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## Special Libraries, March 1941

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# Special Libraries

*Official Journal of the Special Libraries Association*

March 1941

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● PARTIAL LIST OF ORGANIZATIONS WITH SPECIAL LIBRARIES ●

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# Special Libraries

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. . . . . NUMBER 3

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# Library Consolidations in Higher Education<sup>1</sup>

By MILDRED HAWKSWORTH LOWELL

Research Assistant to the Dean, Graduate Library School, University of Chicago, Chicago

RUGGED individualism among American libraries is beginning to break down. Until recent years, individual libraries have gone their own ways, developing according to their particular needs, and concerning themselves almost wholly with their own problems. There has been no concerted effort toward building up in the nation as a whole a system of libraries which would serve all the people.

As Dr. William Warner Bishop has pointed out<sup>2</sup> the larger libraries of the United States have set no limits to their collecting; have given no thought as to whether or not they were duplicating acquisitions of a nearby library; have competed with each other as well as with the libraries of Japan, South Africa, Australia and South America; and have not planned for the future. The time has come when college, university and research libraries must plan their purchases cooperatively in order to serve their scholars well.

The need for cooperation among the libraries of the United States was expressed as early as 1909 at the Bretton Woods Conference of the American Library Association when the theme of the conference was "Co-ordination, or Method in Co-operation."<sup>3</sup> But little has actually been done about it until recently

when it has been realized that the period of rapid library extension of the last fifty years is seemingly coming to a close. The financial difficulties which libraries experienced in common with the rest of the nation in the 1930's motivated co-operative experiments.

Since the publication of Dr. Louis Round Wilson's *Geography of Reading*,<sup>4</sup> the nation is realizing as never before the serious inequalities in library service between urban and rural communities, between geographic regions, and between the general reader and the student or research worker. One of his recommendations<sup>5</sup> suggests the passage of laws embracing the principles of cooperation.

During the last decade the National Resources Committee, the many state planning boards, the American Society of Planning Officials, the National Economic and Social Planning Associations, and local planning groups, have been doing constructive work in the direction of national and regional planning for the nation's natural and human resources. As part of this movement, librarians are formulating national, regional, state and local library plans.<sup>6</sup> Many of these plans stress cooperation between all types of libraries such as public, school, private, college, university, governmental, and special.

<sup>1</sup> Portion of Master's thesis, "College and University Library Consolidations." Graduate Library School, University of Chicago, 1939.

<sup>2</sup> William Warner Bishop. "Resources of American Libraries." *Library Quarterly*, VIII (October 1938), 478.

<sup>3</sup> C. H. Gould. "Co-ordination, or Method in Co-operation," *Library Journal*, XXXIV (August 1909), 335-40. Same in *ALA Bulletin*, III (September 1909), 122-128.

<sup>4</sup> Chicago. American Library Association and the University of Chicago Press, 1938.

<sup>5</sup> *Ibid.* p. 440.

<sup>6</sup> W. C. Haygood. "Library Planning in the United States," *ALA Bulletin*, XXX (March 1936), 138-46.

"A National Plan for Libraries," *ALA Bulletin*, XXXI (February 1935), 91-98; revised: *ALA Bulletin*, XXXIII (February 1939), 136-150.

The concept of regionalism and larger units of service has evolved gradually during the last twenty years and particularly during the last ten. This concept is developed at length in Howard W. Odum's *Southern Regions of the United States*.<sup>7</sup> He reiterates the importance of conceiving of regionalism from the regional-national viewpoint as opposed to the local-sectional emphasis.

Leaders in the library profession are responding to this concept of larger units of service and are studying the possibilities of regionalism to give more adequate library service to the nation.<sup>8</sup>

In the field of higher education, also, attention is being directed to the regional concept. Higher standards are being required of colleges and universities. At present they are being subjected to an increasing amount of public discussion and scrutiny, partly because of an enormous amount of duplication of effort, of offerings, and of expense. Their ever-mounting costs are being questioned by the taxpayer and society is demanding that they meet the needs of the nation more adequately.

To meet these criticisms, the institutions are studying their costs, their curricula, their teaching methods, and their responsibilities to their communities, states, and regions. Increased enrollments and decreased finances have added to their problem. The impact of these

forces upon the collegiate institutions is resulting in fundamental changes which are expressing themselves in "the actual consolidation of institutions, inter-institutional cooperation, and the establishment of confederations in higher education."<sup>9</sup> This trend started before the depression but has gained impetus as the financial situation became worse. In many cases, survival depended upon some form of cooperation with other institutions.

To date, library cooperation in the United States has assumed several forms. The older and more common of these forms includes inter-library loans, union catalogs,<sup>10</sup> union lists, and cooperative bibliographical projects. Later developments, particularly among research and higher educational libraries include cooperation in limiting fields of purchase and emphasizing certain areas of specialization, cooperative bookbuying, agreements regarding the collection of documents and reproduction of books and manuscripts on film, a survey of the book resources of a region,<sup>11</sup> and some instances of consolidation. All of them aim at making larger book resources available to more people in a given region.

Looking at these forms of cooperation in another way, one can conceive of an ascending scale according to degree of cooperation. The lowest end represents the slight forms of cooperation such as inter-library loans, and union lists, and the highest represents legal contractual

<sup>7</sup> Chapel Hill. University of North Carolina Press, 1936.

<sup>8</sup> American Library Association. Public Library Division. *County, Regional, and District Libraries*. Chicago. American Library Association, 1937.

Carleton B. Joeckel. *Government of the American public library*. Chicago: University of Chicago Press, 1935, chap. ix. "Larger units of library service," pp. 263-303, and chap. x. "The regional problem," pp. 304-340.

Joeckel. *Library Service*; Staff Study no. 11 Prepared for the Advisory Committee on Education. Washington. U. S. Government Printing Office, 1938.

Joeckel. "A 'Little Capital' for Libraries in Chicago," *Library Quarterly*, VI (July 1936), 221-236.

Joeckel. "Realities of regionalism," in *Library Trends*, ed. by Louis Round Wilson. Chicago. University of Chicago Press, 1937, pp. 63-86.

Howard W. Odum. "Regional planning," (in *Library Trends*, *op. cit.*, pp. 35-44).

Helen Gordon Stewart. "Regional library development," (in *Library Trends*, *op. cit.*, pp. 87-104).

<sup>9</sup> Lotus D. Coffman. *Youth and Tomorrow's Education*; President Coffman's Biennial Message to the People of Minnesota. Minneapolis, University of Minnesota, 1934, p. 36.

<sup>10</sup> ALA Committee on Resources of American Libraries. *Resources of American Libraries*. Chicago. American Library Association, 1935.

W. W. Bishop. "Union catalogs," *Library Quarterly*, VII (January 1937), 36-49.

*Report of the Informal Conference on Union Catalogs*, Library of Congress, April 17th and 18th, 1936. Chicago. American Library Association, 1936.

Paul Vanderbilt. "Philadelphia Union Catalog," (in *Library Trends*, *op. cit.*, pp. 200-224).

<sup>11</sup> Robert B. Downs (ed.). *Resources of Southern Libraries; a Survey of Facilities for Research*. Chicago. American Library Association, 1938.

arrangements, mergers, and consolidations.

As examples of cooperation at the lower end of the scale have been more or less common among libraries for many years, considerable material will be found concerning them in print. As one approaches the top of the scale, the forms of cooperation are newer and more or less experimental so that less is found in print about them.

To facilitate cooperation at the lower end of the scale, Wight and Carnovsky developed an interesting and inexpensive technique for recording the holdings of a group of libraries in their Westchester County survey.<sup>12</sup> Occupying a middle place in this ascending scale are three examples each of which was motivated by the concept of regionalism and a larger unit of service. The college and university libraries in the part of New York state west of Albany have organized as the "College Libraries of Upper New York"<sup>13</sup> called "Cluny" from the first letter of each word. It is a loosely-knit organization having as its chief purposes the personal exchange of views on library problems and the testing of cooperative methods. The group consists of the librarians of Buffalo University, Colgate University, Cornell University, Grosvenor Library, Hamilton College, Hobart College, Syracuse University, and Union College.

The second example is an informal organization of thirteen liberal arts and junior college libraries in the Pacific Northwest. This group was formed in 1938<sup>14</sup> to facilitate exchange of duplicates, the preparation of union lists and other means of cooperation. The mem-

<sup>12</sup> Edward A. Wight and Leon Carnovsky. *Library Service in a Suburban Area; a Survey and a Program for Westchester County, New York*. Chicago. American Library Association, 1936.

<sup>13</sup> This information was supplied by Donald B. Gilchrist, Librarian, Rush Rhees Library, University of Rochester, Rochester, New York.

<sup>14</sup> Warren L. Perry. "Small colleges organize," *Pacific Northwest Library Association Quarterly*, III (January 1939), 115.

bers are: Albany College, College of Puget Sound, Gonzaga University, Linfield College, Pacific University, Reed College, St. Helen's Hall, University of Portland, Whitman College, and Willamette University.

The third example, the State Agricultural and Mechanical Institute at Normal, Alabama is cooperating with the Tennessee Valley Authority training and educational program. A contract was made between the Authority and three county school boards with provision for subcontracts with the Huntsville Library and the Institute to provide job training, recreation, library service, motion picture and other visual education aids, general adult education, and elementary and secondary school facilities for children who reside on TVA property.<sup>15</sup>

These three examples are isolated instances but are indicative of many such local cooperative schemes attempting to meet the need for larger book resources. More interesting than these examples at the lower end or middle place on the ascending scale of cooperation, are those which occupy the highest place on the scale and which represent the closest degree of cooperation yet achieved among college and university libraries. These are called "consolidations" in lieu of a more descriptive term.

By "consolidation" is meant close physical or functional unity between two or more libraries such as administration under one librarian, physical location of collections in one building, functional unification, or any similarly close relationship.

There are eleven such consolidations among college and university libraries. Arranged chronologically by date of consolidation they are:

1925—Claremont Colleges, Claremont, California

1931—Fisk University and Meharry Medical College, Nashville, Tennessee

<sup>15</sup> Maurice F. Seay (ed.). *Adult Education*. Lexington, Kentucky. University of Kentucky, 1938, p. 169.



- 1932—The Centralized Libraries of Oregon, Ashland, Corvallis, Eugene, La Grande, Monmouth, Portland  
 1932—Atlanta University, Atlanta, Georgia  
 1933—University of Georgia, Athens, Georgia  
 1933—University Center, Atlanta, Georgia  
 1934—University of North Carolina and Duke University, Chapel Hill and Durham, North Carolina  
 1934—Western Reserve University, Cleveland, Ohio  
 1935—Dillard University, New Orleans, Louisiana  
 1936—Joint University Libraries, Nashville, Tennessee  
 1938—Howard, Tulane, and Newcomb, New Orleans, Louisiana

When arranged according to type of consolidation, these eleven cases fall readily into four categories. Those in the first category have the least amount of functional unity and those in the fourth represent the closest consolidation:

Category 1—*Close Cooperation Between Wholly Independent Libraries.*

The University Center in Atlanta  
 The University of North Carolina—Duke University Cooperation

Category 2—*Contractual Arrangements Between Two or More Libraries.*

Claremont Colleges  
 Fisk University and Meharry Medical College  
 Joint University Libraries (Peabody, Vanderbilt, and Scarritt)

Category 3—*Merging of Two or More Libraries.*

Atlanta University Library  
 Western Reserve University Library  
 Dillard University  
 Howard—Tulane—Newcomb

Category 4—*Reorganization of State Institutions of Higher Education into One System and Unification of Their Libraries.*

University of Georgia  
 Centralized Libraries of the Oregon State System of Higher Education

1. CLOSE COOPERATION BETWEEN WHOLLY INDEPENDENT LIBRARIES

Wishing to serve their faculties and students more effectively, the libraries in this group have coordinated their plans for future acquisitions, have developed union catalogs, and in other ways have promoted close cooperation.

The University Center in Atlanta is composed of five institutions in Atlanta and the University of Georgia in Athens. The institutions in Atlanta are: Emory University, Agnes Scott College, the Georgia School of Technology, Columbia Theological Seminary, and the High Museum and School of Art. The library cooperation between these institutions

represents just one part of their program of academic cooperation. In January 1939 the General Education Board granted two million dollars to Emory and five hundred thousand dollars to Agnes Scott to be applied toward the development of the University Center. Emory expects to use a large part of its grant to increase its library resources.

The libraries of the University of North Carolina at Chapel Hill and of Duke University at Durham have developed a program of cooperative arrangements which include exchange of duplicates, joint preparation of a checklist of North Carolina public documents, and some division of collecting interests, particularly in highly specialized and expensive fields. This cooperation has been facilitated by the following grants from the General Education Board: \$30,000 in 1931 to North Carolina for purchasing bibliographic materials, \$12,500 in 1934 to the two libraries for duplicating and exchanging their catalogs, and \$50,000 in 1936 shared equally in building up book collections in certain fields. The resources of both libraries are available to the faculties of both on equal terms. The library program is in part a product of the growing spirit of cooperation between the two universities.

2. CONTRACTURAL ARRANGEMENTS BETWEEN TWO OR MORE LIBRARIES

The libraries in this group include the essential features of the preceding group and, in addition, have definite financial contracts for technical library services such as ordering and cataloging books, and reference service.

An experiment in coordinated library service for a federated group of colleges composed of Pomona, Scripps, and Claremont is found at Claremont, California. Scripps and Pomona each has a library to serve its own students. The Claremont College Library serves its own students

and also those of Scripps and Pomona. Each is completely autonomous. The technical processes of ordering, cataloging and binding are performed by Claremont College Library for each of the others on a contractual basis. Selection of books is entirely within the realm of each individual library, but all duplications of purchases between the libraries are made only after due consideration.

Fisk University and Meharry Medical College at Nashville, Tennessee have drawn up a contract for library service by which the Meharry Library is administered as a departmental library within Fisk University Library, the librarian of Fisk is also librarian of Meharry, the staff member in charge of Meharry has the title of Assistant Librarian, and all the services of both libraries are open to the students and faculties of both institutions. Meharry pays Fisk for cataloging and processing Meharry books.

At Nashville, Tennessee, Vanderbilt University, George Peabody College for Teachers and Scarritt College have entered into a library contract creating the Joint University Libraries. This contract provided for joint ownership of a new building to be built with the aid of a million dollars from the General Education Board; control of book collections and building, and investment of endowment funds by a Board of Trustees; and the amount per student each institution is to pay annually for library service. The faculties of Vanderbilt and Peabody have also coordinated their curricula and their research objectives. A union catalog of library holdings in Nashville was made possible through a grant of \$18,650 from the General Education Board and is housed in the Joint University Libraries.

### 3. MERGING OF TWO OR MORE LIBRARIES

The libraries in this group have gone so far in cooperation as to merge their

collections in one building under one librarian and to operate on a joint budget.

The Atlanta University Library was built in 1932 by the General Education Board to house the book collections of and to serve the following seven institutions of higher learning for negroes in Atlanta: Atlanta University, Morehouse College, Spelman College, Atlanta School of Social Work, Morris Brown College, Clark University, and Gammon Theological Seminary. The library is available equally to students and faculty of all these institutions, and is maintained by an endowment provided by the General Education Board. Beside the library merger, the institutions have affiliated their undergraduate and graduate work, have worked out a common plan for the admission of students and for the selection of faculty members, and have been furnished a central power and heating plant by the General Education Board.

Western Reserve University is working out a plan to merge its thirteen college and professional school libraries and its sixteen departmental libraries in a central library. To date, the two largest collections, those of Case Library and the library of Adelbert College have been merged in one building. Coordination among the libraries of the University includes progress toward (1) centralization of records and the formation of a union catalog, (2) centralization of ordering, (3) allocation of the fields of purchase and service of each library, (4) centralization of book storage, and (5) cooperation in the building of the Cleveland Regional Union Catalog which is housed in the University Library.

In the fall of 1935, Dillard University moved into its new plant and so completed the consolidation of New Orleans University and Straight College. The libraries of the two older institutions were merged to form the library of the new.

Another library merger in New Orleans

*(Continued on page 100)*

# Carnegie Endowment for International Peace Library

By MARY ALICE MATTHEWS

Librarian Emeritus, Carnegie Endowment for International Peace, Washington

IN THE field of international relations, probable the most noteworthy of the so-called special libraries is that of the Carnegie Endowment for International Peace, which was founded in 1910 under a ten million dollar endowment for the advancement of world peace. The library is maintained under the office of the Secretary of the organization in Washington, and has grown from a "Webster's dictionary" and a "Who's who" to a collection of more than 63,000 cataloged volumes.

Since the interests of the Endowment are almost universal, it has been necessary to acquire books and reference works in many fields of knowledge. However, the major portion of the collection consists of treatises on international law and relations, international arbitration and the peace movement, history, diplomacy and law. Important documents of foreign governments, Congressional hearings and reports and other documents of our own government which have a bearing upon international law and relations, as well as the leading new books in the social sciences are acquired by purchase, gift or exchange. Because the publications of the Carnegie Endowment, which now amounts to 600 volumes, have been deposited for use of the public in the leading libraries of this and other countries, and also because of the friendly contacts made by officials of the Endowment in foreign countries, many valuable books and docu-

ments have come to us by gift and exchange.

Analytical cards for important articles in the 250 periodicals currently received and bound have been incorporated in the card catalog and these have added greatly to its value for ready reference. Information cards about organizations in the United States and foreign countries are also filed in the catalog. Cards for printing have been supplied to the Library of Congress for leading articles in the *American Journal of International Law*, the *Transactions of the Grotius Society*, the *Geneva Special Studies* and other serials.

It has been our purpose to acquire and preserve for future reference the literature of peace and war, including the peace movement, as well as complete files of the reports and journals of the leading peace organizations throughout the world. A complete file of the official publications of the League of Nations, in so far as they have been distributed to libraries, constitutes one of our treasured collections. Here also are sets of publications of the two Hague Courts, the Proceedings of Congress, the Supreme Court Reports, Statutes at Large, Foreign Relations of the United States, British and Foreign State Papers and standard collections of treaties.

The resources for research work in our special fields are excelled by few other libraries in this country. Our services are offered freely to students, teachers, inter-

national lawyers and the interested public. The library is, in fact, an information bureau, answering requests for bibliographic and other information by telephone and mail and assisting library readers in every possible way. *The Chronicle of International Events*, compiled in the library, is a ready source of reference on current affairs.

To meet the special needs of students, debating clubs, and research workers bibliographies on special subjects have been compiled by the librarian for free distribution and thousands of copies of such lists have been sent out in recent years. During this crucial period, when the activities of peace organizations are necessarily limited, it seemed an opportune time to record their past history. There is now available for free distribution a printed reading list of 67 pages entitled *The Peace Movement; Select List of References on the*

*Work of National and International Organizations for the Advancement of Peace; with Special Attention to the Movement in the United States.*

The requests for information are sometimes surprising. One ambitious student asked us to send him everything we had on peace! Others have asked us to send them the books listed in our bibliographies.

Amusing incidents sometimes occur in our library as they do in all libraries. Some years ago a strapping six-footer in military uniform came in to consult the peace magazines. The librarian was surprised that anyone wearing khaki and spurs should be interested in literature on peace and asked, "Are you a member of any peace society?" "The greatest in the world," replied the major. "Which one?" the librarian queried. "The United States Army," was the convincing rejoinder.



## S.L.A. Forward March

BOND HOTEL, JUNE 16th-19th, HARTFORD, CONN.

**F**ORWARD March will be the general theme of the Hartford Convention. In the key speech last year Miss Alexander threw down the gauntlet. We accept the challenge and this year, we hope to show how S.L.A. is marching forward.

There will be fewer general sessions with outside speakers. More time will be devoted to S.L.A. and its activities. Panel discussions on Wednesday morning on Training, Professional Standards, and Public Relations, will give insight into the fine work of these committees.

Sunday will be "Association Day." The registration desk will be open. The Executive Board will meet in the afternoon and in the evening the Chapter Presidents and Group Chairmen.

On Tuesday afternoon for diversion will be the trip to Storowton, a restored Colonial village. You will have an opportunity to gaze on lovely old colonial

furniture, china, and glassware. An old-fashioned chicken pie supper will be served buffet-style in the town hall. Some of the villagers will join us in square dances in the evening. Wednesday evening comes the banquet. We do not wish to divulge the name of the speaker yet but we assure you there will be no napping. Thursday afternoon, Yale has invited us to tea at the Sterling Memorial Library. It will be possible for those who expect to attend the A.L.A. to go from New Haven to Boston.

No pre-conference or post-conference trips have been planned. Hartford is near enough to New York for those who wish a gay time before or after the convention. With A.L.A. meeting in Boston right after our convention we hope many will want to include that in their trip East.

EMILY C. COATES  
*Convention Chairman*

# NYA Student Work Program in the Universities and Colleges

A Survey

By the University and College Group of SLA

COLLEGE and university librarians, outside of their own institution's annual reports, seemingly have been reluctant to place in print anything about the projects, problems and administration of the NYA workers in their libraries. Maybe it *is* true that "Library service and clerical projects are of such nature as to call for little comment."<sup>1</sup> But even so should there not be somewhere in the professional literature, some detailed account of the willingness of the librarians to absorb this extra help at their command and how they actually put it at work?

Numerous statements have been made about the general inefficiency and unreliability of the NYA. Also numerous statements have praised the work and help given by this same group. This study is by no means conclusive, but it may help crystallize our own opinions, give helpful suggestions to some librarians, and publicize what one particular group of college and university librarians is doing with the help thus provided. Libraries in the study:

- 110 libraries answered the questionnaire
- 80 libraries are in the study
- 26 libraries do not have NYA assistance
- 2 libraries could not answer on account of library policies
- 1 library was being moved, and had no time to answer
- 1 librarian to whom the questionnaire was sent was not employed

This group of 110 libraries represents about one-fifth of the membership of the College and University Group of S.L.A. The number is considered a fair per-

centage of the libraries represented in the Group, since several Group members may come from one library, some Group members may not be connected with college and university libraries, and several libraries in the Group may not be eligible for NYA assistance.

## TYPE OF INSTITUTION REPRESENTED

Various types of libraries are represented in this study:

those distinctly college and university, scientific and technical; those which are specifically departmental libraries in universities and colleges and special schools in the fields of medicine, dentistry, pharmacy, fine arts, commerce, law, public administration, education, journalism, theology, music, chemistry, graduate studies, professional studies, osteopathy, and international relations.

If we recast these according to their form of administration, we find 12 scientific and technical libraries, 12 university, 18 college and junior college, and 38 departmental libraries of either a college or university.

In six cases a report was received from the university or college library, and also a report from one, two, or three of its departmental libraries. From the manner of reporting, it seems unlikely that there is duplication in the figures.

## SIZE OF LIBRARY REPRESENTED

With such a wide range in the kinds of libraries participating in this study, there is naturally an extreme variation in the size of the libraries. They range from no volumes at all (14 filing cabinets of clippings) to 934,150 volumes. The mean is 23,000 volumes and the average is 74,652 volumes.

<sup>1</sup> Advisory Committee on Education. Staff study no. #13. U. S. Government Print. Off., 1938. p. 41.

## NUMBER OF NYA STUDENTS

The number of NYA students varies from one to 80 in the 78 reporting libraries. The median is five and the average is 13.

Since student enrollment in an institution is the determining factor for NYA quotas, there can be no correlation between the size or type of library and number of NYA working in the library. Indirectly, of course, a larger institutional quota would make possible a larger NYA group in the library, provided that both the institutional administration and the library administration would permit it.

## NUMBER OF NYA HOURS PER MONTH PER STUDENT

The number of hours per month per student ranges from  $12\frac{1}{2}$  to 60 in 76 libraries. The median is 35 and the average is 32. The average number of hours a month for the library, based on 73 reporting libraries, is 379. The median is 160. The high number of hours per month for any library is 2,345 and the low is 30.

## WAGE SCALE PER HOUR

Nine of the 78 libraries reporting on this item have graduated wage scales which range from 30 to 50 cents per hour. The remaining libraries run from 52 to 80 cents per hour with a median of 40 cents and average of 39 cents. Only two libraries pay over 50 cents per hour.

## NYA EVALUATION

As the questionnaires testify, the individual library has found it hard to evaluate the NYA work. Only four libraries admitted that they or their institutions had attempted any evaluation. One library outlines projects to be approved at the beginning of the year, is checked by the university NYA director once during the year, thus evaluating the work accomplished. The personnel de-

partment of one institution made an extensive survey of NYA problems, concluding among other things that NYA assistants were usually highly satisfactory—as satisfactory as paid student assistants; a conclusion which the librarian did not verify. One librarian of a large institution states that about one-third of the NYA students enrolled in the institution, are satisfactory workers and for the other two-thirds, it is a case of giving employment without receiving commensurate return. This estimate is based upon all NYA in that institution and not just those assigned to the library. One college library is using the evaluation blanks used in the Ohio University Evaluation Study.<sup>2</sup>

Forty-nine libraries said that NYA was valuable, one not too valuable, one satisfactory, seven not valuable, three preferred paid assistants, and 15 preferred paid assistants *but* said NYA was valuable. These figures stated in another way show that 29 of the 38 college or university departmental libraries reporting thought they received valuable service, so also did four of the 12 university libraries, 10 of the 18 college libraries, and 6 of the 12 purely scientific and technical libraries.

Some libraries make comprehensive statements of the value of NYA in their annual reports, government reports, and reports to the NYA director on the individual student. Three departmental libraries feel the need of NYA keenly. Nine say that NYA has relieved staff members of routine work and permitted them to use their time in more constructive work. The last two statements probably apply more commonly than indicated in the questionnaires. No truly objective evaluation such as the Ohio University Evaluation Study was reported completed. This study suggests definite criteria be formulated by which projects can be judged. These "criteria

<sup>2</sup> An Evaluation of NYA Student Aid Program at Ohio University, Athens, Ohio. NYA in Ohio. Evaluation Studies, Report no. #8, July 1, 1939.

should cover such points as types of work, adequacy of supervision, completeness of work plans, usefulness of the work, values to students employed, etc."

The criticisms listed are:

students with limited capacities should not be encouraged to stay in college; too many who are eligible have no special aptitude or qualification for work; the spread of help is too great in some institutions, and fewer students for longer periods of time would increase interest and efficiency; too much red tape; the student should be given more leeway in hour distribution; NYA has tended to lessen the possibility of getting the best student help for the library; the student's attitude is that he should be entitled to the money without the work; emphasis should be placed on the job not the money, so the students would feel a responsibility for the job.

### NYA SELECTION

In the 80 libraries reporting here, NYA students are selected in many ways: by the NYA director, student employment office, placement committee, employment office with librarian's approval, librarian, librarian and a committee, the dean of the school, the dean or director and librarian, a faculty member, registrar and faculty committee, heads of departments, and by a library staff member.

### BASIS OF SELECTION (I.E. REQUIREMENTS, ABILITIES, SKILLS, ETC.)

Libraries require different qualities and abilities in NYA students. The primary consideration here seems to be need, but that, of course, is common to all. Other libraries require typing ability, scholarship, good health, accuracy, general ability, ability to letter, interest in library work, pleasing personality, intelligence, presentability, responsibility, and dependability, industriousness, previous library experience, the student be majoring in the field of the library concerned, foreign language equipment, and good character. Several give qualifications to the appointing officer, but do not state what they are, and one takes the person who best fits into the schedule.

### NUMBER OF NYA

Fifty-eight of the 79 libraries reporting here were satisfied with the number of

NYA assigned. Eighteen had too few and three had too many to keep busy.

### COMPARISON OF WORK WITH REGULAR PART-TIME ASSISTANTS

Thirty-four of the 72 libraries reporting feel that NYA students do as well as regular student assistants. Three of the 34 think that they are superior in some ways. Sixteen feel that NYA students are inferior to regular student assistants. Four do not feel the work is comparable. Twenty-two do not have any other help than NYA.

### TESTING FOR SKILLS

Thirty-four libraries test for skills. Most of them do not specify what tests they give. They mention typing, common sense, lettering, sign making, use of card catalog, shelving, use of periodical indexes, using the library. One library gives the student assistants a test on library routines after a trial period. One library uses an orientation course "How to use the library" and gives a test. The rest do not test for skills, but some of these have qualifications stated before receiving the student.

### ASSIGNMENT BY SPECIAL INTEREST

Sixty-one libraries try to assign students by special interests whenever possible. Several of these hint that the assignment is usually more in the line with special abilities. One library makes assignments with special skills, interests, and test results in mind: psychological, reading, and aptitude (i.e. a student with particularly high reading comprehension score, no typing ability, is usually placed at indexing or bibliography).

### TYPES OF WORK

Shelving and filing rank highest among the types of work given. The following were noted:

book processes, book repair, dusting, inventory, listing magazine duplicates, messenger service, reading shelves, and secretarial and typing work rank next highest. Other

types of work listed are: assisting at library functions; compiling bibliographies; binding slides; care of bulletin boards; checking and stamping mail; checking lists; work at circulation and other desks; clipping for files; collecting unwanted and discarded magazines from dormitories; care of exhibit cases; extension of library hours; compiling finding lists; indexing; searching L. C. card numbers; lettering; magazine binding; microphotography; mimeographing; mounting photographs, cartoons, etc.; moving to new library quarters; care of newspaper morgue; oiling leather books; sending of overdue notices; pamphlet binding; care of phonograph records; care of picture file; proctoring seminar rooms; proof reading; making scrap books; shipping and packing theses; compiling statistics; typing magazine duplicate lists; and work in demonstration school library.

### SPECIAL PROJECTS

Fifteen libraries report that they have no projects. Eighteen libraries use the NYA solely for routine duties. Forty-three libraries use NYA for extension of hours. Several remark that the services of the library would be curtailed without the NYA help.

The projects listed are:

preparation for centenary, pamphlet file, missing book list, corrections entered in journals, indexing, inventory, binding periodicals, recording duplicate collection, mounting of U. S. Geological survey topographical maps, installation of file of standardized tests, remarking books, checking bibliographies, survey of book collection, theft prevention, recataloging, establishing an author file, typing handwritten college records, reshelving library, janitorial work, newspaper morgue, binding and mending, examination files, faculty publication survey, state document survey, dramatic index, record collection, reclassification of library, discarding books, dormitory libraries, separate reading room, messenger service, shellacking stacks, oiling books, and picture file.

### SCHEDULES

The majority of the libraries have time records and daily work schedules, although the method of keeping these records differs in most of them. Also the greater number of libraries keep a record of the student's class schedule, or his free time, or can easily get this information when needed.

### DISMISSAL OR TRANSFER

Fifty of the 72 libraries here reporting have the right to dismiss unsatisfactory students. Nineteen do not. Two libraries do not know whether they have that authority. Fifty-six libraries have the right to transfer and nine do not.

The procedure in most cases seems to

be to recommend to the NYA office or adviser that a transfer be made and decision is left to that office. Three libraries say definitely that they have used their authority, and nine libraries have had no occasion to use it.

Our library is required to rate students A, B, C, D, or E each month. D and E cases are called for interview by the NYA projects office after detailed report from the library is made. Such a student is given a month to make good, transferred, or dropped immediately, depending on the individual case.

Ten libraries state that they require high qualities and skills in NYA students and are extremely well pleased with the results. They keep their NYA students as long as possible and have no need for transfer and dismissal. Seven of these libraries are highly specialized.

### RETENTION OF STUDENTS FROM ONE YEAR TO ANOTHER

Seventy-eight librarians prefer to have the same students from one year to another. Twenty-six qualify this to include only satisfactory ones. One prefers new students so that more students will become acquainted with the library, and one thinks jobs are not done well when they become monotonous, and so prefers new students.

Librarians prefer the same students because:

it saves training new helpers each year; they are more efficient in their work; they require less supervision; more responsibilities can be given them; it saves added time for special projects; they can be trained for regular student assistants; they may be recruits for the profession; it is of educational value to the students; the students are more interested.

### AMOUNT OF TIME SPENT IN TIME KEEPING AND SUPERVISING

Some confusion exists in the replies to the query: "What part of the supervisor's time is spent in checking, time keeping, etc.?" The process of time keeping and checking or supervision are combined in certain libraries, and in



others, they are distinct and separate. The progenitors of this questionnaire having had, in all probability, the combined experience, could not foresee the resulting catastrophic answers. However, the question of supervision is too important to be omitted from this report, even if the replies are vague.

Nine questionnaires either did not answer or had answers in such a form that they could not be interpreted.

Eight libraries report about time-keeping only. In these libraries as well in almost all the others replying about time, the amount of time checking done by the librarian is negligible. Two said it was a burden. Four had nothing to do with time records.

Out of the remaining 63 libraries, 36 indicated a considerable supervision of a constant and general nature (i.e. revision of filing, proof-reading typing and cards, project supervision). Seven said that there was considerable supervision during the training period but later, less. Twenty admitted that there was very little time spent by the supervisor in checking and time keeping.

The Ohio University Evaluation Study emphasizes 4 points for supervision:

- 1—closer personal relationship between supervisors and students assigned to them;
- 2—supervisors to interpret to the students the importance of routine tasks in a larger enterprise;
- 3—the supervisor to make his student-aid workers aware of the fact that he expects a high standard of performance, both as to work skills and to work traits;
- 4—each supervisor in justice to all students, must formulate clearly what the specific objectives of his project are for the students assigned to him.

#### VALUE OF NYA TO STUDENT FROM POINT OF VIEW OF LIBRARIAN

Five of the 75 libraries answering this question did not wish to evaluate the NYA experience as received by the student. Fifty thought it developed cooperation and also intelligent library attitudes. Forty-four thought it developed responsibility; 31 discipline; 28 initiative; 20 reading interests; 14 professional understanding. Two libraries believed that the NYA experience had no effects; "good students stayed that way, and bad ones

did not improve." Three thought the value depended on the type of individual and three thought it depended on the type of work assigned. Other values to students besides those on the questionnaire were implied.

#### AGE LIMIT OR COLLEGE ENROLLMENT

Out of the 47 libraries reporting here, only seven favor an age limit. Sixty-two favor college enrollment and six are undecided. Several point out that students who have had to work before coming to college should not be penalized by their age. Two believe that older people do better work, one that the age limit should be raised, another that there should be fellowships for older students.

#### SHOULD NYA BE PERMANENT?

Forty-two libraries out of the 78 reporting, think NYA should be permanent; 8 are undecided; 22 think it should not be permanent; and six say that if NYA is not permanent, something similar should take its place.

Some of the reasons for NYA permanency are:

more help should be given deserving students; help should be given not as a charity, but as an opportunity to work; it is the duty of the state to provide educational opportunities; allows work to be done which would otherwise be undone; should be permanent as long as conditions remain the same and *made* work not given; permanent, but would prefer own funds.

Reasons for not being permanent: college should provide funds for student help of their own selection; full time assistants preferred; against government subsidies.

By consulting the existing bibliographic material, the individual may confirm or change his own opinion. *There is no need to list such materials here.* The majority of reporting libraries feel the need of some combination of the existing NYA program, perhaps, with state or federal scholarships for the proven needy student. With this moot subject the analysis ends.

MIRIAM GROSH, *Chairman*  
JEAN B. THOMPSON  
BEATRICE GRAHAM  
ALICE WUPPERMAN

## The President's Page . . .

WITH every preliminary index pointing to what may well be the most successful convention in its history, plans for the thirty-third annual convention of Special Libraries Association in Hartford, Connecticut, June 16 to 19, inclusive, are being whipped rapidly into shape. A tentative program will appear in the April issue of *SPECIAL LIBRARIES*.

Although the convention does not officially open until Monday, the Executive Board will meet Sunday afternoon, June 15, and the Group Chairmen and Chapter Presidents will meet that evening. One hour on Monday morning has been set aside for the meeting of the Advisory Council which is to be followed by Forum Discussions on various activities of the Association. Each discussion is to be led by the Chairman of the respective committees such as Employment, Methods, Publications and others.

Each year brings a demand for more time in which to discuss the problems of Groups or of the Association as a whole. With this thought in mind, the Committee has planned for only two General Sessions, one to be held Monday afternoon and the other on Thursday morning.

A debate for business men is scheduled for Monday evening. This promises to be an interesting session.

Tuesday will be devoted entirely to Group meetings but will be followed in

the late afternoon by a delightful trip to Storowton, one of Connecticut's quaint villages. The after-dinner entertainment planned includes square dances to be participated in by members of our party.

In order to further carry out the wishes of the members for an opportunity to discuss *problems*, three panel discussions have been arranged for Wednesday morning. These will be on the subjects of (1) Professional Standards, (2) Training, and (3) Public Relations.

Luncheons and afternoon meetings are again scheduled for the Groups on Wednesday to be followed by the annual banquet that evening.

Business luncheon meetings are tentatively scheduled for all Groups at noon on Thursday and at 2:30 P.M. buses leave for a trip to Yale where a tour of the buildings and grounds has been arranged.

Elsewhere in this issue is a description of the *Discussion Conferences* to be held again this year. The experiment of holding such Conferences tried at the 1940 convention proved, without a doubt, that such meetings had a definite place on the program. There will be four sections, each of which will be limited to not more than 25 persons.

You cannot afford to miss a single scheduled meeting, so plan now to come to Hartford!

Laura A. Woodward



# Discussion Conferences

Hartford, June 16 to 19, 1941

By MARGARET C. LLOYD

Librarian, Retail Credit Co., Atlanta; Chairman, Discussion Conference Committee

THE Discussion Conference Method, as applied to the purposes of members of the Special Libraries Association, was initiated successfully at the Indianapolis Convention in 1940. This experiment was significant in that it helped to solve, through democratic processes, the problems of technical procedure, administration, policies, and service. If librarianship is to strengthen its service, it must do so by creative thinking through the Conference Method techniques which involve a pooling of experiences and which lead to intelligent action.

Librarians need practice in creative thinking. Too much of our work leads along formerly well-travelled roads—not to say in long-established ruts. The demand of to-day is flexibility in applying basic principles to a recognition and analysis of emergency problems and in devising practical schemes for solution of such problems. Only in this fashion can we give intelligent and useful service to those who are attempting to meet the new situations which Democracy in general, and our country in particular, are facing.

Through such creative thinking, each individual finds that horizons are broadened and that a new comprehension of individual problems, hitherto limited, has been achieved. Discussion by means of this technique is a formula of group thinking used to discover new methods of dealing with objectives—a means by which old prejudices and opinions may be discarded and definite and intelligent

conclusions may be reached. Such a conference is more than asking questions after a speaker's address; it is more than undirected group talking—it is a drawing out from group experience, an analysis of the problem and an estimate of a possible solution.

The Discussion Conference Plan is a concrete example of democracy in action. The individual's problem becomes that of the group; the group, as a whole, determines the course of discussion and thus retains leadership. Collective attention and analysis are focussed on the problem. Some of the steps in the process of group thinking are the following:

1. Assembling of facts through individual experience into a common pool of information.
2. Selection of facts pertinent to the subject of the discussion unit.
3. Evaluation of the facts—analysis of the functions involved.
4. Arriving at a decision based upon such analysis.
5. Formulation of a plan to carry out the decision.

Broadly speaking, the objectives of the Discussion Unit should be to pool the experience of the group—making available to all, even the youngest member of the group, the total "man-hours" represented; and to develop constructive and analytical thinking about the problem involved.

The physical devices used to assist in cooperative thinking are many. It is not desirable to have the group seated in classroom fashion in rows. This discourages the democratic participation desired and exaggerates the importance of the leader. The group should sit around a

table facing each other—the leader being one of the group. The blackboard should be used freely in stating problems, which may later be voted on as to importance or relevancy; or for charting relationships. Remembering that the group meets to think together rather than to be instructed, it should be limited to more than twelve and less than twenty-five persons. Other physical arrangements, such as stationary name placques, comfortable chairs, adequate light and ventilation increase thought freedom.

Analysis of a case or a situation (“what,” “how,” “when,” “who”) is a first imperative. This often involves a breaking and rebreaking of the problem into its smallest elements. Words or terms used should be clear in content or defined for use in discussion. Votes may be taken as to preferred solutions.

The members of the group, or “Conference Unit,” should be willing to perform definite duties or functions:

1. Give the group the benefit of their experience.
2. Maintain an impersonal and unprejudiced attitude.
3. Control any tendency to be pointlessly witty.
4. Control any tendency to monopolize the discussion or to make speeches.
5. To listen alertly.
6. To be patient when results are slow in coming. Silence in a well-conducted discussion unit does not mean lack of interest. Important thinking is going on.
7. Strict regard for the rights of the group, by being punctual and by attending regularly.
8. By showing good sportsmanship if others in the group disagree.

Conference leaders who possess indefinable “leadership qualities” are required. They understand the general objective; they are able to establish a good working relationship; they stimulate participation and guide it in the interests of relevancy; they avoid imposing their own views on the group; they are able to organize the work done and to reconstruct the ground covered by each session. Above

all, they have that “something” without which the most painstaking and intelligent leader will fail to raise the Conference Method to its full powers.

As a committee, we have concentrated on securing such leadership. Men experienced in the method, but outside of the Association have been tentatively secured. They are, Dr. Russell J. Greenley, Purdue University, who led the Indianapolis conferences; Dr. LeRoy E. Bowman, League for Industrial Democracy; Dr. Ralph Childs, Cooper Union for the Advancement of Science and Art. The assistant leaders will be members of our own Association, Linda H. Morley, Industrial Relations Counselors, Inc.; Eleanor S. Cavanaugh, Standard Statistics Company, Inc.; Ruth Savord, Council on Foreign Relations, Inc.; Mary Louise Alexander, Bibliographical Planning Committee; and Paul Howard, Librarian, Gary Public Library, Gary, Ind.

The subjects suggested for the four units are:

1. Administration and Policy.
2. Reference and Information Service Techniques.
3. Public Relations (Including Publicity).
4. Management Principles as Applied to Libraries.

Mechanical details of registration are being worked out carefully. A special Discussion Conference Information Desk will be maintained and physical arrangements will be as comfortable as possible.

With efficient manipulation, vital leadership, and generous individual participation, we hope to realize the advantages of the Conference Method in developing creative thinking on the part of members, in the lifting of professional morale through group achievement, and in securing results in the form of practical guidance in individual problems.



*Knowledge, in truth, is the great sun in the firmament.  
Life and power are scattered with all its beams.—Daniel  
Webster.*

# Another Glance at the Financial Books of 1940

By CECILIA KIEL

Librarian, Mercantile-Commerce Bank and Trust Co., St. Louis

THIS list does not presume to be a list of the "outstanding" financial books of 1940. I do not know what the outstanding books of 1940 are; but I have listed here (1) books called special contributions in their fields by my favorite sources (*Annals of the American Academy, American Banker, Bankers' Magazine*); (2) books selected for our own library by our officers expert in their fields; (3) titles that seemed to borrow special interest by the present situation of our country and our banks; and, (4) one or two excellent "helps" in our library.

With several exceptions the books fall into divisions suggested by the issues and problems which have been of the greatest concern to the financial community in the past year. Some of the exceptions will be noted in the first group.

## BANKS AND BANKING

*Selected Bibliography of Money, Credit, Banking, and Business Finance* by Ray B. Westerfield seems to be an appropriate title to head a list of financial books. It presents a good checklist for any modest financial library wishing to take stock of its material under these headings.

*Banking and Financial Subject Headings*, prepared by a committee of the Financial Group and published by S. L. A. could not fail to appear in any list of the desirable books on banking published in 1940. In my own case it re-

lieved a long-felt need. In banks which do not have libraries it will be of immeasurable help. The suggested subdivisions for information in the *commodities* and in the *industries* files was of special interest to me.

Among books on bank management, *Bank Management Control* by E. S. Woolley deserves mention. Written by a man of wide experience, the book offers help in the solution of expense control and increased operating efficiency problems.

New texts included a new edition of Professor Ebersole's *Bank Management: a Case Book*. Professor Ebersole says in the preface, "The object of this book is to provide present and prospective bank managers and public supervisors with realistic situations presenting the major problems of policy which must be solved for successful bank administration and public regulation. With few exceptions, the cases are taken from actual banking experience."

*Money and Banking*, by Jules I. Bogen and his associates at New York University is a new edition of a text that we found helpful. It is easier reading than any other banking book we know of, except perhaps Kniffin's classic. The *American Banker* commented in its review that this is an excellent text, but that the authors seemed to exhibit prejudice in favor of branch banking that would seem to have little place in a purely academic text.

Concerning practical books on internal problems, studies of loan and investment policy are perhaps of greatest perennial interest to bankers. This last year an excellent contribution is the Harvard Business Research Study, *Portfolio Policies of Commercial Banks 1920-1939* by Pearson Hunt. Professor Hunt says that the decrease in commercial loan volume has arisen out of fundamental changes in methods of financing business as well as better management of working capital and inventories. Another book of unusual interest is the related *Bank Bond Investment and Secondary Reserve Management* by Paul M. Atkins. The author points out that the crux of the problem of bank bond investment is the *evaluation* of bonds toward which analysis is merely contributory. A third book which was highly approved by our Bond Department is *Fundamentals of Bank Investment*, the *Proceedings* of the Bond Conference of Banks of the Fifth Federal Reserve District held at Richmond in March 1940. The officers of our Bond Department tell me that the book is of much greater help than the *Proceedings* of the New York Conferences on bond portfolios.

Incidental mention should be made of two publications on life insurance policies as collateral, because of the interest banks generally appear to be taking in this new form of loan. *Assignment of Life Insurance Policies as Collateral Security* by Robert C. Tait, is a Graduate School of Banking thesis published by the A. B. A., and *A Study of Life Insurance Policies as Collateral* by R. A. Bezoier is a new privately prepared work by an officer of a bank in Rochester, Minnesota.

#### CONSUMER CREDIT

By all indications, the small loan department at this time is of absorbing interest to bankers. The first compre-

hensive survey of the whole instalment credit field was therefore of great interest. The series prepared and published by the National Bureau of Economic Research (financed by the Association of Reserve City Bankers and the Rockefeller Foundation) is undoubtedly the most complete contribution to date to the literature of instalment credit. The factual studies of the several phases of consumer credit are entitled:

1. *Personal Finance Companies and their Credit Practices.*
2. *Sales Finance Companies and their Credit Practices.*
3. *Commercial Banks and Consumer Instalment Credit.*
4. *Industrial Banking Companies and their Credit Practices.*
5. *Government Agencies of Consumer Instalment Credit.* (Discusses the role of the government agencies in consumer financing and the programs of the Federal Housing Administration and the Electric Home and Farm Authority.)
6. *The Pattern of Consumer Debt, 1935-6*, is a statistical analysis of retail instalment debt, cash loan debt, charge account debt, and the market for retail credit.
7. *The Volume of Consumer Credit 1929-1938* is an estimate of retail instalment credit and of cash loan instalment credit, and has also a section on the volume of the two combined.

Of the series as a whole our Instalment Loan Division says that it is a satisfying job to the extent that it gives for the first time complete information on all phases of consumer credit. The authors do not offer any satisfying conclusions as to how the present trend toward consumer debt will affect our economy, but such an effort should probably be made only in a separate work with the factual studies as a basis. Some of the ratio tables in this series on consumer credit are not easily interpreted. They would seem almost to require a statistician's training to read with comfort.

#### TRUST LITERATURE

An important addition to the literature on trusts appeared in Gilbert Stevenson's *Trust Business in Common Law Countries*. *Loring's Trustee's Handbook*, a new edition of a work that has been

standard for forty years, was published by Shattuck, after revision and enlargement by Mayo Adams. This book is a necessary addition for any trust department.

#### MONETARY ISSUES

Of the larger problem of our economic situation which has so greatly concerned our banks in recent months, *the national debt, monetary management, the gold problem, interest rates, reserves*, and perhaps above all, *national defense*, are grim phases. Some of the studies of these vast perplexities which deserve a second examination include *Government Spending and Economic Expansion* by Professors Arthur E. Burns and Donald S. Watson of George Washington University. The authors conclude that, inasmuch as the policy of deficit financing was inevitable after 1929 it should have been much more vigorous and should have begun much earlier in order to accomplish its purpose of restoring a sound economy. They believe that whether we get into the war or not, the post-war depression will call for vastly greater expenditures for relief and recovery than did the great depression, and advocate a long-range spending program to act as shock-absorber.

*The Federal Financial System*, by Daniel T. Selko, a publication of the Brookings Institution, is the first source-book on the financial administration of the Federal Government.

*Monetary Management under the New Deal* by Arthur Whipple Crawford, deals with the "evolution of a managed currency system, its problems, and results." Mr. Crawford thinks that with the expiration of various temporary monetary laws in 1941 we may see a reconsideration of our efforts and a revision of the monetary system that will make it fairly comprehensive.

*The National Gold Standard Re-In-*

*terpreted 1913-1934* by William Adams Brown, is a two-volume study, treated in four major divisions, that presents all pertinent factual data on gold. Professor Brown says that the theme of his book "is the progressive decentralization of the world's international credit system and the economic changes responsible for it." One review stated that the work has been seven years in preparation, that much of the material has the unique value of having been gathered in long series of interviews with competent authorities in the monetary markets of Europe. Another review says that, though the book belongs on the shelf of every bank library, it is nevertheless a study for the specialist in monetary theory and for some specialists in foreign exchange. The work was done under the auspices of The Rockefeller Foundation, Brown University, and the National Bureau of Economic Research.

Another contribution of interest on the gold standard is Dr. Edwin Walter Kemmerer's *The Gold Standard—its Nature and Future*.

*Whither Interest Rates* by Harland H. Allen, is the one book on interest rates that has come to my notice. One of our officers, a Rutgers student, has been using it steadily for several months and has found it of immense help.

The one book suitable to end this division of the list is the collection of the papers of Marriner S. Eccles, edited by Rudolph L. Weissman under the title, *Economic Balance and a Balanced Budget*. Of interest at any time, the book will probably get increased attention as a result of the publication on January 1 of the Federal Reserve Board's proposals for action on certain monetary and banking questions. The papers run the gamut of monetary, banking, fiscal, foreign exchange, labor, price, and other economic controls.

## NATIONAL DEFENSE

*The Anatomy of American Wealth* by Robert R. Doane, "provides," one review says, "a new picture of America's real wealth in terms of physical assets, and establishes a basis for planning national policies which comes nearer to the realities than any assembly of facts heretofore available." At no time in our history has a national inventory of our physical and productive assets been so necessary. Indeed, any book that "provides essential data for sound interpretations of many of today's most crucial social and economic problems," is thrice welcome.

*Wartime Control of Prices* by Charles O. Hardy of the Brookings Institution, is the report of an investigation made at the request of the United States War Department. It is a study to be desired by every library interested in the subject matter.

*M-Day Banking and Finance* by A. Philip Woolfson, and the A. B. A. pamphlet, *National Defense Loans*, a handbook of information for banks on making loans on assignment of government contracts, are unpretentious items that every bank wants whether it has a library or not.

## FEDERAL INCOME TAX

The most important work to date on the Federal income tax, *The Federal Income Tax* by Roy G. and Gladys C. Blakely, was described as "basic and indispensable." The book will offer a background for the study of the problems presented by this method of taxation.

## ECONOMIC THEORY

Under this heading may be recalled the important studies, *The Conditions of Economic Progress*, by Colin Clark and *Business Cycles*, by Joseph A. Schumpeter. *The Triumph of American Capitalism*, by Louis M. Hacker, *Capitalism the Creator*, by Carl Snyder and *Sumner Today*, the selected essays of William Graham Sumner, are "orthodox" books on economics that appeal to financial men generally. The Sumner essays were published with comments by some of the foremost figures in American life: Charles Beard, Evans Clark, William S. Knudsen, William Greene, H. G. Moulton, Norman Thomas, Willard Thorpe. The first essay, "The Forgotten Man," was the source of the phrase of recent flamboyant memory, which, nevertheless, in its changed application is a touchstone of our progress in social psychology and social responsibility.



## *Index to Special Libraries, 1940*

Elsa von Hohenhoff, compiler of the *Index to Special Libraries, 1940*, needs no introduction to Special Librarians, since most of us have on our desks her *Bibliography of Journals, Books and Compilations (American and Foreign), Which List and Abstract Patents*. Others may remember the success of the Special Libraries Exhibit at the Baltimore Conference, which was also set up under her direction.

Miss von Hohenhoff's training and experience have prepared her for exceptionally sound bibliographic work. A graduate of the Enoch Pratt Free Library Training Class, she has had as assistant in the Department of Industry and Science, ample opportunity to exercise her ability. Pratt book lists are many and varied and often are prepared under the critical eye of a specialist in the field. In 1938 Miss von Hohenhoff received a Degree of Bachelor of Science from Johns Hopkins University and she is now studying Library Science during the summer months at Columbia University.

We find a consistently fine piece of work in the *Index* which appears with this issue. Innovations in arrangement were planned to bring like material together. And so—the *Index to Special Libraries, 1940* is done and well done! And S.L.A.'ers say "Thank You" to Elsa von Hohenhoff.



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## Personal

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### The Honor Brigade

Recently Grace Hastings Parker, librarian of the Middlesex Law Library Association located at Cambridge and Lowell, Mass., has retired from active service. For forty years she has served first as assistant librarian and later as librarian of this association.

When the Boston Chapter of SLA was formed Miss Parker was one of the Charter Members.

SLAers extend their best wishes on the completion of her loyal service to the library profession.

### Wedding Bells

On January 23 a group of Milwaukee Special Librarians gave a dinner at the College Club for Mrs. William F. Grady, the former Elizabeth A. Gerhardt, who returned to Milwaukee for a short visit with her parents. The surprise wedding took place in Panama just before Christmas.

Before her recent marriage Mrs. Grady was the head librarian of the Milwaukee Sentinel. She has been active in the SLA and was a former President of the Milwaukee SLA. She was also most active in the Newspaper Group.

Mr. W. F. Grady is the head pharmacist at Colon Hospital of the Panama Health Department. The happy couple will reside at Cristobal, Canal Zone. SLA extends heartiest congratulations.

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## Publications

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### Philadelphia Library Resources

In line with the increasing interest in surveys of library resources the Philadelphia Bibliographical Center has just issued a pre-print of the statistical and factual material of Philadelphia Libraries. The full report will be issued later.

Since this report seems to be a milestone in library surveys we are carrying a detailed review of it in a later issue.

### Library Guide

*A Guide to Mineral Industries Literature* compiled by Lucille Jackson, Librarian of the School of Mineral Industries of Pennsylvania State College has just been published by the College. It is divided into sections on the various mineral industries and under each section is included the Dewey numbers, subject headings in the card catalog, lists of indexes and abstracts, special reference books and periodicals.

### The Trade Union Press

There has just been issued by the U. S. Department of Labor Library an excellent bibliography entitled, *List of American Trade Union Journals and Labor Papers Currently Received by the Department of Labor Library*. This 32 page list is most illuminating for it shows clearly the growth and importance of labor material. You will be surprised at the number of trade unions which have their own publications. The last part of this bibliography is a list of all labor newspapers arranged by States. This is an important tool for all special libraries that follow the labor movement.

### Library Work as a Vocation

An interesting monograph entitled, *Library Work* by Ruth Shaw Leonard, School of Library Science, Simmons College, Boston, Mass. and Margaret Paige Hazen, Massachusetts Institute of Technology Library, Cambridge, Mass. has just been released by Bellman Publishing Co., Inc. of Boston.

This is number one of a series of 75 booklets which present the outstanding occupations of the present day. They are issued to assist the individual in search for his correct life work.

In a compact form this pamphlet of 28 pages covers the library profession, qualifications for library work, educational requirements, library schools and other training agencies, curriculum, special courses, salaries, advancement, professional associations and future of the profession.

Our own Association is referred to in several places and several articles from *Special Libraries* are noted.

For a person who is investigating the possibilities of library work as a future profession, this brief booklet presents a comprehensive picture of the work and should prove a valuable aid.

### Scanners Service

Here is another time-saver which has recently been developed in N. Y. City for the busy executive. The plan is to keep the subscribers abreast of the latest information in their particular fields. The subscriber supplies The Scanners with a comprehensive picture of the type of information he wishes brought to his attention; the magazines which he wishes scanned are sent to The Scanners direct from the publishers. The Scanners mark articles of interest, and mail the magazines to the subscriber, with a sticker pasted on the outside of each magazine noting pages containing material of interest. The Scanners keep alert for material of interest from sources other than the magazines a subscriber has sent to them, and notify him of such material. They also make special reports on any subject desired, or prepare material for talks or articles.

### On the Air

One of the latest publications of the H. W. Wilson Co. is *Library on the Air*, a collection of original radio scripts actually given by libraries from Massachusetts, New York, Georgia to Oregon and California—compiled by Marie D. Loizeaux.

These scripts may be used without further permission. However the purpose of the collection is to inspire librarians to work out individual ideas that may be used in similar programs.

Special libraries are represented by a dialog which was given at the national convention of SLA which explained the work of various business and reference libraries.

### National Defense

To secure a comprehensive picture of the current problems in the carrying out of the National Defense Program the Brookings Institution, Washington, D. C., have just issued an important pamphlet under the title, *Fundamental Economic Issues in National Defense* by Harold G. Moulton. It is based upon previous research studies made by the Brookings Institution under grants from the Maurice and Laura Falk Foundation of Pittsburgh.

We quote:

The questions which we have been considering in this analysis involve basic issues of national economic policy. They are ultimately of more fundamental importance than the technical and industrial problems involved in accelerating the production of war supplies with which we have thus far been chiefly concerned. . . . From now on—as the war effort expands and the industrial slack disappears—the problem becomes complex. We shall be confronted, increasingly, with underlying problems of financial and economic policy, and in the end the efficiency of the war production program itself will largely depend upon the speed and the wisdom with which these basic issues of national defense are settled.

This booklet could well be on everyone's National Defense reading list.

### Labels and Labels

It is well for Mrs. Average Consumer to know her labels and thus protect both herself and her pocketbook. To do this very thing the Public Affairs Committee has just issued *Read Your Labels* prepared by the Institute for Consumer Education, Stephens College, Columbia, Missouri, on the basis of studies by the Department of Agriculture, findings of the Federal Trade Commission and other material. The booklet gives explicit ways to obtain full benefit of the Food, Drug and Cosmetic Act. It is timely, brief and most helpful.

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**More Libraries in Brief**

More write-ups of special libraries:

*The Library of the Academy of Natural Sciences of Philadelphia* by C. Bernard Peterson, Assistant Librarian, in *Bulletin of the Special Libraries Council of Philadelphia* for January 1941.

*The Library of the Newark College of Engineering* by Ira A. Tumbleson, Librarian, in the *Bulletin of the New Jersey Chapter of SLA* for February, 1941.

*An Advertising Agency's Library* by Katharine D. Frankenstein, Librarian, Batten, Barton, Durstine and Osborn, Inc., in *New York Chapter News* for February, 1941.

*The Library of the Art Institute of Chicago* by Etheldred Abbot, Librarian, in *Illinois Libraries* for January, 1941.

*The Illinois State Historical Library* by Paul M. Angle, Librarian, in *Illinois Libraries* for January, 1941.

**Phono Collection**

In the *Wilson Bulletin* for November, 1940, Thelma Brackett, Librarian of the New Hampshire State Library at Concord, New Hampshire gives the story of a phonograph library established by a grant of instruments and records from the Carnegie Corporation in 1937 to the New Hampshire State Library. This collection loaned 15 records in Dec. 1937 and has now expanded until last year 6179 records were loaned to borrowers.

**While They Last**

The Municipal Reference Library, 1005 City Hall, Chicago, Illinois, has on hand a limited number of copies of the Index to the *Journal of Proceedings of the Chicago City Council* for the council years 1930-31, 1931-32, 1932-33, 1933-34, 1934-35, 1935-36, and 1936-37, 1937-38 and 1938-39.

While the supply lasts, we shall be pleased to send these to libraries city attorneys, and others, upon receipt of the postage required to send the same to the Parcel Post zone in which you are located. These documents weigh about one pound each. The postage required to send each index to the Parcel Post zone in which you are located is 1½ cents per pound.

**For Reference**

Do you keep records of reference questions? If you do will you please send word to Dorothy E. Cole, Central YMCA College Library, 19 S. La Salle Street, Chicago, Ill.? Records which include the specific tools used are of special interest.

## Air Aid

*Subject Headings for the Aeronautical Index* prepared under Federal Works Agency, Works Projects Administration, New York City is available for free distribution to those companies or organizations who have real need for the index. Copies can be obtained by writing to Mr. N. H. Randers-Pehrson, Division of Aeronautics, Library of Congress, Washington, D. C.

## Reprint

After having been out of print for some time, the Library of Congress publication, *The Constitution of the United States; an Account of its Travels Since September 17, 1787*, is once more available and will be sent free of charge to any non-commercial library or educational institution.

## Early Irish Newspapers

At the present time the British Museum possesses the only set of certain early Irish Newspapers and the most complete sets of others. Since these may be destroyed at any time it has been proposed that a few American libraries join together in a cooperative project to subscribe sufficient funds for making microfilm of these newspapers. Interested librarians please communicate with Alexander J. Rorke, librarian, The American Irish Historical Society, 991 Fifth Ave., N. Y. City.

## Guides for Washington

A new aid for business and professional people who come to Washington has recently been set up by the Secretary of Commerce in the main lobby of the Commerce Building. The new organization is known as the Office of Service and Information. The function of this department is to direct business men and others to the department they seek or the information which they wish to secure. Due to the complexity of the government and the rapid growth of the defense program this service should be most welcome.

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a collection of over four thousand quotations from his writings, letters and speeches. The book is edited by Albert Bushnell Hart, professor emeritus, Harvard University, and Herbert R. Ferleger of the Roosevelt Memorial Association, and has a Foreword by William Allen White.

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is in process of being completed as a result of an agreement drawn up between the trustees of the Howard Memorial Library (an endowed reference library) and the trustees of Tulane University under which the library is to be united with the libraries of Tulane and of Newcomb College. The libraries of the three institutions are to be housed in a new building, built on the Tulane University campus. The librarian of the Howard Memorial Library was appointed Director of the new united libraries.

4. REORGANIZATION OF STATE INSTITUTIONS OF HIGHER EDUCATION INTO ONE SYSTEM AND UNIFICATION OF THEIR LIBRARIES

Georgia and Oregon are the two examples in this category. In Georgia all the state-supported institutions of higher education have been undergoing drastic reorganization since 1933. A Board of Regents created by the state legislature reduced the number of institutions from twenty-six to fifteen. At Athens, the College of Agriculture and the State Teachers College were consolidated with the University of Georgia. The three libraries were likewise merged. At the request of the President of the University, a committee appointed by the American Library Association has recently made a survey<sup>16</sup> of the library.

In Oregon, legislative action in 1929 created a single State Board of Higher Education which reorganized the six state-supported institutions of higher education as a departmentalized function of the state government. As part of the Board's general reorganization plan, the libraries of the six institutions were consolidated and called the Centralized Libraries of the Oregon State System of Higher Education. The library adminis-

<sup>16</sup> Louis R. Wilson. *Report of a Survey of the University of Georgia Library for the University of Georgia, September-December 1938*; by Louis R. Wilson, Chairman, Harvie Branscomb, Ralph M. Dunbar, and Guy R. Lyle. Chicago. American Library Association, 1939, p. 2.

trative plan follows, in general, the plan set up for the System as a whole. The separate libraries are administered by the institutional librarian, under the supervision of a Director of Libraries A. Library Council, consisting of the institutional librarians and the Director of Libraries, meets quarterly to determine policies pertinent to all. The Chancellor of the System meets with the Council, bringing to its sessions the benefits of his advice and guidance.

Plans for a single library system were worked out by the Board in advance of their reorganization of the System as a whole. They felt that any coordination among the institutions should necessarily be preceded by a unifying of all book resources, that library facilities in the institutions should not be duplicated, and that the entire resources of all of the libraries should be made available to all faculty members and students in the System.

A central library order department is responsible for all purchasing, a union author catalog has been made which lists the holdings of the libraries, and the work of all departments of the libraries has been coordinated and unified as much as possible. This regional consolidation has achieved a high degree of unity in spite of the fact that the libraries are spread out over a state, and is providing better library service at lower cost. No attempt has been made to make the libraries conform to a pattern of dull uniformity. Their individuality has been maintained.

#### FINDINGS AND CONCLUSIONS

Viewing these eleven consolidations in respect to geographical location reveals that there are two on the Pacific Coast (Claremont and Oregon), one in the east (Western Reserve), and all the rest are in the southeast: two in New Orleans (Dillard and Howard-Tulane-Newcomb), two in Nashville (Joint University Libraries and Fisk), two in Atlanta and one on

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the outskirts of Atlanta (University Center, Atlanta University, and the University of Georgia), and the University of North Carolina and Duke University cooperation at Chapel Hill and Durham. Such a conspicuous concentration in one section of the country must be due to some specific forces.

The primary motives back of every one of these consolidations were to provide larger book resources to people in a given area, to serve research needs more effectively, and to improve instruction through the availability of more printed materials. Special motivating forces in the southeast have been: (1) an organized program of library development set up by southern librarians to meet the library conditions and needs of the region, (2) an expanding library interest on the part of the foundations which had long taken special care of the South in their benefactions, (3) the Southern Program of the General Education Board which included the development of regional library centers. All of the consolidations in the southeast except the University of Georgia resulted in part because of financial aid from the General Education Board.

The motivating force for library consolidation at Western Reserve, Claremont, and in Oregon developed in response to a need for larger resources and for more economical library operation. Claremont has received grants from the Carnegie Foundation for book collections. The Centralized Libraries of Oregon have received no aid from any foundation, but could have accomplished much more if they had had some financial assistance.

Comparing the eleven consolidations quantitatively as to holdings, number of students and faculty served, and library operating expenditures reveals great variations. The range in total volumes of books owned is from 20,000 to nearly 900,000 with a median of 230,891. The number of periodicals being received cur-

rently shows a range from 200 to 6,719 titles with a median of 1,788. The number of faculty and students served ranges from 289 to 13,651 with a median of 3,701. Library support for operating expenses ranges from \$7,500 to \$368,653.54 with a median of \$55,871.32. Ranking these consolidations by sheer size, puts them in the following order: the North Carolina-Duke, Oregon, Western Reserve, Joint University Libraries, University Center in Atlanta, the Howard-Tulane-Newcomb, Claremont, Georgia, Atlanta University, Fisk and Dillard.

Such a wide divergence in size indicates that consolidation is not limited to libraries within a certain range of size but can take place among libraries of any size large or small. Another factor is that there seems to be no correlation between size of consolidation and type of consolidation.

Per capita comparisons of the consolidations show relative strengths more adequately than gross totals. The number of volumes per student ranges from 30 to 104 with a median of 68. The number of volumes per faculty member ranges from 299 to 1,275 with a median of 672. Library operating expenditures per student range from \$9.49 to \$43.21 with a median of \$18.01; and per faculty member from \$112 to \$528 with a median of \$209.

In all of these comparisons, the consolidations show up very well when contrasted with figures computed for the college and university libraries of the nation. As a group, the consolidations have considerable book stock, are strong in periodicals, serve many faculty members and students, and are fairly well supported.

Ranking the consolidations by these per capita measures and computing the average rank of each places them in the following order: North Carolina-Duke, Claremont, Oregon, Joint University Libraries, Western Reserve, University

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The benefits and advantages of library consolidation can be summed up as follows: (1) larger printed resources are available. (2) Substantial savings are made in administrative costs, and in purchases. (3) Duplication of holdings is prevented as far as possible. (4) Acquisition of expensive, rare, and research items is coordinated in the best interests of the region. (5) Collections are better organized and administered and hence have better service to offer.

Some problems which may be encountered in consolidation are (1) detail and routine may be increased and thus slow down technical processes, and (2) where consolidation is not a part of the university organization, student discipline may be complicated.

Obstacles which are apt to be encountered in attempts to form a library consolidation are: fear of some librarians of losing their "Prestige," difficulties in making satisfactory financial arrangements, imaginary lines which have been drawn between different types and kinds of libraries, race antagonisms, political influences, legal difficulties, and transportation facilities.

There is a growing awareness among men and women engaged in educational research endeavors of the need for cooperation in research.<sup>17</sup> This implies a closer integration of libraries so that scholars will know where they can find the printed materials they require. It implies an integration of all types and all sizes of libraries because every library possesses at least a few materials for study and research. A musty collection of local

<sup>17</sup> Benjamin B. Kendrick. "A Southern Confederation of Learning." *Southwest Review*, XIX (January 1934), p. 182.

Lawrence D. Reddick. "Research Barriers in the South," *Social Frontier*, IV (December 1937), p. 85-86.

George Alan Works. *College and University Library Problems*, Chicago. American Library Association, 1927, p. 51-62.

history and archives found in a remote New England town library may prove more valuable in a certain piece of research than the finest reference collection in the nation.

In the interests of scholarship, it is time that American libraries forget about local boundaries, that librarians put aside their prejudices concerning different types of library work, and that scholars regardless of the color of their skin have the privilege to use any library wherever they can find what they wish whether that be in a hospital library, a school library, a state historical library, a university library or a privately endowed reference library.

Until about 1876, when the American Library Association, the Library Journal and the Library Bureau were started, the interest of librarians was in books. From 1876 through the 1920's the library profession was engrossed in the mechanics of running libraries in order to make them bigger, better, and more efficient. In the last ten years or so, librarians have been turning their attention to readers. The cooperative trend in the profession is evidence of the earnest endeavor of thoughtful members to consider the needs of the reader.

The college and university library consolidations presented in this study are indicative of what may be the beginning of a more concerted effort to make larger book resources available and to acquire research materials intelligently by dividing areas of purchase. In all probability there will be many more such consolidations in the future and we may expect to see them spread out to include other types of libraries such as special, public and school.

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