



Introduction

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IF YEARS, LIKE EARTHQUAKES, were measured on a seismograph, then the quarter century beginning with World War II and ending with nation-wide upheavals on our campuses would register as one of the most turbulent in our history: the omnipresence of the nuclear bomb, the computer, and television; the consciousness of the Cold War and the generation and credibility gaps; the advent or imminent advent of revolutions by colored peoples around the globe; the emergence of the Beatles and Fidel Castro; the assassinations of John Kennedy, Martin Luther King, and Robert Kennedy; the phenomena of Resurrection City and Jackie Kennedy Onassis, the trend-setting disturbances at Berkeley, Columbia and San Francisco State; and the personalities of Eldridge Cleaver and Billy Graham. It is a complex and changing world; the old order is collapsing while nothing is rising to replace it. Change is especially evident in higher education, and to some extent within academic librarianship.

Planning a special issue on contemporary trends in college librarianship reminds me of a favorite quotation from Thoreau: "If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them." Before one can build castles for the future, one must survey the foundations of the past. Or perhaps we may distort the words of Thoreau: before we can build solid foundations for the future, we need to dream of all the possibilities and options open to us. Contributors to this issue have summarized some of the major areas of academic librarianship, especially as they apply to college libraries, and have then proceeded to suggest possible directions which these areas may take in the next quarter century.

The three R's of contemporary education have been riots, responsiveness, and relevance. Student riots and demonstrations have been

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straws in the wind: protests against authoritarian and traditional modes of operation which, in the not too distant future, may drastically affect such areas as curricula, course content, and the functions of libraries. The response of administrators and faculty has been varied, and not always sympathetic to the underlying motivation of the protesters. Related to responsiveness is the question of relevance. Even our best young people today are dubious about the kind of education which they are receiving, and, as the Cox Commission Report, *Crisis at Columbia*, notes: "Too little of the whole elaborate paraphernalia of academic activities appears to be concerned with the conduct of a man's life."¹ The more vocal and energetic students are forcing a change from traditional patterns to innovative, imaginative and relevant concepts of learning.

In the United States, growth and expansion are taken for granted. Even so, the recent growth of our colleges and universities has been such that it represents a phenomenon. "Out of every 25 young people of college age in 1900, only one was actually in college. By 1930, one in eight in that age group was getting a college education. Today, the number is one in three. And it is now predicted that in the next 25 years, every other person in the college age group will be a college student."² James F. Govan, Librarian of Swathmore College, sets the stage for subsequent contributors to this issue with his historical essay on the development of collegiate education in the United States. Concentrating upon developments in the first half of the twentieth century, Govan points out, that, regrettably, one of the salient characteristics of the period prior to World War I was the virtual absence of any discussion of academic libraries. Reviewing innovations in higher education over the past fifty years, he refers to the influence of such leaders as Flexner, Meiklejohn, Carnegie, Randall, Hutchins and John Dewey. While emphasis is upon the liberal arts institutions, the junior college and the cluster college concept are not ignored. Govan's concluding discussion is devoted largely to the aid and support which academic libraries have enjoyed as a result of the federal legislation of the sixties. On the eve of the Higher Education Act of 1965, seventy-five percent of all undergraduate libraries failed to meet the low minimum of American Library Association standards. Govan feels the library has a vital role in the college of the future, and supports the library-college concept discussed in the final article of this issue by Sister Helen Sheehan of Trinity College, Washington, D.C.

No more vexing problem confronts today's college librarian than

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how far he should go in the mechanization of library services. Frederick G. Kilgour, Director of the Ohio College Library Center, contends that "Technological developments . . . have relieved man of the full-time occupation of staying alive, and have made it possible for him increasingly to enjoy his human qualities." Applied to libraries, he sees little that has been accomplished which would significantly increase the productivity of either library staff or patrons. It is Kilgour's thesis that the computer offers the major hope in humanization of the academic library, although it may not be fully realized for another quarter century.

"Ideally," says Kilgour, "the college library should reorganize itself for each individual user." Such a goal will not be reached suddenly but must evolve, and efforts to define and solve the problems of computerization must continue if the ultimate goal is to be achieved. In the course of such evolution, computerization should be designed in such manner as to relieve the library staff of many mechanical, repetitive routines. Application of computers to bibliographic compilation and descriptive cataloging are examples which Kilgour discusses. Kilgour concludes his article with this testament of faith: "Sophisticated computerization . . . holds out the hope of humanizing . . . libraries before the end of the century."

Due to the changing concepts in higher education, college library buildings constructed since World War II have attracted attention far beyond the campus. Donald E. Thompson, Librarian at Wabash College, traces the evolution of college library architecture over several centuries. From frequently dull and uninviting mausoleums of the past to the innovative and exciting learning centers of the present, he follows the change from monumental exteriors, with emphasis on "form," to handsomely planned interiors, with their emphasis upon "function." Though the trends of the nineteenth century continued into the twentieth century, change began to take place in the interim between the two world wars.

It was not until the advent of the thirties, however, and the concept of modular design, that college libraries received serious attention by architects and librarians. Following World War II, as Thompson notes, "The idea of modular planning was becoming recognized as an excellent way to provide both flexibility and beauty." The advantages of modular design are stressed along with the shift from large reading rooms to informal lounge areas, alcoves, and the use of individual carrels. Changes in shelving concepts, seating patterns, and the place

of audio-visual facilities are given brief consideration. Thompson supports the idea of the planning team, the close working relationship between architect and librarian, and the now widely approved use of consultants.

The affect of technology and computers is not overlooked as Thompson urges college libraries to look to the future and seriously consider the role of mechanization in planning new buildings. "It seems probable," he says, "that the innovations of the next few decades may be even greater because of automation, mechanization, and the information explosion." Rapidly changing developments in microphotography will drastically affect the future of academic libraries, according to Thompson. Though he devotes considerable space to the subject, he concludes, with other librarians, architects and information technologists, that "for at least the next twenty years the book will remain an irreplaceable medium of information." In spite of current developments, the college library building in the last half of the twentieth century will not differ greatly from those now being planned.

Several years ago, Flora B. Ludington, then librarian of Mount Holyoke College, said: "A good collection represents the work of many minds and hands, for the faculty members, who are both the most consistent and insistent of library users, share with the librarian and his staff the responsibility of assuring the presence of meaningful books in the library."³ As a result of the proliferation of materials of all kinds, the college librarian of the seventies will find the building of an adequate and balanced collection a major problem. In addition, according to Sister Claudia Carlen, he "must also cope with a variety of new media and forms of publication." Though most librarians are familiar with the scope and variety of materials currently demanded, Sister Claudia examines these resources in some detail. From a discussion of microforms and other non-book resources to the changing patterns in college curricula, she moves directly into the question of how the average college administrator can manage the selection and acquisition of materials given the limitation of funds, staff and space common to many of our academic libraries today. Availability of federal funds, though welcomed by most institutions, has often only complicated the problem for many.

Perhaps the most significant section of Sister Claudia's article on expanding resources is that given to the consideration of book selection aids available to the college librarian. After mentioning the standard tools, Sister Claudia discusses the new developments in micro-

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photography and electronics which are making possible greater access, to, and dissemination of, all kinds of printed materials. She concludes that "only through information networks will libraries be able to overcome the problem of expanding resources, increased production costs, and the administrative burden of handling the world's information." Several such networks now being developed are discussed, and we are left with the warning that academic librarians will not be ready for the future unless they move forward with the changes already taking shape.

In a lucid article on the implications of federal legislation for academic libraries, Edmon Low delineates the background from which specific legislative acts develop indicating the complexities and pitfalls that may frequently transpire. To predict the outcome of any specific legislation, he contends, one needs "an exceedingly clear crystal ball." Of particular significance to college librarians and administrators will be Low's survey of recent federal legislation affecting libraries. From copyright, obscenity and censorship, vocational education, to appropriations for libraries under various acts, approximately 10 percent of all legislation in the Second Session of the 90th Congress in 1968 had some implications for libraries. Five of the more important pieces of legislation are then discussed in detail: the Higher Education Facilities Act of 1963, the Higher Education Act of 1965, the Library Services and Construction Act, the Depository Library Act of 1962, and the Vocational Education Act. In the concluding pages of his informative article, Low reminds us of "the implications of legislation proposed but not yet passed, or of that only in the 'talking' stage" and mentions several examples of what may be expected in the future. Low leaves us with the warning that federal programs for college libraries, based upon our experience to date, indicate some hazards as well as some obvious benefits. For the college librarian who wants a brief overview of federal activity in the area of legislation for academic libraries, this article is the answer.

One of the persistent challenges facing college libraries has been the use of resources and services by persons not affiliated with the institution. The pressure in the Chicago metropolitan area, for example, became so great in the mid-sixties that a conference was called to consider the problem of student use of libraries. E. J. Josey, a former college librarian, now with the New York State System, considers not only the community use of academic libraries, but what might be done to alleviate the problem. After enumerating the reasons

why needs of undergraduates are increasing, and pointing out the inadequacies of many college collections—particularly in the area of current periodical literature—Josey turns to a consideration of the individual who is pursuing his education through adult education programs, extension courses, self-study, etc., who must rely upon local library resources.

One category unfortunately slighted in this area is the student below college level who seeks to make use of academic libraries because his own school or public library collection is inadequate. Although the first to admit that the college library's primary obligation is to its own clientele on campus, Josey's major premise is that in the future college libraries must expect to serve those in the community who have no access to adequate library resources or services. The crux of the matter is, as Josey contends in his article, that there must be coordination and cooperation among all libraries within geographical proximity of the college. While it is currently the students who are aggravating the problem, librarians should not forget that there are community leaders (teachers, clergymen, engineers, etc.) who also need access to resources which few public or school libraries can provide in sufficient variety or depth.

In his capacity as chairman of the ACRL committee on the community use of academic libraries, Josey has found that an overwhelming majority of college libraries permit use of resources within the library, but that the percentage drops considerably when it comes to loaning materials. The only real solution, he contends, is a greater degree of flexibility and cooperation, such as the experiments being carried on in various states. "Through new interrelationships . . . college libraries can become a part of the solution for providing ease of access to research library materials." He then proceeds to enumerate some of the various ways in which coordination and cooperation can be carried out: 1) cooperative acquisitions programs; 2) union lists of serial titles; and 3) joint storage centers. Josey's article can be profitably read in conjunction with the one by Richardson on the trends in cooperative ventures. Perhaps the wave of the future will be a universal library credit card that can be presented at any library in the United States.

Librarianship's paramount problem since World War II has been manpower; academic libraries have shared in the problem, often finding it difficult to adequately fill staff positions. As a matter of practical expediency, as Helen M. Brown, Librarian at Wellesley Uni-

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versity, points out in her provocative article, personnel has been a major concern of administrators. In recent years they have had to take a serious look at the organization of their libraries as well as the performance of their personnel. "Library administrators have been too complacent, too restrained by local circumstances, or too little possessed of the management viewpoint to base their staff organizations on actual job analyses. In her article, Brown considers five prevailing forces which interact and reinforce one another: number one is professional standards.

According to the Asheim proposal, "Education and Manpower for Librarianship, First Steps Toward a Statement of Policy,"⁴ the college librarian should possess a liberal arts education; a grounding in the basic principles, theories and their practical applications; a knowledge of human relations, psychology and principles of administration; additional concentrated study in one or more academic disciplines; and knowledge of scholarly and research materials. Only by a continued study and revision of our professional standards can we hope to achieve the status and professionalism which we contend we deserve.

A second prevailing force, according to Brown, "is the increasing democratization of the policy-making function." As our colleges and universities are experiencing drastic changes in administration, communications and control, so in our academic libraries we must be ready to examine and evaluate traditional concepts and recognize the ultimate decentralization of the policy-making function. A third force in planning the future is one consistently mentioned by nearly all of the contributors to this issue: "the rapid advance of technology and its successful application to solving problems of libraries." Although the cost is currently too high for the average college, the capability of the computer and what it can do for the academic library make it a very live option in the future. "College library administrators," for example, "will need to be alert for the point at which a computerized operation could profitably replace personnel on their technical services staff."

Brown's fourth prevailing force affecting the personnel of academic libraries is the involvement of the federal government in the support of libraries, especially through the provisions of the Higher Education Act of 1965. The fifth force affecting personnel "is the growing urgency for granting academic status to college and university librarians." Brown indicates that the professional groups in the American Library Association concerned specifically with the problem are closely watch-

ing the trends in this significant area. After pointing out the discrepancies in recent surveys, she concludes: "There is no unanimity among librarians with respect to academic status," but if the emerging pattern of education for librarianship becomes effective in individual institutions, the traditional resistance of administrators and faculty toward the granting of equal status to professional librarians seems likely to disappear. While it is inevitable, says Brown, that some college librarians will resist changing the role of the librarian, it is the responsibility of the college library administrator to urge that changes be made if we expect to sustain our role in higher education.

Although one of the challenging and far-reaching aspects of academic librarianship over the past decade has been the bold ventures initiated in the name of cooperation, including the sharing of resources and services among groups of colleges, not all librarians will agree with Bernard Richardson's assessment that there have been few examples of success. Formerly the Director of Library Research for the Associated Colleges of the Midwest, Richardson is now Director of Libraries at Northern Arizona University. The restrained tone of his article is perhaps an antidote for those generally willing to give high praise to academic administrations. There must always be a first step, and perhaps Richardson's article will be of assistance to all who are presently engaged in, or who are about to engage in, a cooperative project. He examines a representative sample of cooperative programs among groups of colleges, and finds them wanting.

Early in his article, Richardson discusses the factors which he feels have influenced the development of college libraries as they have played out their role of the neglected stepchild in higher education. "The proliferation of programs, departments, and courses, the creation of entirely new areas of instruction, and, perhaps the most dramatic and crucial, the efforts to build and to maintain science departments which will attract and hold students and research-oriented faculty—these are obvious examples of developments which require enormous investments of library time, money and imagination. The more dynamic the college, the greater the effort to remain on top of problems, and the more pronounced becomes the library's lag behind program demands."

As college administrations strive to swim against the tide of extinction, reaching out with bold new experiments, and seeking for new sources of revenue, various types of cooperative programs are explored. Such programs often involve some attempts at interlibrary

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cooperation. According to Richardson, "Trends in cooperation today do not indicate any revolutionary or imaginative approaches." In his search of the literature he claims to have found no new trends in cooperative ventures, "the familiar areas and efforts were proliferating as a reaction to the possibility of obtaining funds; and some sophisticated automation hardware was being tested." Library literature does offer the discerning librarian descriptive articles on a national network of bibliographic centers, and illuminating discussions of individual programs now in operation in various parts of the country. Richardson's article, however, offers a word of warning to the overly optimistic.

Despite the foibles and failures to be found in college librarianship, innovation and imagination have marked progressive librarianship. The final article in this issue looks to the future with faith and optimism as Sister Helen Sheehan of Trinity College, Washington, D.C., considers the library-college idea. Nearly thirty-five years ago, Louis Shores wrote: "The material unit of cultural education is the book . . . the library is the liberal arts laboratory. Only the conception of the library as the college and the college as the library remains prerequisite to the birth of the library arts college."⁵ She develops the history of this concept in the manner of the artist, and evaluates its place in the future of college librarianship. Examples of successful experimentation with the library-college idea, and the birth of a new journal, *The Library-College Journal*, which keeps abreast of developments in this field are described.

Recognizing the practical difficulties involved, Sister Helen admits that: "A proposal as radical as this one would affront the most liberal of professors. Pedagogically, there simply are not enough potential teachers prepared both in a subject field and in bibliographical expertise." The only solution is in the preparation of personnel for the next academic generation. Sister Helen emphasizes that "The concept of the library-college is the logical development of previous efforts to center education in the learning process, rather than in the teaching process, to encourage initiative and independence . . . and bring the student to grips with the original thought as expressed in books and other media."

In addition to the new experimental models described, Sister Helen mentions individual projects within the framework of traditional colleges which are the result of the library-college concept. It was an English librarian, Norman Beswick, who observed: "perhaps the main

value of the Library-College movement is that it provides a speculative model for use in our thinking.”⁶ Whether one uses the library-college as a model for thinking or as a model for action, it cannot be ignored in evaluating the present condition of college librarianship within higher education.

As contemporary man gropes for solutions to the problems of peace, population and protest—and all the lesser manifestations of turbulence in the twentieth century, one fact is certain: he will need more, and not less, of the accumulated wisdom of the ages. College librarianship will have a significant role to play in the quest.

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