College and University Library News, 1943-44

Dr. Gosnell is librarian of Queens College and associate in the School of Library Service, Columbia University.

Final adjustment to war conditions, and postwar planning, hold the spotlight in this, the twentieth periodic survey of college and university library activities. As in the past, the effort is to present a truthful outline rather than an exhaustive catalog of events. Due, doubtless, to lack of time to prepare reports and lack of paper on which to print them, the bulk of the news is still less than that of a year ago, but trends which were then observable are even more clearly marked.

That adjustments to wartime conditions and obligations have been the primary business and concern of librarians in colleges and universities is amply illustrated by references in current professional literature. Our entire system of higher education has been markedly affected. A complete and current chronicle of daily and weekly developments, with occasional references to libraries, has appeared as a bulletin Higher Education and National Defense, published by the American Council on Education. A comprehensive summary of events has been published by Miller and Brooks.

In terms of registration, publicly controlled colleges and universities lost 51.3 per cent of their enrolments, while private and church colleges lost only 35.7 per cent. The total decrease in men students was 68.5 per cent, while that of women was 7.7 per cent, according to estimate by the U.S. Office of Education.

The contributions of the libraries, particularly in training members of the armed forces in the Army Specialized Training Program and other units and in providing materials for important research projects, have been summarized by Temple and Little, while Gill has reported for C.


Copious footnotes are supplied for the convenience of those who may wish in full the information which is summarized here. These footnotes are made as brief as possible, and the following abbreviations are used: A.L.A.B.—American Library Association Bulletin; C. & R.J.—College and Research Libraries; L.Q.—Library Quarterly; S.&S.—School and Society; W.L.B.—Wilson Library Bulletin.
nadian libraries. There have been various discussions of special phases, ranging from that of collecting local war history materials by King to allotments for library service to Army and Navy units.

The full impact of the war, and the diversity of responses, is illustrated by the numerous reports from individual libraries. Michigan has cooperated with various war research projects and extended its services to the gigantic war plants in its area. Rutgers, likewise, is giving reference service to nearby chemical and manufacturing plants. At Rochester the library has established a lending collection of war films. Benjamin Chubak, at City College, has compiled a new edition of his Bibliography of Morale.

From the University of California there is the report of a 50 per cent drop in circulation, due to decreased enrolment and a shift from liberal arts to technical courses, while there has been an increase in interlibrary loans and other special uses, and staff turnover has been a problem. Special reports on library use by Army Specialized Training Program and other groups have been made by Bard, Fenn, and Georgia School of Technology. Use by WAVES was reported by Georgia State College for Women. An enlarged library for nurses was opened at Western Reserve. Radcliffe reported increased fines for overdue books and withdrawal of the privilege of home use of phonograph records because of restrictions on production.

Postwar Planning

As war problems were met and understood, and as confidence in an ultimate victory became secure, hopes for a quick return to peace flourished. Yet it was clear that to win and secure a lasting peace would be a task no less difficult than military success and that sound and farsighted planning was essential.

Leaders of thought in higher education had for several years been restudying fundamental problems of the philosophy, purposes, objectives, and means of higher education, while war conditions gave further emphasis to old questions, raised some new ones, and created a natural transition point. A comprehensive listing of issues and a full bibliography were published by the U.S. Office of Education. Other contributions came from Stoddard, Nash, and the North Central Association.

Much of the discussion was directed to redefinition of "liberal education." The contributions of Aydelotte, Henderson, Tead, and the American Council of Learned Societies Commission may be cited as outstanding.

There were many references to the problems of the returning veterans, and Higher Education and National Defense continued to bring news in this field. The mechanics of the veteran's re-entry into the academic world are of relatively little concern to the libraries, while his problems of curriculum...
are one phase of the general reorganization of the college offering. A recent discussion of the veteran's education while in the services is that by McGrath. 29

Many administrative units and individual institutions have developed their own plans. In New York State the regents have published a comprehensive program to improve teacher training, to establish a chain of technical institutes, and through scholarships and otherwise to raise the level of the state contribution to higher education. 30

General consideration of postwar planning for libraries in higher institutions has been the subject of papers by Carlson, 31 Shaw, 32 and Iiams. 33 Wilson devoted a section in his memorandum to college and research libraries. 34

Few plans have as yet been announced at individual institutions, but Colby is an exception. 35 The trend is clearly marked, however, in one wartime innovation, the "War Information Center," which in Colgate 36 and Indiana 37 was reported to have become a "Postwar Information Center." In many instances, building programs are the most concrete form of planning; these will be described in a later section.

Many postwar plans are admittedly "postwar" chiefly in a temporal rather than in a causal sense, and it is logical to include in this category some statements and plans which do not bear that term. On the other hand, no postwar plan can be complete without taking into account Wilson's challenging presentation 38 of the library's role in college instruction or Rider's suggestions about micro-cards. 39

The flow of individual surveys has diminished, but there are three which require mention: Rider's self-survey and policy report at Wesleyan, 40 Brown's program for Tuskegee, 41 and the Wisconsin survey by Blegen and Metcalf. 42

Administration

As administration is the tool by which the services of libraries are effected and improved, it is to be expected that administrative problems will continue to receive much attention. Librarians appear to have been relatively fortunate in being able to continue working at many problems of long-time significance while their superiors, the college and university presidents and trustees, have been forced to devote almost all their energies to wartime difficulties, as exemplified by Cain's study. 43 Thus the comprehensive treatise by Russell on *The Finance of Higher Education* 44 is an exception and especially welcome for its frequent references to the library.

Some of the administrative facts about college and university libraries have been gathered and published by the U.S. Office of Education, 45 while the annual A.L.A. compilation for a select group appeared as usual. 46 Trends in library and total university expenditure have been analyzed by

---

30 Regents Plan for Postwar Education in the State of New York, Albany, University of the State of New York, 1944, 64p.
35 L.J. 69:342.
36 L.J. 69:132-34.
37 L.J. 69:103-05.

---

42 L.J. 68:356.
Three studies have been made of special groups, including higher institutions in the North Central Association, teacher-training institutions, and Negro colleges.

Turnover in personnel continued to be a vexing problem, referred to in numerous reports. Among the results were a slight decrease in size of staff, some lowering of requirements in experience and training, and some increases in salaries. These were largely sporadic effects, and no concerted attack on the difficulty developed or even seemed feasible. Trent outlined the possibilities of the personnel administrator in libraries as in business. A committee of California presidents was reported preparing a new classification and pay plan for state college librarians. A report was presented to the Board of Higher Education of New York City on the status and salaries of library assistants in the four city colleges.

The scheme of classification and pay plans appeared after several years of preparation by a subcommittee of the A.L.A. Board on Salaries, Staff, and Tenure. H. M. Brown reported on conditions governing the appointment and work of student assistants. Satory discussed rank and tenure in Catholic college libraries. Some thought was given to the desirability of conferring a master's degree instead of a second bachelor's degree for the first year of graduate study, in order to put college and school librarians on an equal footing with their colleagues who receive the master's degree for their first year of graduate work in other subjects, but no definite move can be reported.

There was relatively little activity in the field of cataloging and bibliography, perhaps because attention was attracted to war activities. Progress in publication of the Library of Congress Catalog continued to a point where many college libraries found themselves in possession of a very valuable and timesaving, although still incomplete, tool. Knapp reported on her research into the use of the subject catalog. Metcalf and Williams presented concrete proposals for defining subject fields of responsibility for acquisition and cooperative cataloging of current foreign books and pamphlets. A move toward consolidation of catalogs was reported at Wisconsin. The official catalog at New York University was seriously damaged by fire, possibly incendiary.

Expanding Activities

Evidence that the concept of the library's place is continuing to expand, is to be found in the development of activities beyond the mere servicing of books. Johnson reported on a quick survey of the use of audio-visual aids. A music listening room with a phonograph and collection of records was opened at Flora Stone Mather College of Western Reserve University, and Union College reorganized its collection of disks. At Swarthmore, Librarian Shaw delivered a series of five lectures on contemporary typography. In the children's room of the library of Ohio University, a series of panels illustrating democracy and the four free-

References:

48 North Central Association Quarterly 18:293-308.
54 Catholic Educational Review 42:342-47.
doms was executed as a master’s thesis in art.66

A continued effort at public relations in the usual channels was to be seen in exhibits. Reagan presented a survey in this field.67 Two unusual exhibits bear special mention, one of the works of Alabama artists at Birmingham-Southern 68 and one at Colgate, which is believed to have “hexed” certain dictators.69

The responsibilities of the librarian for having students know how to use the library received new emphasis at Case 70 and the Citadel 71 and in the remedial reading program presented at Minnesota by Triggs.72 A survey of “Friends of the Library” groups was reported by Allen.73 A new group was started at Oregon State College.74 Colby reported on its publishing activities as a factor in developing interest.75 Texas began publication of a Library Chronicle, and Emory continued with its series of “Sources and Reprints.”76

Buildings

A revival of interest in new library buildings and additions was evident. Virtually all construction has been stopped by war conditions; only as a general program of postwar construction was called for could librarians see much hope in planning and getting the blueprints ready. Little information has appeared in print. For teachers’ college buildings a new checklist has been prepared by Alexander.77 The Library Journal instituted a column on buildings and equipment.78

Some building projects received tentative approval as items for a postwar public works program, while others were to be built with contributions from alumni and other donors; some are well advanced in planning, while some are as yet little more than wishes or hopes. On some campuses, complete new buildings are envisioned; on others, existing buildings are to be altered and extended. The following list of institutions looking forward to new facilities has been compiled from published references and correspondence: Baldwin-Wallace, Bates, Brooklyn, California Medical School, City College (New York), 79 Colby, Colgate, Cooper Union, Cornell State College of Home Economics, Georgia School of Technology, Greenville College,80 Harvard (for undergraduates), Illinois, Iowa, Maryland, Massachusetts Institute of Technology, Michigan State, Mills, Mount Union, New York University (Washington Square), Otterbein,81 Pennsylvania, Princeton, Queens,82 Rutgers, Smith, Stephen F. Austin State Teachers, Texas, U.S. Naval Academy, Villanova, University of Washington, Washington State College,83 Wellesley, Wisconsin State Teachers, University of Wisconsin.84

Acquisitions

The thought and planning that have long been applied to buildings are now coming to be used on the acquisition of library resources. The collection is no longer thought of as an amorphous mass but as a purposeful and planned assembly of useful parts, from which the extraneous is excluded. Librarians have lost hope that any

66 L.J. 60:760-68.
68 W.L.B. 15:742.
69 L.J. 60:770.
70 Journal of Chemical Education 21:369-71.
71 Education 64:183-85.
72 Times, F. O. Remedial Reading: the Diagnosis and Correction of Reading Difficulties at the College Level. Minneapolis, University of Minnesota Press. 1943. 270p.
74 L.J. 60:777.
78 L.J. 60:662.
79 L.J. 68:1030.
80 L.J. 68:1030.
83 L.J. 68:1030.
84 L.J. 68:936; 69:122.
library can have everything and are coming to believe that no library should even want to have everything.

It is thus significant that the Association of Research Libraries devoted its meeting of March 1944 to problems of the division of responsibility for acquisition and recording of research materials. A successful example of cooperative effort on a smaller scale is the New England Deposit Library. Other libraries have given thought to various storage plans for less used books, including California. At least one attempt has been made to state in objective terms the length of the useful life of college library books—when they are replaced or superseded by newer titles and when they may be discarded.

A series of research projects on the adequacy of book collections in subject fields was surveyed by Fay, their sponsor. She also discussed the selection of periodicals and their usefulness in book reviewing.

Rider's proposal of micro-cards was a startling challenge to miles of shelves of little used research materials, but there were those who asked whether, if acquisition and storage of still more titles was to be made so simple and inexpensive, librarians would slip back into the easy habit of acquiring and keeping everything.

Books and other materials actually seemed to come in at a pace faster than building can be done to accommodate them, although no spectacular acquisitions were recorded. Van Male continued the series of surveys of notable additions begun by Downs, and no attempt will be made to duplicate the work here. It is well, however, to note the recognition that comes to libraries in the form of gifts of books or funds.

As usual, the larger libraries have attracted a major share of the benefactions. Among the gifts reported at Harvard were the collection of the Roosevelt Memorial Association and a Gutenberg Bible, while the American Board of Commissioners for Foreign Missions deposited its archives there. Yale reported receipt of a gift of 2,600 volumes on Italy, 22 medieval manuscripts, and several collections of correspondence and personal papers, including those of Sholom Asch, Sara Teasdale, Sir Wilfred Grenfell, Frank L. Polk, and Alexander Biddle. Columbia received collections of modern first editions, Lincoln material, early printing, classics, music, and the Gonzalez-Prada papers. Illinois received a collection of music in memory of Rafael Joseffy. To Ohio State came seven hundred volumes on welding; to Virginia, the letterbooks of John Randolph; to Pennsylvania, a Whitman and a medieval art collection; to Fisk, a Gershwin collection; to the Joint University Libraries, English literature; to Williams, editions and manuscripts of Edwin Arlington Robinson and drawings by Thomas Nast; to Rutgers, books on architecture; to Franklin, American literature; to Kansas State, items on home economics; to Kentucky, libraries in the form of gifts of books or funds.

As usual, the larger libraries have attracted a major share of the benefactions. Among the gifts reported at Harvard were the collection of the Roosevelt Memorial Association and a Gutenberg Bible, while the American Board of Commissioners for Foreign Missions deposited its archives there. Yale reported receipt of a gift of 2,600 volumes on Italy, 22 medieval manuscripts, and several collections of correspondence and personal papers, including those of Sholom Asch, Sara Teasdale, Sir Wilfred Grenfell, Frank L. Polk, and Alexander Biddle. Columbia received collections of modern first editions, Lincoln material, early printing, classics, music, and the Gonzalez-Prada papers. Illinois received a collection of music in memory of Rafael Joseffy. To Ohio State came seven hundred volumes on welding; to Virginia, the letterbooks of John Randolph; to Pennsylvania, a Whitman and a medieval art collection; to Fisk, a Gershwin collection; to the Joint University Libraries, English literature; to Williams, editions and manuscripts of Edwin Arlington Robinson and drawings by Thomas Nast; to Rutgers, books on architecture; to Franklin, American literature; to Kansas State, items on home economics; to Kentucky,
the library of Cale Young Rice, Kentucky poet, to Northwestern and to Hollins, incunabula and other early books; and to Oberlin, foreign language records.

Fewer than the usual gifts of money were recorded. They generally took the form of memorial funds for specific purchases. The Lou Henry Hoover fund was established for the Hoover War Library at Stanford. Three funds of one thousand dollars each were set up at Radcliffe. Texas Wesleyan received two hundred dollars for religious books.

Western State, at Bowling Green, Ky., received five hundred dollars from the McGregor fund for Americana, and the Women’s College of North Carolina received a gift to purchase the Orr etchings of that state. Yale received one hundred dollars from a group of Navy officers to buy athletic books in memory of one of their fellow officers. Six hundred dollars was added to the Dick fund at Washington College, Chesterton, Md.

While personal libraries of professors are not the tradition they once were, it is significant that transfers of six were reported. The classics library of Gonzalez Lodge went to Columbia, that of H. L. Rietz on mathematics to Iowa, and that of Charles McLean Andrews on history to Yale. Texas Christian received two such collections, those of R. A. Smith and W. C. Morro. That of J. B. Pratt was purchased by the class of 1914 and given to Williams. The late W. J. Showalter, chief of research for the National Geographic Magazine, bequeathed his books to Bridgewater.

Acquisitions en bloc continued, although many institutions were holding funds for reopening of the European book market. California acquired the John Henry Nash typographic collection and, for the Bancroft Library, collections of Colombian and Venezuelan material. Southern California has received a group of serial sets in natural history and a Hamlin Garland collection. Texas acquired for its medical school, books on anesthesia; Iowa, some on music; Indiana, source material on the Revolutionary War and War of 1812; Wayne, the Hooker scientific library; Virginia, Jefferson manuscripts; and Yale, a Boethius manuscript. Texas A. & M. made a special appropriation for tropical agriculture and veterinary medicine, while Denver sent its librarian to Mexico to buy books.

Increasing dependence on microfilm was noted at Michigan, where a special program has been going on. Bontemps made an inventory of Negroana collections and their growth, including those of Howard, Fisk, Oberlin, Cornell, Duke, and North Carolina.

Librarians in War Service

The names of many are on the A.L.A. and other honor rolls for service in the
armed forces. No listing here, even of Homeric proportions, could hope to be complete, and no tribute worthy of their sacrifices. They, rather than those of us who stay at home, are carrying the chief burden of preserving our way of life, including our libraries and the institutions they serve.

Professional contributions of great importance came from Carl M. White, of Columbia, who was designated by the U.S. Department of State to establish closer working relations between Chinese and American groups concerned with library matters; from Evelyn Steel Little, of Mills, who served with the British Branch of the Office of War Information; and from Flora B. Ludington in India. As librarian of the biggest university of all, special mention must be made of Lt. Col. Ray L. Trautman, formerly of Queens College, who is chief of Army library service in the Special Services Division.

Personnel Changes

As in the year before, there have been more than the usual number of changes in personnel. Among the new head librarians are: W. Stanley Hoole at Alabama, Anne Jensen at American, Donald Rod at Augustana, James W. Pugsley at Baldwin-Wallace, Esther Greene at Barnard, Mabel Eaton at Bates, Mary W. Bledsoe at Bishop, H. G. Bousfield at Brooklyn, L. C. Powell at California in Los Angeles, Eugene H. Wilson at Colorado, Alice Spengler at Colorado Woman's College, Hazel Johnson at Connecticut College for Women, Mildred Singleton at Elmhurst, Arna Bontemps at Fisk, Ruth D. Harris at Hastings, Carrie L. Britain at High Point, Ralph E. Ellsworth at Iowa, Catherine O. Vaughn at Kentucky State College for Negroes, Joseph S. Jackson at Kenyon, Rosita H. Hollar at McMurry, John E. Van Male at Madison, Carrol H. Quenzel at Mary Washington, Frank A. Lundy at Nebraska, Jens Nyholm at Northwestern, John H. Moriarty at Purdue, Sister Conchessa Keegan at St. Benedict, Thomas R. Barcus at Saskatchewan, Eugenia Maddox at Tulsa, and Maybelle Taylor at York.

Among appointments in teachers colleges were: W. W. Smiley at Eastern Carolina, Mildred Gingherick at Flagstaff, Arthur M. McAnally at Milwaukee, Hester Hoffman at Oswego, Felix E. Snider at Southeastern Missouri, Donald Ferguson at Valley City, and Vivian Boughter at West Liberty.

Major responsibilities fell to three who became assistant directors at Columbia: Stephen A. McCarthy in general administration, Maurice F. Tauber in technical...
services, and Thomas P. Fleming in readers' services. E. G. Freehafer returned to Brown as assistant librarian. J. Louis Kuethe became assistant librarian at Johns Hopkins.

Though many are away, those who remain at home have the duty of preserving and as far as possible enhancing the institutions for which all are fighting. At many libraries interim appointments have been made while the heads are on military or other leave. The following have recently been announced: L. C. Burke at Wisconsin, acting for Gilbert H. Doane; Lucy E. Fay at Temple, for J. P. Danton; Lydia M. Gooding at Mount Holyoke, for Flora B. Ludington; Ruth M. Gray at Drew, for O. G. Lawson; and Esther M. Hill, for Donald C. Davidson at Redlands.

In recognition of their outstanding services, special honors have come to at least three. William F. Yust was cited on Founders' Day for his services to Rollins College. George A. Osborn, Rutgers, was honored at a testimonial dinner. Mrs. Hazel W. Byrnes, State Teachers College, Mayville, N.D., was declared the "woman of the year in administrative education" at the convention of the North Dakota Education Association.

Among those who have paused to rest, and to seek relaxation and greater leisure, are Asa Don Dickinson, who retired from Brooklyn College, Mary E. Baker, Tennessee, Bertha L. Rockwell, Barnard, Sadie T. Kent, Southeast Missouri, Bettie A. Murfree, Middle Tennessee, and Delia G. Ovitz, Milwaukee.

The losses by death that have come to notice are those of Robert J. Usher of Tulane, Gerald G. Wilder of Bowdoin, Anne S. Duncan of Iowa State Teachers, and Alice Graham of Lewis and Clark.

---

Scholarships at Western Reserve

The School of Library Science of Western Reserve University will offer eight half-tuition scholarships for the regular session of 1945-46. The awards will be open to college graduates who meet the standards of scholarship and personal qualifications set by the admission committee. Application for these scholarships should be filed before May 1. Awards will be announced May 15.