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Official Organ of the Special Libraries Association

# Special Libraries

"Putting Knowledge to Work"

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**NOVEMBER 1937**

VOLUME 28

NUMBER 9

# SPECIAL LIBRARIES

MARIAN C. MANLEY, *Editor*

Vol. 28, No. 9

November, 1937

## The Quest for Beauty in the Library

By Florence E. Wall, F.A.I.C.\*

ANY comment on the phenomenal growth of the cosmetic industry nowadays sounds like little more than a cliché. Everyone talks about it — with approval, with disapproval, with amusement, and with wonder and alarm — and all agree that it is indeed remarkable to see a collection of inconsequential odds and ends work its way through a quarter of a century from practically nowhere to an enviably high place on our nation's list of important industries.

Depending on the source of the information and the data on which statistics are compiled, cosmetics have been ranked as third to fifth on the national list. In 1935, Dun and Bradstreet rated them second, because "during the depression the drop in this industry was less than in any other industry excepting only foods."

Along with this enormous growth in the industry itself has risen a steady flood of literature of sorts on cosmetics and beautification until by now a bibliography — if one could be compiled — would just about fill a volume of the *Encyclopedia Britannica*. Anyone, it seems, has been allowed and encouraged to write about cosmetics. References may be found in the most surprising places and represent a wide divergence in points of view, for physicians, chemists, preachers, opera and stage stars, advertising people, self appointed beauty experts, newspaper "sob-sisters" and fea-

ture writers, and professional reformers — all have contributed their bit. Much of this output is of decidedly doubtful value, but in the lack of technical knowledge and established standards, librarians are frequently at a loss to guide the reading of those that call on them for light on all these mysteries.

Defined broadly, cosmetics comprise ". . . anything used to cleanse, to alter the appearance of, or to promote the attractiveness of the person." The field thus embraces all preparations and treatments for the skin, hair, teeth, and nails; also soaps, perfumes, bath accessories, and practically everything used by men, women, and children, in their daily good grooming.

For most librarians, the simplest course is to turn an inquirer loose with *Chemical Abstracts*. Alas, this valuable repository has given consideration to cosmetics only since January 1936. For information earlier than this, the student must search under widely scattered heads.<sup>67</sup> No librarian — no matter how "special" — should consider himself (or herself, most likely) immune, or hold himself inoculated against instruction on cosmetics. Metals, plastics, ceramics, paper, petroleum, and many other seemingly irrelevant industries have become related to cosmetics. No one knows what may be drawn in next!

For material on the historical background of cosmetics and beautification, one must go to sources on the history of medicine and pharmacy, because for thousands

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of years everything pertaining to any and all care of the human body was under the care of the physicians. The standard reference works on this period are well known: the various medical papyri, notably the Edwin Smith Papyrus (B.C. 1600)<sup>1</sup> now in the possession of the New York Historical Society; and the Ebers Papyrus (B.C. 1550).<sup>2</sup> Transliterations and translations of both of these valuable documents are available in many libraries. (See bibliography for additional references.<sup>3-12</sup>)

Any thought or discussion of the Egyptian period frequently elicits some comment like, "Oh yes — Cleopatra. . . ." Too many do not realize that Cleopatra had nothing to do with this ancient period of Egyptian history, and that she, in fact, marked the total eclipse of Egypt's glory (69-30 B.C.). Between the two periods, the lore of medicine (and with it, cosmetics) passed from the Egyptians to many other ancient peoples — Assyrians, Babylonians, Chaldeans, Hebrews, and Greeks. Hippocrates looms out as a landmark for cosmetics, as well as for medicine, because he outlined the study of dermatology and preached the value of fresh air, massage, and exercise. During the "Golden Age of Greece," the development and care of the beautiful body became a cult; much of what was taught then is still used by modern physical educators.

From the Greeks, by way of Egypt and Sicily, the lore of cosmetics reached Rome and soon assumed a prominent place in the period of luxury that characterized the reigns of the early Caesars. Everything used for beautification, both by the men and by the women is described with much racy comment by Horace, Juvenal, Ovid<sup>13</sup>, and other contemporary writers. Those who are rusty in their Latin will find many quotable bits from the Roman writers in James.<sup>14</sup>

The first century A.D. was marked by the contributions of Celsus (53 B.C.—7 A.D.), Pliny the Elder (23-79), Dioscorides, and

Crito, the personal physician to the Emperor Trajan (reigned 98-117). The last-named wrote a complete treatise on cosmetics, summarized in four books. The originals have been lost, but the outline is quoted by Joseph<sup>5</sup> and by Goodman.<sup>9</sup>

Galen himself (130-200) gives considerable information useful in the cosmetic arts in his book on local remedies. His most notable contribution is the well-known recipe for cold cream. Following his time, there were only Oribasius (325-400), Aetius of Amida (502-575), and Paul of Aegina (625-690) before cosmetics, along with the rest of the Greco-Roman medical science, and eventually all culture and education collapsed in Europe.

But a new stream of culture was already rising. The Arabs, working first into Asia as far as India, took whatever was useful to them of a Hindu-Sino-Japanese heritage and started back toward Europe across northern Africa. Their contributions to knowledge are well known to most research workers in many fields of art and science; the most notable one to medicine and cosmetics was a serious effort to remedy the underlying cause of a defect, rather than merely to conceal the appearance of it.

References to cosmetics may be found in the writings of many of the famous Arabists: Rhazes, Avicenna, Avenzoar, *et al.*; and in those of many of the famous alchemists whose work stemmed from the same sources: Arnold of Villanova, Ramon Lull, *et al.* About the last serious work by a genuine Arab medical practitioner is by Abdeker,<sup>15</sup> the personal physician of Mohammed II (reigned 1451-1481).

But the Arabs were not able to finish what they started. As students and learned translators flocked to their great universities in Spain, their stores of knowledge were gradually scattered to form the foundations of other universities all over Europe. Medical science began to grow so rapidly that a division in its body of knowledge became inevitable. Henri de Monde-



ville<sup>16</sup> (died ca. 1320) attempted to limit ethical practice to the treatment of actual disease and discard embellishment; but he gained his own living from both branches. His famous pupil, Guy de Chauliac<sup>17</sup> (1300-1365), whose influence was extended through many centuries by his famous books on surgery, established the breach fairly successfully by ignoring practically all cosmetic products except dentifrices.

Even as this movement for separation was spreading, the cosmetic arts attained hitherto unknown heights during the Renaissance in Italy. The last of the defenders was M. Giovanni Marinello, a cultured physician of Modena and Venice, the first to write a book exclusively about cosmetics in the Italian language.<sup>18</sup> He urged his colleagues to keep this art within their legitimate practice, but the weight of opinion was against him. By 1600, the two branches were definitely separated as far as the ethical physicians were concerned.

Many quaint books are available which show the extent of knowledge of cosmetics during the sixteenth century. Some are original offerings; but most of them are compilations of recipes handed down from the beginning of time.<sup>19-21</sup>

Contrary to the belief that France was the origin and the center of the universe for everything pertaining to cosmetics and beautification, the fact is that the modern period of glory in all these matters dates from the sixteenth century. When Caterina di Medici went to France as the bride of the future king, Henri II, she took with her a pet perfumer and poisoner known only as René. His recipes are alleged to be still available.<sup>22</sup> A more reputable authority was Dr. Jean Liebaut,<sup>23</sup> of the University of Paris, who brought out a series of volumes paralleling and seemingly inspired by those of Marinello.

Perfumes had been known in England since the time of the Crusades. During the reign of Elizabeth, a still room was set

aside in the houses of many ladies of the court, where they dabbled at perfumes and flavorings. Later, this work was taken over by the cooks and maids, other products were added and the making of cosmetics soon became an established household art.

The seventeenth and eighteenth centuries saw a gradual degeneration in everything pertaining to cosmetics and beautification. The lore was scattered among pharmacists, barbers, hairdressers, alchemists (mostly sorcerers by this time) and others, who hoarded jealously what they found in the old books and made up in mystery what they lacked in science. England became flooded with such "literary dish-water" as the "compleat gentlewoman's handbook," and other treasures<sup>24-26</sup> designed to guide "the female mind" in everything it should know from the cradle to the grave. The contemporary French and Italian publications were no better, as anything and everything was appropriated freely and translated without credit to any source.<sup>27</sup>

The increasing use of frankly dangerous substances led to a temporary revival of interest in cosmetics on the part of certain physicians during the nineteenth century. Many wrote at great length on all these matters, but comparatively few signed their books.<sup>28, 29</sup> Of those that did, the works of Erasmus Wilson<sup>30</sup> and Herman Beigel<sup>31</sup> are noteworthy.

The nineteenth century also saw the sudden rise of self-appointed beauty experts of all kinds and on all sides. *Godey's Lady's Book* and other women's magazines established departments where beauty problems were discussed and readers' questions answered.<sup>32</sup> The professional beauties also burst into print; one of the earliest of these effusions was by Lola Montez.<sup>33</sup> A third type of publication emanated from manufacturers of cosmetic products.<sup>34</sup>

The literary level on cosmetics reached its all-time low in the so-called textbooks of the schools of beauty culture. Such com-

pilations of pseudo-science, medieval mystery, garbled Latin and Greek, illiterate English, and sales chatter as some of those early specimens were literally incredible — they must be seen to be believed! Even today, the searcher for technical knowledge on beauty culture must pick and choose his authorities with care, and be sure the texts are up-to-date.

The twentieth century is the Age of Science in cosmetics as in everything else. After centuries of neglect, the serious study of cosmetic products has come up again — this time in the hands of the chemists, who seem best qualified to handle the varied problems involved.<sup>85</sup> Credit for this movement must be given to the successful manufacturers,<sup>86</sup> who were willing to invest some of their profits in improving their products. There is more of a trend, too, toward the realization that cosmetics are merely "things for the thing signified" — beauty. Beauty culture — now officially called *cosmetology* is a recognized branch of training in public and private trade schools, with laws to govern it in all but four of the United States (Mississippi, New York, Tennessee, Virginia).

The vast amount of literature at present falls readily into four classes:

(1) *Publications by authorities on medicine, hygiene, and health.* These give little constructive information on cosmetics because most physicians know comparatively little about the care of the healthy body, and less about embellishing it. A few notable exceptions are listed.<sup>87-90</sup>

(2) *Technical and trade publications,* including formularies and handbooks.<sup>10, 41-44</sup> These must be assayed most critically as many of them are subsidized, in part if not entirely, by manufacturers and/or advertisers. On the other hand, all these publications should not be condemned and discarded merely as "trade stuff." Many in the trade and industry<sup>45-48</sup> are becoming articulate at last in defense of cosmetics and some good publications have recently

appeared. Trade paper articles<sup>49-54</sup> should be judged by the qualifications and standing of the author. Unsigned articles, unacknowledged translations, and obvious "stuffers" which puff proprietary products may be justifiably viewed with suspicion.

(3) *Textbooks on cosmetology,* mentioned before. Many of these represent the "private brand of science" of some particular school, so these, too, should be judged by the standing of the author, and by the reliability of the sources given in the bibliography (if any).<sup>55</sup> Changes in the subject matter and in the manner of teaching cosmetology have been rapid in recent years; therefore any text of this kind should be kept right up to the minute to be of any practical value.

(4) *Publications by assorted lay persons.* The worst of these are the accumulating works of the professional reformers and self-appointed "apostles to the guinea pigs." They are, unfortunately, widely recommended for reading in the schools; whereas they should be condemned for their superficiality, their destructive attitude, and their lack of (or relatively small percentage of) authentic, first-hand information.<sup>56-58</sup> The sponsors of these publications did practically no research on cosmetics — at least at first; they simply rewrote material obtained from the American Medical Association and various offices of the government. The chief source of this information is a small pamphlet<sup>59</sup> published by the Bureau of Investigation of the A.M.A. — solely a fact-finding and educational bureau. The greatest flaw in these publications of the reformers is in their confounding of the pure science — the pharmacology — of certain chemicals with their perfectly legitimate application in pharmaceuticals and cosmetics. For further discussion, see recent Senate records.<sup>60</sup>

More constructive media for consumer education in all these mysteries are the

publications of some of the beauty editors.<sup>61-63</sup> It must be remembered, however, that these writers serve principally as interpreters and explainers of, and guides to the proper choice and use of, cosmetic products on the market. Here, too, one must keep to the latest publications for acceptable guidance. Finally, lists of books may be obtained from at least two departments of the government.<sup>64, 65</sup>

From this brief survey it should be evident that there really is something to know about cosmetics, and that librarians should be prepared to steer questers to the proper sources of information. The stream of history has taken cosmetics in and out of many fields, but all this ancient lore should be viewed now in its proper perspective — merely as a panoramic background for the present and future. Too many writers have served only to keep cosmetic literature top-heavy by continually rewriting about the ancient Egyptians, the Romans, and the seventeenth century in England. For those with a leaning toward history, good research is still to be done on the Arabists,

the Italian Renaissance, and the early colonial days in America.

The greatest need at the moment is for qualified research workers, with the proper background in both the basic sciences and the arts in beauty culture, who can keep the current literature combed for relevant articles. These should be carefully reviewed and evaluated for their usefulness in the technology of cosmetics and beautification.

The subject matter of modern cosmetology<sup>66</sup> itself draws from biology, chemistry,<sup>67</sup> dermatology, dietetics, physics, physical therapy, plastic surgery, endocrinology, physical education, and psychology,<sup>68</sup> as well as from the ancient arts of hairdressing and cosmetic embellishment. It should not be ridiculed or despised for its follies and mistakes of the past. Rather it should be recognized and respected as potentially a new branch of science, rapidly moving along the way toward codification, which solicits helping hands for a good start in the period of history that is just beginning.

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## Training for "Specials": The Status of the Library Schools

By *J. H. Shera, Bibliographer*

Scripps Foundation, Miami University

MELVIL Dewey in establishing the first library school defined its function, with characteristic universality, as that of training the student "to select, buy, arrange, catalog, index, and administer in the best and most economical way any collection of books, pamphlets, or serials." There is no evidence to indicate that in 1887, Dewey foresaw the advent of the special library as we know it today, that was left to the vision of a John Cotton Dana; but so all-inclusive is this definition that training for special librarianship is, by its very nature, implicit therein. It is likewise true, as Miss Fair\* has pointed out, that the Dewey definition presents in skeleton form the library school first-year curriculum, but that the real challenge today must lie in the selection or modification of these principles to meet new situations.

To what extent this challenge is being met, and to how great a degree the library schools are modifying the basic curriculum to take into account the peculiar needs of those wishing to enter the profession of special librarianship, the S.L.A. Committee on Training and Recruiting has set out to discover. The answer has been sought along three different, though interwoven, channels: By appeal through questionnaire to practicing special librarians for reactions to their respective professional preparations; in joint conference with the A.L.A. Board of Education for Librarianship, in New York last June; through direct correspondence with the directors of the library schools themselves. The first

two have been previously dealt with in detail in the pages of this same publication, especially in the printed reports of the committee chairman, Mrs. Margaret Smith. It is, then, our present design to focus attention upon the third.

In February of the current year Mrs. Smith sent to the directors of the several library schools a letter setting forth the purpose behind the investigation, and asking for information in some detail relative to the type of training offered and the special privileges and benefits accruing to those preparing to enter some phase of the special library field. Replies were received from some twenty-four institutions ranging in length from a brief denial of any offerings of benefit to prospective "specials" to rather optimistic and detailed presentations of present policies and future plans. Unanimity is, however, manifest in one respect. Only one school offers a single course of even one semester's duration devoted entirely to the problems peculiar to the special library. Four institutions present an outstanding special librarian in one or more annual lectures dealing with the opportunities and problems of special librarianship. One of these, moreover, abolished even this after 1930, because "the field seemed so stagnant and unpromising," and until the present year there has been no desire for reinstatement expressed by the student body. Five schools will make certain adaptations in the curriculum, and give opportunities for interested students to carry out special work. A few others bring special librarianship to the attention of their prospective graduates through the media of printed

\*Fair, Ethel M. *Lib. Quart.*, v. 7, no. 4 (Oct. 1937), p. 582.

materials, exhibits, and other aids in vocational guidance, and two or three arrange visits to near-by representative special libraries either for class groups or individuals. Finally, five schools do include brief discussions of special librarianship as parts of survey or administration courses, while seven schools ignore it entirely. It should be added, however, that most of this last group are teacher-training institutions the attention of which is devoted almost entirely to the preparation of school librarians. What the individual schools are doing may be seen from the following notes based on replies.

Carnegie Library School, Pittsburgh.

Annual lecture by special librarian in Pittsburgh.

Arrange for students interested in special library work to observe practices in special libraries and do seminar work in the major field of interest.

College of St. Catherine, St. Paul.

Arrange for field work in special libraries.

College of William and Mary, Williamsburg

Primarily confined to training of school librarians.

Columbia University.

A two-point course on special libraries "aims to present the purpose and point of view of a special library" given in the spring and in the summer. Related courses are on abstracting, etc.

Drexel Institute, Philadelphia.

Annual lectures, and visits to special libraries. Entertain tentative hopes for future enlargement of the advanced curriculum to include work in special libraries.

Emory University, Georgia.

Offers nothing related to special libraries.

George Peabody College for Teachers, Nashville.

Features training of school librarians. Have had certain graduates enter business and newspaper libraries.

Kansas State Teachers College, Emporia.

Primarily interested in training of school librarians.

Louisiana State University, Baton Rouge.

Offers nothing for special library training.

New York State College for Teachers, Albany.

Trains for school librarians.

Our Lady of the Lake College, San Antonio, Texas.

Offers one unit of work on special libraries in administration course.

Pratt Institute, Brooklyn.

Annual lectures on special libraries and technical literature.

Apprentice training in technical department of the library.

Field work in other special libraries.

Riverside (Cal.) Library Service School.

Varying degrees of training, ranging from three weeks' course to annual lectures.

Dropped all discussion of special libraries since 1930.

Considering reinstating the lectures.

San Jose (Cal) State College.

Trains only for school librarians.

Syracuse University, School of Library Science, Syracuse, N. Y.

"Subject is discussed as a unit in two of our courses."

Texas State College for Women, Denton.

Offers one unit of training in the field and its principal characteristics in the administration course.

University of Buffalo.

Introduce modifications into the public library course.

University of California, Berkeley.

Five weeks given to the study of special libraries in the course in library administration.

Visit representative special libraries.

University of Chicago, Graduate Library School.

Difficult to generalize.

Curriculum varied according to the individual problems of the particular student.

University of Denver.

Make adjustments for individual students.

University of Michigan, Ann Arbor.

Offers course on special collections.

Offers some specialized interne work in the special collections in Ann Arbor.

University of Minnesota, Minneapolis.

Offers a course in hospital libraries.

University of North Carolina, Chapel Hill.

Sponsor exhibits.

Make contrasts between special and public library problems in applying the fundamental principles of library science.

University of Tennessee, Knoxville.

Confined to the training of school librarians.

What inferences are to be drawn from this scheme apart from the rather obvious one of general inadequacy? That the schools are not utilizing to any appreciable degree the inherent possibilities in training for special library service is of course evident. But whence lies the origin of this neglect? Is it the result of a failure to appreciate the magnitude of the demand for librarians thus specially trained? Or does it stem from an inability on the part of the school directors to readjust the basic curriculum to meet these different needs? Might it be that the principles of such training are yet so diffuse, the various ramifications so scattered and dissimilar, that generalization and codification of any basic form of this training is as yet impossible, so that when the schools make a real effort to adjust their courses of study they find themselves lost in a maze of unrelated and ill-defined demands? The answers to such questions cannot as yet be given with any degree of accuracy, much less dogmatism. Probably all of these factors contribute to the situation as it exists today.

That the schools still continue to cling tenaciously to the basic curriculum, especially in the first year, is once again apparent from many of the letters. Typical are the following:

"We are now considering offering some specialization in various fields of service, which students may elect after a preparatory period of basic work."

"I feel myself that the one year course is already too crowded to make specialization possible."

"Since the program in library science is only of one year's duration, it permits of little or no specialization."

"We offer the standard one-year library science curriculum which is fundamental for library positions of any sort."

It is surprising, too, to discover that at least certain of the school administrators are not perfectly clear as to the exact

meaning of "special" as applied to library service. One director writes:

"Our school is a training school for a special library and not for any other inasmuch as we prepare school librarians for the state."

while another writes:

"In addition to the basic curriculum in library science which trains for general library work, the school offers specialized courses in college and university libraries, school libraries, and county and regional libraries . . . the special emphasis this year is upon school regional libraries."

and a third is, under the impression that "your Special Libraries Association would not include school libraries."

Recalling the questionnaire that the Committee on Recruiting and Training sent to practicing "specials," it will be remembered that the general opinion was that the library schools did little in directing the attention of the students toward the values of specialization or promoting their employment in such fields after graduation. This is strikingly corroborated by the present correspondence. By and large, the impulse to enter this form of library work has come from the student himself. Witness:

"Our courses are built up first with those fundamentals for all types of library work, and those especially adapted to the school library are given later. We do occasionally have students who become interested in business libraries or some other special field."

"It (the need for training in special librarianship) has not been mentioned to us in the meantime, but we have had just a 'nibble' this year and while not encouraged to undertake anything that might be called a course we have thought that we might offer two to five lectures on the subject during the summer session."

Still others imply, though do not definitely so state, that the initiative comes from individual students, while not one shows any indication that students are urged to consider special librarianship as a career, or that the opportunities are brought to the

students' attention with any striking degree of emphasis.

But since there are schools that grant at least a modicum of consideration to the problems of special librarianship where in the curriculum does it appear? The answer is simple, in nearly every case in either a survey course or the class in library administration. Yet, ironically enough, the New York conference with the A.L.A. Board of Education revealed that such courses as these were perhaps of least value to aspirants for special library jobs. To quote from the report of the meeting:

"Library administration, it was felt, was something that could be almost entirely eliminated, since the problems for a special library were so different from those of a public library, and each special library represented a problem unto itself so that except for a few common sense fundamentals . . . there was little the library school could do."

From the above it might be assumed that few graduates from accredited institutions ever enter special library work, but here again we meet an interesting and not uncharacteristic contradiction. From the letters under consideration, it is evident that in more than half the schools reporting there have graduated, or are preparing to graduate, students specializing in some phase of special librarianship. Further there is no evidence to indicate that any individual who has so specialized has, after graduation, encountered any difficulty in securing a desirable position. Special librarianship may not be a librarian's land of milk and honey, but certainly by and large it does offer a greater possibility of reward than the more heavily trodden paths.

In conclusion, from this welter of dissociated facts, ambiguities, and uncertainties, what valid conclusions can be drawn that will make possible the erection of a firm foundation upon which adequate training for "specials" can be built? The answer to

this is not easy, for the issues are still confused, and there remains much inertia to be overcome. The concept of the basic curriculum will die hard. There will be great reluctance on the part of the schools to cast off the impediments of an overburdened course of study even though the usefulness of much of it can definitely be disproved. There is also the ever present and embarrassing question of how far any course, or series of courses, can be developed that will be of sufficient value to warrant study by all interested in becoming special librarians. To answer this the special librarians themselves are going to have to set forth a more rigid definition of policies and objectives. But when this is done it still must be "sold" to those in charge of educating for librarianship.

In all of this the Committee on Training and Recruiting can be of signal service. It has presented to a reasonably satisfactory degree a picture of training for special librarianship as it now exists, and the landscape leaves much to be desired. The time is now right, the writer is convinced, for the Committee to set forth on a definite constructive program leading toward the erection, by definition and analysis, of a "basic curriculum" designed for those who would practice the profession of special librarianship. The essential materials are now available for the development of such a course of study; it will, however, take some careful integration and courageous and daring thought to weld them into a workable whole. But the task is far from impossible, and once accomplished special librarians will no longer approach the library school executives empty handed, specific proposals will take the place of vague, wishful thinking, and that which is now but nebulous hypotheses will be crystallized into constructive united activity. It may justly be charged that this is a rather long range program, that it cannot be accomplished within a comparatively short space of time, and that the need is

for a policy that will bring reasonably speedy relief to a pressingly acute situation. All this is manifestly true, but the procedure as outlined is essential to any workable policy. Special librarians must know what they themselves want before they can expect a sympathetic hearing. If they cannot give tangible expression to their needs they can scarcely expect others to do it for them. And in the meantime?

Why, the Special Libraries Association through its publications and activities will have to continue to act as the one best source of information relative to the methods peculiar to its particular field. To supplement this the special librarian herself has no alternative but, through her ingenuity and common sense, to hammer out her own techniques to meet her individual problems as best she can.

## Events and Publications

### *Contributions from Jessie C. Barker*

A high mark is set for industrial bibliographies by Miss Isabella M. Cooper's new one—*References Ancient and Modern to the Literature on Beer and Ale*—a publication of the United Brewers Industrial Foundation, 21 E. 40th Street, N. Y. C. In a foreword, Dr. Harry Miller Lydenberg says, "Miss Cooper here certainly shows that a bibliography must be rated as the cornerstone of any thorough foundation, just as surely as she shows that a bibliography can serve as a guide without being a bore. Her experience in libraries has been put to good use in making it plain that the more closely the man of affairs works with the man of the printed page the better it is for both"

U. S.—Foreign and Domestic Commerce Bureau. *World Economic Review, 1936. Part I: United States*. Washington, Government Printing Office, 1937. 114 p., price 15 cents. This is the fourth of an annual series of reports reviewing briefly the outstanding developments affecting the economic position of the U. S. An appendix gives a chronology of important events in 1936 and a legislative summary.

### *Contributions from Margaret R. Bonnell*

Riegel, J. W. *Wage Determination*. Bureau of Industrial Relations, University of Michigan, 1937, 138 p., price \$1.00. The results of a survey of more than 60 companies' wage policies and practices, this book, of interest to practical personnel men, discusses methods of determining standard wage rates for key jobs, job evaluation and occupational analysis construction of wage scales, rating plans, and compensation of individuals. A final chapter deals with the social significance of wage determination.

National Industrial Conference Board, Inc. *Dismissal Compensation*. 1937, 18 p., price \$1.00. This monograph discusses origin of dismissal-compensation policy, characteristics of plans, experience from 1930-36, a tabulation of principal provisions of graduated dismissal-compensation plans, and a selected list of companies having plans; 172 dismissal-compensation plans have been analyzed. This is the first of a new series of monographs to be issued under the general title, "Studies in Personnel Policy." The series will be comprised of short studies published at irregular intervals covering various aspects of personnel and related problems.

U. S. Chamber of Commerce—Department of Manufacture. *Labor Relations Board's Decisions, 1935-1937, Against Employers Regarding Representation and Elections*. Washington, D. C. 33 p.

### *Contributions from Eleanor S. Cavanaugh*

Book of States 1937 edition of Handbook published by Council of State Governments, Drexel Avenue and 58th Street, Chicago \$2. Excellent reference book for name and position of administrative officials and regulatory bodies of various states.

Economic Review. Published by Banco Central de la Republica Argentina. Discontinued two years ago, has resumed publication. Gratis. Is very good for general economic review and current trade statistics on Argentina.

National Bureau of Economic Research has just released its annual compilation on "National Income, 1919-1935" This constitutes a revision of estimates of 1919-27, published in "National Income and Its Purchasing Power."

## The Special Library Profession and What It Offers 14—University and College Departmental Libraries

*By Guelda H. Elliott*

LIBRARIAN, COMMERCE LIBRARY, UNIVERSITY OF NORTH CAROLINA

THE Library School graduate, approaching the end of training, and facing a decision as to what kind of library work to choose as a vocation, has a right to all the information available about the various types that are in successful operation. It is to you, gentle reader, in this little "fireside chat," that I shall address this brief for the university and college departmental library, believing that therein lie the possibilities for the "good life"—the happy library experience which you are hopefully anticipating. The university atmosphere, I believe, is the fortunate setting for a triangular relationship of cooperative effort—that of professor-student-librarian—which will bring compensatory returns in professional activity of a stimulating and satisfying nature. The instructional staff is a vital element in the professional experience of a special librarian, in that, knowing of their individual writing interests, one can, with specialized knowledge and training, feed into the collection materials that touch and further that interest. In short, the special librarian must travel with the professorial clientele in their intellectual wanderings, so misunderstood by the layman, so appreciated by those of creative purpose. The student element of the clientele, both the student reader and the student assistant, offer professional service of a progressively stimulating character. The opportunity one finds here to sow seed in the productive fields of student intellectual habits offers, I believe, a rare opportunity to the special librarian in this setting of constructive effort, to test and develop personal powers.

### Qualifications and Training

As a youthful librarian I was called on to write a 200-word essay on "The Life of a Librarian," and this was the result:

"The life of a librarian is hard. She must be at her post of duty at an early hour, and, despite the earliness of the hour, her face must be wreathed in smiles, that the readers may be cheered as they enter upon their day's work. She must exude a homelike atmosphere in her library, so that the reader may be encouraged to return frequently and use the books freely, but this freedom must

not develop into license—license to hide under his coat 'the best seller' (the librarian must stifle this impulse by her bearing). She must be folksy and unforbidding, yet she must with her presence discourage any tendency to loquacity; she must stimulate curiosity, yet discourage familiarity. The peace and quiet of a library is bought with a great price!" I thought I knew then some of the qualifications that were essential to a successful experience as a librarian; yea verily, I know now that this is only the beginning. A librarian must also have as personal qualities honesty, promptness, courage, accuracy, clearness, caution, economy, and many others, not so easily defined, such as sympathy, tact, and understanding.

In the past it has been very difficult to secure adequate special library training in any of the American library schools, and special librarians have been vocal in their complaints about the inadequacy of opportunities for this technical type of training. Columbia University has been in the vanguard of the new development, and several other schools are incorporating in their curricula courses relating to this work. An article was included in the September, 1934, issue of *SPECIAL LIBRARIES*, written by Professor Ernest J. Reece, of the Columbia University School of Library Service, dealing with this question. Professor Reece says, "The curriculum is arranged so as to meet the necessities of persons who have in view particular aspects of library work, without neglecting the general preparation which is important to others and which they themselves may wish to fall back upon at any moment."

Just recently the *SPECIAL LIBRARIES ASSOCIATION*, through its committee on education, has been conducting an investigation to determine the amount of training that is necessary for all types of special library work and the result of the committee's investigation was published in the January, 1937, issue. For the university and college special librarian the ideal preparation recommended would consist of:

A four-year college course, with a major in the special subject.

Thoroughgoing library training, with emphasis on the special interest of the librarian.



### The Special Library—Its Beginnings and Development

And now, if you have stayed with me this far, I shall tell you about the special library development:

A special or departmental library in any university or college usually has its inception in the special collection, as described in George Allen Works' *College and University Problems*. Dr. Works states, "The origins of these collections varies somewhat, but from the observations made by the writer, it is evident that frequently they are started with little or no idea that they will assume the proportions they ultimately reach. A faculty member interested in a certain field of work begins collecting material. In the early stages the collection, arrangement, and care of the material are looked after by the faculty member, with the assistance of a clerk or student assistant. Eventually the material collected assumes such proportions that a full-time librarian is needed, if the material is to be kept up-to-date, and given proper care."

In Europe the departmental library development is much older, for by 1927 the movement had gained great momentum. In the British Isles, for instance, in the larger universities the departmental library was playing an important role, as evidenced by the fact that Aberdeen University had thirty-five, University of Durham twenty-two, Liverpool University twenty-three, London University sixteen, and Manchester had "departmental libraries in practically every department in the Faculties of Arts and Sciences." As early as 1896 the London School of Economics had founded its library, which ranks among the largest in its field in Europe.

In America as far back as 1782, the departmental library movement was having its beginnings, for in this year "The Library of the Schools of Medicine and Public Health of Harvard University was founded theoretically when the Corporation voted, 'That the Library of the University be enriched with a collection of the most approved authors in anatomy, surgery, physics, chemistry, etc.—a collection more perfect than any in America, as soon as circumstances will permit!' The real founding, however, did not take place until 1819, when the Medical Faculty conveyed to the Corporation the Library of the Massachusetts Medical College." But it has been during the past ten years that the major growth in departmental libraries in universities and colleges has taken place. According to the *Special Libraries Directory* of 1925, there were only eighty-four special libraries in colleges and universities, whereas the new 1935 Directory

lists 249, almost a 200 per cent increase. From small beginnings the departmental library movement has advanced with increasing momentum until today the large universities of the country boast of departmental libraries containing as many as 125,000 items, with periodical lists running into the thousands. At present Harvard University has eighteen departmental libraries, Yale forty-six, University of Michigan twenty-one, University of Pennsylvania twenty and Princeton nineteen. These are only the larger universities. This would seem to indicate that, in the present era of specialization, it has become apparent to the expert that special material must be segregated and that there must be in charge of this material a librarian with technical interest and training. The growth of the movement demonstrates that the special library has won its place in the educational scheme, and has been functioning efficiently.

### Location and Control

The question of the relationship of the departmental library to the central library has long been a controversial one. An investigation of the problem was made by Mr. George Allen Works and he reports in his *College and University Library Problems* as follows:

"The relation of departmental libraries to the university library was found to vary greatly in the institutions studied. In a few instances they were almost entirely independent, but in a large proportion of the cases they were in reality branches of the main library. This latter condition seems to represent the present trend."

The departmental library is generally located so that it may be most readily accessible and its resources of the largest possible use to the faculty and students. The location of the library building with reference to the school or department served will be an important factor in determining where the library will be located. The results of a questionnaire sent out to twenty-five university and college business administration libraries indicate that 29 per cent were in the university library building, while 62 per cent were in the School of Business building.

The university or college departmental library is usually controlled by the university librarian; personally or through a library supervisor subordinate to the university librarian. In many cases, however, it is controlled by the dean of the school. It is operated separately as an independent unit, but the general tendency is toward centralization, with central control. In most cases there is a faculty committee working directly with the departmental librarian. And so we'll say, for purposes of generalization, that the depart-

mental librarian is responsible to either the librarian, or a departmental library supervisor, when the library is a department or branch of the main library; or, if the library operates as an independent unit, the librarian is responsible to the dean of the school; in both cases, with a faculty committee, for purposes of guidance and counsel.

### Personnel

Within the average departmental library, the librarian is responsible for the administration of a staff, which consists of herself, a number of trained assistants, and student helpers. The staff may consist of the librarian, with only student assistants, or it may consist of the librarian with from one to six trained assistants. One special library, at the time a questionnaire was sent out, reported a personnel of eighty-two, and in addition student assistants, but this is so exceptional, we shall not use it in our comparison. In the administration of a university or college departmental library, the student assistant plays a very important part. The use of student assistance is very general, and the appointment of student helpers a very important one. Most student assistants have a preconceived idea of library work and generally enter into it with the notion that it will be an easy route to secure their college education. The awakening that the library assistant has when he once sees the library machinery in operation is a rude one, and is best described by Miss Wilma Bennett in her *Student Assistant*. The assistant says:

"When I signed up for library work little did I realize the full scope of the librarian's duties. To me it seemed that the librarian had nothing to do but keep the students quiet, but before I was in the Library a week, I knew my little picture of 'Life as a Librarian' was shattered. There are so many things to be done that the casual library user had not thought of. The work of getting a book ready for the shelf was vague and distant, but not today, for I fully realize the great range of duties for the librarian and library assistant. My present idea is much more pleasing as I see the advantage of knowing the functions of the library and realize the opportunities one has in being a library assistant."

In order to qualify for the position of library assistant, a student should be reliable, dignified, friendly (not familiar), responsible, efficient, resourceful, patient, and a person of decided intellectual curiosity. If the applicant for the position of student assistant does not possess all of these qualifications, but demonstrates the ability to learn quickly, in most cases he can develop with a little persistent effort on the part

of the librarian into the type that will fit the needs of the position. There are a number of methods of training students: (a) through personal instruction; (b) by the use of a manual, in which the routine of the library may be explained in detail; (c) by reading such manuals as Wilma Bennett's *The Student Assistant* and other material which the librarian may collect for her "training course."

### The Size and Use of the Collection

The size of the collection usually varies from 1,000 to 50,000, the average being around 10,000 to 17,000 items, with periodical lists varying from 100 to 5,000. Of course there are departmental libraries at some of the older universities with collections running around a half-million volumes, but these are the exceptions which we cannot use for purposes of comparison but only point to with pride. These collections, as a general rule, may be used by any member of the entire student body and any member of the faculty; some libraries have only selective student use.

The collection is usually divided into the following classes:

1. Reserves
2. Special collections
3. Reference materials
4. Two weeks collection
5. Periodicals
6. Vertical file materials

The rules governing the use of the collection is a matter for individual determination. Some libraries use the open-stack system and others use closed-stack system, and there is a great variety of rules covering fines, loan periods, etc.

### Division of Work

If the departmental library is an independent unit, ordinarily the order work and cataloguing is done by its staff but, if the library is a branch, the ordering and cataloguing are done in the main library; and, of course, the union catalogue carries entries for the departmental collection. The departmental library usually maintains a separate catalogue of some kind, and an effort is made to avoid duplication so far as possible, since this is an argument used against the establishment of departmental libraries. The one striking exception, where no effort is made to avoid duplication, is Yale. There the collections in the branches duplicate those of the main library, but the financing of the departmental libraries is largely done by the departments concerned.

### Publicity

There is some divergence of opinion concerning the amount of publicity work necessary to the



successful operation of a departmental library. On this point one librarian writes, "It is necessary to employ every possible means to publicize the library and stimulate an interest in it. The departmental library is not wholly controlled by the growth and development of the school, but rather it shares an equal responsibility for demonstrating its ability to render service through all kinds of 'selling' devices." Others feel that there is very little publicity work necessary in a departmental library, aside from book displays, exhibits, etc., for the reason that the department or school generates interest in the library, and as long as the school is functioning, there will be no necessity for "selling" the library. But there is every need for keeping fresh contacts with the librarian, or library supervisor, the dean, and faculty committee, and this may be done by frequent meetings, library bulletins, periodical lists, etc

#### Financial Organization: Personnel Salaries

The financial returns in departmental work are not what attracts one into the work, for alas! salaries are not large. During the recent depression the salaries of librarians were greatly reduced and in many universities have not yet been restored to the pre-depression level. It is a very difficult matter to obtain information about salaries from librarians. They prefer to keep this whole matter a dark secret, as it is such a variable one and determined by individual institutions. So far no standards have been set up by any organization for department heads and professional assistants, and the information available is very meagre. However, for sub-professional and clerical assistants, the information in the appended table which was published in *Bulletin of the American Library Association*, December, 1935, may be of some value and interest.

In some universities the departmental librarian is given Faculty rating, but this is true only in the larger universities.

#### Library Income

The income for maintaining the library is derived from a number of sources:

For the departmental library, which has the status of a branch of the main library, the funds may come from the central budget. When the budget for the main library is set up, a certain amount is allotted to the department for maintenance, books, periodicals, etc. These funds may be supplemented by funds from special departmental funds, endowments, fees, and fines.

For the departmental library which has the status of an independent unit, the main library

does not contribute towards its maintenance, but the department assumes complete financial responsibility. And these funds may also be supplemented by endowments, fees and fines.

In a number of departmental libraries the book fund is supplemented by a book fee. Students are charged a flat sum, ranging from \$1.00 to \$2.00, and in this way the student may have access to a varied list of books. The students are usually given the option of buying texts or paying the fee. If university funds are limited as they generally are, this method makes it possible for an instructor to build up his collection and keep it up-to-date.

The funds are usually allocated under the following headings.

- A. Salaries. Personnel
  - 1 Salaries for professional workers
  - 2 Wages for student assistants
- B. Library income
  1. Books
  2. Periodicals
  3. Continuations
  4. Binding
  5. Operating expenses
  6. Other items

From this brief excursion into the professional life of a departmental librarian, I am hopeful you have caught a glimpse not of confusion twice confounded but of harmony thrice impounded, growing out of variety of tasks, and interest and vitality of setting and purpose. Instead of becoming a routine cog in the wheel of library machinery; instead, perhaps, of cataloguing throughout the day, or circulating books, collating periodicals for endless hours, or cajoling publishers into selling their products at a greatly discounted price, instead of these specialized activities (all of which are worthy and necessary), you combine all such activities and others into a day's work in a departmental library. Listen, if you will, to a recital of a typical day's work in a departmental library:

"Arrive at 8:30 breathless. Examine newspapers for news items of interest, and for clipping file. Check new periodicals for items of interest to members of faculty, to be included on periodical list. Take care of correspondence. Respond to reference calls. Examine new books, order new books. Prepare bibliographies. Search for new books and materials. Examine catalogues of second-hand dealers. Consult with Dean or Librarian about library matters. Attend meetings. Consult graduate students in preparation of bibliographies. Assist in the training of student assistants. Prepare exhibits. Work on professional projects."

And so a university departmental librarian, hoary and happy with experience, raises the beckoning forefinger to you, knowing that this field of library work, in which you have *specialization* of subject matter but *generalization* in the handling of this subject matter, makes for a broadening professional experience; that the at-

mosphere in which you live, move and have your library is far from a static one, and that the variety of tasks will keep the whole scale of your library duties in tune. There will, of course, at times be some dissonance where there should be consonance, but on the whole your professional life will be rhythmic, balanced, and progressive.

### College and University Library General and Salary Statistics

	Subprofessional Assts. in All Departments			Clerical Assts. in All Departments		
	No.	Min.	Max.	No.	Min.	Max.
Arizona . . . . .						
Brown . . . . .	3	900	1,080	6	520	864
California (Berkeley) . . . . .	2	1,200	1,402	7	900	2,000
California (Los Angeles) . . . . .				6	1,200	1,402
Chicago . . . . .	19 1/2	1,026	1,684	7 (6)	969	1,200
Cincinnati . . . . .	8	798	1,260	13	570	1,080
Colorado State . . . . .						
Columbia . . . . .						
Dartmouth . . . . .	12	840	1,320	14	720	1,410
Duke . . . . .	13	(2)	(2)	8	(2)	(2)
Illinois . . . . .	3	912	1,290	6	912	1,375
Iowa . . . . .	8	663	1,105	4 1/2	765	1,020
Iowa State . . . . .	7	840	1,111	5	720	900
Kansas . . . . .	1	663				
Michigan . . . . .	15	1,034	1,380	9	1,034	1,559
Michigan State . . . . .				2		
Minnesota . . . . .		780	1,362			
Missouri . . . . .	12	660	1,300			
Nebraska . . . . .	2	600	946	6 (1/2)	360	500
North Carolina . . . . .	5	816	1,156			
North Dakota . . . . .	1	660				
Oklahoma . . . . .				1	1,080	
Oregon . . . . .	5 1/2	787	1,835	1 (1/2)	900	1,102
Oregon State . . . . .	3 1/2 (5)	1,103 (5)	1,189 (5)	1 1/2 (5)	1,103	1,171
Pennsylvania . . . . .	20 (1/2)	540	1,080	4	540	548
Pennsylvania State . . . . .	5	640	1,270	1	990	
Princeton . . . . .					780	1,800
Rochester . . . . .				21 (1/2)	936	1,440
Syracuse . . . . .						
Texas . . . . .	7	720	900	4 (7)	500	750
Virginia . . . . .	14	810	1,080	2	810	810
Washington (Seattle) . . . . .				35 1/2 (8)	852	1,039
Wyoming . . . . .				1	1,188	
Yale . . . . .	18	832	1,800	22	624	1,200

(2) Salaries confidential.

(5) One-half of salary of one sub-professional and one clerical worker paid by the Univ. of Oregon and 1/2 by Oregon State College.

(6) Plus three "others" at 1,080 to 1,200.

(7) Plus seven "others" at 765 to 1,215.

(8) Two and one-half paid by College of Liberal Arts, basis 852 per year.

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## The Gathering of the Clans!

SATURDAY morning, November 20th, is the date set for the gathering of the S. L. A. Clans! In other words, the Executive Board and the Advisory Council will meet in New York to review S. L. A. affairs since the convention, and to lay plans for the rest of the administrative year.

The agenda will include a number of important matters needing discussion, and it is my hope that as many members of the Advisory Council as can possibly make the trip, will be present at this meeting. Since many reports have to be heard, and since time is always at a premium, may I ask that all those submitting reports please condense them to a minimum length without omitting essential facts. This will allow more time for discussion of matters needing decisions of the Board.

I should like to ask, through this medium, that members of the Advisory Council feel perfectly free to discuss any subject before the meeting. After all, this is the basic purpose of the Council — to assist the eight members of the Board in making the best decisions for the good of S. L. A.

For some members of the Council this will be the first opportunity to meet with the Board, and I sincerely hope that each of them will get the thrill and satisfaction that comes to so many attending a Board and Council meeting for the first time. In the words of one of our prominent members referring to *her* first such visit: "I know how stimulating it is to attend . . . and to attain an inside aspect of the administrative affairs of the Association. . . .

I realized then and there that the Chapter and their delegates can do a great deal to help the National Officers. . . . I carried home to my Chapter some of the enthusiasm and inspiration which I received, and have kept in contact with the National Officers ever since."

To many of our members, the S. L. A. is the Chapter meeting — the genial group in and around the same city that meets, say once a month, at some local tearoom, or visits some outstanding library in the vicinity, and possibly is addressed by some local celebrity. Some judge the S. L. A. by the activities — or lack thereof — of the local unit. And many a lukewarm member having only the local viewpoint, may easily drop his membership if the local unit doesn't put on an active program. Here is where the responsibility of the Chapter President rests.

Since about 90% of our members reside in Chapter territories, it means that the Chapter is, in most cases, the first point of contact a new member makes. If the Chapter is alive, presenting an interesting program to its members, stimulating their enthusiasm, then the members will willingly serve on national groups and committees and will begin to see beyond their local horizons and perceive that the Association is much broader than they first realized.

Though attendance at conventions, and at Board and Council meetings, does a great deal to develop national-mindedness in our Chapter representatives, yet this is not absolutely essential. Our two California Chapters — so far removed geo-

graphically from the rest of us — have shown us that they have the national consciousness. They take a keen interest in Association affairs even though their contact with most of us is limited to correspondence; they have interesting series of meetings during the year; they have shown the rest of us that they can attract new members — as evidenced by the fact that the Gavel Award was won this year by the Southern California Chapter.

Industry speaks of its "key-men" — the men who can be counted upon to carry out the policies of the organization, — who can influence their associates for the good of all. In a similar manner, S. L. A. has its "key-men" — the Chapter Presidents. These are in a position to help the average member to get the most out of his affiliation with S. L. A. by presenting an interesting local program, by encouraging members to work with national groups and committees, by exchanging experiences with other Chapter Presidents, and by doing everything possible to interpret the National Association to the local member-

ship. That's why we want Chapter Presidents to attend Board and Council meetings — for they can hardly interpret national policies if they are not themselves national-minded.

But just as industry's "key-men" need the coöperation and assistance of their immediate associates, so do our Chapter Presidents need the help of their Chapter members if the Chapter is to be successful. And who doesn't want to see his Chapter in the lead? So I hereby appeal to all members of chapters to get behind their Chapter President — not just in principle but in honest-to-goodness service. A Chapter President having his duties delegated to willing workers can accomplish a lot more in his term of office, and thus be the "key-man" he deserves to be.

The better its "key-men," the better the S. L. A.!

WILLIAM F. JACOB,  
*President.*

P.S. By the way, what are YOU doing to help that fellow member whom you elected to be Chapter President this year?

## From the Editor's Point of View

**I**N THIS issue the chapter officers are listed and attention is called to chapter problems. The Editor has had some stimulating correspondence with chapter officers through asking what subjects they would like to include in the magazine, what they can do about coöperating with news, and generally how the magazine can serve these members more closely.

Not all the chapter presidents have as yet replied, but the majority have written both encouragingly and coöperatively. An example of the helpful comment in their letters is this:

"Your letter clarified my ideas about the type of notes you wish for *SPECIAL LIBRARIES*. Last year we relied largely on our *Bulletin* to keep you informed. Perhaps this is the best way for notices

of meetings but this year we will send news items directly to you. . . .

"Being practical-minded, the articles that I have liked best in *SPECIAL LIBRARIES* were those that were most helpful to me, such as articles on scientific and technical libraries, Mrs. Smith's 'Solving the Problems of a Pamphlet Collection' and Carter Alexander's 'Technique of Library Searching' rather than general articles on what an executive expects of his librarian, and others in the same category. . . .

"A topic worth considering for a general article might be on publicity and exhibits — both national and local. Not many of our members are familiar with Miss Burnett's manual on exhibits and it might be useful to have the whole subject brought up again. What is S. L. A. policy? What types of publicity are worth the effort and expense involved? What exhibit material may be obtained from the National? These are some of the questions that might be answered."



Perhaps the matter of chapter problems interests the Editor acutely this year because she is serving as a chapter president. It is important, however, that the magazine be used as a medium for passing on chapter news. There are two channels of communication for chapter activities, — the Liaison Bulletin, which covers material on administration problems, projects, preliminary discussion of policies, all the informal shop talk that those struggling with the problems of administering the chapter need. The magazine prints news about chapters, — that is, what has happened at meetings, what specific projects there are in the process of fulfillment, news of chapter officers and members, and, whenever possible, papers or speeches presented at chapter meetings.

Chapter papers are not easy to get. As one chapter president said:

"I wish that we might contribute more to the magazine but it is difficult to convince the members of the worth of any articles or talks which they have prepared I am having copies made

of some talks which were given last May. If you consider any of them suitable for inclusion in SPECIAL LIBRARIES we shall be very proud."

Many chapter meetings are informal. Others run to a more formal type. Some of the interesting articles that have appeared in SPECIAL LIBRARIES as a result of chapter papers are "Costs and Budgets in Special Libraries" by Ruth Savord, "Microphotography for the Special Library" by Vernon D. Tate, "The Chemical Librarian" by Margaret G. Smith, "Place of the Special Librarian in Scientific Progress" by Allan R. Cullimore, and the fine series on cooperation from San Francisco and Los Angeles. Others are to appear eventually.

Chapters that have succeeded in completing something that is of value to the community at large should remember not to hide the light of their activities under the bushel of undue modesty. At least let the Editor have the opportunity to say "yes" or "no"!

## News Notes

*Here and There in Print.* . . . Notes by and about special librarians appear in many different periodicals. Former President Stebbins had an article in a recent number of *The Enthusiast*, the magazine of the Railway Enthusiasts. . . . Mrs. Bevan's work was highly praised in an article by Cyrus T. Steven, advertising manager, Phoenix Mutual Life, in *The Eastern Underwriter* for October 1st. . . . The National Broadcasting Company library was mentioned in the September 25th issue of *The New Yorker*. . . . In the October 26th issue of *Look*, in the article, "Is This Freedom of Opinion?", Henry Black's picture appears in connection with a snapshot of Commonwealth College. . . . Margaret Reynolds had an editorial in the October 1st issue

of *The Library Journal* on "Are We Librarians Genteel?" And the October 15th issue of the same magazine carried two other articles by S.L.A. members, "The Linfield College Library," by Wilbur R. McKee, librarian; and "Music in Public Libraries," by Arthur E. Bostwick, librarian of the St. Louis Public Library.

Isabel Cooper's example of what a bibliography should be appeared under the title, "References Ancient and Modern to the Literature on Beer and Ale." Anyone who wants to know something about adequate annotations should study this.

The exhibit of a modern bank library at the American Bankers Association Convention in Boston, October 11th-14th, was described by the *American Banker* in a nine-inch story on October 7th. The Finan-

cial Group's noteworthy pamphlet, "The Bank Library, a selected list of publications," was distributed at this exhibit. This fine list does credit to a competent committee. It is available to Association members at 25 cents.

Rose Vormelker has just brought out a four-page issue of her Business Information Bureau publication giving a bibliography on industrial relations. Since she felt it was essential to get sources of information, for all sides, and after consultation with the various groups involved, she had the fun of consulting with the vice-president of a large steel company and the secretary of the C.I.O. within a short space of time. This list got good space in the Cleveland daily papers. The Cleveland Advertising Club is so thoroughly sold on the Business Information Bureau of the Cleveland Public Library that they have asked for a feature article on it for their 1937 roster.

*S. L. A. Is News.* . . . Sally Woodward, Detroit Station WWJ's commentator on women's activities, devoted one of her radio talks to the special library profession, mentioning the Michigan Chapter and several librarians by name. . . . Herbert O. Brigham was elected president emeritus of the Brigham Family Association at the annual meeting held in October. . . . James F. Ballard has been elected President of the Medical Library Association, an organization international in its scope. . . . Nina Hatfield, librarian of the Hoboken Public Library, is to have an exhibit in the Paris Exposition, as two of her pottery bowls, exhibited at the Philadelphia Art Alliance, were selected by the judges for that purpose. . . . Ruth Canavan, soprano, gave a recital in costume of French, German, Italian and British folk songs at the Cambridge Public Library.

*Chapter Bulletins.* . . . Anyone who is lucky enough to go over a complete set of the bulletins from the chapters finds a fascinating reflection of the different types of activities, interests, and feeling

for form that prevail in different sections of the country. Some of the chapters run regular bulletins as announcements for their meetings. Others have intermittent issues. Two of the most striking that have just appeared are the News Letter of the Baltimore Special Libraries Association, and the Bulletin of the Connecticut Chapter. Montreal also has made a most impressive showing by publishing all its annual reports in full. The news to be found in these bulletins is much appreciated by the Editor.

*Chapter Meetings.* . . . With what a rush S.L.A. has gotten under way. Though news is still missing from a few, some chapters have had one meeting, and some two.

The Boston Chapter met at the New England Conservatory of Music October 25th, when Clifton J. Furness spoke on "Music and Whitman." . . . Members of the New York Chapter took advantage of their October 28th meeting to see the Joseph Conrad Library at the Seamen's Church Institute of New York. The meeting itself was informal. Plans for the coming year were presented and followed by open discussion from the floor.

The Connecticut Chapter and the Connecticut Library Association had a joint autumn meeting at Farmingham October 14th, where Angus Fletcher spoke on "The Library and International Relations." . . . The Albany Chapter was fortunate enough to have President Jacob speak at their meeting October 7th. Miss Peck, who had visited public and technical libraries in Norway, Sweden, Finland and Denmark talked on what she had seen.

The first meeting of the Detroit Chapter, held October 23rd, started at the Forestry Library at the University of Michigan, and continued with a tour of the University libraries. . . . The Pittsburgh Chapter met at Mellon Institute on October 15th to hear Dr. L. H. Cretcher, assistant director of the Institute, speak on

"Pure Research." At the same meeting, members of the chapter who had gone to the annual convention in New York gave a vivid résumé of the highlights of the conference.

The topic for the November 3rd meeting of the New Jersey Chapter was "Is Health the Public's Business," the speakers being Dr. Kingsley Roberts, medical director of the Bureau of Coöperative Medicine, New York; Dr. Charles V. Craster, Newark Health Officer; and Isabel L. Towner, librarian of the National Health Council. . . . At their October meeting New Jersey members had the pleasant experience of greeting one of the newly elected city commissioners, who came as an unexpected visitor. It was gratifying to have Commissioner Byrne say that now that he had learned of the information available, he would rely on us for help in his city problems. . . . With the topic, "Practical Ideas and Some Inspirations Gained From the S.L.A. Convention in June" as the main feature, the Illinois Chapter held a lively and stimulating meeting on October 5th. . . . October 1st was "Book Night" for the members of the Philadelphia Council at Upper Darby. Miss Alice Brooks of the Drexel Library School spoke on "On the Trail of Mary Webb," and Mr. Ernest Eisele also spoke.

*Library Courses.* . . . The New Jersey College for Women is giving a course on cataloging for special librarians under Mrs. Margaret G. Smith, chairman of S. L. A.'s Committee on Training and Recruiting, and also chairman of the New Jersey Chapter's Educational Committee. . . . Columbia University is giving a course on reference work in law literature similar to the course given for some years by Miss Hasse at George Washington University. It is encouraging to see this development.

*Changes Here and There.* . . . Alberta E. Fish resigned from the Cali-

fornia Taxpayers' Association to become librarian of Braun and Company, business consultants, in Los Angeles. Helen E. A. Knight succeeds Miss Fish at the California Taxpayers' Association. . . . Beginning with the fall semester, Dr. J. A. Curran, formerly executive secretary of the New York Committee on the Study of Hospital Internships and Residencies, assumed his new duties as Dean of the Long Island College of Medicine.

Lee Ash, Jr., is now in the library of the Associated Press. . . . Dorothy Dayton has gone to Rutgers University Library from the Elizabeth, N. J., Public Library. . . . Ross Cibella has gone to Hagan Corporation in Pittsburgh, and has been succeeded by Cedric R. Flagg as librarian of the National Lead Company. . . . Ethel M. Fair taught at the University of North Carolina Summer School. . . . Elizabeth Burrage was another of the fortunate people who had a trip abroad. . . . Ruth Fine left the Department of Social Sciences in the Detroit Public Library to be assistant librarian in the U. S. Department of Labor. . . . Mary Duncan Carter, director of the Library School of Southern California, visited San Francisco and talked with special librarians there.

Following the resignation of Herbert O. Brigham August 1st, Grace M. Sherwood was made state librarian of Rhode Island and Isabel G. Johnson has been appointed legislative reference deputy. . . . Mrs. Jane Halliwell is now librarian of Gulf Research & Development Corp., Pittsburgh, Pa., in place of Fern Metzger.

*Have you a choice?* Again S.L.A. members are reminded of their opportunities to select their officers. Write to the Chairman, or talk with the nearest member of the Committee. They are Mrs. Louise P. Dorn, Chairman, Abbie G. Glover, Dorsey W. Hyde, Jr., Marian C. Manley and Rose L. Vormelker.

## Letters to the Editor

### A Note on Subject Headings

AN ADMIRABLE adaptation of library technique for specialized use has been made in the American Municipal Association Library Filing System and Subject Headings. The scheme grew out of a project for standardization of office procedure among municipal league secretariats, made urgently necessary by increased use of their facilities by municipal officials. It offers a detailed uniform filing set-up for municipal league offices, based on a thorough survey of the practice of seven outstanding leagues.

However, it is the League Library Subject Headings which will be of greatest value to special libraries interested in municipal problems. The headings have been built up on the basis of manuals previously compiled by individual leagues. While they are not designed to serve as the last word on municipal administration terminology, they have much suggestive value in their subject field. This value is greatly enhanced by the liberal use of cross references. The headings are on white punched cards, with "see references" on colored cards.

The Joint Reference Library of Chicago, of which Mrs. Lucile L. Keck is librarian, provided consultation service to the American Municipal Association during the course of preparation of the headings, which are not, however, those in use in the Joint Reference Library. The cards are accompanied by a descriptive pamphlet.

The Special Libraries Association has had the good fortune to acquire a set of these headings on cards, which sell at ten dollars. They have become a part of the collection of the Classification Committee, and may be consulted in New York, in the office of the chairman.

BEATRICE HAGER, *Chairman,*  
Classification Committee.

### More Help with Book Orders

POSSIBLY you are familiar with the business book review section that we publish in *Printers' Ink* at various times. We are planning to make reprints of these sections and distribute them without any charge to those who keep their eyes keyed for new and interesting business books.

It occurred to me that members of the Special Libraries Association might appreciate the advantages this handy, permanent record would offer. At present we plan to make the reprint in booklet form about the size of *Printers' Ink*. We

intend to mail only one copy to a company. However, if some of your members are constantly pressed for business book information, it may be possible for us to give them a few extra copies for distribution.

We will be glad to include in our mailing list for the book news the names of any librarians who will write us asking for this service.

GILBERT VICTOR, *Promotion Manager,*  
Printers' Ink Publications,  
185 Madison Avenue, New York, N. Y.

### The Special Libraries Symposium

THE special libraries round table on Saturday morning concerned itself with the question — "How far have special library methods been applied in public libraries?" The discussion was opened by Dr. Marvin S. Carr, librarian of the E. I. Du Pont de Nemours and Company at Niagara Falls. In his capacity as a trustee of the Niagara Falls Public Library, he was admirably qualified to discuss the administrative methods of a public library comparing and contrasting with a special library. He emphasized the problems of finances, personnel, and kinds of service given.

The kinds of service in a special library, according to Dr. Carr, are much more individual than is possible in a public library. Long detailed research studies are made in addition to routine informational service given. Extensive bibliographies are compiled and as the clientele makes requests along special lines, the collection is more specialized and limited and more intensive service can be given.

Miss Eleanor S. Cavanaugh, librarian of the Standard Statistics Company, New York, spoke from the financial librarian's standpoint. From her experience with the business man, she was inclined to believe that not sufficient attention had been given to the needs of the business man in the average public library. The possibilities of service to the business man lay within the hands of the librarian herself — making use of the business sources at her hands. First, the business man does not know he can get help in a public library and therefore he does not ask; secondly, there must be an awakening among public librarians as to the possibilities to give service on business problems.

Ruth A. Sparrow, librarian of the Buffalo Museum of Science, prepared a paper read by her assistant, Mrs. Jessamine Nagel. She described the type of research done in natural science in





that library, emphasizing special indexes prepared and showing the sources of a technical working library.

Eleanor Church of the New York State College of Forestry at Syracuse University contributed her viewpoint in the discussion by showing the necessity for special indexes, the routing methods of current material to faculty members, filing methods used for maps, research done in government bulletins and ways used to inform even the alumni of the resources of the library.

Elizabeth M. Smith of the Albany Public Library in her usually efficient way had canvassed nineteen of the public libraries in the State to discover what special library methods were being used. Her belief is that the public libraries and special libraries difference is merely one of degree. That both aim to and wish to serve the business men and ought to be doing the same things for them.

The general discussion of the adoption of special library methods in public libraries among the interested librarians was only well launched at this meeting and it is hoped it may be continued at some future time.

REBECCA B. RANKIN, Chairman

#### Chemistry Section, Attention!

THE bulletin of the Chemistry Section was issued on October 15th. If any member does not receive a copy, will he notify Miss Lura Shorb, Librarian, Hercules Experimental Station, Wilmington, Delaware. Miss Shorb's list of members is somewhat incomplete due to marriages, change of address, etc. She will appreciate receiving the correct addresses of old and new members of the Chemistry Section.

ELIZABETH JOY COLE, *Chairman*,  
Science-Technology Group.

## Publications of Special Interest

Beaven, A. W. *Local church*. Abingdon Press, N. Y. 1937. 254 p. \$1.25.

A sane, constructive book on the fundamental development of the church. Lists of books on the special subject matter follow each chapter.

Behrendt, W. C. *Modern building, its nature, problems and forms*. Harcourt, N. Y. 1937. 241 p. \$3.00.

An understanding interpretation of the new spirit in architecture developed through an appreciation of the contributions of earlier creative workers and the problems that they solved in part. Written with distinction. Well illustrated. Has bibliography of sixty-one titles.

Brookings Institution. *Recovery problem in the United States*. The Institution, Washington. 1936. 709 p. \$4.00.

A statistical analysis of the recovery problem with particular attention to employment problems, wages, standards of living, and government finance. Appendices include description of national indexes of industrial production and a record of recovery legislation in fourteen countries. Comprehensive documentation.

Cashman, Robert. *Business administration of a church*. Willett, Clark & Co., Chicago. 1937. 163 p. \$1.50.

A straightforward application of elementary business methods of filing and organization to parish work. Simple and readable in style but well rounded in its approach to the problems of religious development as affected by mundane details.

Clarke, J. S. *Circus parade*. Scribner, N. Y. 1937. 120 p. \$3.00.

A graphic record of the circus through the ages with

many fine illustrations, anecdotes about performers, and notes on the routine techniques for each phase of circus activity. Most of the book refers to English developments, but colorful notes on American features are included.

Cobb, W. F. *Everyday first aid*. Appleton, N. Y. 1937. 270 p. \$1.50.

A most practical book in which first aid methods are described in connection with actual cases. Instructions are clear and logical in arrangement. Includes lists of first aid equipment for home, car and personal use.

Crane, C. E. *Let me show you Vermont*. Knopf, N. Y. 1937. 371 p. \$3.00.

Beautifully illustrated and delightfully written. This is a satisfying illustration of the best way to give information about a section of the country. Neither fact nor fancy is slighted and the information on Vermont industry is as complete as that on its scenery.

Committee on Research. *Manual on research and reports*. McGraw, N. Y. 1937. 190 p. \$1.25.

A compact, clear book in which the essential steps in a research problem are given in simple form. Obviously based on much practical experience, it will help the beginner or experienced worker to check his methods in the light of constructive technique.

Davis, R. H. *Canada cavalcade*. Appleton, N. Y. 1937. 411 p. \$3.00.

Anecdote and colorful notes on Canada from the Atlantic to the Pacific ranging from the Prince of Wales in Canada to stories of deer, fishing, or notes on the city life.

**Dickson, Harris. *Story of King Cotton.*** Funk & Wagnalls, N. Y. 1937. 309 p. \$2.50.

High lights on the development of the cotton industry cleverly presented with much illustrative incident and color, stressing shiftlessness as the basis of the labor problem but claiming to give a fair picture of a complicated situation. Includes short reading list.

**Eastman, Fred. *Books that have shaped the world.*** Am. Lib. Assn., Chicago. 1937. 62 p. \$1.00.

A stimulating introduction to fascinating reading lists prepared with skill, ability to awaken interest, and the often misquoted but always essential love of books.

**Egner, Frank. *How to make sales letters make money.*** Harper, N. Y. 1937. 189 p. \$2.50.

A concise, clear, practical book covering all the generally discussed points of direct-mail selling in an invigorating manner and including such important topics as timing sales letters. The wealth of experience on which the book is based has been skillfully used to substantiate the many sound deductions.

**Faulkner, H. W. *American political and social history.*** Crofts, N. Y. 1937. 772 p. \$5.00.

A one volume history of the United States written rather from the liberal standpoint with discernment and the ability to stimulate and hold interest. Short, well selected book lists follow each chapter, while more extensive references are noted in the bibliography.

**Foster, O. D. *Profits from the stock market.*** Harper, N. Y. 1937. 207 p. \$3.00.

A compact, thoughtful book in which the theory of the carefully developed chart gets much support. An excellent chapter on financial information is included.

**Goode, K. M. *What about radio.*** Harper, N. Y. 1937. 255 p. \$2.75.

Much of the already published material on radio advertising is here quoted and analyzed and the deductions drawn from this as well as other first-hand observations, shows that almost anything can be claimed for this medium and little can be proved. Readable and enlightening.

**Heaton, K. L., and Koopman, G. R. *College curriculum based on functional needs of students.*** Univ. of Chicago Press, 1936. 157 p. \$2.00.

An endeavour to present the trends and developments of a curriculum based on the needs of many individuals. Many tests, job analyses and lists of functional needs given. Rather redundant and inconclusive in style. No bibliography but many footnotes.

**Hersey, H. B. *Pulpwood editor.*** Stokes, N. Y. 1937. 301 p. \$3.00.

The people who read the pulps, who writes for them, why are they started, what makes or breaks them are

among the many questions answered in this well planned, effectively written book. Enjoyable and pertinent.

**Ivey, P. W. *Successful salesmanship.*** Prentice-Hall, N. Y. 1937. 497 p. \$5.00.

One of the direct elementary books based on worthwhile rules filled with illustrations of many problems. Particularly helpful for beginners.

**Kinsman, D. O. *Our economic world.*** Crowell, N. Y. 1937. 584 p. \$3.50.

An excellent textbook considering economic factors in relation to the needs of man and giving clear concise statements on the food, clothing, manufacturing and transportation industries showing steps in development. Good illustrations and charts. Well selected and extensive reading lists. A comprehensive, interesting handbook.

**Lowell, Maurice. *Listen in; an American manual of radio.*** Dodge Pub. Co., N. Y. 1937. 114 p. \$1.50.

A practical book on the various jobs in the radio business and their requirements and salaries. Other phases of radio activity are described and a glossary included. Interesting and illuminating.

**Marsh, Freeman. *Trailers: an answer to all questions.*** Coward-McCann, N. Y. 1937.

For those travellers who wish to roll along and travel without packing and repacking, this little volume gives valuable information on trailer design, equipment and details for its use.

**Marshall, Alan. *Speak for yourself.*** Hillman-Curl, N. Y. 1937. 165 p. \$2.00.

A delightful book on the possibilities of conversation illustrated by many anecdotes and suggesting subtle ways to ease conversational tension.

**Mayer, R. C. *How to do publicity.*** Harper, N. Y. 1937. 269 p. \$2.50.

The uses of publicity for professional, scientific and trade associations, the copy for house organs, trade press and radio programs, the techniques for use with meetings and conventions, all are covered in this sound, balanced discussion. A revised edition of a useful book.

Accident and Health  
also  
Life Insurance

■ ■ ■

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