



*European University Libraries: Soviet Union*

library is for the scholarly activity of a university as well as for the training of the cadres of young specialists and scholars in many different fields.

"Schools must have satisfactory libraries, for without a library the Academy is as though without a soul . . .," wrote Feofan Prokopovich, one of the first Russian educators, in 1721 during the "Spiritual Rule" of Peter the Great. Such outstanding Russian scientists as M. V. Lomonosov, N. I. Lobachevskii, D. I. Mendeleev, and others, turned their attention more than once toward the decisive importance of the library in the research and teaching function of the university.

However, in pre-revolutionary Russia the university libraries were one of the most backward sectors. This was confirmed by the First All-Russian Congress on librarianship (June 1911), which arrived at the sad conclusion that "the majority of academic libraries are far from being equal to their task" and that the bad state of their collections and their inaccessibility to readers turned these libraries into veritable "cemeteries of books."<sup>3</sup> V. I. Lenin also resented "the academic exclusiveness and the inaccessibility of our largest libraries to the broad classes of the people."<sup>4</sup>

The thorough reorganization of the scholarly libraries from "cemeteries of books" into efficient tools of research and education became the basic task of the Soviet government in this area. At the first conference of the scholarly libraries of the RSFSR in Moscow, in December 1924, it was emphasized that "these libraries must become more active and organize the use of their rich book collections in the interests of socialist construction, the development of scientific research, and the education of the masses."<sup>5</sup> The law "On the strengthening of the ties between the school and life and on the further development of the system of public education in the USSR" (1958) confronted the institution of higher learning and its library with new tasks. The intensification of the active role of the institution of higher learning in every line of endeavor of the Soviet people, the forging of a link between the school and industrial practice, the further development and carrying-out of research, the broadening of correspondence courses, the trend toward independent work by students with books—all this brought to the libraries of the institutions of higher learning tens and hundreds of thousands of new readers demanding a more intensive approach to their problems and, on the whole, significantly raised the importance of the library in the life of the institutions of higher learning.

The decree of the Central Committee of the Communist Party of the Soviet Union "On the State and Measures to Improve the Libraries in the Country" (1959) and the corresponding directive of the Ministry of Higher and Intermediate Special Education of the USSR confronted the libraries of institutions of higher learning with new concrete tasks: to perfect their work, to ensure the broadening of their collections and create better conditions for their use, to set up systematic acquisitions policies in accordance with the functions of particular institutions of higher learning, to thoroughly improve the supply of textbooks for correspondence and evening students, to initiate bibliographical activities and to coordinate them better with the tasks of research, to coordinate their activities more closely with libraries of other systems, to use all forms of book propaganda, to develop student habits of independent study, to apply methods of mechanization and automation, and, most importantly, to provide users immediate access to the book collections, etc., etc. All this is but an abbreviated list of those tasks and problems which our libraries in institutions of higher learning must solve in the immediate future.

The leading place among the libraries of institutions of higher learning belongs unquestionably to the university libraries. This can be seen in the fact that, although they number only 5.25 per cent of all the libraries of this kind, they have almost 30 per cent of the book collections. And it is perfectly natural that such large academic centers as universities, which unite the sum total of the scholarly disciplines and which train specialists in the several economic, scientific, and cultural fields, as well as supporting a wide range of research, should pay special attention to their libraries. The successful fulfillment of the educational and scholarly functions of the university depends to a large degree upon the libraries.

Today, in all forty-one university libraries there are approximately fifty million volumes serving a total of 292,600 people who check out approximately 33,700,000 books per year. (Since no statistical data on university libraries has been collected into one book of recent years, the author had to obtain this data from the libraries. The data collected describes the situation for 1961-62.) It is true that not all university libraries participate in these impressive figures to an equal degree. Beside such gigantic libraries as the A. M. Gorky Library of the M. V. Lomonosov Moscow State University (founded in 1756) with six million volumes, a yearly circulation of 5,368,000 volumes, and service for 32,000 readers, there are university libraries with book

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collections of less than 200,000 volumes which serve but 2,000 readers. That is completely natural, since today's entire existing network of university libraries was not created with a stroke of the pen, but developed historically during the course of many years.

It must also be said that the process of development did not always flow smoothly. The last war did a great amount of damage to libraries. The libraries of Kiev, Belorussia, and several other universities were destroyed or looted by the fascists.

In analyzing the composition, collections, and significance of university libraries, one may isolate as a separate group the libraries of the old universities. In the majority of cases, the libraries of this group—in regard to the cultural, historical, and scholarly significance of their book collections and the extent of their activity—noticeably exceed the limits of the library of an ordinary institution of higher learning. Thus it is possible to call the library of Kazan University (founded in 1804), with a collection of 3,500,000 volumes, as far as the composition and significance of its book collection is concerned, the national library of the Soviet Tatar Republic. Vilnius University Library (the oldest university library of the Soviet Union, founded in 1570) with a collection of 1,900,000 volumes has the same significance for Soviet Lithuania; for the Estonian SSR there is the Library of Tartu (Dorpat) University (founded in 1802) with a collection of 2,300,000 volumes; and for Siberia, the Tomsk University Library (founded in 1888) with a collection of 2,500,000 volumes. Among university libraries, the Saratov University Library (founded in 1909) with a collection of 1,750,000 volumes is distinguished for its superb organization and the scope of its work. The greatest treasure of scholarly literature is concentrated in the universities of Leningrad (founded in 1819) with a collection of 3,600,000 volumes, Kharkov (founded in 1805) with a collection of 2,100,000 volumes, Lvov (founded in 1681) with a collection of 1,400,000 volumes, Kiev (founded in 1835) with a collection of 1,300,000 volumes, Odessa (founded in 1865) with a collection of 1,600,000 volumes, and Chernovtsy (founded in 1875) with a collection of 1,400,000 volumes.

Today a group of new university libraries, the offspring of the October Revolution, have grown up alongside these veteran libraries. Thus, for example, the main library of Tashkent University was founded in 1918, and with its collection of 1,100,000 volumes it has become one of the largest and most important libraries of Central Asia. The Tiflis University Library (also founded in 1918) has the

same importance for the Transcaucasus with 1,550,000 volumes. Irkutsk University Library has become the second largest library of Siberia. To the group of "million volume" libraries, one may also add the Latvia University Library in Riga (founded in 1919) with 1,200,000 volumes. Well-equipped libraries with collections of over 500,000 volumes are located in the universities of Azerbaidzhan, Belorussia, Voronezh, Gorky, Dnepropetrovsk, Erevan, Kazakhstan, Kishinev, Perm, Rostov, Uzbekistan, and Ural.

Another group of fourteen university libraries was founded just before the last war (Petrozavodsk University in 1940 for example) or during the recent postwar years. Several of these youngest university libraries were able to develop completely within a short time and form large book collections; for example, the Kishinev University Library has more than 700,000 volumes and 6,000 readers. The libraries of the young Uzhgorod, Tadzhik, Turkmen, and Kirghiz universities are also adequately fulfilling the requirements of a university. The university libraries founded in the last decade (for example, the Daghestan, Dalnevostok, Yakutsk, Bashkir, and Mordvin universities) are also quickly outgrowing the "infantile" period of their development.

The entire network of university libraries, as is the case with the universities themselves, is under the control of the Ministry of Higher and Secondary Special Education of the USSR and the corresponding ministries and committees of the several republics. In the same ministry, the libraries of institutions of higher education are under the jurisdiction of the Educational-Methodological Administration for institutions of higher learning under which, in 1959, was established the Central Methodological Library Commission with the rights of a consultative organ. The Commission's primary function is to assist the Ministry with the implementation of teaching-method guidance and with the coordination of the work of the libraries of higher and secondary special institutions of education. The Commission is composed of the heads of the leading libraries of institutions of higher education in the country, prominent specialists in the field of library science and bibliography, and faculty members of institutions of higher education. The Central Methodological Office of Moscow University Library became the "operations headquarters" of the Central Methodological Commission, and at the same time, an experimental center in work-methods for libraries of higher educational institutions. In the several republics, commissions on libraries and biblio-

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graphical science, the activities of which are coordinated with the Central Commission, are organized under the local ministries and committees of higher and secondary special education in order to assure methodological guidance and coordination of the entire system.

In the comparatively short period of its activity, the Central Methodological Office of Moscow University Library and the Central Methodological Library Commission have made a large contribution toward perfecting the work of the libraries of the higher educational institutions.<sup>6</sup> Such basic documents as "Regulations for the Libraries of Higher Educational Institutions," "A Model Structure for Various Types of Libraries of Higher Educational Institutions," and "The Standard Rules for Users of a Library of a Higher Educational Institution" are discussed at the plenary sessions of the Commission and approved by the Ministry.<sup>7</sup> A manual of library techniques for libraries of higher educational institutions and rules for bibliographical work, a program of library-bibliographical studies for students,<sup>8</sup> and a number of other important materials were prepared and published. Several methodological library commissions in the republics also displayed great activity.

As a rule, university libraries are the bases for these commissions and sections and the initiators of all their diverse activity.

The university library itself is under the immediate jurisdiction of the university chancellor who approves the production plans and fiscal accounts of the library and appoints and dismisses librarians upon the recommendation of the library director. The library director is appointed, on recommendation of the chancellor, by the ministry or committee of higher and secondary special education of the republic.<sup>9</sup>

Libraries of institutions of higher learning organize their work in close cooperation with the various departments and faculties of the institution, coordinating it with the general scholarly, educational, and training activity of the university. It is this goal which is pursued by the academic library council, acting in each university library as a consultative body. The membership of such a council is chosen by the chancellor from among the faculty of the various departments. These councils discuss basic library problems with the exception of technical ones.

Problems of library technique are discussed in the methodological councils of the library, which are made up of leading librarians and other highly qualified specialists.<sup>10</sup>

Such a system of library commissions, sections, and councils brings the skills of a large group of scholars and library specialists to bear on library management, in the service of administrative bodies. This system, together with organized readers' conferences on questions of library activities and service to the mass of readers, ensures an unbroken and close connection between the library and the educational institution as well as between the library and the living world.

In the new "Regulations for Libraries of Institutions of Higher Learning," approved in 1962, basic functions and goals are defined in the following manner: "The library is the scholarly, educational and cultural heart of the higher educational institution. Its tasks are the acquisition of literature and the provision of scholarly-bibliographical service for the teaching faculty, research staff, degree-candidates, teaching assistants, students, and employees of the particular higher educational institution, as well as those of other similar higher and secondary special educational institutions, together with assistance in the communist training of student youth. In short, the tasks cover the entire spectrum of the propagandizing of scholarly literature and bibliographical materials, within the profile of the higher educational institution itself."<sup>11</sup>

#### *Internal Organization*

The successful fulfillment of these basic tasks depends to a large degree upon an efficient library structure. Small libraries of higher educational institutions and libraries of newly-founded universities (for example, Kabardino-Balkarsk or Dagestan) have, as a rule, a very simple, functional structure: an acquisitions department, and a service department with a reading room and loan desk. However, in the older and larger universities, faced with the increasing complication of their scholarly and educational functions and with the growth of their book collections, there is developing alongside a more complicated main library structure, a far-flung network of branch reading rooms and loan desks, as well as departmental and other special libraries. Moreover, in order best to provide students with textbooks, these are sometimes organized in the main library and sometimes provided through autonomous textbook libraries.

This rapid growth of the library network within the university brought to the fore the question of the management and coordination of the entire network. In some universities the entire network of libraries is one functional complex headed by one administrative

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center in the main library. In others a tendency toward decentralization prevails and the network of libraries is broken up into separate independent libraries, where one is not subordinated to the other and where they are very loosely linked with each other.

Moscow University Library worked out a harmonious system of library organization on a theoretical foundation and put it into practice.<sup>12</sup> The basic principle of this system is the combination of a centralized acquisitions, processing, and cataloging function with a flexible system of service to readers. Reader service differentiates among categories of readers and fields of knowledge, and is brought as closely as possible to the various departments.<sup>13</sup> The entire library network of the university is subordinated to the central library which does the planning, acquisitioning, and budgeting for the system.

Side by side with the central library, with its reading rooms for general science and the humanities (for upper-division students, graduate students, and research assistants), and also its general loan desk, the library has thirteen branch libraries which are located in the various departments (physics, biology, chemistry, mathematics, etc.) and supplied with the literature of the respective subject fields. The majority of these branch libraries have a complete system of reading rooms and loan desks, where special literature can be checked out. Thus, for example, in the physics department there are three reading rooms for students and two for teachers and graduate students. They seat a total of 300 people and have a collection of 200,000 volumes, serving 4,000 readers.<sup>14</sup> Formerly the library collections of the numerous seminars and laboratories were often built up in depth, with tens of thousands of volumes that duplicated the collection of the central library and its departmental subsidiaries. Today these have been broken up and are furnished only with the most necessary reference books for the internal work of the seminar or laboratory. In order to provide better service for students, special textbook libraries are organized as departments of the central library.

The united, tightly centralized organization of the university's entire library network under the management of the central library is characteristic of a number of other large universities. Thus, for example, the main library of Vilnius University not only supervises the entire network of departmental libraries, but even handles budgeting, acquisitioning, equipment and supplies, etc., for them. All books received by the departments are listed on the inventory and in the public catalog of the main library. The seven departmental libraries

are actually subsidiaries (subject departments) of the main library, and the employees of these libraries are part of its staff. The departmental libraries are serviced by permanent laboratory assistants of these departments. However, all of the library-bibliographical work of the departments is coordinated and is provided for materially by the main library.

Centralized administration of the library network has been carried out to a greater or lesser extent also in Leningrad, Kazan, Tartu and other large universities.

It is natural that these libraries fulfill their administrative function in close contact with the chancellor, the deans, and the departments, coordinating all basic problems of the library network with them in order to assure that the university's plans for research and teaching are supported.

However, side by side with the universities which are striving toward a uniform, interdependent, centrally administered and equipped network of libraries, there are also those where the library network is not reduced to one common denominator, but is split up into separate autonomous units.

In this respect, Odessa University can be called the antipode of Moscow or Vilnius, for it is clear that there is not one but two completely separate libraries, a research library and a student library with independent budgets subordinated to different vice-chancellors.<sup>15</sup> In both there is an acquisitions department, a processing department, and a bibliographical department. Each of the two libraries has its departmental branches. As a result of such disassociation, there is no unified plan of service to readers, money is spent irrationally, and work proceeds along parallel lines, despite the fact that the two libraries are located on different floors in one building.

Odessa University is not the only example of this type. Besides the main research libraries, independent textbook libraries with their own staffs and budgets exist in Irkutsk and Lvov universities. In a great number of universities the departmental libraries are also independent of the main library, partly duplicating its book collection. In some universities the departmental libraries are left without any sort of guidance on the part of the main library.

Proponents of such a system argue that it supposedly fulfills the specific departmental demands better, and also that the various classes of readers can be given better service. However, the example of Odessa and the other universities shows the contrary to be true. The

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decentralized system of library service employed in these universities leads to a dissipation of resources and duplication of collections, it creates difficulties in the organization of a union catalog, and it hinders the coordination of reader service, bibliographical work, and the like. In professional literature, voices are heard more and more frequently speaking out against a decentralized system and for the unification of the entire network of libraries within a university into a single functional complex.<sup>16</sup>

It is quite obvious that the future structural development of university libraries will be "along the line of the centralization of acquisitions and processing, the creation of union catalogs for university book collections, the development of a unified system of service that is brought as closely as possible to the readers, and the strengthening of the lending role of the main library, which becomes responsible to the university for all library work."<sup>17</sup>

A standard system for the internal functional structure of the main library's departments has also so far been non-existent. This is especially characteristic of the older university libraries with long-established traditions and peculiarities. Thus, for example, memorial museums are part of the structure of Vilnius University library. Moreover, this library participates in the compilation of the Lithuanian national bibliography, and for this a special section is organized. Several university libraries (for example, the Kiev, Belorussian, and others) consider it efficient to unite the acquisitions departments and processing departments into one department, which supposedly reduces costs and hastens the processing of books.<sup>18</sup> A number of university libraries (Moscow, Kharkov, and others) have a combined stacks and reader service department. In some libraries composite sections are set up according to the form of the literature. Thus in Saratov University Library there is a periodicals section which covers all processes dealing with continuations, beginning with acquisitions and ending with service to the reader.<sup>19</sup>

To eliminate such a lack of comparability in internal structure, the "Model Structure for Various Types of Libraries," which supplements "Regulations for the Libraries of Higher Educational Institutions," has great importance. In compliance with the Regulations, the library structure, as well as the composition of the library staff, depend on the volume and content of the library's work with reference to the number of students and the size of the book collection.<sup>20</sup> In the "Model structure," five types of libraries for an educational institution of higher

learning are set up, and for each of these types there is a definite number of functional sections.

To the first group belong libraries of institutions in which the number of students exceeds 10,000. Such a library has the following departments:

- I. Acquisitions.
  - A. Acquisitions of national literature.
  - B. Foreign literature.
  - C. Exchange (the library's reserve collection of excess duplicates available for exchange purposes is in this section).
- II. Processing.
  - A. Descriptive cataloging.
  - B. Classification and subject cataloging.
  - C. Periodicals.
- III. Book Stacks.
  - A. Stack supervision.
  - B. Book repair.
- IV. Rare Books and Manuscripts.
- V. Reader Service.
  - A. Individual loan desks by reader category, field of knowledge, and form of literature.
  - B. Reading rooms, also according to the field of knowledge, form of literature, and reader category.
  - C. Interlibrary loan.
- VI. Subject Branches.
- VII. Textbook Libraries.
- VIII. Scholarly-Bibliographical Department.
  - A. Bibliographical reference.
  - B. Systematic bibliography.
  - C. Information.
- IX. Public Affairs Department.
  - A. Exhibits.
  - B. Special events.

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- X. Methodological Section. (The functions of such a section, undertaken in only the largest libraries, involve working out the more complicated theoretical and practical problems of libraries and of individual librarians, and offering service in this regard not only to the departments and libraries of the parent institution but the libraries of other institutions of higher learning as well.)
- XI. Administrative Department which supervises the bindery, the photo and microfilm laboratory, and subsidiary workshops.

Libraries of the second group are practically indistinguishable from those of the first group, as far as their structure is concerned. That is to say these are libraries for 5,000 to 10,000 students, and with a book collection of over one million volumes. The only difference between libraries of the second group and those of the first is that in the second group there is no Public Affairs Department, and the Scholarly-Bibliographical Department has the following sections: (1) bibliographical reference and information, (2) systematic bibliography, and (3) public affairs.

To the third group belong libraries of institutions of higher learning with 3,000 to 5,000 students and with a book collection of more than 250,000 volumes. Libraries of this group, in comparison with the first two groups, have a somewhat less complicated structure.

Libraries of the fourth group are even more simplified. This includes libraries of institutions of higher learning with 1,000 to 3,000 students and with a book collection of approximately 200,000 volumes. These libraries have only three departments:

- A. Acquisitions and Processing.
  - 1. Acquisitions.
  - 2. Cataloging and Classification.
- B. Reader Service and Stacks.
- C. Bibliographical Reference.

Libraries of newly founded universities have such a structure in the beginning stages of their development.

The structure of libraries in the fifth group, i.e., libraries of institutions of higher learning with up to 1,000 students, is not characteristic of university libraries.

The reorganization of the structure of university libraries in accordance with the "Model structure," which was developed from the experience which our best libraries gathered in coping with the compli-

cated tasks of our times, will unquestionably have a very beneficial influence in raising the general level of the work of university libraries and in the expansion of their activity.

### *Resources*

In the beginning of this article, in a short survey of university libraries, data were cited concerning the magnitude of their collections. Fifty million volumes is the total of the collections of all the university libraries of the Soviet Union; out of forty-one libraries in this category, sixteen have collections surpassing one million volumes. The annual increase of all forty-one libraries amounts to approximately 1,500,000 volumes. These figures testify to the great attention given to the business of acquisitions in university libraries and the rapid growth of collections during post-revolutionary times. The collection of Moscow University Library during this time has increased thirty times, Kharkov twenty-one times, Tomsk thirty-one times, and so forth. During the last year of Polish occupation (1939), Vilnius University had 597,000 volumes,<sup>21</sup> and in the beginning of 1963, 1,899,000 volumes, and this in spite of the library's loss of 200,000 volumes during the fascist occupation. During the same period (1939-63), Lvov University Library increased its collection by one million volumes.<sup>22</sup>

The size of the present article does not permit a detailed description of the book resources of university libraries. It should be pointed out, however, that along with educational and scholarly literature, added as normal current acquisitions, many en bloc collections from other scholarly establishments and private collections have been added over a period of years. These have great scholarly importance and give these libraries an unusual complexion.<sup>23</sup> Many collections in university libraries are of a unique nature. Valuable collections of manuscripts, hectographs, incunabula, products of the Aldine and Elzevier presses, books published in Russia before the 18th century and in the languages of the peoples of the USSR are preserved in the Moscow, Leningrad, Tartu, Lvov, Vilnius, Kazan and several other libraries.

All these unique collections unquestionably have considerably scholarly importance for the study of the cultural heritage of the past.<sup>24</sup> However, a working and complete acquisitions policy for the latest scholarly and educational literature is the decisive and significant factor in successfully solving the university's tasks.

The university, as a peculiar "universitas litterarum," (The most typical departments in a Soviet university are the historico-philologi-

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cal, economics, law, physics-mathematics, chemistry, and natural sciences departments. In some universities there are also departments of medicine in the old tradition.) needs a book collection of a universal nature, and it is this which determines the acquisitions policy for a university library, set up in strict conformity with the goals and plans of the research and teaching program of the university. University libraries consider the determination of their particular acquisitions policy a very serious matter. Faculty members of the various departments are called upon for advice, and the scope of acquisitions is firmly established, as a rule, by the academic council of the library and sometimes of the university.

The main acquisitions source for university libraries is the compulsory copy of any Russian book, which comes from the Central Collection Agency of Research Libraries in Moscow and comprises perhaps 25 per cent of all new additions. In the universities of the union republics, the library also receives an obligatory copy of publications in the language of the respective republic. Another acquisitions source is by purchase of literature from the republic or regional library collection agencies and similar book-selling organizations. This literature is necessary for the replenishment of the scholarly collections in the departmental libraries and for the creation of collections of textbooks. In connection with the desire of the university library to satisfy to the greatest degree possible the demands of students for textbooks and other study aids, the specific proportion of this literature in the collections is comparatively great and amounts generally to 30 per cent to 40 per cent of the new additions. The basic source for periodical literature is by means of subscription through the local offices of the *'Soiuzpechat'* and to foreign literature through *Mezhdunarodnaia kniga*. In view of the great importance of scholarly periodical literature for research work, large amounts are allocated for its subscription, and generally the quantity of new additions comprises 15 per cent to 20 per cent of the total. Moscow University Library receives 2,200 titles of periodical publications, and Vilnius University Library receives 1,120 titles, including 448 titles from foreign countries. Exchanges occupy a definite place in the acquisitions of a university library; in recent times exchanges with foreign countries have increased substantially. Special activity in this respect is displayed by the Moscow, Leningrad, Lvov, Vilnius, Tashkent and several other libraries. Lvov University Library has exchanges with 320 foreign scholarly institutions. Moscow University Library receives

15–20,000 pieces of literature a year through international exchanges, and sends out approximately as many to foreign countries. It also sends out many books free to the libraries of under-developed countries.<sup>25</sup>

All university libraries work painstakingly to build up collections. In this work, the exchange and duplicate collections of other libraries, regardless of their administrative jurisdiction, are the most important source for the removal of gaps. Thus, in the restoration of the collection of Soviet books of Vilnius University Library which were destroyed during the fascist occupation, not only Moscow University Library participated but also the Lenin State Library (Moscow), the M. E. Saltykov-Shchedrin Public Library (Leningrad) and a number of other libraries, transferring free of charge more than 150,000 volumes of valuable scholarly literature to Vilnius University. Such comradely aid was also rendered to other libraries which had suffered from the fascist occupation, and today the libraries of newly founded universities are similarly served.

To make the rapidly growing collections of the university libraries available and to give better service to readers, proper cataloging and the creation of a rational system of catalogs, embracing the entire library collection, is of the greatest importance. As is well known, classified and alphabetical catalogs are recommended as the minimum for universal libraries in the Soviet Union, a group to which university libraries belong.<sup>26</sup> For a short period of time, the subject catalog was also used. Today it finds acceptance in highly specialized libraries, but only a few university libraries (Moscow, Tiflis, Erevan) use it along with the classified catalog. The dictionary catalog, accepted in the libraries of the USA and several other countries, did not take root in Russian libraries.

In contrast to other libraries, the university library's system of catalogs includes, besides the basic catalogs named above, a number of special catalogs—for example, a catalog of dissertations, of dissertation abstracts, of industrial standards, of atlases and maps, etc.<sup>27</sup>

Besides the main library's so-called union or general catalogs (the function of which is not only to reflect the main library's collection but also the collections of the entire system of the university libraries), branches of the main library, departmental libraries, and the like, also have their own catalogs (alphabetical, classified, subject).

It is obvious that the creation of a harmonious system of catalogs

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is especially difficult in older libraries with their huge collections and with catalogs which have grown up in the course of centuries. Through the catalogs of several of these universities (Vilnius, Leningrad, Moscow, Tartu and other universities), it is possible to study the development of catalogs for the last 100-150 years.

The finding of a book in libraries with such "museum-piece" catalog systems is becoming a very difficult job not only for the reader, but even for the librarian. This is why, in order to solve the problem of creating an efficient system of catalogs, all the older university libraries are working very hard to re-catalog their collections and to fuse all these varied catalogs into a single union catalog.

One of the problems, which is being solved today by the Soviet Union's university libraries along with the intensive effort to perfect their catalogs, is the problem of developing a unified scientific scheme of bibliographical classification. Today the classified catalogs and library cards of these libraries are produced according to various rules. Most of them use the Soviet version, by L. N. Tropovskii and N. V. Rusinov, of the International Decimal Classification (as at Vilnius, Dnepropetrovsk, Kazakh, Kirghiz, and other universities). The universities of Moscow, Leningrad, Rostov and several others use different variations of the new system, worked out by the Lenin State Library; and a large group of libraries use systems worked out by themselves.<sup>27-28</sup> Work on the creation of a scientific scheme of library classification is coming to an end. In this task, the university libraries participate with the libraries of all systems.

### *Reader Services*

The majority of university libraries begin their reports with a section on service to readers, and this has its own special meaning. In the work of the Soviet university library, the reader stands first and foremost. It is this philosophy which distinguishes it from the pre-revolutionary "academic" library, which was accessible essentially only to limited professorial circles and to students in but a limited way. For a library to show its best side to the reader, so that he can "see its pride and glory . . . it should not boast of how many rare books it has, how many editions of the sixteenth century or manuscripts of the tenth century there are, but how widely books are circulated among the people, how many new readers are attracted . . .,"<sup>20</sup> such were the tasks which V. I. Lenin gave the Russian library. The 1959 decree of the Central Committee of the KPSS set this task: "To ensure bring-

ing the largest possible number of books to all readers and to make possible the free use of any library by all workers, regardless of its administrative jurisdiction.”<sup>30</sup>

Some university libraries emphatically call themselves public libraries,<sup>31</sup> and they have the right to do so. The rich book collections of university libraries cannot be confined to the limits of the university. They are national property and must be accessible to the widest possible group of readers. This is especially important in those cities where there is no other large research library of a general nature. Therefore, in Moscow or in Leningrad, where there are so many large scholarly and public libraries, the proportion of outside readers in the university libraries is less than in the university libraries of Saratov or Vilnius (see Table I).

TABLE I  
*The Composition of Readers of Three University Libraries*

	U. of Moscow (Percent)	U. of Vilnius (Percent)	U. of Saratov (Percent)
Research and Teaching Personnel:	11.9	5.2	6.5
Other University Assistants:	17.8	2.3	4.9
Students:	66.4	77.9	65.9
Outside Readers:	3.9	14.6	22.7
	100.0	100.0	100.0

Foreign writers, even though personally acquainted with the work of Soviet university libraries, often come to false conclusions about certain privileges for groups of readers and limitations for others.<sup>32</sup> It is true that, according to the regulations for the use of the library of an institution of higher learning,<sup>33</sup> scholarly literature is checked out for a period of up to one month to professors, instructors, assistants, graduate students, and to members and student-members of scholarly societies, in quantities of up to fifteen volumes; to students of the upper classes, up to ten volumes; and up to five volumes to the remaining readers. However, such a gradation is completely natural and expedient. It stems from the real demand for scholarly literature by these groups. In the case of social-political literature and belles-lettres, and also periodicals, no difference is made between the separate groups of readers. In differentiating service to readers according to such classifications, the Soviet library is by no means striving

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to limit the position of this or that group of readers by some sort of privilege. The main purpose of differentiating service is to create for each separate category of readers the most favorable conditions for working with the literature which it primarily needs. Thus in a student reading room the collection will consist mainly of books needed for required reading, and in a faculty reading room of research-reference literature. However, this does not mean that the student is not able to use scholarly literature. Any student, working on a course or thesis or preparing a paper for a student research conference, is able to become familiar with all the literature needed for his purposes, in whatever branch or department of the library it may be kept. The same can be said also for the outside reader, under the condition, of course, that the literature will be used for solving some sort of scholarly or technical problem, or for the purpose of raising his professional skills.

Not to limit the reader, but to entice him into reading as widely as possible—this is the task of any university library. As has already been pointed out, the number of readers in university libraries in 1961 was 292,600 people, to whom 33,700,000 books and journals were checked out.

In the libraries of Moscow University, there were more than 30,000 readers, and 5,300,000 books were checked out. The corresponding figures in other university libraries were: Leningrad, 16,800 readers and 2,300,000 books checked out; Saratov, 11,600 readers and 1,500,000 books; Vilnius, 10,000 readers and 1,300,000 books, and so forth. In visiting foreign libraries, we are always surprised at the insignificant number of readers in the university library reading rooms, especially in Western European libraries,<sup>34</sup> and at the low degree of use of the collections.

The average book circulation, the main indicator of the intensity of use of the collection and, in general, of all work of the library, is significantly higher in the Soviet university library, even in comparison with our other types of libraries. Thus the average yearly issue of books or journals to one reader in the republic and regional libraries was 24 units,<sup>35</sup> while in the university libraries it reached 115 units (171 in Moscow University, 136 in Leningrad, 133 in Ural, 127 in Tashkent, 125 in Vilnius, and so forth). It has been established that the rate of book turnover in university libraries is significantly higher than in the special scientific libraries and the libraries of the Academy of Sciences of the USSR.<sup>36</sup>

All this testifies to the great and intensive work undertaken in the university libraries to satisfy the demands of the reader. The majority of university library reading rooms are open fourteen hours a day and even on Sundays. An increasingly wide use of open stack access to book collections is made by the university libraries, as well as other methods of getting the book to the reader. An inter-library loan system is being organized; large collections of textbooks and educational aids are being created for students (in some universities they reach 700-800,000 volumes). A great amount of attention is being given to the distribution of textbooks to night and correspondence students, and especially to students who live in other cities and are not able to use textbooks in the reading rooms during the academic year, and who thus deserve priority. To supply students of this category, a so-called correspondence lending system is widely used, i.e., sending literature by mail.<sup>37</sup>

One of the most important tasks of university libraries is bibliographical work. This work, to a greater or lesser degree, is performed by all university libraries and encompasses all areas of bibliographical activity, both bibliographical reference and informational service, both recommended reading lists and so-called systematic or scientific bibliography. Bibliographical work in all university libraries is closely tied to the teaching and research work of the university. An example of the rational organization of bibliographical service for readers can be found at Moscow University. Here a harmonious and well thought-out system of bibliographical reference service to the reader has been developed. The characteristic feature of this system is its "many-layered" structure. This service is performed by the reference sector of the research library, by the reference desks of the branch (i.e., departmental) and textbook libraries, and also by the assistants of the departmental and seminar libraries,<sup>38</sup> since the solution of bibliographical problems is impossible without the active participation of the various departments. The bibliographical section of the research library organizes, coordinates, and methodically supervises the bibliographical activity of all the links of the far-flung network of the university's libraries.<sup>39</sup>

It is obvious that coordination in bibliographical work is necessary not only within the university, but also even outside its confines. University libraries, as a rule, coordinate all this work with other research, public, and special libraries of the city. Leningrad can serve as an example of such coordination, where all research libraries of the

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city are divided into subject clusters; the university library being the head library of the humanities cluster. The libraries of Vilnius, Irkutsk, Saratov, Tashkent, Tomsk and other universities also coordinate their work in the field of bibliography with other research libraries of the area.<sup>40</sup> University libraries devote much attention to the creation of a bibliographical apparatus, on which the availability and quality of bibliographical service to the reader greatly depends. All libraries have a collection of reference books: encyclopedias, handbooks, national and special bibliographies, abstracts, etc. In the older universities (Leningrad, Vilnius, Tartu and others) the reference collection of the bibliographical departments exceeds 25-30,000 volumes. Card files, as a source of current information, play an important role in the bibliographical apparatus, and most important is the general card file for magazine and newspaper articles, formed mainly from printed cards published by the All-Union Book Chamber. Besides this file, all libraries maintain card files of reviews, biographical information, and the like. The rapid growth of card files puts before libraries the urgent task of using mechanical means and automation in the accumulation and selection of bibliographical information.

The university libraries not only serve university professors and students with bibliographical information, but also all who turn to the library for assistance.

Information about newly acquired literature in the library is made available by all university libraries. The most widespread form of such information is the bulletin of new additions of national and foreign literature, which is mimeographed by the libraries or reproduced by other means. (The large university libraries—Moscow, Saratov, Vilnius and others—have well-equipped photo-copy and microfilm laboratories, provided with rotoprinters, electrographic machinery, and other equipment.) Besides these regularly published bulletins of new publications, university libraries also give individual information to the separate scientific departments and laboratories about specialized new publications which interest them.

Besides the basic form of current bibliographical information shown above, university libraries also use other means to inform readers about new literature. In the inter-library loan departments, in the reading rooms, and in other parts of the library frequented by readers, displays of newly added books are organized. The libraries also use the university newspaper, radio corners in the student dormitories, and other technical means of information to disseminate news about

new additions to the library. As another means of propagandizing books, libraries also use oral reviews, literary evenings, meetings of readers with the authors of new scholarly and literary works, and other measures for reaching large groups of people.

However, the central place in the bibliographical activity of a university library is occupied by its work in the field of subject bibliography. This work, as a rule, is closely tied with the research plans of the university, in which the library gives special attention to those scholarly themes which are supposedly the special research goals of the given university. Thus, for example, Moscow University library is compiling a bibliography of Russian and foreign literature on photosynthesis and photoperiodism, Lvov University library on the mineralogy of the Ukraine, Kazan University library on the history of the Tatar and ASSR and Tatar literature, and so forth.

University libraries often publish such bibliographical works in collaboration with other research libraries. As examples of such collaboration one can point to the bibliography "Chemistry and Chemical Processes in the Economy of Soviet Lithuania," which was prepared by Vilnius University library and the Central Scientific-Technological library of the Lithuanian SSR, or to such a fundamental bibliographical work as "The Geology of Uzbekistan," which was published jointly by Tashkent University library and the Academy of Sciences of the Uzbek SSR. In the large university libraries, thematic bibliographies are compiled even by the departmental subject branches of the library.<sup>41</sup> Several university libraries (Irkutsk, Saratov, Tomsk) are very active in the field of regional bibliography. It is completely natural that work in the field of scientific thematic bibliography is successful only when the bibliographers work in close cooperation with the scholars.

An important contribution of university libraries to research in cultural history is in compiling bibliographies in the history of science, higher education, and of their own universities. Here the Moscow University library must be especially mentioned. Besides bibliographies of the history of the university, Moscow is pursuing such major bibliographical themes as "The Works of Russian Scientists in Physical Chemistry," "A Bibliography of the Works of Russian Scientists in Astronomy," etc. Such bibliographical work is also carried on by the university libraries of Vilnius, Kazan, Leningrad, Rostov, and others.

One of the objectives of university libraries in the field of scientific bibliography is the publication of guides or catalogs of the most

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valuable individual books or manuscript collections of the library. An example of such a publication is the bibliographical index on "The Old Lithuanian Book" at Vilnius University, published by the university, which opens the richest collection of its kind in the world to the reader, or the "Description of Tadzhik, Persian, Arabian, and Turkish Manuscripts," published by the main library of Tashkent University.

It is obvious that the effectiveness of bibliographical service depends not only upon the qualifications of the bibliographers and their ability to do this work, but also to a great extent on the bibliographical training of the reader himself. Much has been done to raise the level of bibliographical knowledge among readers and to inculcate good habits. If libraries in the past limited their activity in this field to acquainting readers in a general way with the bibliographical "economy" of libraries and with the use of books, by means of lectures, discussions, and the organization of displays, today the problem of raising the bibliographical competence of readers has acquired a more organized and systematic character.<sup>42</sup> The Minister of Higher and Secondary Special Education of the USSR in 1959 issued a directive "On Measures for Improving the Work of the Library" in order to organize in all educational institutions of higher learning required courses for students in library-bibliographical work.<sup>43</sup> Several universities (Moscow, Saratov, Vilnius) prepared teaching aids to help the specialists who are conducting these courses. The first study guides for students have already been published.<sup>44</sup>

In most universities these studies are conducted in an organized manner, and have an obvious effect. Students are systematically led to read scholarly literature, they learn to organize bibliographical sources and to use them in their studies. The purpose is not to provide the undergraduate or graduate student with a prepared list of literature on a subject, but to teach him to work independently with bibliographical sources and independently to compile such a list for himself.

The rich experience of university libraries in their many-sided activity calls for theoretical analysis and a general conclusion. In the Soviet periodical literature of librarianship, articles appear more and more often, which attempt to illuminate this or that complicated problem in the work of the library of a particular institution of higher learning. Some university libraries, such as Vilnius and Saratov, publish, albeit sporadically, their own scholarly transactions and annuals,

organize conferences, and the like. It is important to point out the traditional "Lomonosov readings" organized by Moscow University library, at which representatives of academic libraries from the entire Soviet Union appear with their reports. The series of "Accounts of the Work at the Library of Moscow University" also are a kind of scholarly series in library science.

University education in the Soviet Union is on the increase, and it is obvious that in connection with this, favorable perspectives are opening up for the greatest expansion, extension, and perfection of the many-sided work of our university libraries.

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