Thanksgiving in 1912, they did so less than a month after President Wilson's election to his first term of office, only nine months after the sinking of the Titanic, less than three months before the onset of the federal income tax, all of eight years before women won the right to vote, and at a time when some 20 per cent of the children in the United States were their own breadwinners. In 1912 also, world war was still unknown. But since then the relentless present has advanced through two world wars and into a Cold War. It has moved through the eras of the Teapot Dome, the Bonus March, and Blue Eagles, through those of the New Deal, the Fair Deal, and the New Frontier, and on to atoms, astronauts, and antipoverty programs as at present.

But along with these more obvious signs of turbulence, change, growth, and even progress, there have been others to mark the Conference's passage through time, and among them, the simple statistics of explosion. In 1912 America's population was around 92,000,000. Today it nears 200,000,000. In 1912 America had 494 undergraduate and graduate institutions, including ten recognized library schools, and a student enrollment of two hundred and seventy-five thousand. Today it has 1,985 colleges and universities, thirty-four accredited library schools, and a student enrollment nearing four million. Science has its familiar statistic: 95 per cent of all the scientists who ever lived are alive today. And thanks to Abraham Kaplan in the current Library Quarterly, the field of information now has its statistic, too. Namely, that the yearly output of printed words now amounts to approximately ten million words for each man, woman, and child in the United States.

Now the Conference might have ignored these explosions or drawn back from them. Instead, in all the areas appropriate to its mission, it has responded to them not only sensitively but almost seismologically. It has done so in wartime when war has not closed it down as it did three times. In 1917 the Conference discussed the literature of war, what to collect of it, and how. And after reconvening again in 1919 it promptly addressed itself to postwar library problems and needs. Again in the meetings of 1944, 1945, and 1946, it devoted itself either wholly or in part to the subject of desolated libraries abroad and postwar library planning at home. The Conference reacted to Depression too. While apples presumably were being sold on Broadway street corners outside, men like Donald Gilchrist and Henry B. Van Hoesen were considering ways to keep library service afloat in the face of crippled budgets and decimated staffs.

And to the more peaceable explosions of exponential growth the Conference has responded in like manner. From the inaugural meeting in 1912, for example, when Frederick C. Hicks spoke on "Inter-Library Loans," the Conference has
discussed cooperation in its expanding forms and on its ascending levels no less than twenty-one times. On this theme alone the Conference has passed some monumental milestones, as when Wmifred Gregory came to report on her National Union List in 1926; when Ernest Kletsch proposed his idea of a central clearinghouse for interlibrary loans at the Library of Congress in 1935; when Archibald MacLeish, apparently none the worse for his embattled appointment the year before, came in 1940 to seek greater cooperation among American libraries in collecting research materials; or in 1962 when the entire Conference was focused on regional, national, and worldwide levels of library cooperation.

With technology, too, the Conference has kept pace, from the new title-a-line linotype for printing catalog cards in 1915 to the pushbutton instrumentation with its awesome and sometimes alarming capabilities today. When, incidentally, the first sense of human inadequacy in the face of today's mechanized intellect first began to be felt here is not known. Perhaps the maximum impact of it simply awaits the day when not people but computers do the talking here.

The Conference has also studied photographic developments from the day in 1930 when Andrew Keogh brought down Yale's new Dexigraph to prove the camera eye was quicker than the hand in copying catalog cards, down to the present when microfilm teamed with electronics can now store whole libraries in one black box.

This year, the Conference will forecast the future of education for librarianship. But that subject, too, has a long genealogy here, going back all the way to a consideration of the Williamson report in 1923. In fact, the Conference has seldom let much time go by since without trying to settle on the mode of library education which not only will produce day-to-day functional skills but also the larger vision of librarianship that can "trace horizons thin and fine."

With expanding college and university curricula and proliferating honors and independent study programs, the Conference has many times analyzed the library's role in their support. It has also at various times studied library architecture, library administration and recruitment, library budgets, library reserves, and rare books. Indeed there is scarcely any subject of consequence to academic librarianship in the past fifty years or more which the Conference at one time or another has not discussed.

Needless to say, the Conference has not neglected cataloging and classification. These, too, have been persistent themes throughout the years. And the catalog itself in the discussions has progressed through every incarnation from card, to microcard, to book, to electronic catalog at present. In fact, on one notable occasion, catalogers themselves were a topic. This was in 1932 when Roger Howson, then Columbia librarian, may have made his final public bid for their affections when he addressed himself to the question, "Must Catalogers Be Robots?"

In mentioning Mr. Howson's talk, it may as well be noted that the Conference has had its tempestuous moments. Well within recall of many was the day then Jacques Barzun, also of Columbia, spoke on the topic, "The Scholar Looks at the Librarian." It was a rather pained look, evidently. From the temper of the discussion at the time and at least one letter that has survived in the file, I would assume there are still some librarians around who would welcome a return match with Mr. Barzun. And perhaps a few may return to the Conference each year in the fervent hope that one of their colleagues will speak on, "The Librarian Looks at the Scholar."

Now more might be added to this chronicle. As it is, I have all but overlooked the admirable record of the Con-
ference behind the scenes and the all but anonymous work of people like David Clift, Charles Adams, John Berthel, Lawrence Heyl, Charles Mixer, C. Donald Cook, Kathryn Sewny, Winifred Linderman, and others who have done so much in support of the committees, not only to put on a good conference but to make it a good party as well. A few have asked me as the Conference antiquary if I might not offer some prescription for the Conference's continued longevity and better still, for its eternal youth. But this I must leave to the science of geriatrics in any way it may apply to library conferences.

Entirely as a layman I can only suggest more of the same which has already succeeded. And that is, informality, independence, brevity, timeliness, Manhattan at Thanksgiving time, Morning-side Heights, and no more speeches on the history of the Conference than seem absolutely necessary.

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For Library Building Planners

THE LIBRARY ADMINISTRATION DIVISION of the American Library Association, 50 E. Huron, Chicago, Illinois, can be of great help to library building planners because of the many services it performs.

These services include furnishing a list of library consultants in any area of the country, supplying a list of new college library buildings in each area, providing a list of architects who have designed college libraries in each state, producing bibliographies on college library planning, and sponsoring building institutes preceding the American Library Association annual conference.

One other major service that LAD performs is to provide for loan to librarians throughout the country building program statements, floor plans, photographs and slides of recently constructed junior college, college and university library buildings. LAD's continued high level of service in this area depends to a great extent upon the completeness of its collection of these materials. Due to the marked increase in library building planning and construction at the academic level and the resulting increase in requests for these planning materials, LAD has experienced shortages in various parts of its collection and especially in the junior college section.

Therefore, librarians who have recently been involved in planning a new junior college library building are requested to send any of the above material for their libraries to the Assistant to the Executive Secretary at the above address. Material on recently constructed college and university library buildings would also be most welcome.
Tenure for Professional Librarians on Appointment at Colleges and Universities

This paper is another in the series of statements drafted by a member of the Committee on Academic Status of the University Libraries Section of the Association of College and Research Libraries, and approved by the committee as preliminary reports to elicit comment. Readers' reactions are invited and may be sent to the chairman of the committee. Following possible revision and final approval by the committee, it is expected to submit all statements to ACRL for endorsement and publication in monographic form.

Current members of the committee are R. B. Downs, William H. Jesse, Robert H. Muller, David C. Weber, and Lewis C. Branscomb, chairman.

Professional librarians are involved in intellectual and other tasks that can be performed only in an atmosphere of freedom. Examples of such tasks are: (1) the selection of publications, including determination of what to discard from an existing collection and what to accept or reject from donors; (2) the determination of restrictions of circulation or access with regard to controversial library materials; (3) the determination of the degree of prominence in the shelving of selected library materials; (4) determination of exhibit programs involving controversial subjects; (5) the employment of staff members alleged to have or who express nonconformist opinions, habits, manners, or appearance; (6) the issuing of bibliographies that might include controversial publications; (7) the planning or design of well thought out but possibly unorthodox library facilities; (8) the defense of library policies in the face of unjust accusations; (9) publishing of articles or books and delivery of speeches in defense of the principles of free speech and the unhampered pursuit of truth, etc.; (10) the use of defensible, but unorthodox classifications, subject designations in catalogs, or labels for books; (11) the adoption of promising but untried methods of operation or management; and (12) the advising of students as to what to read or study.

Freedom in the performance of such tasks means the absence of fear of dismissal or reprisal in the event that the performance happens to arouse the displeasure or disapproval of governing au-

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thorities, pressure groups, or other self-appointed guardians over mass communications.

Permanent or continuous tenure for professional librarians at colleges and universities is essential for the free and untrammelled performance of such tasks just as freedom is essential for the faculty involved in classroom teaching or research. It implies freedom to carry on the work of the library, conduct research, and engage in extramural activities. It also implies a sufficient degree of job security to make the profession attractive to men and women of ability. Without these indispensable conditions, the professional staff of a library cannot fulfill its obligations to its institution and to society. The privileges of tenure are obvious, but there are obligations which must accompany tenure such as speaking and writing with accuracy, the exercise of appropriate restraint, respect for the opinions of others, and an indication that the librarian is not an institutional spokesman when speaking as a citizen.

The terms and conditions of every appointment should be stated in writing and be in the hands of the institution and of the librarian in advance of the execution of the appointment.

THE ACHIEVEMENT OF TENURE

An institution in which librarians have been accorded faculty rank and title ranging from instructor through full professor on an equal basis with the classroom faculty will appropriately include the professional librarians under the same provisions for achieving tenure as other members of the faculty. This usually involves a period of probation ranging from three years to seven years at the level of instructor or assistant professor, and somewhat shorter periods for the top ranks, with periodic evaluations of the performance of a given faculty member. Professional librarians achieve tenure as to professorial rank, but not as to administrative position or individual assignment.

During the period of probation the decision may be made in any year that the library staff member's contract will not be renewed. Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards.

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years in the institution.

The staff member has an equal responsibility to fulfill his contract and to provide his institution with a written notice of intent to resign on the same time schedule as that followed by the institution. If the decision is made not to grant tenure, the staff member is so notified at least a year before the end of the probationary period; if appropriate, the library may assist him to find another position for which he is better qualified.

It is assumed automatically that a person has achieved tenure at the end of the trial period if he has not been officially notified in writing that his contract will not be renewed. During the probationary period librarians have the same academic freedom that all other members of the library staff and of the classroom faculty enjoy.

TERMINATION FOR CAUSE

Upon the achievement of tenure, the librarian leaves the employ of the institution only through voluntary resignation, retirement, death, or dismissal for cause. Dismissal for cause may be based upon incompetence, moral turpitude, or

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Despite the desirability of keeping Church and State apart, books on religion do have an appropriate place in state university libraries. Such book selection policies as exist for tax-supported institutions allow the selection of religious books, many to meet the curricular and research needs of related subjects, or to accommodate peculiar local requirements, but others may be justified on their own merits. The same criteria of selection should be applied to books on religion as to books on other subjects.

The constitutional provision for the separation of church and state in the United States has caused the responsibility for the teaching of religion to rest mainly with private educational institutions. Yet, a dichotomy between the study of religion and other areas of human concern is virtually impossible to imagine even in a secular academic community. Recognizing the potential controversy which exists in this situation, as well as the need to support all areas of knowledge, the question comes to mind, “What factors bearing upon the book selection policy of a state university library might make possible or even encourage acquisitions in the field of religion?”

At least one major state-supported institution selecting religious books is the University of California. A brief survey of the library holdings on the Berkeley campus shows that there is a sizable collection of materials in the classification’s BL-BX section for religion, and that in addition, the catalog contains an impressive number of scholarly journals and serial publications. The library appears to have sufficient strength to support serious research in this field. Considering, however, that there is no department of religion at the University of California it might further be asked, “What has caused California to have a strong collection of religious literature?”

The premise of this study is that books on religion do have a place in the library of a state university. This is so for a number of reasons.

First, religion is an important area of human knowledge; it provides an extensive body of literature which is indispensable for understanding the moral and intellectual development of mankind. The place of theology as a scholastic discipline cannot be disregarded when one considers the impact of the Judeo-Christian tradition on the development of Western civilization, or the influence of the religions of Asia upon the culture of the East.

Second, religious knowledge cannot be separated and kept isolated from other subject fields such as music and the arts, philosophy and ethics, literature, history,
sociology, and psychology. Could the development of Gothic architecture be understood apart from the religious influences of the medieval world? Could a study of colonial America ignore the theology of the Puritans? Can a concept of Japanese family life be grasped apart from some knowledge of Shintoism and its influence on the culture of that nation?

Third, one of the important functions of the university is to conserve knowledge, which presupposes its collection: Can any institution, whether privately endowed or state supported, be true to this responsibility if it neglects an area of knowledge as broad and pervasive as that of religion?

Finally, a university exists to serve the general educational needs and cultural interests of many people with a variety of backgrounds and purposes. While it may not use its position to foster any single or narrow sectarian bias, the library as a service agency should strive to meet the honest demands of its users for accurate and objective information in the area of religion as well as in any other subject field.

The objectives of this paper are four-fold: (1) to consider factors relevant to the selection of religious materials for a state university library; (2) to determine what kinds of literature may legitimately be collected; (3) to decide who should be involved in the selection process; and (4) to provide first-hand data regarding the attitudes and practices of faculty members in the selection of religious books.

An examination of the literature of librarianship shows that comparatively little has been written on this subject. An article by Nils H. Sonne, "Principles for the Selection of Religious Books," provides some specific information; but the author's point of view reflects his primary concern with book selection for the theological library. The Humanities and the Library, by Lester Asheim and associates, is the most comprehensive treatment of religious materials and their selection; the focus of this work, however, is primarily on the public rather than the university library. Both the volumes by Helen E. Haines and by Carter and Bonk include information on the selection of religious books; while the points of view in each of these are also directed primarily toward the public rather than the state university library, they do offer helpful general insights on the subject.

Although the general literature pertaining to book selection for university libraries does not deal individually with religious materials, it does offer a framework of general information and ideas within which a philosophy for selecting religious books may be conceived. Especially useful among the articles are those by Harry Bach, H. H. Fussler, Lawrence S. Thompson, A. V. Thakore, and Verner W. Clapp. In the same category are the chapters pertaining to book selection in the texts by Wilson and Tauber, and Tauber, the fuller treatment

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6 Herman H. Fuseler, "Problems of Acquisition Policy in a University Library," CRL, XIV (October 1953), 833-47.


8 Aroon V. Thakore, "The Practice of Book Selection in a University Library," Indian Librarian, XIV (September 1960), 71-75.


in the thesis by Henderson and the monograph by Danton. Finally, the acquisition policy statements of a number of state university libraries give some further information on the subject. While of the ones consulted for this study religion is specifically referred to only in those of Illinois, Louisiana, and Cornell among the state supported institutions, the principles enumerated by the statements in general allow through inference for a policy to be developed on the selection of religious books.

Factors Relevant to the Selection of Religious Materials for a State University Library

Whether or not a university library has a written acquisition policy, certain factors are present in each individual institution which influence the decisions on which books will be selected. In order to develop the collection with some degree of consistency and purpose, these factors need to be recognized. Because much religious literature is of a polemical nature and may be considered highly controversial, its selection or rejection must especially be based on objective facts.

The first factor to consider is the nature of the university's program of instruction and research. While it is generally the case that religion as such is not taught in tax-supported institutions, it should be noted that out of forty-six state universities checked, eight list individual departments of religion, one lists a department of philosophy and religion, and another a department of

Bible. Even at the University of California, which does not support a separate department of religion, a number of courses are given within the departments of history, literature, philosophy, and sociology which deal in large part with religious knowledge. Also to be considered in this area are the special strengths of faculty members in subjects related to religion. In his 1962-63 report, the librarian at UCLA writes, "In anticipation of the forthcoming appointment to the history department of a specialist in church history, especially of the Renaissance, we began a planned program to purchase fundamental journals and texts in theology and church history, such basic works as the Revue des sciences ecclésiastiques, Nouvelle revue théologique, and Collectanea Franciscana." In addition, a number of courses offered in departments such as those mentioned above are involved with the study of religion as it is interrelated with a wide range of subject fields. Thus, since the library's function is to provide resources to support all areas of instruction and research, religious books must be selected to meet the needs of this subject ade-

17 Robert Vosper, Report of the University Librarian to the Chancellor for the Year 1962/63 (Los Angeles: University of California), p.3.
quately within the curriculum. In this regard, the level of collecting, which will be discussed more fully in the next section, should generally be in direct ratio to the extent of instruction and research in the university's program.

A second factor bearing upon the selection of religious books may be the university's responsibility to collect materials related to the history of the community or state in which it is located. If religious forces have had an important influence on the region's culture or heritage, the literature in support of this cannot be overlooked. Two illustrations may be hypothesized to provide examples. No attempt to understand the history or sociology of Utah could ignore the influence of the Mormons upon its development. Would it not be the obligation of a research library in that state, whether tax-supported or not, to amass as exhaustive a collection of materials as possible on Mormonism? No study of the early history of California can overlook the important role of the Spanish missions. Is it not in order for extensive holdings on this subject, which would also include supporting materials on Roman Catholicism, to be accumulated in a major research library of this state? The term "supporting materials" used above is not to be regarded lightly, for in each of these illustrations it is conceivable that works on doctrine, worship, evangelism, and other topics pertinent to these religions should be included. It is important, of course, for a university to decide the extent of its obligation to the history and culture of its area, and to support only those subjects which clearly have major significance in terms of the conservation of knowledge. The selection of fields to be covered must rise above the level of narrow sectarian interests.

Two additional factors closely associated with the foregoing are the nature of the existing collection and the relation of the library to other resources of the area. With regard to the nature of the collection there is a double responsibility. The first is that the university should seek to develop a balanced collection to the extent that there are no areas of intellectual or cultural significance in which materials of a general or reference nature are completely lacking; this would include books on religion as well as other subject fields. To neglect appreciably the selection of religious items would not only be an injustice to this area of human knowledge but would also be detrimental by its implications to the over-all strength and character of the library. Moreover, the university does have an obligation to maintain any special strengths its library already has. This includes adding new materials whenever they are available, and providing adequate supporting materials as mentioned previously. If a strong collection exists in an area related to religion, this would necessitate the continuous selection of religious books either as primary or secondary resources. The degree to which this would be done should, of course, logically depend upon the strengths or weaknesses of other libraries in the same region—which is the fourth factor to consider.

Libraries in close geographical proximity to each other should not compete in extensively collecting research materials of closely related fields. This is especially true in an area where a particular collection is being developed primarily to fulfill a sense of obligation to the community rather than to support the curriculum of the institution.

A fifth factor affecting the selection of religious books revolves around the extent to which the university offers service to the public at large, and the demands which the interests of this wider segment of users make upon the library. In discussing the concept of public service, Taube states, "A great university library usually serves more than the limited group of students or faculty members officially connected with the university..."
of which it is a part. The degree to which a library will be affected by this concern will depend upon the policies of the university regarding the extent of its service beyond the needs of its own students and faculty members and the obligation to support its curriculum. It is conceivable in cases where a university policy requires service to the public at large that the requests of citizens for religious literature could be great and varied. Here, naturally, the university would have to decide the extent to which it should go in meeting these demands. Again, the resources of the area would have to be appraised—not only in terms of what the public libraries would offer, but also for what is available in the collections of local individual religious institutions. It would be imperative, for the sake of the university's academic integrity, that standards of quality be carefully observed in the selection of religious books to meet such demands. Even in the effort to serve the public, it is not within the scope of the university's responsibility to maintain anything corresponding to the Sunday school library of former years.

A final factor which cannot be overlooked is finances. Where there is a separate department of religion, it may be assumed following the commonly prevailing practices that it will receive an allocation from the budget for religious books. Where no such department exists one might expect that some religious materials would be selected by other departments, especially in the humanities and social sciences. Any other acquisitions would logically be charged to either a general fund or any special funds which may have been established for this purpose. The important concern is that adequate financial provisions are made for the purchase of religious books so that the university library can fulfill its responsibilities in this subject field.

Kinds of Literature That May Legitimately Be Selected

The phrase "kinds of literature" presupposed for purposes of this paper three areas of consideration: qualitative standards, varieties of literary materials, and levels of collection.

Qualitative standards must be used by a university library in the selection of all literature; in this regard, religious books should not be an exception. In general, it is fair to expect that such materials should be highly accurate in the presentation of facts and of worthy scholarly value; they should be the equals in this respect of materials chosen in other subject fields. It is conceivable, of course, that some materials of an unscholarly nature may be acquired; when this is so, it should usually occur because these are the only items available on a particular subject, or because they have value for the specific ideas or views which they represent, or because they are needed for undergraduate instruction. As far as possible, the selection of literature should represent a balanced point of view with regard to any one religious idea, doctrine, or heritage. While it is not always possible to have all sides of a question presented in one book, considerable care should be exercised that books representing various points of view on a certain subject are acquired if they are available. In short, it should be the policy of the university in what it selects to maintain a respectable position for itself as an educational institution dedicated to the spread of knowledge through the quest for truth.

The variety of literary materials is as broad in the field of religion as in any other subject. Of primary value to all academic levels of the university is a good collection of basic reference materials—including dictionaries and encyclopedias of religion, concordances, handbooks and yearbooks, bibliographies, indexes, and abstracting tools. These

are essential works without which any university library is severely handicapped. Second, the collection should include broad coverage in the history of religions as well as biographies of important religious personalities. Such items are of value not only to the study of religion per se, but also to an understanding of man’s cultural and intellectual development. Next, the library should include the essential books of faith of the major religions in their various versions—such as the Bible, the Koran, the Analects of Confucius, the Bhagavad-Gita, the Book of Mormon, etc. Closely related to these may be certain exegetical works as well as classics of religious devotion. A fourth category is made up of a variety of general works such as those dealing with particular doctrinal beliefs or movements, comparative religion, the writings of important religious leaders, and books dealing with the practical aspects of religion in contemporary life. Finally, there should be provision of some religious periodical literature both for general interest reading and serious study and scholarship. A range of contemporary views of the three major Western faiths, for instance, is provided by America for Roman Catholicism, Commentary for Judaism, and The Christian Century for Protestantism. Of more scholarly value are such titles as the Journal of Biblical Literature, Church History, The Journal of Church and State, Journal of Religion and Health, and the Journal for the Scientific Study of Religion. The selection of scholarly journals depends largely upon their need for courses of study or for research interests of faculty members.

The levels of collecting in the area of religious literature will naturally vary greatly among institutions, depending upon factors already presented. Policy statements from several university libraries suggest levels used in book collecting. The University of Illinois statement sets forth the following four: (1) general, which attempts “to introduce and define the subject, and to indicate the varieties of information which are available elsewhere”; (2) instructional, described as “a good working collection designed to meet all instructional needs”; (3) comprehensive research, containing “all current publications of research value and such retrospective publications as are deemed desirable by the faculty and are procurable”; and (4) exhaustive research, “including as far as possible all publications of research value, including marginal materials such as manuscripts, archives, and ephemera.” With regard to religion, the coverage at Illinois is at the first level, with assignment of primary responsibility for selection to the department of education. Three levels of coverage are specified by the Louisiana State University library: (1) college collections, (2) research collections, and (3) pre-eminence or virtually complete collections in a very few subjects. The University of New Mexico outlines four degrees of collection: (1) “a limited, basic collection . . . on subjects not related to the curriculum”; (2) “a teaching collection . . . (to) contain reference works, monographs, and periodicals”; (3) “a research collection to support master’s, doctor’s and the faculty’s research”; and (4) “a complete collection (including) everything on a subject in all editions, translations, and languages.”

Keeping in mind the factors discussed earlier, these categories may be related to the acquisition of religious books by a state university in the following overall framework. Selecting at the first or general level might readily be justified in all institutions. Collecting at the instructional and research levels depends directly upon what is being offered in

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21 University of New Mexico, "Acquisitions Policy" (1957). Mimeograph.
the institution's teaching and research program, as well as on the nature of the existing collection. Acquisition in the exhaustive sense would be undertaken only where regional historical or cultural factors are completely dependent upon the university exercising this responsibility, or where a department of religion exists through which advanced degrees are offered.

**Responsibility for Selecting Religious Books**

The question logically arises, "Who should be responsible for selecting religious books?" Here the pattern is basically parallel to selection responsibilities in other subjects.

First, the faculty shares largely in this responsibility. Where there is a department of religion, selection of materials in this field falls primarily within its jurisdiction. Where such a department does not exist, responsibility might officially be delegated to another department (as cited already for the University of Illinois), or generally distributed to several other departments within which courses dealing with religion are offered.

Second, various members of the library's professional staff may function as book selectors in religion. It would normally be expected that the staff of the reference department as well as departmental libraries—e.g., music and art—would choose religious works of importance for their collections. If the acquisitions department has a core of bibliographers engaged in book selection, the concern for general religious materials might be assigned to one or more of these. Furthermore, the head of the acquisitions department, upon whom considerable responsibility for the over-all growth of the collection often rests, would also function in selecting books on religion; this would be especially true both in balancing the collection and in maintaining already existing strengths in the library's holdings.

Finally, the users of the library besides the faculty, including the student body and in some cases the public at large, would play a part in the selection process mainly through the requests which they make for specific materials. While this group does not figure as prominently in this function as the members of the library staff, it cannot be ignored in the acquisition program.

**Attitudes and Practices of Faculty Members**

In order to provide some firsthand data on this subject, seven faculty members on the Berkeley campus of the University of California were interviewed regarding their attitudes and practices in the selection of religious books. In each case these persons, chosen from the departments of anthropology, classics, English, history, Near Eastern languages, philosophy, and sociology, teach courses related to religion within their respective academic fields. Five points of discussion served as the basis for the interviews: (1) level of selection, (2) responsibility for selection, (3) sources from which selections are made, (4) time spent in selection, and (5) attitude toward selection of religious materials as compared with those in other academic fields.

All persons interviewed assumed without question that religious books at the general and instructional levels should be acquired. Beyond this, it was felt that research materials should be selected primarily where they support the work of graduate students and faculty members, or where they complement other materials on the same level in closely related subject fields. For example, an opinion was expressed that advanced work in Milton requires a broad collection of religious works at the research level for Milton's period. Likewise, it was pointed out that historical research on the ages of the Renaissance and Reformation necessitates many items in religious philosophy and theology beyond the general or instruc-
tional levels. There was general agreement that a strong case would have to be made to justify exhaustive collecting of religious materials. The main reasons cited to warrant such activity were the responsibility to support advanced research work and the obligation to maintain at this level existing collections already in the library.

Opinions regarding responsibility for selecting religious books varied widely among those interviewed. One faculty member, for instance, felt keenly that selection of materials beyond the general or introductory level should be almost entirely the prerogative of the teaching staff; another (German-trained) felt strongly that full responsibility for selection should be assigned to a core of specialized bibliographers within the library, and that faculty members should serve only in an advisory or consultant capacity. Between these two points of view a compromise opinion was offered that department librarians should regularly present suggestions on which faculty members would make final decisions. In general, the majority believed that the role of faculty members is to use their specialized knowledge in particular subject areas to build upon the basic work of selection performed by members of the library staff.

Considerable agreement was expressed with regard to the sources from which selections are made. Those most largely relied upon are publishers' and dealers' catalogs, book reviews, and lists of books received in scholarly journals. Only one person reported going through specifically religious book catalogs; in general, no distinctions were made in the sources for selection of religious materials from those of other subject fields.

The over-all time spent in book selection ranged on a weekly basis from "no specific amount" to about ten hours; the average appeared to be between one and two hours. Of this, however, none of those interviewed indicated any specific amount for selection of books on religion.

Finally, in discussing attitudes toward the selection of religious books and the question of whether they might be considered controversial in a state-supported, non-sectarian institution, there was unanimity of opinion that such materials were selected primarily on the basis of their scholarly value and the contribution they make to the history of ideas and the cultural development of mankind. Only one person expressed specific concern that balanced points of view be represented especially in polemical works; another, however, felt that works on certain selected subjects or by prominent authors ought to be selected regardless of the particular position which they represent. The outlook of the academic community was thought to be sufficiently broad that the acquisition of religious books would be accepted without controversy. With regard to their selection, therefore, consideration beyond that given to books in other subject fields was generally considered to be unnecessary.

CONCLUSION

This paper has stemmed from the realization that state university libraries are involved in selecting and collecting religious books; it is further based upon the premise that there is a place for such materials in a tax-supported institution of higher learning.

Finding little in the literature of librarianship dealing directly with this subject, the study has endeavored to examine the factors involved in the selection of religious materials for a state university library, to consider what kinds of literature may justifiably be selected, and to decide who should be involved in the process of selection.

It is hoped that the information and ideas set forth are of sufficient value to contribute both to the formation of a policy statement and to the acquisition process for religious literature in the state university library.
Where Is the General Reference Librarian and Bread-and-Butter Service?

Research library growth and the increased emphasis upon graduate and professional training in universities has focused attention in recent years upon the need for subject specialists in public service areas of university libraries. Their advent has been helpful in raising the quality of scholarly service and in providing bibliographic and research service in greater depth than was previously possible. The general reference librarian, however, is still necessary—even in divisionally-planned buildings—to give library instruction, to answer basic reference queries from the less sophisticated patron, and to route more advanced users to the proper personnel for solution of their more profound library needs.

What is happening to the general reference librarian? Is he slowly disappearing like the general practitioner in the field of medicine? In this age of specialization is there still need for the generalist in academic and large public libraries? The contention of this paper is that there is still a great need for the general reference librarian and that the library profession itself is to a degree responsible for his apparent obsolescence.

As knowledge proliferates, particularly in the areas of science and technology, no librarian is able to remain abreast of it. Subject specialist librarians are trying to keep up with the terminology, indexes, and abstracts in order to give intelligent directions to the patrons in the various disciplines. The general reference librarian is also attempting to keep up, but the type of service that he can best provide is bread-and-butter service. This is not the deluxe service of the subject specialist, which may produce a definitive bibliography for a member of the faculty, but it is the staple, day-to-day service which should be available for all library users. This service needs to be reemphasized as libraries grow in size and complexity and as enrollments swell in the colleges and universities.

Bread-and-butter library service is the every day, every hour, every minute service that is made available at a public desk. It is the day-to-day contact with the patron, and it is convincing that patron that the librarian is there to help him interpret and use the resources and facilities of the library. Bread-and-butter service is a yeoman service that presents an ever-helping hand. This may sound trite and hackneyed, and perhaps it is.

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Nevertheless, it is basic to public services in the library. It is a combination of public relations, library instruction, and general reference.

Public relations is everyone's job in the library at all times, but it is carried on primarily through the direct personal contact between student and staff at the service desk. The word library means different things to many people. To some it represents the resources of the library. To others it may mean a place to study or to read the latest magazine or newspaper, or it may be a place to find a date for the Saturday night dance. But to many, the word library brings to mind the personal contacts they have made at the library and the service they have, or have not, received. Unfortunately, the patron usually remembers a rebuff far longer than he remembers good service.

Library instruction is available at many levels and may range from how to locate a book on the shelf mechanically via the card catalog and call number to finding an uncataloged government document; from how to use the Readers' Guide or the New York Times Index to the use of the more difficult subject bibliographies. Students do need instruction in the use of the card catalog and indexes. While no one would refute Everett Moore's statement that these techniques "should be pretty well mastered before students come to college," unfortunately it does not always happen. In fact, one could well wonder if some graduate students and faculty members have perhaps been accustomed to Mr. Rothstein's maximum service and as a result have difficulty in using some of the bibliographic sources on their own. Library instruction needs to be given at all bibliographic levels and be available for all patrons regardless of their academic status. A dean may need as much help in the card catalog as a freshman. Perhaps the repetition of how to use the catalog, indexes, basic reference tools, etc., can be tiresome for the librarian, but it should not be. Library instruction is an essential and basic part of library service. It is part of bread-and-butter service, and it helps to establish the patron's confidence in himself and in the library.

Winning the confidence of the clientele at a reference desk is not something that happens automatically when some body is stationed at the desk to hand out reference books. It is something that has to be achieved through a constant, consistent effort. Once attained it does not necessarily remain, but it is the product of continued good reference service. One must be courteous and try to understand the confusion, bewilderment, aggressiveness, irritability, or whatever particular noun might be applicable, of the patron. Even if the answer to a question is not found, the patron will not be too disturbed if he believes the librarian was sympathetic with his problem and tried his best to solve it. If the patron receives perfunctory treatment, he will be reluctant to ask for help again. In showing a genuine desire to help, the librarian lays the foundation of the patron's confidence in the library and staff. This is part of bread-and-butter service. If the general reference librarian cannot answer the question, then the subject specialist can take over.

Consistent interest and enthusiasm are often hard to maintain. All librarians would prefer to aid the person who is capable of helping himself, who knows what he is after, and who needs only a suggestion or two to follow through on his own. All want to avoid the patron who is constantly lost, who refuses to help himself, and who is inclined to have...
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a chip on his shoulder. These problem children are the ones to be won over. Most of these latter patrons have formed their attitudes through poor contacts at public service desks and to win their confidence should be a greater challenge than answering an esoteric reference question or compiling a thirty-page bibliography on cranberries.

Two of the seven items of the Rights of Library Users, based on the ACRL Standards for College Libraries, deal directly with these issues of assistance and instruction. The ACRL Committee on Library Services believed that the Standards were more for librarians and that some library users might not be aware of the service they were missing. The Committee was perhaps too kind to add that some librarians may not be aware of the service they should be offering. Points four and five of the Committee's preliminary draft are:

4. Assistance in its use. (Standards, IV). Help and advise in the use of the library, its materials, and its services should be available at all times from competent professional librarians. For faculty and research needs, this help should extend to literature searching, bibliography compilation, subject area guidance, and other specialized service as required.

5. Instruction in its use. (Standards, VII). Instruction in the use of the library should be integrated with or closely related to regular course work and should teach the organization of library resources and develop skill in the use of bibliographic and reference tools. The library staff may be expected to cooperate with the faculty in assuring that suitable training is offered. Both formal and informal instruction are desirable and should make use of such aids as a handbook or guide to the library's resources, facilities, and services; orientation tours, visual presentations; and individual consultations.5

The application of assistance and instruction will vary greatly depending on the ability and academic level of the user. While a subject specialist may assume these responsibilities for the graduate students and faculty, the general reference librarian should provide these services to the underclassmen and the less-experienced library user.

Unfortunately, to some librarians, this bread-and-butter service of library instruction and library assistance or general reference, is dull, monotonous, and lacking in professional challenge. The more emphasis that is placed on librarians as subject specialists, the more impatient some seem to become with library instruction or with working at a general reference desk. The specialist in becoming more knowledgeable in his specific area may become less proficient in dealing with reference questions more general in nature and covering a wide range of disciplines and therefore may become less sympathetic with the problems of the new library user or the undergraduate. This is not an indictment against the subject specialist. He is the core of the divisional library and is essential for reference and bibliographic work in depth. It is rather a plea for recognition of the importance of bread-and-butter service, a service not to the undergraduate alone, although he may be more directly concerned, but such a service to all library users. It is a suggestion that perhaps too much emphasis has been placed on divisional planning and that in the endeavor to give better service in depth, the equally important services of instruction, assistance, and reference in breadth, have suffered.

Many subject specialists, of course, do see the importance of bread-and-butter service and do not resent doing it along with their more scholarly endeavors, and some general reference librarians prefer more involved questions and believe that it is a waste of professional time to serve a desk where a large per cent of the questions are of the bread-and-butter

5 "Committee on Library Services," CRL, XXV (May 1964), 226, 228. The Standards can be referred to in: "Standards for College Libraries," CRL, XX (July 1959), 274-80.
variety. Some say that a well-trained nonprofessional or student clerk should sit at such a desk and cull these questions and refer the patron to a librarian when something of consequence arises. Disagreement, however, should be voiced with this philosophy of service. While it is true that a librarian on duty might refer the patron to another librarian more knowledgeable on the subject, or to a clerk who is competent to handle the problem, it is the decision of when to refer that is important. It is infinitely better that the librarian refer the patron to a well-trained clerk, than the reverse.

The decision of when to refer and to whom demands all the academic training and experience of the librarian and is as professional an act as any he will carry out at a public desk. This point of contact with the public is the culmination of all the work done behind the scenes. The library collection is selected, purchased, and arranged with one point in mind—to have the material available for use. The public service personnel are the connecting link between the resources of the library and the patron’s use of these resources. The responsibility of the person at the desk is a great one, whether he is a subject specialist or a bread-and-butter general reference librarian.

As previously stated, the general reference librarian and bread-and-butter service may be in danger of being administratively organized out of the public service pattern as a result of the emphasis during the last generation on the divisional plan and on subject specialists. What can be done to assure that bread-and-butter service will survive? First, clear recognition of the professional nature of general reference work must be reestablished. Second, the public service departments should be so organized as to afford a prime location for the bread-and-butter service. Third, enough personnel, and the right personnel, must be provided to offer this service during all hours the library is open.

Not all librarians want to work with the public, and not all public service librarians are suited by inclination or ability for general reference work. Many new professionals are looking for an adjective with their position classification. The title of humanities librarian, biological science librarian, fine arts librarian, etc., is much preferable in their eyes to just reference librarian. A library school graduate sometimes believes that his chances for advancement in the profession are much greater if he can identify himself as a special librarian, and in the larger colleges and universities he is often correct. The general reference librarian may be becoming a second class citizen.

Several generations ago when the forms and processes libraries were predominant with their closed stacks, circulation desk, and one main reference desk, the reference desk was the place the patron went for help. The general reference librarian was available at all hours the library was open. As libraries grew, however, and as the need for more subject reference service in depth developed, and as the open-stack philosophy took shape, the subject specialists at the divisional reference desks were able to provide reference service to a depth not so easily attained at a general reference desk. The divisional plan has proved its worth and has provided service to graduates and faculty that would have been difficult to achieve in the forms and processes library. However, two points must be observed. When three or six divisional desks replace a central reference desk, arrangements must be made to provide reference service to a depth not so easily attained at a general reference desk. The divisional plan has proved its worth and has provided service to graduates and faculty that would have been difficult to achieve in the forms and processes library. However, two points must be observed. When three or six divisional desks replace a central reference desk, arrangements must be made to provide service to the undergraduate and to the patrons who do not need, nor know how to utilize, the help of a specialist. The other consideration is that a divisionalized plan of service demands more personnel. Some libraries have had a tendency to divisionalize beyond the available personnel, and as a result reference

(Continued on page 326)
The Harvard University library has developed a system for converting its sheaf shelf lists to machine readable form and for using the computer to produce a new type of three-part shelf list which will provide readers with a new approach to the library's collections and the library staff with a more accurate and efficient inventory and classification tool.

The 2,225,000 volumes in the Widener library are represented by an estimated 1,600,000 entries in what is probably the only remaining sheaf shelf list in any large American library. A few of the two hundred classes in the Harvard classification scheme are on cards, but the major portion of the shelf list continues to be maintained on handwritten or typewritten sheets in looseleaf binders. This type of list is difficult to maintain, and errors tend to accumulate each time the contents of a full page have to be transcribed to several fresh pages to permit the addition of new entries. The disadvantages of maintaining a shelf list in this antiquated and inefficient form are obvious, but there are two important advantages that are worth citing—it takes less space than a card list, and it is easier to consult.

The shelf list was designed to serve two essential purposes. It is an inventory record of what is in the library, and it is an indispensable tool for the assigning of class numbers to new books. The first function is no longer as important as it once was, because the library has now virtually ceased taking inventory or reading shelves from the shelf list.

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classification schedules to serve as a guide, index, or table of contents of the list. The classification schedules used in Widener have never been published and are available only in typescript form in the catalog department—one floor above the room in which the shelf list is located.

Conversion of the shelf list to standard library cards has been considered and rejected on a number of occasions in the past on the grounds that the expense involved would not be worth the advantage gained—and the advantage was always thought of in terms of the present limited function of the shelf list as a classifier's tool. Computer technology now makes it possible to enlarge the concept and to expand the uses of the shelf list while improving techniques of maintaining it and making it available. This consideration has supported the idea that it would be desirable to convert the shelf list to machine readable form, and a plan for doing this has been formulated and is being tested.

The plan calls for converting the shelf list class by class and using a computer to produce a new kind of three-part list for each class. The first part consists of a printout of the classification schedule, which will serve as an index or key to the second part. The second part is a listing of the titles in the class in call number or classification sequence with class headings interspersed at the appropriate places in the list. These two parts together serve as a kind of classified catalog or browsing guide to the particular subject area covered by the class.

Part three is a printout in alphabetical sequence by main entry of the entries in the list and is obtained by a programmed computer sort. This provides a new approach to the books in a classification and serves as a brief finding list for books in a subject area. By using this list the specialized reader might avoid much of the frustration of consulting a six million card catalog for the call numbers of the books he would like to consult. The entries in the Widener shelf list are frequently much less complete than those in the public catalog, but in most cases they will be adequate as a quick reference or finding entry. Readers would use the public catalog when they needed more complete bibliographical entries. It should be emphasized that these class lists will supplement rather than replace the subject approach of the public catalog.

Once they have been converted into machine readable form, the shelf lists can be produced in multiple copies at a reasonable cost, or if a demand for them materializes, they can be photographically reduced and published in small editions. Copies of the lists of a particular class will be located and prominently displayed in the stack with the class in order to provide a guide to intelligent and systematic browsing. Professors and graduate students could obtain copies of the lists for classes of particular interest to them, and could use these to do a good deal of preliminary bibliographic work and to familiarize themselves with the holdings of the library in their own fields. Copies of the lists could be made available to scholars or libraries away from Cambridge; in fact, a significant demand might materialize for lists in subject areas where the Widener library is particularly strong, such as American history, Slavic, and the various other literature classes.

Obviously these lists will have their deficiencies. No classification is perfect, and books are not always placed where the reader would expect to find them or brought together as would be desirable. Rare books in the Houghton library, infrequently used books in the New England deposit library, and related works in other Harvard collections will not be listed; important material contained in journals will not be analyzed. There are errors and inconsistencies in the shelf
listed most of which will not be eliminated in the process of keypunching.

All catalogs are incomplete and incorrect to some extent, however, and it seems clear that these lists would be useful; indeed, they could be expected to contribute to the education of the library's patrons and might even instill in them increased respect and understanding for the bibliographical apparatus that librarians have so laboriously constructed during the last century. It is a well known fact that readers appreciate the privilege of browsing in a stack of classified books, but unfortunately it is also a fact that few readers ever succeed in grasping anything more than the barest outlines of a classification system. A large part of the effort and intelligence that librarians have invested in devising and using classification systems is lost because we have never found a satisfactory way of sharing knowledge of the system with the readers for whom it is designed and maintained. With the new three-part shelf list that has been described, the librarian will equip the reader with a copy of the ground rules that he is using to organize the collections, together with lists in classified and main entry order of the books and journals in the various classes. The effect should be to convert library stack browsing from a frustrating hit-or-miss activity to a systematic and effective intellectual experience. Indeed, it will also provide the possibility of browsing conveniently in a list without actually having to go into the stack at all. This might reduce the objections to shelving infrequently used books by size in storage, because these titles could be retained in the classified shelf list with a symbol showing the actual location of the book.

The preceding paragraphs have emphasized the value of a computer-produced shelf list to the library's readers. The benefits to the catalog department will be equally dramatic. A machine-produced shelf list will be a vast improvement in accuracy and legibility over the present handwritten sheets, and it will facilitate the process of assigning numbers to new books. The continuing and tedious process of recopying pages that have been filled in the existing lists will of course be eliminated once the initial conversion has been completed. Accurate volume counts of the collection will be automatically obtained and analysis of classes by language and date of publication will also be possible. This latter might be a useful tool for aiding in identifying categories of books which are deteriorating or which might be transferred to the deposit library. Since serial entries will be identifiable as such it will be possible to get printouts of serial titles in the various classes and in the library as a whole once the conversion is completed. It might once again be practicable to undertake a regular inventory because printed lists that could be marked up would materially facilitate such a project.

In the first phase of the project the official copy of the shelf list will be a special printout with several spaces between entries. The procedure for adding a new entry is to copy it by hand into the appropriate place at the time the class number is selected and pre-empted. A card will also be punched and the new cards will be accumulated and periodically merged by machine into the master tape before an updated version of the list is to be printed. At a later phase, random access disc storage might replace the magnetic tapes, and file maintenance would be greatly simplified. Since maintenance of the lists will not be an on-line operation initially, it will be convenient and economical to rent time on equipment in the university's computation center.

The process of producing catalog copy in machine readable form is under study, and when such a system is implemented the shelf list copy might become a by-
product of this process. Also under consideration is the feasibility of generating book cards from the shelf list conversion project in order to computerize the present punched card circulation system. It will be a simple matter to produce monthly accessions lists in classified order from the punched card entries that are created for shelf-listing purposes.

The chief difficulty to be overcome is the actual conversion of an estimated one million six hundred thousand handwritten or typed entries in the shelf list to machine readable form. This is being done by manually keypunching the entries on cards. The process is a tedious one and other possible methods are being studied. The shelf list entries are not as complete as the entries that appear in the public catalog, and nearly 80 percent of them occupy only one line in the machine printout. The conversion problem is formidable but not nearly as formidable as would be the case if the project were to convert the one million six hundred thousand main entries in the public catalog. These entries are not only more detailed, but they would have to be identified and the entire file would have to be converted before any use could be made of them. The shelf list treats the collection as a series of separate units, each of which is complete and usable by itself. The classes can be converted one at a time, and there is no need to wait until the entire shelf list is finished before realizing full benefits from the work that has been done. Indeed, some of the larger classes, such as American history, could be subdivided and converted a portion at a time. Several other advantages arise from the fact that it is possible to deal with the shelf list one segment at a time—it may be easier to get financial support for a series of separate projects, priority can be given to active and otherwise exceptional classes, and improvements in techniques, format, type fonts, etc. can be introduced as they are developed.

This same “divide and conquer” strategy that is used in shelf list conversion may very well prove to be the answer to the problem of converting, or more properly, re-creating the dictionary catalog in machine readable and hence book form. The prospect of mounting a project to convert a large dictionary catalog by copying main entries in a straight alphabetical sequence is not one that inspires prudent librarians with enthusiasm. If however, instead of focusing on converting the catalog, we focus on converting unit card shelf list entries with tracings and re-creating the catalog by manipulating these entries in the computer we have reduced considerably the hazards of such a project. An analysis of circulation statistics will show that a significant proportion of the total use of a collection is centered in a small number of classes. The most active classes also tend to be the most rapidly growing. Thus, by converting the shelf lists of the several most active classes and creating machine readable entries for current accessions, one can begin to create a machine-produced book catalog of the most used and most interesting segments of a collection. It might be possible to account for a large percentage of the use of a traditional card catalog by converting a relatively small number of shelf lists. The goal should be the eventual conversion of all or nearly all of the shelf lists so that a complete catalog could be constructed, but the effort could be carried on over a number of years.

This strategy is intriguing, but unfortunately the Widener shelf lists are not of the unit card type, and before the strategy could be used there considerable time and resources would have to be invested in assembling, by one means or another, the information that is contained in a unit record shelf list. The problem of converting the catalog by this method is receiving serious study but the decision has been that the payoff
in computerizing the manuscript shelf lists is significant enough to warrant a reasonable expenditure of effort. It was decided that, initially at least, Widener would content itself with shelf lists that were in the standard upper case machine font. This reduced the time and cost of keypunching very considerably, and it was felt that the appearance and legibility that would be obtained with upper case were commensurate with the level of quality that prevails and is required in the present shelf lists.

Early in the effort it was evident that a small pilot project would give valuable experience which would make it possible to refine estimates of the time and cost involved in converting handwritten shelf lists to machine readable form and would also serve as a test of the formats and programs that would be required to produce the lists. The Crusades classification was selected as the pilot project because it is the smallest class in the Widener stacks and yet it contains an excellent representation of the handwriting, languages, and problems that would be encountered in most of the other classes. There were 1,170 titles (1,400 volumes) which were keypunched at the rate of about thirty entries per hour. Some proofreading was done, but the entries were not machine verified, and it is doubtful that such verification would be worth the effort. Two versions of the classification schedule were made. The existing form of the schedule was reproduced to serve as the contents and index to the list. In addition, each heading in the schedule together with its corresponding call number was keypunched on a card, and these cards were merged by machine with the main deck of cards containing the shelf list entries.

The Harvard College library call numbers lend themselves fairly well to machine coding, since they follow a predictable pattern, usually with a mnemonic letter prefix, a base number, and one or more dot numbers, e.g., Econ 7042.35.10. The dot numbers are whole numbers, not decimals. The notation can be quite long, however, particularly when the necessary blanks are left to preserve logical order. For instance, Phil 35.9 cannot simply be punched as such, because other prefixes may require five letters, other base numbers up to five digits, and other dot numbers up to four. It is thus necessary to punch the number as Phil [4 spaces] 35 [3 spaces] 9. A particular problem arises with certain dot numbers beginning with zeros, e.g., US 50.02, which is supposed to file ahead of US 50.1. Since zeros follow blanks in machine filing, this presented a complication which was solved by leaving one field blank before the zero dot number. This preserves correct filing order, but necessitated some reprogramming in order to avoid printing two dots, which are not keypunched but are reinserted in the numbers by programming in the printout. Programing steps can also recompact the call numbers so that they will appear in their normal format in the printout. Most of the problems involved in making the call numbers susceptible to machine filing were faced and solved at the time the unit record circulation system was installed in the library.

The call number, card code, volume count, language code, and other necessary fixed fields require over thirty columns of the eighty-column card, but insofar as this information is printed, it is printed only once for each entry. Therefore, a large portion of the 132-position print line seemed likely to be wasted, and it was decided to print two cards on one line and thus utilize all 132 positions. The call number, etc., occupies columns 1-33 on all cards. As formatted for printing, the corresponding information, with blanks needed for visual spacing, occupies the first 38 print positions. Columns 34-80 of the first and
Theory: the X Factor in Librarianship

Librarians have come to recognize the value of research to the profession, and much collecting of data is being accomplished. Most of the library literature, however, results from mission-oriented investigation. This is perhaps to be expected since much library research is conducted by practicing librarians who set out to solve their own problems and then report the results in print. There has been little attempt thus far to develop an adequate theoretical framework into which practical research can be hung. Such an examination of the theoretical bases of librarianship will probably have to be made by library educators rather than by practitioners.

Librarianship is a very old discipline and at times in history has been the respected occupation of prominent scholars. Today, however, teachers of librarianship and practicing librarians are often frustrated and exasperated by the low status assigned to their branch of knowledge by the intellectual world. Philip H. Ennis of the University of Chicago has stated that "... the history of librarianship ... [has been] a long spiral of downward mobility."1

Librarians frequently are sensitive and uncertain about their place in the academic spectrum. They offer various solutions to the problem, one of these being an emphasis on research. The idea of increased research has been readily accepted by many, and yet even with special emphasis on research, librarianship will have a difficult time finding its proper academic niche as long as the research is not organized within a theoretical framework. Scholars in many fields younger than librarianship have realized the importance of conducting investigations and experiments with a frame of reference in mind. If librarianship is to receive its due recognition it must move to higher levels of abstraction; it must have a theory.

Some readers may disagree completely with this thesis; there are some teachers of librarianship and practitioners who believe that the subject matter of the profession cannot afford theoretical treatment or that such treatment is not necessary. These viewpoints are supported by the fact that at present there is no generally accepted library theory. Of course, this point of view is not new; as a matter of fact, were there a workable theory there would be no need for this paper. The failure of librarians to develop an adequate theory is no indication that one cannot be developed, anymore than the


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Theory: the X Factor in Librarianship

failure of physicists to develop an atomic bomb prior to World War II meant that it would be impossible to do so.

Librarianship needs a theory to provide clarity of conception and to enable librarians to venture into the realm of supposition. This is the belief of many responsible librarians and is further evidenced by the acceleration of research in librarianship, which in part is a result of the increased participation of philanthropic organizations, businesses, universities, governments at all levels, and various other sources, such as the Council on Library Resources. Unfortunately, these efforts have been directed primarily toward solving the problems of particular library systems or toward simple information-gathering about current library practices. All librarians are familiar with the how-my-library-did-it type of article which is prevalent in library literature. In addition, many library spokesmen have voiced resentment and concern about the abusive use of research methods, producing results which have no scholastic value.

Some are distressed by the lack of interest in the profession concerning the development of a theory. A professional publication can nearly always be considered a reflection of its readers’ attitudes. In writings in librarianship one frequently finds a proliferation of descriptive summaries without an attempt being made to appraise their analytical importance relative to the problem or problems involved. Many times relationships and cross-relationships are completely ignored. Few people would question the value of empiricism in developing a realistic library theory, but facts without theories may be meaningless. It is very difficult to analyze and evaluate empirical facts without a proper frame of reference.

Library literature has put too much emphasis upon research descriptions and findings at the expense of analysis. As long as research is application-oriented, it is difficult to nurture much hope for a comprehensive theory. The future of a theory depends on efforts at the intellectual, individualistic level. This would require a shift in emphasis from fact-finding and application to integration of existing knowledge.

Academics in librarianship, it would seem, must bear the moral responsibility for fulfilling this very important task. Most practitioners’ efforts are centered around problem-solving rather than the discovery of new regularities and their elucidation. Environmental pressures and limitations make such action condonable in the case of practitioners, but the same cannot be said for library science teachers. Mrs. Joan Robinson, respected British economist, once complained that in economics the gap between the tool-maker and the tool-user is a distressingly large one. Librarianship seems to be at the opposite extreme of such a trying situation. Tool-makers are so few in librarianship that their number is inadequate, relatively speaking, to create a gap.

Gaps and dichotomies within a profession may be considered undesirable under most conditions, but a polarity of theoreticians and practitioners might prove useful for the sake of the expeditious development of a library theory. It behooves teachers of librarianship to assume the leadership in making workable and reliable tools available to library practitioners. Practitioners in turn should generously support academic efforts in developing a library theory. Such efforts may not produce immediate tangible benefits, but the results will be rewarding in the long run. A reliable theory, the whole, will undoubtedly prove to be more useful than a mere collection of descriptive data.

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2 The July 1964 issue of Library Trends is devoted to research methods. Several of the articles offer useful criticisms.

Staffing of Interlibrary Loan Service

Questionnaires were sent to forty-five college and university libraries. Information asked for was as follows: place of interlibrary loan work in the library organization; statistics of interlibrary borrowing and lending; staff now being devoted to interlibrary loan work, including a statement about related work done by others; a statement as to whether present staff is ample, barely adequate, or inadequate.

Data collected are presented in three tables: staff adequate for interlibrary loan; staff barely adequate for interlibrary loan; staff inadequate for interlibrary loan.

The replies show surprisingly little consensus, and additional investigation is clearly warranted.

How much staff time is required for interlibrary loan work? What is the best proportion of professional to nonprofessional staff? Is there a point in the growth of this service when it ceases to be economical to include this service in the reference department?

The need to know how other librarians answer questions such as these prompted the writer to send questionnaires to the persons in charge of interlibrary loan in forty-five college and university libraries.

The following information was requested: place of interlibrary loan work in the library organization; statistics of interlibrary borrowing and lending; staff now being devoted to the work, including a statement about related work done by others; a statement as to whether present staff is ample, barely adequate, or inadequate. Substantiation of the judgment of inadequacy was asked for in terms of staff working under too much pressure, staff working overtime, interlibrary loan work being in arrears, or other work being neglected.

Replies were received from forty of the forty-five libraries; thirty-five are used in this report.

The place of interlibrary loan in the organization of the thirty-five libraries is as follows: part of reference, seventeen; part of circulation, eight; separate unit, three; dispersed among divisions, two; borrowing in reference, lending in circulation, one; information desk, one; librarian's office, one; science division, one; and state library service, one.

In the three tables which follow, information has been tabulated according to whether the respondent considers the staff adequate, barely adequate (need of additions anticipated in the near future), or inadequate. The libraries have arbitrarily been listed in order of the number of items borrowed.

It is obvious that local situations vary greatly and that the questionnaire did not bring out sufficient information to be conclusive. A few observations, however, can be made on the basis of this incomplete information.

The fact that 89 per cent of the questionnaires were returned and that most
of the respondents indicated interest in learning the results indicates that this is an area of concern to many librarians, and the many unanswered questions suggest areas where further research is needed.

### TABLE 1

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Staff Adequate for Interlibrary Loan</th>
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<tbody>
<tr>
<td>Borrow</td>
<td>Loan</td>
</tr>
<tr>
<td>Professional</td>
<td>Subprofessional</td>
</tr>
<tr>
<td>WORK DONE BY OTHER STAFF</td>
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<tr>
<td>1</td>
<td>184</td>
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<td>2</td>
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<td>13</td>
<td>1,419</td>
</tr>
<tr>
<td>14</td>
<td>2,519</td>
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</table>

Library 1: Loans include 1,107 articles photocopied.
Library 3: Loans include 389 local loans, telephone requests.
Library 5: Loans include 645 local loans.
Library 6: Sends all requests to one large university library. Ordinarily makes no further effort if this library cannot lend.
Library 7: Reports unusual success with insisting upon all borrowers giving bibliographically correct and complete references. This drastically reduces the part of borrowing that consumes the most professional time.
Library 9: Lending figure includes unknown number of local loans.
Library 10: Loans include 6,288 local loans and 1,346 local photocopies.
Library 11: Borrowing and lending are separate operations. Lending required only twenty-one clerical hours per week. The remainder is for borrowing, and it is borrowing that is in the barely adequate category. Remarks indicate difficulty of getting borrowers to verify and give complete references.

### TABLE 2

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Staff Barely Adequate for Interlibrary Loan</th>
</tr>
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<tbody>
<tr>
<td>Borrow</td>
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<td>Professional</td>
<td>Subprofessional</td>
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<tr>
<td>WORK DONE BY OTHER STAFF</td>
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<td>10</td>
<td>1,459</td>
</tr>
<tr>
<td>11</td>
<td>1,446</td>
</tr>
</tbody>
</table>

Library 5: Remarks suggest that this library may be doing what amounts to regional reference service, rather than pure interlibrary lending.
Library 6: Remarks that this library particularly fortunate in having an unusually capable full time clerical assistant who does most of the work with only supervision by the professional.
Library 9: Lending figure includes unknown number of local loans.
Library 11: Borrowing and lending are separate operations. Lending required only twenty-one clerical hours per week. The remainder is for borrowing, and it is borrowing that is in the barely adequate category. Remarks indicate difficulty of getting borrowers to verify and give complete references.
TABLE 3
STAFF INADEQUATE FOR INTERLIBRARY LOAN

<table>
<thead>
<tr>
<th></th>
<th>Statistics</th>
<th>Staff Hours Per Week</th>
<th>Work Done by Other Staff</th>
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<td>Loan</td>
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<td>1,303</td>
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<td>1,070</td>
<td>811</td>
<td>39</td>
</tr>
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<td>5</td>
<td>1,144</td>
<td>751</td>
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<td>8</td>
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<tr>
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<td>1,000</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>2,956</td>
<td>872</td>
<td>20</td>
</tr>
</tbody>
</table>

Library 2: Loan figures includes 2,854 local loans.
Library 5: Same staff does photocopy work. In same period: 67 microfilms, 1,000 Xerox copies; and 50 microfilm printer copies; received 11 microfilms, 106 Xerox copies and 217 photostats.
Library 7: Frequent overtime work; nevertheless reference work and book selection duties neglected.
Library 8: Frequent overtime work, but other work sometimes neglected.
Library 9: Some overtime work, but service sometimes suffers in spite of it.
Library 10: Much of borrowing is from largest library in state university system, including 1,210 free photocopies. Books from this library by messenger without wrapping, but using standard forms.

There is evidence that in many libraries the demand for interlibrary loan service has outgrown the facilities provided for it. It appears that many administrators are still thinking of interlibrary loans as work that can be done in odd moments as a part of the work of the reference department or some other department. This no doubt is satisfactory when the volume of work is small. It is questionable whether this is an economical way to handle it when the actual time required equals that of one or more full-time persons.

There is no consensus as to the desirable division of time between professional and nonprofessional personnel. It is likely that the largest single factor contributing to the differences here is the variation in local situations as to how much of the bibliographical work borrowers can be induced to do for themselves and how much a librarian must do for them. And this depends upon the philosophy and administrative policy, not only of the library, but of the university as a whole.

Among the areas for further research that suggest themselves are the following:

A study that would get exact job descriptions of a large enough sample of persons engaged in interlibrary loan work to identify definitely the professional and nonprofessional elements.

A study of the extent to which professional staff can be cut down by adding nonprofessional help. The above data do not show that this automatically happens. Does this mean that training and supervision necessarily require a great deal of professional time?

A time study comparing situations where interlibrary loan work is "worked in" with other work (if time could be measured under these circumstances) and situations where it is done separately in quarters of its own.
Pre-Arrival Library Instruction for College Students

Library instruction was given to University of New Hampshire freshmen before they reached the campus by means of a Freshman Handbook sent out in July 1964. Included also was a library competence quiz. A questionnaire administered after the students arrived showed that 78 per cent of those who received the Handbook read “The Library” section, that nearly all of this group took the test, and that many took steps to improve their library competence before coming to college.

The enormous task of introducing large numbers of new students to the library has been somewhat alleviated at the University of New Hampshire by mailing library instruction to incoming freshmen before they arrive on the campus. This device was tried with encouraging results with the class that entered in the fall of 1964. The instruction was part of a Freshman Handbook which introduced various campus services. Accompanying the Handbook was a library competence test to be corrected by the student. If his grade was low, it was suggested he improve his skill by visiting his local public library and by consulting books that would help him. The effectiveness of the instruction was tested by means of a short questionnaire after the students reached the campus.

The questionnaire revealed that 78 per cent of those who received the Handbook read “The Library” section, and almost all of them took the examination. It is interesting to note that few who received poor scores reported doing anything to improve their skill, but many others reported such action as “Spoke to a librarian,” “Checked the wrong answers to see where I made errors,” “Read Cook’s Library Key,” or—a more loquacious type—“On arriving at the university, I went to the library and, using some sample books, made myself familiar with the facilities here.”

The test tested familiarity with Library of Congress catalog cards and the Readers’ Guide to Periodical Literature. The number reporting perfect or near perfect scores was high and suggests that a more difficult test might not be out of order. A revised quiz should also test familiarity with several reference books, bibliographic terms, and simple rules of filing.

The instruction in the Handbook was divided into “Before You Arrive” and “Now That You Are Here.” The first stressed the need to know how to use a library and suggested ways to improve one’s skill. The second outlined library services and routines for finding and charging books. The questionnaire, an essential part of the program, consisted of seven short questions. It was administered by the freshman English instructors on the first day of class and was unsigned.

Samples of the questionnaire, the test and “The Library” section of the Handbook may be requested from the reference department of the University of New Hampshire library in Durham.
Library School Placement

Good placement programs in library schools begin when applications are received for admission. All data collected at that time, together with a graduate's academic record while in library school, the faculty's evaluation of him, and reports of jobs held while in library school, are part of a good placement dossier. In a successful program great attention must also be given not only to recommending current graduates but in motivating older alumni as well. The maintenance of comprehensive, easily-tapped records is essential, and hospitality must be accorded recruiters.

Library schools are often queried about their placement programs. Both librarians and the laity inquire of the library educator, “What about your placement program?” This question sometimes seems to be half inquiry and half accusation.

Probably no one connected with library schools or library education knows of a single placement program in existence with which he is completely pleased, however a number of library schools appear to do quite a good placement job despite the fact that the concept of a placement program in today's library school is far broader than locating positions for this year's graduates.

What makes a “good” placement program in a library school? Let us begin at the beginning. In truth, the placement program should begin the day the application for library school is received by school officials. This application, together with subsequent steps for enrollment, should determine as nearly as possible the applicant’s placement potential. No administrator who has interest in either the profession as a whole or “his” library school as part can conscientiously consider for enrollment the individual for whom he cannot conceive a niche at the termination of his library school education and for the duration of his professional career.

Those library schools which see placement in these terms develop a pattern to insure themselves, in so far as possible, against future placement problems. At Drexel, for example, a carefully examined program is executed, step by step. By viewing each applicant as a long-term successful librarian, Drexel has endeavored to decide what the ascertainable characteristics are that determine success and how it should collect this information.

Data Gathering

Assuming that the individual's academic record is important, transcripts of all of his endeavors in higher education are requested. In addition, the library school requires three letters of recommendation, preferably from those who have known the applicant in the capacity of student or employee. Combining these letters with transcripts and the completed, well-drafted application is the beginning of a judgment.

With these data assembled only a paper picture of the potential librarian emerges—usually accurate, sometimes not. Many of the Drexel applicants will
have had an interview prior to their formal application with the library career consultant who is part of the Drexel faculty. The report of his interview can be of major significance. If there is doubt about the desirability of a given applicant, it is always possible that he be interviewed by the dean or other faculty members. Certainly no individual is admitted about whom the school has serious doubts in the matter of job placement.

Drexel, as any other library school, will admit that transcripts, three letters of recommendation, and an interview collectively will not reveal the many sides of any given individual. Chances are small that anyone will soon devise a method which will. It is simple enough to eliminate the scholastically weak by requiring a B average for admission, but what about those otherwise acceptable students, even though they be a small minority, who subsequently exhibit serious emotional immaturity, lack of integrity, or slovenly habits?

**Faculty Evaluations**

Once the individual has been admitted as a student those most apt to discover the qualities which will make this person a placement problem are the faculty. For this reason faculty evaluations are continuously carried on. These evaluations are brought to the attention of the faculty group at its meetings. Whenever it believes such action justified and essential for the protection of the school and the profession, the faculty votes to dismiss students for whom it has serious fears, on the grounds that they have shown themselves unfit or exceedingly poor risks for librarianship. The faculty does this type of "weeding" the moment it seems necessary, knowing well the cost in money, time, and effort to the individual.

There will always be those students about whom there are doubts not quite serious enough for dismissal. What about them? The tendency is to give the dubious the benefit of the doubt remembering that the needs are great and that some people change. This, however, does mean that Drexel makes certain it knows precisely what its reservations are about such graduates and that in a final analysis it can be said that the individual's chances for success outweigh his chances of failure.

**Recommend or List**

One of the continuing controversial questions relating to placement is whether schools should recommend graduates for specific positions or simply list them as having had the courses and experience required for a specific job. Actually, Drexel does both. If a number of individuals have the necessary qualifications for a particular position, it sends credentials on all of them, sometimes suggesting that Applicant A's personality may fit him better for the position than Applicant B's. If it has no one in its files who meets the requirements, the school may suggest the names of others who almost meet them or might meet them with inservice training or independent study on the job. All this represents a more liberal policy than was previously employed. The placement office is entirely content to see graduates interested in and succeed in crossing into aspects of library work in which they have not majored. Taking into account the shortage of librarians and the desire of some to explore new avenues, there will doubtless continue to be an appreciable amount of such shifting of fields. Despite the fact that they are often well qualified for other positions, however, the school must sometimes discourage those few individuals who seek positions for which they are not at all qualified.

**A Continuing, Cooperative Thing**

One of the accusations often made against placement programs is that not only do they fail to make the best use
of available manpower but they also fail to offer the graduate any assurance that he will be helped to attain his potential. Certainly this accusation is not without basis, but of greater importance is the reason that this is true. Many library schools make a continuing effort to keep in touch with their graduates and to advise them of positions which will help them improve themselves.

Drexel has discovered in many instances that the fault lies with the graduate rather than the school. Many continually fail to respond to questionnaires as to their whereabouts and their job preferences. However, Simpson reports the findings of a study which indicates that “All schools attempt to place the graduate throughout his career and 52 per cent of the schools recommend any qualified graduate for a position regardless of whether the graduate has indicated an interest in a change of position.”

PRE-PROFESSIONAL PLACEMENT

Internships and full and part-time pre-professional positions are an important part of the work of the placement officer. Many Drexel students consult the placement office hoping to find work-study positions which will help them finance their studies. Positions secured in this way and subsequent evaluations by the employers of the students in such positions contribute to the files on the students’ capabilities and effectiveness on the job. Often these evaluations have great bearing on future professional placement. Pre-professional placement within a library system sometimes becomes professional placement upon graduation. Pre-graduate experience has also been a consideration when determining salaries for new graduates. In these ways this type of placement becomes an important part of the over-all placement program.

Recruiters Welcome

Recruiters from large and small libraries are welcomed and scheduled for interviews with interested students and whenever possible for talks before groups of students prior to such interviews. Printed materials describing any given library system which are sent to the Drexel placement office are made available to all graduates. This type of information is helpful to both the office and the individual in making a knowledgeable decision.

MECHANICS

The mechanical aspects of placement operations probably differ little from school to school. Most maintain the following types of student information:

1. Card files of all graduates, each tabbed for varying qualifications, for different types of work, for interest in geographical location and salary range;
2. Faculty evaluations of each student;
3. Letters of reference written at time of admission;
4. Employer evaluations of both pre-professional and professional employment;
5. Photographs of all current and most recent graduates.

The companion piece to the student files at Drexel is the ever-bulging one that supplies current information about the twenty-six hundred vacancies it has been requested to fill in the past year. This file includes information indicating:

1. Position vacant
2. Job description
3. Qualifications
4. Salary ranges
5. General information about specific system
6. To whom to apply

In addition to these files a good placement program makes provision for (1) maintaining statistics on placement ac-
tivities, (2) scheduling recruiters, (3) dealing with problems of foreign students, (4) keeping alumni records up to date by sending questionnaires to both graduates and employers, (5) knowing of available financial aid (other than part or full-time employment), (6) sending confidential data upon request, (7) listing part and full-time job opportunities, (8) recording names of current students seeking pre-professional employment, (9) maintaining relations with the Alumni Association officers and the alumni secretary concerning honors, fund-raising, and social affairs, and (10) maintaining a bulletin board display of recent vacancy lists. All of these tasks are part of the expanded version of library school placement, together with varied unique problems which present themselves frequently.

It should also be noted that a good placement program has as its officer one who makes an honest effort to know library systems and individuals in these systems as well as knowing personally as many as possible of the school's current students and former graduates.

DEGREES OF SUCCESS

The degree of success attained by any given library school's placement program is almost impossible to measure. Initially it is difficult to find the yardstick. If a given school has no graduates desirous of employment whom it cannot place is then its program a success? Or does this simply indicate that shortages are great and that individuals often secure positions for themselves? If alumni are questioned about their satisfaction with their institution's placement program and reply with little or no negative comment, has the placement office succeeded? Or does this indicate that they do not respond to questionnaires in general? Is it perhaps as important if a system representative comes to a library school again saying that he would like to employ another of your graduates? Or is the school geographically their "best bet"?

From the point of view of a library school placement program, it seems evident that success is at least a two-way street. For the program to measure up, both individual and system must find some degree of satisfaction. In any effort to measure the effective use of manpower, the absolutes are very difficult to discern, largely because there is no real basis for judgment and often because the systems are at fault for not utilizing individual abilities. To try to measure the degree of success of its present placement program Drexel has solicited reactions from graduates and employers. Those reactions to date seem highly favorable, implying ample satisfaction. Current students are placed with great frequency well ahead of the completion of their studies. From a quantitative standpoint the number of changes on the part of former graduates seeking better positions has increased more than 100 per cent in the last six years. All this would seem to indicate a placement program that is enjoying at least a reasonable degree of success.

FORECAST

As the profession matures it seems reasonable to assume that all library schools will concern themselves with selecting from their applicants by a series of devices, those individuals for whom they cannot foresee a continuing successful career in librarianship. Those individuals who measure up initially will be constantly evaluated, and whenever serious problems manifest themselves, academic or nonacademic, the student will be dismissed. In those instances where mistakes have been made and an individual has graduated and cannot be placed after several efforts, the placement offices will discontinue efforts on that individual's behalf. Placement programs will make every effort to put the best person in the best situa-
tion as most of them try to do now. Once persons are placed the library schools will continue to follow their graduates' progress closely and help them whenever possible to attain their professional potential. Placement officers will help place graduates of other library schools as well as their own whenever possible. The library schools' placement programs must make every effort to upgrade and refine but with the help of the library world in which they live.

REFERENCE LIBRARIAN

(Continued from page 310)

service has become scattered and diluted.

Some divisions have been staffed with only one professional librarian, and as most academic libraries are open more than ninety hours a week, the specialist is available for less than half of the open hours. One might also ask, in what Mecca is there to be found a subject librarian who does not have also to be involved in administrative responsibility and in supervising such tasks as scheduling, amassing statistics, housekeeping of the area, filing reports, and so forth, and is only interrupted from his bibliographic pursuits by a faculty member or PhD candidate. The librarian cannot hope to spend the full forty hours he is at work rendering subject reference service. If one is fortunate to have well-trained career nonprofessionals available, they can substitute in his absence. Often student pages are filling in the gap.

The philosophies of library administration and organization that form the pattern of public services depend on too many local factors to allow analysis in detail. In general terms, the current divisional structure, if carried to extremes, risks completely suppressing bread-and-butter service along with the general reference librarian. This important aspect of library service would be relegated to an information clerk sitting in splendid isolation by the umbrella stand giving traffic directions. Or it would fall by default to the clerks checking brief cases at the entrance or handling circulation work in the lobby. As Everett Moore has observed, the lack of a central reference service near the main card catalog leaves the patron in a state of confusion with nowhere to turn for assistance. Some libraries have established a token information center when the division plan of service removed the main reference desk and the situation became less than tolerable. Unfortunately, it is often impossible to reestablish a main reference desk when a building has been planned for divisionalized service. 6

If the undergraduates are to receive good service and if bread-and-butter service is to survive, the general reference desk must be retained even in a divisional-oriented library. If possible, the desk should be in the proximity of the main card catalog, the first port of call, near the main entrance to the building. It should be more than an information and directional desk; it should have access to a general reference collection. In a completely divisionalized organization, the separate divisions often take on the aspects of separate libraries. Some college and university libraries are to all intent and purpose, four or five individual libraries in one building. There is need for one main desk which will not only handle informational and instructional problems, but which can deal as well with the reference needs of patrons who do not need the "in depth" help of the subject specialist; can refer the patron to the proper divisional desk; and can handle reference situations when the divisional desks are not manned. This main reference desk should be staffed at all times by professional librarians who are knowledgeable in all aspects of the profession and in the operations of their library, and they should be sympathetic toward bread-and-butter service. 6

Moore, op. cit., p. 365.
INTRODUCTION

This article continues the semi-annual series originally edited by Constance M. Winchell. Though it appears under a byline the list is actually a project of the reference department of the Columbia University libraries, and notes are signed with the initials of individual staff members.

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

BIBLIOGRAPHY


While providing a survey of the publications of Polish emigré scholars, the bibliography also serves as a complement to Zabielska's Bibliography of Books in Polish or Relating to Poland Published Outside Poland . . . (Suppl. 2A65). Entered are detailed citations for both books and periodical articles in all academic fields. These are grouped by subject and indexed by author (for whom a birth date and country of residence are given whenever ascertainable). An unfortunate omission is a list of the subject headings used and the pages on which they may be found.—E.A.

PERIODICALS & NEWSPAPERS


By cutting, pasting, and interfileing entries from the forty-three volumes of the Annual Magazine Subject Index (Guide), the editors have brought together in one alphabetical sequence all the citations for the 1907-49 period. Long valued as a complement to other standard indexes, and noted for its coverage of local history and certain special areas, the usefulness of the Index is greatly enhanced by this cumulation. As the Guide annotation indicates, coverage for a number of titles includes issues prior to 1907, and general policy was to include only periodicals not indexed elsewhere.—E.S.


Title also in English and French.

This new international guide to articles in periodicals "covering all fields of knowledge" will replace the old Internationale Bibliographie der Zeitschriftenliteratur (Abt. A, Bibliographie der deutschen Zeitschriftenliteratur, Guide E87, and Abt. B, Bibliographie der fremdsprachigen Zeitschriftenliteratur, Guide E67), merging material formerly separated in Abteilung A (German periodical literature) and Abteilung B (foreign-language material). Frequency is ex-
pected to be approximately the same, with half-yearly author indexes. While arrangement and format have been changed very little from those of its predecessors, the absence of bold-face type for key words and numerical symbols makes the new index more difficult to scan. A useful difference, however, is that the hitherto exclusively German subject headings now have references from English and French forms. Covering approximately eight thousand periodicals, the new guide has the same wide coverage as the old, and the advantage of having German and non-German material in one alphabet should be considerable.—C.S.


Chronologically this new bibliography is a successor to Hatin (Guide E26) and is concerned with political and general news journals, mainly dailies and weeklies. The completed work will comprise four volumes made up of eighty-nine numbered fascicles plus general introduction and alphabetical title index. Each fascicle treats the publications of one département, and includes a prefatory statement, a detailed bibliographical listing (with library locations), and a chronological list of titles. Fascicles have been numbered in alphabetical sequence by name of département and are being issued as completed.—E.S.


This annotated bibliography of 1,218 entries brings up to date the Haskell and Brown list which appeared in the Union List of Serials, 2d. ed., 1943. Like its predecessor, the new work includes separately published union lists and those which have appeared as journal articles. Arrangement is geographical, then alphabetic within each section. Descriptive notes give arrangement of the work cited, number and location of libraries, number of serials included, whether holdings are shown, and presence of indexes. Indexes of names, subjects and geographical names add to the work’s usefulness.—R.K.

GOVERNMENT DOCUMENTS


The necessary Monthly Catalog dates and entry numbers for locating JPRS reports in the Readex Microprint editions are provided in this index. It is a straight numerical listing by JPRS number, with a separate section at back giving the numbers of JPRS reports not indexed in the Monthly Catalog; no titles or subjects are given. Annual supplements are planned for the present volume which ends with the December 1963 Monthly Catalog listing. The introduction is useful for its explanation of the various JPRS series.—A.C.

RELIGION


In addition to offering definitions of standard Catholic words and terms, the dictionary attempts “to mirror movements and changes” in liturgy and Catholic thinking since the second Vatican Council. Designed to give “clear and accurate explanations rather than strict definitions” while avoiding being “over-technical or encyclopedic” (Introd.), it is not strictly “popular” and should be particularly useful to lay people and non-Catholics. Subjects are not confined to purely religious ones, but include contemporary movements, theories and terminologies as they apply to Catholic life. Intended for use in the United States and Canada, the work gives phonetic pronunciations for foreign words and includes some biographical data on deceased Catholics of both nations. Also included are sections on
Catholic abbreviations, forms of address, and lists of patron saints and Popes.—C.S.

**SOCIAL WORK**


Like its predecessor, this work has signed, topical articles with bibliographies; a directory of international, national and Canadian welfare agencies (voluntary and governmental); a list of periodicals; and an index. The topical section now includes ninety-four biographical sketches of important social workers and social welfare leaders of the past. The “Code of Ethics” and a “Working Definition of Social Work Practice” have been added in the appendix. There is also a new section of forty-five statistical tables with sources. The encyclopedia is to be “issued at regular intervals of perhaps five or ten years.” (Pref.)—A.C.

**POLITICAL SCIENCE**


With the support of the U.S. Arms Control and Disarmament Agency this new quarterly has been compiled by the Arms Control and Disarmament Bibliography Section of the Library of Congress. Items are “selected from a survey of the literature received by the Library of Congress that is likely to be available in the larger research and public libraries in the United States” (Pref.), and listings include abstracts or brief annotations of books, periodical articles, government documents, and publications of international organizations. After the first number (which includes some important materials from mid-1964) each issue will concentrate on materials published in the three-month period prior to press time. A classed arrangement with author index is used, and there will be a subject and a cumulated author index in the fourth number.—E.S.


English, French, and German terms in politics and economics, plus some words and phrases from modern technology are presented in a single alphabet. Definition is given in the language of the term itself, and equivalents in the other two languages are indicated if they exist. If the term is spelled the same in all three languages (e.g., Latin words and phrases) definitions are given in each of the languages under a single entry. Symbols are used in the text to refer the reader to related entries. The editors have drawn on their experience as journalists and translators in the selection of terms for inclusion.—E.S.


Title in German, English, French and Spanish.

Readers of foreign-language materials on international affairs will surely be pleased with the scope and format of this one-volume multilingual dictionary of the basic vocabulary in the field. Grouped by subject, the words, phrases, and geographical names can be approached collectively through the detailed table of contents or individually through the alphabetical index. Both are quattorlingual. The preface stresses that geographical differences in usage are accounted for.—E.A.


Intended as an aid to sociologists and economists as well as to political scientists, the *Handbook* represents “an attempt to compare nations on a great variety of politically relevant indices.” (Pref.) Part A,
“Distribution Profiles” provides tables, with explanatory notes, on seventy-five series of data for all countries for which “reasonably reliable information” was obtainable. Countries are ranked from highest to lowest on each scale, and a simple statistical summary is presented. Tables are grouped under such headings as “Human Resources,” “Wealth,” “Education” and range over topics like “Votes in National Elections as a Percentage of Voting-Age Population,” “Emigrants per 1,000 Population,” and “Cinema Attendance per Capita.” Part B offers an “Analysis of Trends and Patterns.”—E.S.

**ECONOMICS**


Definitions, usually not exceeding four hundred words, of approximately one thousand three hundred modern economic and related terms are alphabetically arranged in Part I of this dictionary. The terms were selected and defined by seven economists who are past and present members of the department of economics of McGraw-Hill Publications. Definitions were written for the reader with no previous knowledge of the subject. Original and current sources of information are given for most of the terms, and, where applicable, sources of economic data are provided. Some definitions are supplemented by charts, tables, and diagrams. Part II alphabetically lists and describes two hundred private and public organizations concerned with economics and marketing. The organizations’ major publications are included in most of these descriptions.—A.C.

**DICTIONARIES**


Generally speaking, Arabic vocabulary has been scattered in glossaries and lexicons which cover only a single period. The intent of this new dictionary is to gather all the vocabulary that comprises “literary” Arabic from the latter half of the sixth century to the present day. “Literary” Arabic is here defined as the vocabulary of writers, journalists, orators, and university circles; idiomatic elements have been excluded, but the editors have tried to be flexible in their selection. Place names of historical importance have been included. The work was compiled through the examination of existing dictionaries, the Koran, and representative authors of various periods. References have been made to these sources only for the Koran and for rare or difficult meanings. Definitions are given in French, then English. The first fascicule includes a transcription table, lists of abbreviations, and of sources cited as references.—S.R.


Added title page in Portuguese.

Emphasis is on “Portuguese as it is spoken and written in Brazil” (Pref.) in this valuable new dictionary. The work is in two parts, English-Portuguese and Portuguese-English, each including about sixty thousand words and phrases with their equivalents in the other language (though, owing to geographic differences, etc., the two word lists are not completely reversible). Range of vocabulary is broad, with numerous terms drawn from specialized fields. Phonetic pronunciation is shown in both parts, with cultivated Brazilian speech serving as the basis for the Portuguese pronunciations.—E.S.

**DANCE**


Stating its aim as “to rediscover original meanings of rhythmic movement” (Foreword), this dictionary should be of interest to the general reader and the scholar in many fields. Fairly short articles offer historical and descriptive information about many specific dances, a variety of subjects relating to the dance, and some very general topics such as “Japanese Dances.” No entries are made for individual dancers and
choreographers. There is a general bibliography at the end, followed by a useful geographic index listing dances by country of origin.—S.R.

**Music**


This is an expanded, up-to-date, annotated edition of the compiler’s *Guide to Reference Materials on Music* (1949, etc.). Like its predecessors, it is intended to fulfill the requirements of both graduate students doing advanced research and music reference librarians in large research libraries. As “a bibliography of music bibliographies” it is not a basic list of titles, but “a list from which essential materials for music reference collections can be selected.” (Intro.) As such, there are no entries for biography, local histories, monographs, or studies of the usual subject areas into which music is divided; only in the “Histories and Chronologies” category are books listed for what they contain intrinsically rather than for their function as guides. Peripheral resources (theater, arts, liturgics, etc.) not pertaining exclusively to music are also omitted. Emphasis is on dictionaries and encyclopedias, catalogs of major music libraries and collections throughout the world, guides to methods of research in musicology, and bibliographies of music literature.—C.S.

**Literature & Language**


Scholarly studies of metaphor, imagery, simile, and allegory in the writings of Greek and Latin classical authors, the Church Fathers, and in the Old and New Testaments and the apocrypha are the subject of this bibliography. There are two principal sections: one arranged by classical author’s name (and preceded by a general section of relevant works on literary history, mythology, philosophy, etc.), the other arranged by the words and phrases figuring in the metaphor or imagery. Full citations to books and periodicals are given in the first section; the second provides precise see references to citations in the first. Throughout there are numerous see also references to related articles or terms. There is an index of modern authors and a table of abbreviations. The volume should save the scholar hours of searching through *L’Année Philologique* and similar bibliographies.—E.S.

*Bibliography of Old Norse-Icelandic Studies*. Copenhagen, Munksgaard, 1964-. v.1-. 1963-. $3 per yr.

To fill a gap in Old Norse bibliography, a group of Scandinavian librarians and philologists canvassed scholars for information on their recent publications in the area of Old Norse language and literature, medieval Norwegian and Icelandic history, and related subjects. The first issue of their selective annual bibliography contains 333 listings of books, reviews, and articles from some seventy periodicals in all languages. The arrangement is alphabetical by author with a subject index, but the annotations, if present at all, are extremely brief, indicating only the subject of the article in a word or two or that it is a review. An interesting feature is the introduction: a description of the early development of West Norse literature.—S.R.


Words, phrases and proper names having a particular symbolic meaning in Blake’s poetry and philosophy are explained in specific contexts and in relation to other appearances throughout the Blake canon. All Biblical characters have been included, but not the names of other historical figures or nouns which have no special symbolic significance in Blake’s works.—E.S.


Few bibliographies, however useful, are as interesting in themselves as this one “covering all aspects of literary and visual Pre-
Raphaelitism.” (Pref.) An introductory essay surveying trends, achievements, and shortcomings in Pre-Raphaelite scholarship is followed by the bibliography proper. This is divided into one hundred sections listing selected critical studies of the individual major and minor figures, associates, and affiliates of the movement. Included also are sections on the description of important public and private collections of Pre-Raphaelite materials; catalogs of collections of paintings and exhibitions; specific aspects of the movement; and Pre-Raphaelite illustrations. Some entries appear in more than one section; most are annotated; and there is a detailed index.—E.S.


Compiled by scholars, this comprehensive work is an alphabetical arrangement of about a thousand entries which range in length from twenty to twenty thousand words and deal with “the history, theory, technique and criticism of poetry from the earliest times to the present.” (Pref.) In addition to articles proper to the subject—terminology of poetry, types and schools of poetry and criticism—areas common to prose and poetry (plot, myth, etc.) are included, as are entries which illustrate the relationship of poetry to other fields (e.g., Platonism and poetry, society and poetry). Entries for individual authors and poems have been excluded. Articles carry bibliographies, incorporate many citations, employ frequent cross references, and usually embody some critical evaluation. The list of contributors is given, and articles are signed with initials.—R.K.


Biographical sketches of Swedish authors together with articles (ranging from a few lines to several columns) on literary terms make up this handbook. The longer entries are signed with the initials of contributors; some carry bibliographies. There is an index of selected titles of literary works figuring in the text.—E.S.


In order to facilitate study and thereby encourage the beginning student, Dr. Tezla has sought to provide a guide to Hungarian literary studies. For the first such guide in this field 1205 primary and secondary sources published through 1960 were selected, examined, and annotated. Primary sources cited include anthologies and series containing selected authors' writings, as well as separate editions of the works of 101 individual authors. Although the title emphasizes the literary aspect of the bibliography, material is included from “all areas of knowledge required by the work of the literary historian.” Therefore the category of secondary sources includes reference works and historical-cultural materials both in Hungarian and foreign languages in addition to purely literary materials.

Because good collections of Hungarian materials are scarce, the author has described the ampler ones in his introduction. He has also provided location symbols for selected United States and European libraries with the citations. An added list of abbreviations, symbols, and Hungarian bibliographical and literary terms with their English equivalents completes what should be a model to compilers of similar guides.—E.A.

Biography


Primarily based on the author's own file compiled over a period of ten years from the central organs and newspapers of the republics of the USSR, this one-volume guide contains career biographies of the most prominent party and governmental functionaries, as well as of the leaders of nongovernmental organizations. Notables engaged in science and cultural activities are excluded, and are to be listed in a separate work in preparation. The book is in two parts, the first containing the biographies alphabetically arranged by name, the second the membership lists and organization tables of the various central and regional branches, agencies, and committees of
government and party. October 1, 1963 was the cutoff date for new material in the body of the work, but an appendix updates the information to February 1964. Unfortunately no explanatory list of abbreviations and acronyms used in the text has been included.—E.A.


An “alphabetically arranged handbook of information concerning approximately three hundred authors and their works” (Intro. ), this volume illustrates the bilingual character of Canadian literature in its use of both French and English according to the language of the individual writer described. The work is designed to bring up to date Lorne Pierce’s An Outline of Canadian Literature (1927), supplying “biographical and bibliographical information not otherwise readily available to the general reader” (Intro.). Entries include name, dates, biography, principal works with publication dates, short bibliography and often, critical comment. A chronology of Canadian literature precedes the biographical accounts and a list of general works in the field follows.—R.K.

GEOGRAPHY


Handsomely produced, this is a geographical encyclopedia and atlas of Norway. Volume 1 contains general articles on climate, population, industry, flora, etc., and descriptions of the country by region. Volumes 2 and 3 comprise a topographically arranged encyclopedia of Norway; volume 4 contains an atlas and extensive index for the set. A large number of excellent photographs, many in color, as well as inset charts and tables illustrate the work.—R.K.

CLASSICAL ANTIQUITIES


Contents: Bd.1, Aachen bis Dichalkon. 1558 cols.

To be in four volumes and promised for completion in late 1967 (somewhat earlier than the proposed completion date for its parent work), the Kleine Pauly offers an abridgement of the great Pauly-Wissowa Realencyclopaédie der classischen Altertums­swissenschaft (Guide V73). A spot-check of this first volume shows that a high percentage of entries from the larger work is carried over into the concise form. Abridgement of the articles was on the basis of individual requirements of the subject rather than according to any fixed ratio or strict rule. Articles are signed with initials; where relevant, new advances in scholarship are reflected; and bibliographic references have been updated as necessary. The concise Pauly should prove a real boon to libraries unable to afford the larger set.—E.S.

HISTORY


To fill the gap between the last volume of Caron and Stein’s Répertoire (covering 1931; Guide V236) and the 1955 volume of the Bibliographie Annuelle (Suppl. 3V95), the Comité Français des Sciences Historiques plans to issue concurrently with its annual bibliography a new series of retrospective volumes. First to appear is this one for 1953-54, listing some sixteen thousand entries and following the arrangement of the annuals for 1955 to date. The period to be covered is a long one, but it is good to be able to note progress in so worthwhile an undertaking.—E.S.


Originally published in 1935, the diction-
ary has been updated to include historical developments in the USSR, East Germany, and superficially, newly important nations, but retains its emphasis on the historical terminology of Central Europe and those other countries with which Germany has had historic contact. It is geared to the German-speaking reader, with transliterations based on German phonetics and a catchword system used to group definitions. To prevent the work from becoming unwieldy, the compilers have limited themselves to purely historical terminology, excluding tangential materials. For this reason, too, etymologies are given only when necessary for real clarification. The preface states that the dictionary has been designed for the scholar and layman alike, but American users will probably be limited to specialists in Central European history.—E.A.


As the sub-title indicates, this is an extensive listing (with numerous annotations) of books in many languages, together with the most significant journal and newspaper articles, pamphlets, and doctoral dissertations. Arranged in three main sections (by chronological periods, by individual countries, and by special topic), the publications cited cover four major subject areas: (1) Soviet diplomatic and economic relations with all major countries since 1917; (2) Communist movements throughout the world since 1917; (3) Soviet foreign policy and tactics; and (4) internal developments in all Communist countries except the USSR. There is an index of authors, editors, etc., but none of subjects. While a subject index would add to the book’s facility in use as a reference work, the detailed table of contents partially compensates.—C.S.


This selective annotated bibliography, with emphasis on recent imprints and English-language materials, is a companion volume to the same editor’s useful Basic Russian Publications (1962), the two forming “a rigorously pruned inventory of Russian and western publications in the field of studies on Russia and the USSR.” (Intro.) Arrangement is by broad subject field with appropriate subdivision; entry gives full bibliographical information, and annotations are descriptive or analytic.—R.K.


Employing a general subject arrangement, this useful guide to the major United States research collections of Brazilian materials describes and evaluates the holdings of seventy-four libraries. Summary chapters analyze particular collections as a whole and sketch cooperative projects for collecting current materials. The appendices form a major part of the book. One is an annotated union list of ninety-eight Brazilian periodicals in the humanities and social sciences; others contain breakdowns of the Library of Congress classifications for Brazilian history and Brazilian literature, and an index of L.C. classification numbers for Brazilian materials in all fields. The emphasis throughout is on materials for advanced study and research.—S.R.


Brief, unsigned articles ranging from a few lines to one or two columns characterize this one-volume encyclopedia. Maps, color plate, and line drawings supplement the text. A concise chronology precedes the main alphabetical section; a “Quick Reference Section” (tables and statistics) and a list of abbreviations follow it. There is no index, but the lists of maps and color plates, and a separate table of contents for the “Quick Reference Section” are aids in locating information. The volume will be most useful for minor topics relating to Australia and New Zealand.—A.C.

The chief librarian of Jadavpur University has endorsed the liberal or maximum theory of reference work in an introduction which combines a discussion of its philosophy, concepts and principles, nature and techniques, and organization, with a guide to a selected list of useful reference tools. This theory, according to Mr. Mukherjee, “takes its stand on the delectable doctrine of direct provision of information and unavoidable obligation of the library, and obviously develops as a corollary of the original concept.”

The proliferation of the literature of science, social sciences, and the humanities, and the increased amount of research requires more extensive reference service, made more difficult because of the inadequacy of abstracting journals, indexes and bibliographies, the varied forms of publication, and the increase in interdisciplinary approaches in modern research. Within this setting the author outlines fourteen categories of work which include answering inquiries, preparing bibliographies, assisting readers in the use of the library and interlibrary loan, but also maintaining special indexing and abstracting services, providing a translation service, collecting information regarding library resources, and cooperating with bibliographical centers and union catalogs. Documentation work and documentation service are further discussed and their processes briefly outlined. The nature of reference service in different types of libraries—public, college, university, school and special—is summarized.

One chapter on library organization gives instruction on building the reference collection, evaluation of reference tools, qualifications of the reference librarian, interlibrary loan, and organization of material. The latter visualizes a centralized reference department, “which is in a more favorable position to offer reference service than a decentralized and scattered network of sectional or departmental ones.” Mr. Mukherjee recommends that the reference books be shelved according to the categories under which he has treated them in his chapter on reference tools: “Dictionary, Encyclopedia, Geographical Reference, Year Book & Almanacs, Biographical Dictionary, Educational Reference, Directory, Handbook and Manual, Bibliography, Serials’ Reference, and Government Documents.” With this arrangement there may be some disagreement, especially among American librarians whose reference collections are classified according to the scheme used for the rest of their collections.

Nor will American librarians find the chapter on 643 reference tools particularly useful, since it is unfortunately marred by inconsistencies in bibliographic form, typographical errors in names of authors and publishers, failure to note the most recent editions, and in a few cases, questionable assignment of a title to a particular form. General characteristics and uses are given for each category, but descriptions of individual titles must be sought in a separate chapter which gives descriptive annotations of 265 titles, most but not all of which are included in the classified section. It is difficult to defend the alphabetical title arrangement of the annotated list of Western reference books, and equally difficult to defend the two alphabetically arranged appended lists, one entitled Indian Reference Tools (Conventional), the other, Indological Source Materials. All three would be more useful if prefaced by a clear statement of the criteria for their selection, which are not readily apparent from an examination of the lists.

A short bibliography lists twenty standard guides to reference materials and reference work, which may be used by the student to augment the highly condensed text. The author is to be commended for covering such a wide range of topics in such a small volume.—Frances Neel Cheney, George Peabody College.


Paul Buck has had a distinguished career
as scholar, teacher, author, university administrator, and librarian. He began teaching history at Harvard in 1926. In 1938 he was awarded the Pulitzer Prize in History for his *The Road to Reunion*. Drafted into administrative service in 1942 as dean of the Harvard Faculty of Arts and Sciences, he was made provost of the university in 1945. Ten years later he became director of the university library, continuing in this position until 1964 when he gave up his administrative duties to devote himself to research and writing.

This small volume consists of addresses, articles, and excerpts from reports written by Professor Buck during his tenure as director of the library. The sixteen selections fall into three categories. The first is a statement of Professor Buck's personal credo with respect to the research library in a university. These chapters are forthright and eloquent expressions of his conviction of the importance of libraries. A second category deals with general matters—"Are Libraries Here to Stay?" "Prospects of the American University," and "The Historian, the Librarian and the Businessman." The remaining chapters concern the library situation at Harvard. They discuss such topics as the importance of the library to the university, the organizational policy known as "coordinated decentralization," the library's personnel program, and the new circulation system. Together they constitute a useful body of information about the administrative problems of the country's largest academic library and what has been done toward solving them.

Beyond its factual content the book is significant for several reasons. Harvard's decision to appoint Paul Buck to the library directorship came as a surprise to many academic librarians. By this appointment the university acknowledged both the importance of the job and the urgent need to strengthen the library, to increase its financial support, and to relate it more closely to the academic program. Presumably only a person of unusual stature in the university, one who already enjoyed the confidence of Harvard trustees, faculty, and administration could achieve these ends. That this assumption is now generally accepted at Harvard is shown by the recent appointment as director of another distinguished scholar-administrator, Professor Merle Pain-

dsod, director of the Russian Research Center.

Paul Buck's nine-year administration of the Harvard libraries was, as this volume attests, a successful one. He quickly familiarized himself with the library and won the confidence of the staff. With the assistance of his colleagues and with the support of the faculty and the administration he obtained increased funds for the library, developed a new personnel program, improved coordination of the ninety decentralized units, and made the library more responsive to faculty and student needs. These are substantial accomplishments for which Professor Buck deserves a large measure of credit.

Throughout his administration Professor Buck devoted considerable attention to interpreting the library to users, administrators, trustees, and staff. He realized that the library's development depended upon wide spread understanding of its importance and needs and that he was in a strategic position to further this understanding. In his annual reports, in talks to the Board of Overseers, and in his appeal for the fundraising campaign known as "A Program for Harvard College" he explained why a great library is essential to a university and why such a library must have adequate support. Through his affirmation of the value of the research library Professor Buck performed a useful service for all academic librarians. Any library director faced with the need to justify an enlarged budget request will find encouragement and ammunition in Paul Buck's writings.

Professor Buck nowhere implies that the administrative arrangements which work well at Harvard should necessarily be copied by other institutions. Harvard's library is unusual in its size, its complexity, its historical development, and its relationship to the academic divisions of the university. Harvard administrators have been resourceful in discovering new devices and procedures (and in rationalizing existing ones) which fit local circumstances, e.g., "coordinated decentralization" for departmental libraries, separate professional status for the library staff, and the distinguished scholar-administrator as director of the library. But while other librarians may adopt different administrative practices, they would agree wholeheartedly with the goals
which Professor Buck set for the Harvard library: adequate financing, a capable staff, well-selected and accessible collections, responsiveness to the needs of users, and an informed constituency. In working effectively toward these goals and in helping those both inside and outside the library to understand them Professor Buck has served Harvard well and has earned the respect of all academic librarians—Andrew J. Eaton, Washington University.


This report gives the chief results of a pilot study on the use made of a selected number of technical libraries located in Greater London during 1962 and 1963. The study was carried out by the Aslib research department of which Miss Slater is a staff member. Since a subsequent larger-scale study is to be undertaken the author cautions the reader that this is an interim report and that the findings are preliminary.

The three prime aims of this study are:

1. “to discover what items of information or documents customers seek, why they seek them and how they obtain them.”
2. “to test a hypothesis; that it is possible to classify customers into user groups possessing recognisable common features and characteristic behaviour patterns, and to classify group needs.”
3. “to measure the demand on librarians and libraries, in terms of expenditure of their time and skill, and use of stock made by different user groups.”

Responses were obtained from the users of libraries of thirteen industrial firms (212 users), six academic institutions (223 users), four learned societies (79 users), and two government laboratories (75 users). Broad subject coverage was achieved as practically all types of scientific and technical backgrounds were represented in the 583 persons contributing directly to the study. The questionnaire sought to determine: (1) background information about the respondent; (2) information about the particular demand on the library service described in the questionnaire (purpose, relationship to user’s normal work, degree of success, category of document used, search time taken, etc.); and (3) information about the extent of participation of librarian and user in the search.

Analysis of the data gathered was carried out by discipline, by type of employer, and by type and level of job. The results reveal nothing particularly different from those produced by previous use studies of technical libraries. Periodicals remain the chief vehicle for the transfer of scientific and technical information. Most data sought is directly related to the immediate work of the individual involved. Needed data first is sought in personal files, by questioning colleagues, or in handbooks, before the search is carried to the library. Many users do not use the services and skills of the librarian efficiently. The scientist relies less on the librarian for help than does his engineer counterpart. Most users seldom go beyond their own library in the search. Eighty-three per cent report success in their searches and, in general, the user feels that the library service rendered is excellent. An accessible location is a tremendous incentive to frequent library use.

These are some of the findings. None are really new or startling. Little real evidence is offered to support the hypothesis that customers of technical libraries can be classified into meaningful user groups. Nevertheless, administrators of technical libraries will find this to be an interesting and, perhaps, useful report. It brings together in one cover information on the habits of the users of several kinds of technical libraries. While it may not provide sufficient evidence for the general application of its finding to a particular technical library it does by raising many questions provide library administrators with a checklist of pertinent points which should be considered for efficient and flexible service. It is hoped that the projected larger study will provide more answers to many of the questions raised in this pilot report.—E. G. Roberts, Georgia Tech.


The Airlie Conference on Libraries and Automation was held in the summer of 1963 under the sponsorship of the Library of Congress, the National Science Foundation, and the Council on Library Resources.
The objective was to relate present library operations and needs to the capability of modern computer technology. From the papers and discussions it was hoped that a more fruitful and meaningful dialogue between librarians and technologists would ensue. Participants were therefore selected to represent both library and technical personnel, with a ratio of about two technologists to each librarian. Discussion leaders were library-oriented persons with instructions to summarize the technical papers and make explicit their relationship to library situations.

The keynote address by Dean Don R. Swanson is intended to bridge the gap between library requirements and their technological implementation. Swanson foresees users seated at input-output consoles either in the library or at a remote location. The consoles are linked to an automated catalog and other bibliographic tools of a library or system of libraries. The system provides a series of rapid and repeated searches with the console displaying to the user the results of his inquiry in a variety of formats.

The technology for implementing library automation is discussed at length in a number of state-of-the-art papers: “Index Files, Their Loading and Use”—Patrick and Black; “Automated Storage and Access of Bibliographic Information for Libraries” and “Mechanization of File Storage and Access”—Libby; “Current Status of Graphic Storage Techniques: Their Potential Application of Library Mechanization”—Alexander and Rose; “Output Printing for Library Mechanization”—Sparks, Berul, and Waite; “Library Communications”—Emling, Har-
Book Reviews


Mr. Collison, librarian of the BBC reference library, has compiled several volumes for which reference librarians and students have been grateful. His most recent contribution puts us further in his debt, for he has brought together a quantity of information in this book on encyclopaedias. It is more ambitious in plan and in scope than his books on bibliographies and dictionaries, since it is in the form of an historical narrative and aims at comprehensiveness.

The narrative begins with the Greek sources of the western encyclopedic tradition and ends with references to new encyclopaedias. It includes whole chapters on Diderot’s Encyclopédie, on the Encyclopaedia Britannica, and on the various publications of the firm of Brockhaus. A chronology of significant dates and an introduction discussing some of the problems involved in the production of encyclopaedias precedes the main text, and following it are a general bibliography, a list of encyclopaedias not mentioned in the text, and a reprint of Coleridge’s “Preliminary Treatise on Method” from the Encyclopaedia Metropolitana.

The chronological arrangement adopted by the author presents difficulties which he has not entirely overcome. It is not possible, for example, easily to trace the development of encyclopedia making in any one country or culture because the only grouping by language is an incomplete list of lesser works in the appendix. Mr. Collison’s accounts of the Arabic and Chinese encyclopedic traditions are practically worthless since he only provides brief descriptions of individual titles dispersed throughout the text. Index entries for languages or countries would have partially solved this problem, but the index to the book is limited to personal names and titles. It is incomplete even in these.

The author’s intention as to scope is not clear. The title indicates that the book is confined to general encyclopaedias but there is a section on modern encyclopaedias in special subject fields at the end of the last chapter. Coverage of Asian works is very uneven; for example, no Japanese titles are mentioned. Numerous works of minor importance in western languages are included, but others of equal claims are missing. Few important titles were overlooked, but surely the East German version of “Meyer” is worth mentioning.

The treatment of individual works is mostly limited to externals of bibliographic detail, publishing history, and arrangement. The amount of space devoted to individual titles is not always in proportion to their importance—twenty lines is hardly adequate, for example, for the Enciclopedia Italiana. Judgments expressed are the conventional ones, although most readers would not agree that the contents of the eleventh edition of the Encyclopaedia Britannica “were kept within the mental range of the average man.”

References are provided in the text and at the end of chapters, as well as in the general bibliography. They are not as complete or as precise as one could wish; a listing of Templeman’s and Wright’s Bibliographies of Studies in Victorian Literature is not very helpful, and it is unfortunate that the only recent substantial discussion of the principles of encyclopedia making (in the September 1962 issue of the American Behavioral Scientist) should have been overlooked.

In spite of its imperfections, Mr. Collison’s book, as the first attempt at a comprehensive account of the development of the general encyclopedia, will undoubtedly be useful. By indirectly exposing the shallowness of our present knowledge, it can perhaps serve another purpose in encouraging reference librarians and students to undertake more specialized studies in order to enrich our understanding of these important reference works.—Marjorie Karlson, Washington University.
THE VITALITY of any professional organization can be judged by the activity and participation of its members. Using this criterion, the Association of College and Research Libraries can enjoy a sense of satisfaction in the year just past.

The president and the board of directors function in an executive capacity, and with the help of the Planning and Action Committee, give guidance and direction to the program of ACRL. The real work, however, is dependent upon the interest and enthusiasm of the committees and their individual members.

This year has had several important developments, some necessitating the appointment of special committees on an ad hoc basis. One of these, the College Library Section Ad Hoc Committee on Non-Western Resources has received encouragement and cooperation from the Association of American Colleges and the United States Office of Education in seeking a grant to further its interests, through a study of data collected by the Association of American Colleges in 1964. Another, the ACRL Ad Hoc Research Committee has worked on the problem of support for the efforts being made by the President's Office of Science and Technology toward national coordination of resources.

The Committee on Library Services, under the chairmanship of Patricia Knapp developed a preliminary statement on "Rights of Library Users." A copy of this statement was sent to the AAUP for information since they are working on a statement of "Faculty Responsibility for the Academic Freedom of Students."

The development of a draft statement "Guide to Methods of Library Evaluation" is well along and represents considerable work on the part of the ACRL Liaison Committee on Accrediting Agencies.

The Conference on Library Surveys, June 14 to 17 at Columbia University was co-sponsored by the School of Library Service of that institution and ACRL, under the direction of Maurice Tauber. This, along with continued work on a manual for surveyors and consultants, is the work of the ACRL Committee on Library Surveys.

The Advisory Committee on Cooperation with Educational and Professional Organizations continues to extend relations by attendance and participation in meetings such as that of the American Academy of Political and Social Science where Stanley West represented ACRL. Plans are being made for a meeting with representatives of labor unions during the Detroit Conference.

The ACRL Standards Committee has projected a work session at Detroit on "Library Services for College Extension Centers" to which representatives of regional accrediting agencies have been invited, as well as from other associations concerned with extension work.

The work of the Membership Committee of ACRL, Frances Kennedy reports, has been a statistical study of all colleges and universities in the American Library Directory for 1964. Head librarians not members of ALA were identified, and then a further check made to see how many of those were in colleges holding institutional membership. Data provides useful information for follow-ups which the committee sees as its work for the coming year.

Another illustration of cooperative effort is found in the establishment of a joint committee with the American Association of Junior Colleges. The AAJC-ALA Committee on Junior College Libraries had its first meeting at Mount San Antonio College, Walnut, California, May 26 to 28 with financial assistance from the Council on Library Resources.

The Academic Status Committee of the University Libraries Section has completed four papers for publication, one of which appeared in the January 1965 issue of CRL, another in the May 1965 issue. Others are scheduled for publication later this year.

Of especial significance is the work of the Ad Hoc Committee on Community Use of Academic Libraries. Mr. Josey and his committee have initiated a study of community use, nature of services offered, and extent or limitation of these services.
These are but a few of the activities of various committees chosen from the annual reports submitted to the president and to the executive secretary. Other committees have been equally active and their work constitutes a major contribution. One always runs the risk in selecting a few items for comment of overlooking the more important.

Participation in the meetings of the ACRL Board of Directors as vice-president in 1963-64 made obvious the difficulties imposed by the size of the board. In an effort to achieve a more effective relationship, the Planning and Action Committee undertook certain changes which would reduce the number of members. First, the Teacher Education Libraries Section, by vote of its members is being discontinued this year. Second, the proposed amendment to Article V of the constitution would eliminate the past chairmen of sections from membership on the board.

Another proposed amendment provides for chapters to be organized. This would encourage the establishment of new chapters, and legalize the existence of some still active from earlier efforts in this field. Such action was recommended by the ACRL Committee on Organization in its Report of June 1960, but never implemented.

One other action this year has been accomplished through the Publications Committee, that is, the determination of terms of office of each of the editors of ACRL publications.

The legislative Advisory Committee to the President has had an important part in support of the proposed Higher Education Act of 1965. As president of ACRL, I appeared before the House Subcommittee on Education in support of this legislation in March 1965. Along with me were Robert Downs, John Scott, and Jean Lowrie. At the hearings before the Senate Subcommittee on Education, Edmon Low and Morris Gelfand were our representatives.

Altogether the year has been one of considerable activity, and one which shows progress and promise for even greater participation on the part of ACRL in the American Library Association and its program.—Archie L. McNeal.

PROFESSIONAL LIBRARIANS

(Continued from page 298)

grave misconduct inimical to the best interest of the institution. In all cases where the facts are in dispute, charges in writing are presented to the library staff member, and the matter is considered by a committee of his peers. Anyone against whom charges have been made is given due notice, is presented with the written charges and is allowed a reasonable opportunity to reply. The rights of representation, submission of evidence, and the introduction of witnesses shall be granted to both the institution and the person charged, and a full record of the hearings shall be kept. The committee shall make findings of fact, and such recommendations as it may deem appropriate shall be submitted to the president of the institution. A professional librarian on continuous appointment who is dismissed for reasons not involving moral turpitude shall receive his salary for at least a year from the date of notification of dismissal, whether or not he is continued in his duties at the institution. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide. The administrative officer's right to dismiss a staff member for a particular cause may be lost if he fails to inform his staff member of the unsatisfactory nature of his services and does not take the prescribed action within a reasonable time.

While the above statements are recommended for adoption by library administrations where professional librarians are accorded faculty rank and title, in institutions where librarians are under another system, the library administration is advised to establish a tenure procedure similar in nature and principle to that described above. The foregoing statements represent an effort to formalize the best current practice, rather than a marked departure from present practice.
RALPH E. McCOY was elected vice president and president-elect of ACRL and assumes the duties of the office at the close of the Detroit Conference. Dr. McCoy has been director of libraries at Southern Illinois University, Carbondale, since 1955; in 1963/64 he also served as assistant to the vice president for planning at SIU.

He began his career at Marissa, Ill., as high school librarian in 1937; went to the University of Illinois college of agriculture as assistant librarian the following year, and a year later became editor of publications at Illinois State Library where he remained until 1943. He served as librarian of the quartermaster technical library, Fort Lee, Va., during 1946/48, and from 1948 to 1954 he was librarian of the Institute of Labor and Industrial Relations at University of Illinois.

Dr. McCoy earned his baccalaureate degree at Illinois Wesleyan University in 1937; his BSLS from the University of Illinois in 1939, his MS in 1950, and the PhD in 1956.

He was a member of the ACRL University Libraries Steering Committee in 1960/61 and president of the Illinois Library Association in 1956/57. His published work includes Personnel Administration in Libraries (1953); History of Labor and Unionism, a Bibliography (1953); and Development of Library Censorship in Massachusetts (1956); he served on the advisory committee for Collected Works of John Dewey.

ACRL directors-at-large, to serve from 1965 to 1969 are Thomas R. Buckman, University of Kansas, Lawrence, and James H. Richards, Carleton College, Northfield, Minn.

SECTION OFFICERS

The College Libraries Section elected Martha L. Biggs, Lake Forest College, Lake Forest, Ill., as chairman for 1965/66; H. Lee Sutton, Parsons College, Fairfield, Iowa, as vice chair-

man and chairman-elect; and Robert W. Evans, Oberlin College, Oberlin, Ohio, as secretary. Junior College Libraries Section members chose Harriett Genung, Mount San Antonio College, Walnut, Calif., as vice chairman and chairman-elect and Helen Paragamian, Pine Manor Junior College, Wellesley, Mass., as secretary.

The Rare Books Section's new officers are William H. Runge, University of Virginia, Charlottesville, vice chairman and chairman-elect; and Julius P. Barclay, Stanford University, Stanford, Calif., secretary. Subject Specialists chose Mary E. Schell, California State Library, Sacramento, as vice chairman and chairman-elect. John M. Dawson, University of Delaware, Newark, is the chairman-elect of the University Libraries Section, and Lorna D. Fraser, York University, Toronto, Ont., Canada, is secretary.

SUBSECTION OFFICERS

The Agriculture and Biological Sciences Subsection of the Subject Specialists Section named Roy L. Kidman, University of California at San Diego, La Jolla, as vice chairman and chairman-elect; Mrs. Pauline W. Jennings, National Agricultural Library, Washington, D.C., was named secretary. The new vice chairman, chairman-elect of the Law and Political Science Subsection is Jane Wilson, The Asia Foundation, San Francisco, Calif.; the member-at-large of the executive committee is Hans E. Paunofsky, Northwestern University, Evanston, Ill. Bohdan S. Wynar, University of Denver, Denver, Colo., is vice chairman, chairman-elect of the Slavic and East European Subsection; member-at-large of the executive committee is Alex Baer, University of California, Los Angeles.

COMMITTEE APPOINTMENTS

Archie L. McNeal, University of Miami, Coral Gables, Fla., past president of ACRL, becomes chairman of the Budget Committee and Ralph E. McCoy, president-elect of ACRL becomes an ex officio member of the committee. Edward Heiliger, Florida Atlantic University, Boca Raton, is the new chairman of the Advisory Committee on Cooperation with Educational and Professional Organizations; Scott Adams, National Library of Medicine, Bethesda, Md.; Carl W. Hintz, University of Oregon, Eugene; and John P. McDonald, University of Connecticut, Storrs, are new committee members. Bernard Rink, Northwestern Michigan
College, Traverse City, has been named chairman of the Audio-Visual Committee, new members of an enlarged committee are D. Nora Gallagher, Adelphi University, Garden City, N.Y.; Harriett Genung; Mrs. Alice B. Griffith, Mohawk Valley Community College, Utica, N.Y.; H. Joanne Harrar, Winthrop College, Rock Hill, S.C.; Albert P. Marshall, Lincoln University, Jefferson City, Mo.; and James B. Watts, St. Petersburg Junior College, Clearwater, Fla.

The Advisory Committee to the President on Federal Legislation has added Archie L. McNeal to its roster. Arthur T. Hamlin, University of Cincinnati, Cincinnati, Ohio, has been reappointed chairman of the Grants Committee; the Rev. Vincent R. Negherbon, St. Francis College, Loretto, Pa.; and M. D. Sprague, Tuskegee Institute, Tuskegee Institute, Ala., are new committee members. James V. Jones, St. Louis University, St. Louis, Mo., has accepted chairmanship of the Committee on Liaison with Accrediting Agencies; and Eileen Thornton, Oberlin College, Oberlin, Ohio, has been reappointed to the committee.

The chairman of the Committee on Library Service, 1965/66, is Mrs. Patricia Knapp, Wayne State University, Detroit, Mich., reappointed for another year. D. K. Berninghausen, University of Minnesota, Minneapolis; and Marjorie E. Karlson, Washington University, St. Louis, Mo., are new committee members. Maurice F. Tauber, Columbia University, New York, is again chairman of the Committee on Library Surveys, succeeding last year’s chairman Mark Gormley. Richard Harwell, Bowdoin College, Brunswick, Me., and Edwin E. Williams, Harvard University, Cambridge, Mass., complete the five-member committee. The Membership Committee will be chaired again this year by Frances Kennedy, Oklahoma City University; Ann Herron, Murray State College, Murray, Ky., represents the College Libraries Section; and Ralph Hopp, University of Minnesota, Minneapolis, the University Libraries Section. Junior College Libraries and Subject Specialists sections representatives have not yet been named. Robert Adelsperger, University of Illinois, Chicago, represents the Rare Books Section.

The National Library Week Committee’s chairman will be R. Kent Wood, Utah State University, Logan. H. W. Apel, Marshall University, Huntington, W. Va.; Monroe Hopkins, Hannibal-LaGrange College, Hannibal, Mo.; Mrs. Mina Hoyer, University of Missouri, Columbia; Joseph Treyz, University of California at San Diego, La Jolla; and Lorena Garloch, Rutgers University, New Brunswick, N.J. (reappointed), fill committee vacancies.

Ralph McCoy becomes chairman of the Planning and Action Committee; Neal Harlow, Rutgers University, New Brunswick, N.J., has been named a committee member. Chairman of the Publications Committee for 1965/66 is Floyd Cmnack, Oakland University, Rochester, Mich. A new Ad Hoc Committee on Research is yet to be appointed. Norman Tanis, Henry Ford Community College, Dearborn, Mich., has accepted reappointment as chairman of the Committee on Standards. Sarah D. Jones, Goucher College, Towson, Baltimore, Md.; Donald O. Rod, State College of Iowa, Cedar Falls; and Basil Stuart-Stubs, University of British Columbia, Vancouver, are new Standards Committee members.

Sister Helen, Trinity College, Washington, D.C.; Sarah D. Jones; and James W. Firie, Flint Community Junior College, Flint, Mich., are new members of the Editorial Board of CHOICE: Books for College Libraries; Leo M. Weins, H. W. Wilson Company, New York, has accepted reappointment to the board.

### ACRL Membership

<table>
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<tr>
<th>Section</th>
<th>Total, May 31, 1964</th>
<th>Total, May 31, 1965</th>
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<tr>
<td>Subject Specialists</td>
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<td>Rare Books</td>
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The July 1, 1965, count of section memberships is as follows:

Please note that many members do not select memberships in sections although two section memberships are available without extra charge.
ACQUISITIONS

The Erich E. Schmidt collection of Persian and Near Eastern art books and periodicals was recently acquired by the University of California library, Santa Barbara. While the Persian materials form the central core, related materials, general histories of the ancient world including the classical sources, histories of Parthia, Babylonia, Assyria, Chaldea, and Central Asia, grammars and dictionaries of the other languages, Turkish, Greek, Arabic, Russian, Dutch, books on Greek, Roman, Islamic, Oriental as well as Persian coins, Chinese pottery and porcelains form a substantial portion.


Dr. Schmidt was field director for several expeditions, under the auspices of the Oriental Institute and the University Museum of the University of Pennsylvania. Three folios of photographs of the Persepolis, Rayy and Luristan expeditions designed to interest possible sponsors are in the collection.

UCLA AND THE COMPOSER Meredith Willson have jointly announced Mr. Willson's gift to the university of a collection of nearly five hundred thousand pieces of sheet music and more than twenty-five thousand phonograph records. The stock of the Stanley Ring music store in Hollywood, which Mr. Willson recently acquired, is included in the Meredith Willson library, newly established in the music library at UCLA.

FRIENDS OF THE UCLA LIBRARY recently presented to the library a collection of holograph and typescript manuscripts of Harold Bell Wright's first nine novels. The manuscripts, which are kept in the department of special collections, originally belonged to Wright's publisher and friend, Elsberry W. Reynolds. Several of the manuscripts have printed marginal rules and are sewed individually by chapter, and the typescript of That Printer of Udell's is decorated with many pen-and-ink sketches and colored initials by the author.

QUEENS COLLEGE, City University of New York, has accepted more than one thousand Portuguese books from the Fundação Calouste Gulbenkian in Lisbon. The material dealing principally with early Portuguese literature, has been received in connection with the establishment of the Gulbenkian Chair and Seminar in Portuguese studies.

OHIO STATE UNIVERSITY has acquired the Kilmarnock Burns from Peter Keisogloff, Cleveland bookdealer. This first edition of Robert Burns' poetry, Poems Chiefly in the Scottish Dialect, is one of the most prized rare books today. Only 612 copies were published on July 31, 1786, of which only a small portion are now known.

The recent purchase of Dylan Thomas material from Henry W. Wenning, New Haven, Connecticut, bookdealer, adds substantially to the growing program to strengthen the Ohio State University libraries' special collections. The material is from the library of Albert E. Trick, a close friend of Dylan Thomas in his youthful days in Wales.

AWARDS, GRANTS, SCHOLARSHIPS

The biomedical library at UCLA has been chosen to be the first in a proposed national network of medical literature searching centers, and for this purpose an award of $125,000 in a contract for a pilot study at UCLA has been announced by Martin M. Cummings, director of the National Library of Medicine. The project will be conducted under the direction of Louise Darling, biomedical librarian, and Wilfrid Dixon, of the health sciences computing facility. Under the terms of the contract, the National Library of Medicine will provide the health sciences computing facility with the MEDLARS magnetic tapes on which literature references are stored. Reprogram-
ming of the MEDLARS tapes in COBOL (Common Business-Oriented Language) will make it possible for the literature search to be carried out on other computers, and the stored information can then be made available through the biomedical library to Southern California scientists and research institutions.

IN THE SPRING of 1964, the Rockefeller Foundation of New York approved a grant which the Atlanta University school of library service had requested for financing three conferences, institutes, or workshops to be held in the spring months of 1965, 1966, 1967. The first of these conferences was held in Atlanta, April 8-10, and was sponsored by the Atlanta University school of library service with the cooperation of the division of librarianship, Emory University. Persons invited to attend the conference, with all expenses paid, were librarians and representatives from various other organizations.

INDIANA UNIVERSITY's African studies program in collaboration with the division of library science is breaking new ground in both African studies and library science by offering an assistantship worth $2,000.00 for the academic year to enable a graduate student to qualify as a librarian with special competence in the bibliography of Africa south of the Sahara. It is intended that the successful applicant for the assistantship should enroll as a PhD or MA student in the division of library science and take courses in the field of African studies to fulfill the requirements for an outside minor. A maximum of fifteen hours work per week during academic sessions will be required; this will take place in the university library under the guidance of the library's bibliographer for African studies. Interested candidates are invited to write to Miss Margaret I. Rufsvold, Director of the Division of Library Science, Indiana University, Bloomington, Indiana 47405, for further information and application forms.

The AMY LOVEMAN AWARD of $1,000 for the best personal library collected by an undergraduate student has been made to Jane R. Bogert, junior at Wilson College, Chambersburg, Pa., for her collection of early American textbooks.

ROSEMONT COLLEGE is the recipient of a Michael A. Bruder Foundation grant of $500. The fund will be used to start the erection of microform storage facilities in the Gertrude Kistler memorial library.

IN REMEMBRANCE of the centennial of Canadian Confederation (1867-1967) the University Women's Club of North York has recently voted to donate $5,000 to the library of York University in Toronto, Canada, for the purchase of books.

BUILDINGS

Plans for construction of a library at the STATE UNIVERSITY COLLEGE at Geneseo, N.Y. call for a three-story, $1,800,000 structure to be available for use in the fall of 1966.

BOWLING GREEN STATE UNIVERSITY (Bowling Green, O.) broke ground May 1 for a new four and one half million dollar library. The nine-story library will house six hundred forty thousand volumes when completed in September 1966, and will be able to accommodate one million volumes when the enrollment reaches fifteen thousand students.

MISCELLANY

The MYSTIC SEAPORT LIBRARY of the Marine Historical Association in Mystic, Conn., will be known, after July 1, as the G. W. Blunt White library.


MONTANA STATE UNIVERSITY, Missoula, on July 1 changes its name to University of Montana.

THROUGH A RECENT GRANT of $40,200 from the Old Dominion Foundation, The New York public library is now preparing to compile and publish a new Guide to the Research Collections. William V. Jackson, associate professor of Spanish and Portuguese at the University of Wisconsin, has been engaged as consultant and supervisor for the project. The new Guide will take approximately three years to complete, and will bring up to date Karl Brown's Guide to the Reference Collections which was published in 1941.
A study of the library personnel situation in the City University of New York, with recommendations for the solution of the major problems, has been prepared by Robert B. Downs at the request of the Chancellor of City University. Copies of the report, with the permission of Chancellor Bowker, have been duplicated and are available from Harold D. Jones, President, Library Association of the City University of New York and Assistant Librarian, Brooklyn College, Brooklyn 10, N.Y. A self-addressed, stamped number 10 envelope should be sent with the request.

The *Drexel Library Quarterly*, a new publication of the graduate school of library science, Drexel Institute of Technology, has been announced. Each issue will treat a single subject; the first contains the proceedings of the public relations workshop held at Drexel last summer. Donald H. Hunt is editor of the Quarterly. Subscriptions, $10 a year, may be ordered from Carole Butcher, Drexel Institute of Technology, Philadelphia, Pa. 19104.

*Junior College Library Statistics, 1963-64*, based on statistics of college and university libraries compiled by the Library Services Branch of USOE, is available at no charge from the headquarters office of ACRL, 50 E. Huron St., Chicago 60611. The publication was summarized by Elizabeth Martin and prepared by Laurence Harvey, director of the data processing center, Foothill College.

The Library Technology Project is mailing copies of the Certified Products List to all institutional members of ALA; libraries which do not hold institutional membership may request single copies, free, from LTP.

Reprints of two articles in the January 1965 issue of *CRL* are available from ACRL headquarters office, 50 E. Huron St., Chicago 60611. Single copies of Donald Hammer’s “Automated Operations in a University Library—A Summary,” and “Professional Duties in University Libraries,” by Robert B. Downs and Robert F. Delzell, are free on request; multicopy orders are billed at 20c per copy.

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Let us quote on your next printing
Robert A. Houze has been appointed librarian of Trinity University in San Antonio, to succeed James F. Govan, now at Swarthmore. His major responsibilities will be to continue the expansion of the collections and services of the George Storch memorial library and to develop the resources and services of the graduate library for the new Chapman graduate center completed in 1964.

A native of Colorado, Mr. Houze received both his AB and professional library degree from the University of Denver. He has also done graduate work in educational administration at Texas A&M University. Before World War II service overseas as artillery officer he was on the staff of the University of Denver library and Colorado State University library. He served as librarian of the Longmont, Colorado public library for one year after the close of the war, and spent three years as acquisitions librarian at the University of Texas before going to Texas A&M University in 1949.

During his sixteen years of service as library director at Texas A&M, Mr. Houze has contributed significantly to the growth of the library's collections in size and in scope and to the establishment of branch libraries on campus. The book budget has increased fivefold; the collections have tripled in size; the staff has almost doubled. The hours of service have been considerably extended, and both circulation and reference statistics show a steady increase each year. Under his direction, the main library (Cushing memorial library) building has been modernized and air conditioned and its service and storage facilities greatly expanded. A reference library to serve the needs of the faculty and students of the College of Veterinary Medicine was the first branch library established. Later the libraries of the schools of architecture and business administration and the department of chemistry also became branch libraries. In 1960, the Texas Engineers library, which had been originally established as a professional library for the registered engineers of the state with services also for the students of Texas A&M University, was absorbed in the library system.

Under Mr. Houze's leadership, the A&M library has made steady progress toward that standard of excellence endorsed by the university administration. In June 1962 the library was elected to membership in the Association of Research Libraries. Recently, studies of data processing techniques as applied to library procedures have been initiated. Circulation control is to be automated this fall and other innovations are being programmed. Plans are near completion for a major library center, whose construction will begin in the near future.

Mr. Houze has always been prominent in professional activities, both at the state and national levels. He is past officer of the Texas Library Association and is vice chairman and chairman-elect of the college division of the Southwestern Library Association. Since 1961 he has served as working chairman of a subcommittee of the Advisory Committee (i.e., Council of College Presidents) of the Texas Commission on Higher Education. This subcommittee has been responsible for updating the library formula used by the legislature for library appropriations for all the state supported universities and colleges in Texas. Mr. Houze has also served several terms as chairman of the Texas Council of State College Librarians, which recognized his outstanding services in a laudatory resolution forwarded to the presidents of Texas A&M and Trinity universities when he resigned.

Dedicated, kindly, and unassuming, Mr. Houze leaves many devoted friends on the campus and in the community, all of whom wish him every success in his new position.—Clara M. McFrancis.

C. Walter Stone, University of Pittsburgh professor and library science specialist, has been named director of university libraries. Dr. Stone assumed his new duties on April 16, with responsibility for management of the main library, eventually to be the planned eleven million dollar Hillman library, and the coordination and development of departmental libraries. Under Dr. Stone's guidance, the library will work closely with Pitt's Knowledge Availability Systems and Computation and Data Process-
ing centers to apply advanced technology to the improvement of library and communications services.

Further, the library itself will be regarded as something more than a repository for books. Its activities will embrace other kinds of educational communication devices, such as audio-visual aids, programmed instructional materials, teaching machines, and educational television.

The new library director came to Pitt in 1962 from a position as director of the educational media branch in the United States Office of Education. Earlier, he was a professor in the University of Illinois library school. He has also held positions in the Columbia University library, the Detroit public library, at the Institute of Adult Education, at Columbia Teachers College, and at the City College of New York. Dr. Stone received his MA and EdD degrees at Columbia Teachers College, his AB at Columbia University, and his BS in library science at Columbia library school.—Harold Lancour.

Yale’s progressive university librarian, James Robert Tanis, has considered the case for books since early childhood. Born in Phillipsburg, New Jersey, June 26, 1928, the eight-year-old first enhanced his orange-crate shelves with “Big Little Books,” a precursor of the modern comic book. At that time his library featured complete holdings in Dick Tracy. He was a well-read student at Blair Academy, 1942-46, and next pursued a BA in history at Yale (1951). For one year in the course of his undergraduate program he withdrew officially to catalog many of Yale’s extensive Americana titles on the Pacific Northwest and California. After three more years he completed a graduate BD at Manhattan’s Union Theological Seminary, where again as a part-time worker he had documented thousands of backlog acquisitions, a portion of Union’s McAlpin collection.

With an internship as pastoral assistant to the Church of the Son of Man, East Harlem Protestant Parish, Mr. Tanis was ready for ordination, which ceremony was set at Moosic, Pennsylvania. For three years he co-pastored Elizabeth, New Jersey’s Greystone Presbyterian Church. There he aroused the interest of others in recording and preserving a cultural legacy.

The Rev. Mr. Tanis was appointed in January, 1957, as librarian of the Harvard divinity school. Then its Andover-Harvard Theological library lacked many functional elements, including a shelf list; the library’s book-purchasing budget was less than minimal. There was a premium on physical plant expansion, and almost no resources available to that end. By 1961 a new library wing—virtually a new library in itself—had been developed from scratch by James Tanis, with the assistance and counsel of architect James Clapp from Shepley, Bulfinch, Richardson and Abbott in Boston. Their project was efficiently seen through to an economic completion. The new wing is a contemporary addition to the school’s Andover Hall, a typically English Collegiate Gothic structure. Though not itself Gothic, the new addition’s sensitive proportions create the opposite impression. As in the example of its windows, all new dimensions exactly parallel those of Andover Hall, and thus achieve a distinct effect of harmony, while offering both freshness and contemporaneity.

In October 1963, the Rev. Mr. Tanis was one of eight university-oriented United States librarians to be invited by the German Federal Republic to survey postwar reconstruction in the German library system. He has also furnished professional consultation for many theological schools coast-to-coast. Creative articles and book reviews under his name may be found in the Harvard Divinity Bulletin, Pacific Northwest Historical Quarterly, American Theological Library Association Proceedings, State of the Library Art (Rutgers University), Union Seminary Quarterly Review, and Yale University Library Gazette. His historically-oriented mind is currently wrapped in completing the doctorate in church history from the University of Utrecht in the Netherlands. His dissertation topic: Influences of Dutch Calvinistic Pietism in the American church of the Middle Colonies in the early
eighteenth century. Several monographs in that area of interest will follow.

Two years ago, Mr. Tanis married the former Florence Borgmann of St. Louis, Missouri. Mrs. Tanis has herself been active in Christian education and also worked earlier with her husband in the East Harlem parish.

His February departure from Harvard divinity school was facilitated by the knowledge that the most qualified person to take over, Dr. Maria Grossmann, was already on the Harvard staff and has, in fact, succeeded him as librarian. Another unexpected bonus in the shift to Yale was his appointment as Fellow of Berkeley College where he last lived as an undergraduate.

In his new office Mr. Tanis embarks on phase one of a major capital funds drive to aid Yale's sixty-odd libraries. Among other needs to be considered will be staff salaries, which must become competitive with those of other leading library systems across the nation. The first phase of his program includes (a) salaries; (b) expansion and redevelopment of the space bounded by Sterling library; (c) funds to assist a social science library within the new central social sciences building; (d) the underwriting of increased library automation; (e) hopefully, financial support for expanded acquisitions.

One gathers that the space problems of Sterling library are paramount. A partial solution attractive to the new librarian is the filling-in of Sterling's brick-sided "light court," and thus also gaining space adjacent to Sterling's present book tower. This creation would make available some five new floors in the heart of Sterling for both public and staff, and, if mezzanines could be added, six new floors primarily for stack, carrell, and office space. Such functional use of Sterling's space potential is predicated on a dual hypothesis: (1) any major library development in behalf of the Yale undergraduate should be made in the Sterling memorial library, rather than elsewhere on campus; (2) Gothic architecture is stylistically flexible, so that alteration and expansion of space can conclude Sterling with an architectural gain, instead of undercutting or minimizing present Gothic resources.

Such coordinated expansion—favoring the undergraduate—would enhance facilities for periodical reading, reference and microtext. Then too, Yale not only has a map collection, but even a map laboratory which produces maps. Mr. Tanis hopes to develop considerable space in the new construction where this work might be more efficiently done. Of course, the new space at Sterling could facilitate use and coordination of Yale's vast holdings in the graphic arts, as they relate to the development of book design, past, present, and future.

The librarian anticipates appointment of a major associate to plan research and development in automation. The new Kline science library should open about a year from now, and will be automated to the point where its currently cataloged materials are presented in a book-form catalog. Today the medical school library produces its catalog from punched cards. Surely the medical and Kline catalogs might interrelate so that both scientific bibliographies would be expressively available in machine-readable form. Mr. Tanis hopes to work back gradually into all remaining collections, extending such bibliographic form to their most widely used titles. The medical libraries at Yale, Harvard, and Columbia currently have such an interchange of data—a small token of what Yale's new librarian hopes to accomplish on an interuniversity basis in the foreseeable future.—Richard H. Pachella.

APPOINTMENTS

MRS. HELEN ALEXANDER has been appointed an intern at the UCLA law library.

MRS. VIRGINIA L. ALGERMISSEN accepted a position in the reference unit, readers services section, at the National Institutes of Health library, on February 21.

THOMAS C. ANDERSON, has been appointed to the staff of the Audio-visual department, University of Oregon library.

MRS. ELEANOR ATTINELLO is the newly appointed bibliographer in the order department, Bowling Green State University library.

WILMER M. BAATZ' appointment as assistant director of libraries, in charge of operations and services for the undergraduate and general libraries, Indiana University, is effective in July.

MRS. ALICE BAUER becomes head of the personnel / 349
acquisitions department, University of Cincinnati library, on September 1.

MARIS-DOMINIQUE DE MOLINS D’AMIEU DE BEAUFORT has been named public service librarian at University of Cincinnati, effective on or before October 1.

FRANKLIN F. BRIGHT was appointed chief of technical services at the University of Wisconsin library in April.

MRS. ALAKA CHANDRASEKHAR has joined the order department staff at Western Michigan University’s Dwight B. Waldo library, Kalamazoo.

LILY CHANG is a new librarian in the government and public affairs reading room at UCLA library.

ANNA MARIE DAVISSON has been appointed as a reference and assistant librarian at Monmouth College, Monmouth, Illinois.

H. VAILE DEALE, director of libraries, Beloit College, and currently chairman of the ACRL College Section, has been awarded a Fulbright grant in Iran for the academic year 1965-66. Mr. Deale will be on sabbatical leave for a full year beginning September 1, 1965.

LUCINDA DICKINSON has accepted an appointment as a cataloger in the English language section, descriptive cataloging division, Library of Congress. She has been a reference librarian at the University of California, Davis.

DAVID G. DONAVAN, director of information centers for the United States Information Services in India since 1962, has been named director of the Library of Congress Public Law 480 Project in Pakistan.

MRS. ELIZABETH C. DORRILL assumed her new duties at National Institutes of Health library, Bethesda, Md., on April 25. Mrs. Dorrill will serve as a library liaison officer with one of the institutes.

KENNETH W. DUCKETT is university archivist and curator of historical manuscripts on the staff of Southern Illinois University library. He is executive secretary of the Manuscript Society and the headquarters of the Society has moved with him to Carbondale.

KENNETH M. DUFF, librarian of the undergraduate library, University of Pennsylvania, was named librarian of the University of New Brunswick in St. John on July 1.

HAROLD J. ECKES is the newly-appointed assistant acquisition librarian at Wisconsin State University, Whitewater.

ROBERT A. ENGLAND is on a two-year leave from San Jose State College library to fill a Rockefeller-Foundation-sponsored appointment to the staff of Makerere University College library, Kampala, Uganda.

PAUL FRAME has been appointed chief librarian at Colorado Woman’s College, Denver.

MARTIN GASKIN becomes reference librarian of Macomb (Ill.) Community College on July 1.

MRS. JEANNE E. GRAY has accepted an appointment as a cataloger in the foreign languages section, descriptive cataloging division, Library of Congress. She has been a cataloger at the Harvard law school library since June 1964.

MRS. ROMA GREGORY has been appointed head of the order department at Bowling Green State University library.

REID R. HARRISCH assumed the position of head of acquisitions, University of Wisconsin library, on April 1.

MRS. ELIZABETH HERMAN is a newly appointed librarian in the university elementary school library at UCLA.

ANNA E. HORN is now a cataloger in the manuscripts section, descriptive cataloging division, Library of Congress. She was on the staff of the Cleveland public library from 1959 to 1964 when she resigned to return to graduate study.

MRS. JUDITH JACKSON has accepted a position as social science librarian, education-psychology section, University of Oregon library.

A. GERALD KANKA has been appointed assistant librarian of Macomb (Ill.) Community College.

ROBERT F. KLEIN is now assistant librarian at Loras College, Dubuque, Iowa.

JANE LEASON has been appointed as a cataloger at the University of Delaware library.

FELISA LIM has joined the UCLA library’s serials department.

JUDITH MOOMAW has been appointed reference librarian, general reference and
documents division, University of Oregon library.

RUSSELL F. MORTATZ is the assistant librarian at Wisconsin State University, Whitewater.

MRS. LILY BASCOPE MOYANO is now a cataloger in the foreign languages section, descriptive cataloging division, Library of Congress. She was librarian for the U.S. Agency for International Development to Bolivia in La Paz before she emigrated to the United States.

MARGARET E. OSTEN is now a cataloger in the Slavic languages section, descriptive cataloging division, Library of Congress. She was formerly the cataloger at Manhattan College.

MRS. MARY POWELL PHELPS has joined the staff of the State University of New York at Stony Brook as acquisitions librarian.

FRANCIS PIEJKO is now a cataloger in the foreign languages section, descriptive cataloging division, Library of Congress. From 1960 to 1963 he was a cataloger at the Enoch Pratt free library before resigning to resume graduate study.

JANICE POOLE has been appointed reference librarian, general reference and documents division, University of Oregon library.

MRS. JOYCE RECKNER is now librarian of the college of medicine, University of Cincinnati.

LEO RIYT has been named automation librarian of Bowling Green State University.

DONALD C. SEIBERT has joined the library staff at the State University of New York at Stony Brook as music librarian.

EUGENE SHEERY becomes head of the reference department of the Columbia University libraries on July 1. He has been serving as acting head of the department since last September.

JANAKBALA C. SHUKLA is now a cataloger in the South Asian languages section, descriptive cataloging division, Library of Congress. She was the librarian of the Drugs Research Laboratory in Baroda, India.

BEATRICE SPRIGGS is newly appointed to the cataloging staff of the Bowling Green State University library.

FRANCIS STRADA has accepted an appointment as a cataloger in the foreign languages section, descriptive cataloging division, Library of Congress. He has been a cataloger at Case Institute of Technology since 1955.

MRS. ELLEN G. WASBY has accepted an appointment as a cataloger in the English language section, descriptive cataloging division, Library of Congress.

ROBERT D. WATTERS assumed his duties as instructor and librarian of the education library, University of Minnesota, January 1.

WILLIAM WALTER WICKER is now head, circulation department, Mitchell Memorial library, Mississippi State University.

CHARLES D. WIEHMAN is the new assistant circulation and reserve librarian at Wisconsin State University, Whitewater.

R. MAX WILLOCKS has been appointed associate librarian and head of technical processing in Heidelberg College, Tiffin, Ohio.

TINNA K. WU, presently assistant reference librarian at Beloit College in charge of serials & documents, has been appointed assistant librarian in charge of public services at Beloit.

L. R. WYNAR has been named head of the reference department, Bowling Green State University library.

JEANENE ZIEGLER joined the University of South Florida library staff March 1 as assistant cataloger.

ERICH ZIMMERMANN, formerly associated with the University of Hamburg library, is now director of the Landes-und Hochschulbibliothek in Darmstadt.

RETIREMENTS

PAUL BIXLER retires in July as head of Antioch College library.

JULIEN CAIN retired as director of the Bibliothèque Nationale on September 15, 1964.

RALPH CARRUTHERS, chief of photographic services at the New York public library, retired at the end of February.

MRS. GRACE HUNT retired in June after twenty years of service to UCLA. In 1950 Mrs. Hunt transferred from her position in the Chancellor's Office to assume responsibility for the organization and operation of the English reading room, established in the department of English by the bequest of an endowment and the private library of Professor Frederic Blanchard.

ALICE E. PAINE, cataloging librarian since 1963, and former head librarian of Kearney
State College library, Nebraska, retires July 1, after fifteen years on the staff and forty years of work in Nebraska libraries.

ERHARD SELBAMANN has retired from his position as director of the University of Halle (Saale) library in order to devote his full time to teaching and research. The new head librarian at Halle is JOACHIM DIETZE.

NECROLOGY

The former director of the Nürnberg Stadtbibliothek, FRIEDRICH BOCK, died in October 1964.

The director of the Hungarian National "Szechényi" library, JOSEF FİTZ, died in September 1964 at the age of 76.

MARY JOSEPHINE BOOTH, Eastern Illinois University's first librarian, died on January 2 at the age of 88. Miss Booth served the university library from 1904 until her retirement in 1945.

OSAMU SHIMIZU, scholar in Japanese studies and librarian, died on March 8 in Bethesda, Md. He had been head of the Japanese section of the Orientalia division in the Library of Congress since 1957.

MRS. HIWATHA SMITH, a member of UCLA library's catalog department since 1952, died on April 12.

CHARLES H. STONE, for twenty years librarian of Mercer University, died at Macon, Ga., on May 3. Mr. Stone retired in 1963.

EARL G. SWEM who died in Louisville, Ky., in April, served for forty-five years as librarian of the College of William and Mary.

HENRY B. VAN HOESEN, librarian emeritus of Brown University, died January 6 at the age of 79. He had served as Brown's librarian for two decades prior to his retirement in 1950.

CHARLES C. WILLIAMSON, director of libraries and dean of the school of library service at Columbia University from 1926 to 1943, died January 11 at the age of 87.

TUNG LI YUAN, sometime director of the National Library of Peiping and recently of the staff of the Library of Congress, died in Washington, D.C., on February 6.

University of Alberta at Calgary

LIBRARIANS

The University Library at Calgary, with a bookstock of 100,000 volumes and a staff of fifty, is embarking on a major development programme and urgently requires experienced professional staff in most departmental areas. Specific vacancies are for:

(a) Acquisitions Librarian to coordinate accessioning work for books, periodicals and donations/exchanges;
(b) Divisional Librarians for each of the Physical Science, Life Science and Social Science areas of the Library (divisionalisation has not yet been commenced);
(c) Government Documents Librarian to handle U.S., U.K., Canadian (federal and provincial) and U.K. publications;
(d) Maps Librarian

Salary scales: Grade I $5,800-6,500 Grade III 7,000-7,900
II 6,600-7,500 IV 7,500-9,600

For all posts, placing will be dependent on qualifications and experience; in the case of posts (a) and (b) it is hoped that appointments can be made at Grade IV (at least five years' experience in a large research library will be required); for posts (c) and (d) at least two years' experience in a large library will be required and appointments may be made at Grade II. Applications for other general positions in Grades I and II will be welcome. As emphasis in this Library will be on scholarly service, special consideration will be given to the academic qualifications of all applicants.

Applications (two copies) should include a complete curriculum vitae, university record transcript, names of three persons to whom reference may be made, and a recent photograph, and should be addressed to:

DR. T. MACGALLUM WALKER, Chief Librarian, University Library, Calgary, Alberta, Canada within two weeks of the appearance of this advertisement.
other odd-numbered cards go into print positions 39-85, and columns 34-80 of the second and other even-numbered cards occupy positions 86-132. Normal word division is used at the end of even-numbered cards, while odd-numbered cards normally end in the middle of a word. A dollar sign appears in column 80 of the last card as an end of record code, but it is not printed. Non-printing marks were placed before the title and date of imprint for future uses, such as chronological printouts of certain classifications for special purposes. With a maximum of 94 positions for author, title, date, etc. on each line (minus one for the dollar code), it has been found that a very large proportion of the entries require only two cards and will go on one line. The programs are written in Autocoder. The classified list program, after certain initializing steps such as printing a title page, reads a card, determines whether it is a regular card (for a book or journal) or a classification heading card, and formats and prints it accordingly. Error checks are provided to point out any call number duplicated or out of sequence, and any cards missing or out of sequence within a set. The classification headings are programed to overprint so that they stand out on the page like bold face. The alphabetical list is produced by a program which reads the data onto tape and prepares it to be sorted by a canned sort program on the IBM 7094. The list itself is printed from a tape on the IBM 1401.

In order to test formats, printing costs, and user reactions, a small edition of the three-part Crusades shelf list will be produced by offset and distributed to interested faculty members, graduate students, and others. This will mark the end of the pilot project phase and the beginning of routine conversion operations. Two small periodical classes have already been converted, and keypunching of the Africa classification is now in progress.

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New and Interesting

A five-year cumulative index for volumes XXI to XXV (January 1960 through November 1964) of CRL is being published this autumn. It will be sent free of charge and without special requests to all current members of ACRL. All others may purchase the index for $1.00 per copy, from ACRL headquarters office, 50 E. Huron St., Chicago 60611. Payment with orders is requested.

The Supplement to Library Statistics of Colleges and Universities, 1963/64 was compiled by the Library Services Branch of USOE and published by the Library Administration Division of ALA; it provides institutional data on 247 libraries. Copies are available for 75¢ each from the Library Administration Division at ALA headquarters.
Classified Advertisements

Classified advertising orders and copy, and cancelations, for CRL should be addressed to the Publications Officer, ACRL, 50 East Huron Street, Chicago 60611, and should reach that office before the fifteenth of the month preceding publication of issue desired. Copy received after that time may be held for the next issue.

Rate for classified advertising in CRL is $1.00 per printed line. No additional charge is made for nonmember advertising.

POSITIONS OPEN


TECHNICAL SERVICES position open September 1, 1965. Half-time Acquisitions Librarian; half-time Assistant Catalog Librarian. $40,000 probable book budget; 2,750 projected enrollment. Summer session employment regularly expected (8 weeks). Master's degree required, including full professional training, experience preferred. Faculty status (Instructor). Salary: $7,000 plus summer session. Apply to: Miss Phyllis D. Bentley, Librarian, The Robert L. Pierce Library, Stout State University, Menomonie, Wisconsin 54751.

SEVERAL POSITIONS at administrative and junior administrative levels are open at Notre Dame due to expanded library services in the new $10,000,000.00 Memorial Library as follows: Mathematics and Computing Science Research Librarian, Grade II, $6,244.00 minimum. Assistant Head, Humanities Department, Assistant Head, General Science Department, Assistant Head, Social Sciences and Business Administration Department, Assistant Head, Acquisitions Department, all are Grade III, $6,500.00 minimum. Also, Head, Circulation Department, Grade IV, $7,500.00; Head, Social Sciences and Business Administration Department, $8,000.00 minimum; Curator, Rare Book Room, Minimum, $8,000.00. Faculty status, TIAA, Social Security, Blue Cross-Blue Shield, Major medical disability. Further details upon application. Apply, Director of Libraries, University of Notre Dame, Notre Dame, Indiana.

HEAD LIBRARIAN: Beginning salary $10,930 going to $12,730 in five years. Month's vacation, social security, and choice of New York State Retirement or T.I.A.A. Graduate degree from accredited library school required with preference to doctorate or near. Experience necessary. Located seventeen miles from Rochester, New York. Apply: Gordon F. Allen, Acting President, State University College, Brockport, New York 14420.

TWO POSITIONS: Lafayette College, Easton, Pa., urban area near New York City, Philadelphia and the Poconos, expanding library in a new building. Serials Librarian, salary $8,000-$8,500. Assistant Cataloger, salary $6,500-$7,000. 5th year library de-

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The University hopes to establish a Senior Research Fellowship in Information Science, tenable for 3 years at a stipend of not less than £3,400 per annum, and commencing at a date to be agreed in 1966. The Fellow will be expected to plan and conduct a programme of research on the needs of library users and possible future library development; this research may lead to the establishment of a postgraduate School of Information Science.

In addition to having been trained in an appropriate discipline (for example in the behavioural or social sciences, statistical method, operational research, or librarianship) candidates must show that they can cross inter-disciplinary boundaries.

Selected applicants will be invited to draw up a scheme of research (for which a fee will be paid), final selection being delayed until this scheme has been considered and approved. Applications should reach the Secretary of the University, Bailrigg House, Lancaster, England (from whom further particulars should be obtained) as soon as possible.

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REFERENCE LIBRARIAN, preferably with experience in a theological library. $6,500 up, and generous benefits, for person with good scholastic record and some ability in languages. Write Librarian, Princeton Theological Seminary, Box 111, Princeton, New Jersey.

AMHERST COLLEGE'S ROBERT FROST LIBRARY will have two positions in cataloguing which it wishes to fill by September 1. One demands 3 to 4 years' experience. The other requires none. For both a knowledge of German and/or Russian is wanted. Additional foreign languages will be no handicap. Interested qualified persons should address Associate Director, Amherst College Library, Amherst, Mass. 01002.

ST. THOMAS MORE COLLEGE (Catholic Arts College federated with the University of Saskatchewan) requires a chief librarian. Duties include supervising two B.A. assistants plus part-time employees. Appointment to commence May 1, 1966. Salary range—$7,000 to $9,500 with the usual fringe benefits. B.A., L.S. degree required. Applications to include curriculum vitae, recent photo, transcript of academic record, and three references. Inquiries and applications should be sent to: Rev. P. J. M. Swan, C.S.B., Principal of St. Thomas More College, 1437 College Drive, Saskatoon, Saskatchewan.

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UNIVERSITY OF CALIFORNIA LIBRARY, DAVIS, CALIFORNIA. Cataloger, Librarian II, salary range $6,432-$8,196. Serials cataloging experience desirable. Two years of professional experience required to qualify for appointment as Librarian II. Appointment as Librarian I, $5,976-$6,912, is possible if applicant lacks requisite experience. The position is in a rapidly expanding general university library with good opportunities for advancement. Academic status, generous fringe benefits. Apply to: J. R. Blanchard, University Library, University of California, Davis, California.

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- Acoustical Society of America, Journal
- Aerospace Engineering
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**STEPHEN F. AUSTIN STATE COLLEGE**, Nacogdoches, Texas has five new positions open September 1965. Each requires library degree. Technical Processes head and 1st Assistant Cataloger require experience. Assistant Technical Processes, 2nd Assistant Cataloger, Assistant Reference Documents, no experience. Salary range $6,000 up depending on qualifications and experience. Twelve months; 40 hour week; group insurance; teacher retirement; Social Security. Apply Mildred Wyatt, Librarian.

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