

By CHARLES F. GOSNELL

With the Assistance of Students at Columbia University¹

College and University Library News, 1943-44

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FINAL ADJUSTMENT to war conditions, and postwar planning, hold the spotlight in this, the twentieth periodic survey of college and university library activities.² 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

¹The students who helped to gather the material are: Selda Argentineau, Nancy B. Axtell, Anna J. Bessarab, Edna K. Dana, Mary C. Landrigan, Rose A. Lyons, Evelyn M. Schmidt, Lucille Simcoe, and Lora J. Wheeler.

²This series has become traditional as the contribution of Ernest J. Reece under the sponsorship of the Conference of Eastern College Librarians. His increased duties as associate dean of the School of Library Service of Columbia University have prevented him from continuing. *College and Research Libraries* 5:148-55, 160, March 1944, contains his summary for the year 1942-43, as well as references to previous articles in the series.

The present compiler strives to follow the trail which Prof. Reece has so carefully and successfully blazed. This article was read by title at the meeting of the conference at Columbia University on Nov. 25, 1944. It is based primarily on material appearing in publications issued between Oct. 31, 1943, and Nov. 1, 1944.

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.L.—*College and Research Libraries*; L.Q.—*Library Quarterly*; S.&S.—*School and Society*; W.L.B.—*Wilson Library Bulletin*.

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.³

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.⁴

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 Temple⁵ and Little,⁶ while Gill⁷ has reported for Ca-

³Miller, J. H., and Brooks, D. V. N. *The Role of Higher Education in War and After*. Harper, 1944. 222p.

⁴L. J. 69:689; American Association of University Professors Bulletin 30:264-83.

⁵C.&R.L. 5:3-16.

⁶S.&S. 59:282-85.

⁷C.&R.L. 5:99-104.

nadian libraries. There have been various discussions of special phases, ranging from that of collecting local war history materials by King⁸ to allotments for library service to Army and Navy units.⁹

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.¹⁰ Rutgers, likewise, is giving reference service to nearby chemical and manufacturing plants.¹¹ At Rochester the library has established a lending collection of war films.¹² Benjamin Chubak, at City College, has compiled a new edition of his *Bibliography of Morale*.¹³

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 inter-library loans and other special uses, and staff turnover has been a problem.¹⁴ Special reports on library use by Army Specialized Training Program and other groups have been made by Bard,¹⁵ Fenn,¹⁶ and Georgia School of Technology.¹⁷ Use by WAVEs was reported by Georgia State College for Women.¹⁸ An enlarged library for nurses was opened at Western Reserve.¹⁹ Radcliffe reported increased fines for overdue books and withdrawal of the privilege of home use of phonograph records because of restrictions on production.²⁰

⁸ C.&R.L. 5:291-99.

⁹ L.J. 69:314.

¹⁰ Michigan University. *President's Report for 1942-43*, p. 231.

¹¹ Rutgers University. *Report of the President, 1942-43*, p. 75.

¹² C.&R.L. 5:238-41.

¹³ *Bulletin of Bibliography* 18:52.

¹⁴ C.&R.L. 5:203-06, 331-34.

¹⁵ W.L.B. 18:599-603.

¹⁶ L.J. 69:184-87.

¹⁷ L.J. 69:11-13.

¹⁸ L.J. 69:592.

¹⁹ L.J. 69:894.

²⁰ Radcliffe College. *Official Register*. 9:47.

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.²¹ Other contributions came from Stoddard,²² Nash,²³ and the North Central Association.²⁴

Much of the discussion was directed to redefinition of "liberal education." The contributions of Aydelotte,²⁵ Henderson,²⁶ Tead,²⁷ and the American Council of Learned Societies Commission²⁸ 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

²¹ U.S. Office of Education. *Conference Workbook on Problems of Postwar Higher Education*. Washington, G.P.O. 1944. 38p.

²² Stoddard, G. D. *Tertiary Education*. Cambridge, Harvard U.P., 1944. 36p.

²³ Nash, A. S. *The University and the Modern World*. Macmillan, 1944. 312p.

²⁴ North Central Association *Quarterly*. 19:171-89. Cooper, R. M. and others. *Better Colleges—Better Teachers*. Macmillan, 1944. 167p.

²⁵ Aydelotte, F. *Breaking the Academic Lockstep*. Harper, 1944. 183p.

²⁶ Henderson, A. D. *Vitalizing Liberal Education*. Harper, 1944. 202p.

²⁷ Association of American Colleges *Bulletin* 30:308-16.

²⁸ *Liberal Education Re-examined*. Harper, 1943. 134p.

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 Colgate³⁶ and Indiana³⁷ 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 presentation³⁸ 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

²⁹ *Journal of Higher Education* 15:343-50.
³⁰ *Regents Plan for Postwar Education in the State of New York*. Albany, University of the State of New York, 1944. 64p.

³¹ A.L.A.B. 38:37.

³² C.&R.L. 5:19-20.

³³ S.&S. 59:268-69.

³⁴ Wilson, L. R. *Library Planning*. A.L.A., 1944.

³⁵ L.J. 69:342.

³⁶ L.J. 69:132-34.

³⁷ L.J. 69:103-05.

³⁸ C.&R.L. 5:126-33.

³⁹ Rider, F. *The Scholar and the Future of the Research Library*. New York, Hadham Press, 1944. 236p.

⁴⁰ *Wesleyan University Library: an Analysis of its Past History, Present Position and Possible Future Policy*. Middletown, Conn., The Wesleyan University Library, 1943. 126p.

⁴¹ Brown, C. H. *A Program for the Development of the Library of Tuskegee Institute*. Ames, Iowa, 1944. 18p.

⁴² L.J. 68:956.

⁴³ Cain, J. H. *College Investments under War Conditions*. Washington, American Council on Education, 1944.

⁴⁴ Russell, J. D. *The Finance of Higher Education*. University of Chicago Bookstore, 1944. 361p.

⁴⁵ U.S. Office of Education. *Biennial Survey . . . 1938-40. College and University Library Statistics, 1939-40*. (Vol. II, chap. VI) Washington, G.P.O., 1943. 105p.

⁴⁶ C.&R.L. 5:165-75.

Ellsworth.⁴⁷ Three studies have been made of special groups, including higher institutions in the North Central Association,⁴⁸ teacher-training institutions,⁴⁹ and Negro colleges.⁵⁰

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.⁵¹ A committee of California presidents was reported⁵² 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.⁵³

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.⁵⁴ H. M. Brown reported on conditions governing the appointment and work of student assistants.⁵⁵ Satory discussed rank and tenure in Catholic college libraries.⁵⁶

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.⁵⁷ Knapp reported on her research into the use of the subject catalog.⁵⁸ Metcalf and Williams presented concrete proposals for defining subject fields of responsibility for acquisition and cooperative cataloging of current foreign books and pamphlets.⁵⁹ A move toward consolidation of catalogs was reported at Wisconsin.⁶⁰ The official catalog at New York University was seriously damaged by fire, possibly incendiary.⁶¹

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.⁶² A music listening room with a phonograph and collection of records was opened at Flora Stone Mather College of Western Reserve University,⁶³ and Union College reorganized its collection of disks.⁶⁴ At Swarthmore, Librarian Shaw delivered a series of five lectures on contemporary typography.⁶⁵ In the children's room of the library of Ohio University, a series of panels illustrating democracy and the four free-

⁴⁷ L.Q. 14:1-8.

⁴⁸ North Central Association *Quarterly* 18:293-308.

⁴⁹ *Education for Victory* 2:13-14, Nov. 1, 1943.

⁵⁰ *Journal of Negro Education* 12:623-29.

⁵¹ C.&R.L. 5:322-26.

⁵² C.&R.L. 5:191.

⁵³ The Library Association of the Four Municipal Colleges of New York. *A Report on the Status of Library Assistants under the 1943 Amendments to the State Education Law*. 1944. 4p.

⁵⁴ American Library Association. Board on Salaries, Staff, and Tenure. *Classification and Pay Plans for Libraries in Institutions of Higher Education*. Chicago, A.L.A., 1943. 3 vols.

⁵⁵ C.&R.L. 5:44-52.

⁵⁶ *Catholic Educational Review* 42:342-47.

⁵⁷ L.J. 68:869-71.

⁵⁸ L.Q. 14:108-18, 214-28.

⁵⁹ C.&R.L. 5:105-09.

⁶⁰ *Journal of Higher Education* 15:109.

⁶¹ The writer served as consultant to the adjusters.

⁶² C.&R.L. 5:341-46.

⁶³ L.J. 69:766.

⁶⁴ L.J. 69:211-12.

⁶⁵ L.J. 68:1004.

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-Southern⁶⁸ 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 Case⁷⁰ and the Citadel⁷¹ 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

⁶⁶ L.J. 60:106-08.

⁶⁷ C.&R.L. 5:246-58.

⁶⁸ W.L.B. 18:742.

⁶⁹ L.J. 69:770.

⁷⁰ *Journal of Chemical Education* 21:369-71.

⁷¹ *Education* 64:183-85.

⁷² Triggs, F. O. *Remedial Reading: the Diagnosis and Correction of Reading Difficulties at the College Level*. Minneapolis, University of Minnesota Press. 1943. 210p.

⁷³ C.&R.L. 5:347-49.

⁷⁴ L.J. 69:77.

⁷⁵ C.&R.L. 5:71-74.

⁷⁶ C.&R.L. 5:286.

⁷⁷ Alexander, C. *Tomorrow's Libraries for Teachers Colleges*. American Association of Teachers Colleges. 1944. 60p.

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

⁷⁸ L.J. 69:662.

⁷⁹ L.J. 68:1030.

⁸⁰ L.J. 68:1030.

⁸¹ Association of American Colleges *Bulletin* 30:187.

⁸² L.J. 69:766. *Proposed Library Building for Queens College. A Report . . . by the Library Building Committee*. Flushing, N.Y., 1944. 23p.

⁸³ L.J. 68:1030.

⁸⁴ L.J. 68:956; 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.⁸⁵ A successful example of cooperative effort on a smaller scale is the New England Deposit Library.⁸⁶ Other libraries have given thought to various storage plans for less used books, including California.⁸⁷ 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.⁸⁸

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.⁸⁹

Rider's proposal of micro-cards was a startling challenge to miles of shelves of little used research materials,⁹⁰ 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 Male⁹¹ 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 Association⁹² and a Gutenberg Bible,⁹³ while the American Board of Commissioners for Foreign Missions deposited its archives there.⁹⁴ Yale reported receipt of a gift of 2,600 volumes on Italy,⁹⁵ 22 medieval manuscripts,⁹⁶ and several collections of correspondence and personal papers, including those of Sholom Asch,⁹⁷ Sara Teasdale,⁹⁸ Sir Wilfred Grenfell,⁹⁹ Frank L. Polk,¹⁰⁰ and Alexander Biddle.¹⁰¹ Columbia received collections of modern first editions, Lincoln material, early printing, classics, music, and the Gonzalez-Prada papers.¹⁰² Illinois received a collection of music in memory of Rafael Joseffy.¹⁰³ To Ohio State came seven hundred volumes on welding;¹⁰⁴ to Virginia, the letterbooks of John Randolph;¹⁰⁵ to Pennsylvania, a Whitman and a medieval art collection;¹⁰⁶ to Fisk, a Gershwin collection;¹⁰⁷ to the Joint University Libraries, English literature;¹⁰⁸ to Williams, editions and manuscripts of Edwin Arlington Robinson and drawings by Thomas Nast;¹⁰⁹ to Rutgers, books on architecture;¹¹⁰ to Franklin, American literature;¹¹¹ to Kansas State, items on home economics;¹¹² to Kentucky,

⁹² C.&R.L. 5:86.

⁹³ C.&R.L. 5:376.

⁹⁴ C.&R.L. 5:286.

⁹⁵ C.&R.L. 5:190.

⁹⁶ C.&R.L. 5:376.

⁹⁷ C.&R.L. 5:286.

⁹⁸ C.&R.L. 5:286.

⁹⁹ Yale University Library Gazette 18:44-46.

¹⁰⁰ C.&R.L. 5:190.

¹⁰¹ C.&R.L. 5:190.

¹⁰² Information from Acquisition Department of Columbia University Libraries.

¹⁰³ C.&R.L. 5:378.

¹⁰⁴ L.J. 68:944.

¹⁰⁵ C.&R.L. 5:377.

¹⁰⁶ C.&R.L. 5:86, 376.

¹⁰⁷ L.J. 69:200.

¹⁰⁸ C.&R.L. 5:377.

¹⁰⁹ Williams College. *Annual Report of the Librarian*, 1943-44, p. 2.

¹¹⁰ Rutgers University Library. *Journal* 7:64.

¹¹¹ C.&R.L. 5:378.

¹¹² C.&R.L. 5:191.

⁸⁵ Association of Research Libraries. *Minutes of the 21st Meeting*. March 1 and 2, 1944. See also C.&R.L. 5:105-09.

⁸⁶ C.&R.L. 5:21-28.

⁸⁷ C.&R.L. 5:28-30.

⁸⁸ C.&R.L. 5:115-25.

⁸⁹ C.&R.L. 5:207-16.

⁹⁰ *Op. cit.*

⁹¹ L.Q. 14:132-58.

the library of Cale Young Rice, Kentucky poet;¹¹³ to Northwestern¹¹⁴ and to Hollins,¹¹⁵ incunabula and other early books; and to Oberlin, foreign language records.¹¹⁶

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.¹¹⁷ Three funds of one thousand dollars each were set up at Radcliffe.¹¹⁸ Texas Wesleyan received two hundred dollars for religious books.¹¹⁹ Western State, at Bowling Green, Ky., received five hundred dollars from the McGregor fund for Americana,¹²⁰ and the Women's College of North Carolina received a gift to purchase the Orr etchings of that state.¹²¹ Yale received one hundred dollars from a group of Navy officers to buy athletic books in memory of one of their fellow officers.¹²² Six hundred dollars was added to the Dick fund at Washington College, Chesterton, Md.¹²³

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,¹²⁴ that of H. L. Rietz on mathematics to Iowa,¹²⁵ and that of Charles McLean Andrews on history to Yale.¹²⁶ Texas Christian received two such collections, those of R. A. Smith and W. C. Morro.¹²⁷ That of J. B. Pratt was purchased by the class of 1914 and given

to Williams.¹²⁸ The late W. J. Showalter, chief of research for the *National Geographic Magazine*, bequeathed his books to Bridgewater.¹²⁹

Acquisitions *en bloc* continued, although many institutions were holding funds for reopening of the European book market. California acquired the John Henry Nash typographic collection¹³⁰ and, for the Bancroft Library, collections of Colombian and Venezuelan material.¹³¹ Southern California has received a group of serial sets in natural history and a Hamlin Garland collection.¹³² Texas acquired for its medical school, books on anesthesia;¹³³ Iowa, some on music;¹³⁴ Indiana, source material on the Revolutionary War and War of 1812;¹³⁵ Wayne, the Hooker scientific library;¹³⁶ Virginia, Jefferson manuscripts;¹³⁷ and Yale, a Boethius manuscript.¹³⁸ Texas A. & M. made a special appropriation for tropical agriculture and veterinary medicine,¹³⁹ while Denver sent its librarian to Mexico to buy books.¹⁴⁰

Increasing dependence on microfilm was noted at Michigan, where a special program has been going on.¹⁴¹ Bontemps made an inventory of Negroana collections and their growth, including those of Howard, Fisk, Oberlin, Cornell, Duke, and North Carolina.¹⁴²

Librarians in War Service

The names of many are on the A.L.A. and other honor rolls for service in the

¹¹³ C.&R.L. 5:286.

¹¹⁴ *Journal of Higher Education* 15:273-74.

¹¹⁵ C.&R.L. 5:86.

¹¹⁶ Oberlin College. *Annual Report of the President*,

1942-43, p. 5.

¹¹⁷ C.&R.L. 5:286.

¹¹⁸ Radcliffe College. *Official Register*, 9:49.

¹¹⁹ Texas Library Association *News Notes*, February

1944.

¹²⁰ C.&R.L. 5:378.

¹²¹ C.&R.L. 5:190.

¹²² C.&R.L. 5:376.

¹²³ Association of American Colleges *Bulletin* 29:

542-43.

¹²⁴ Information supplied by Acquisition Department,

Columbia University Libraries.

¹²⁵ C.&R.L. 5:378.

¹²⁶ Yale University Library *Gazette* 18:63-66.

¹²⁷ C.&R.L. 5:87.

¹²⁸ Williams College. *Annual Report of the Librarian*, 1943-44, p. 2.

¹²⁹ Association of American Colleges. *Bulletin* 29:

541.

¹³⁰ C.&R.L. 5:379.

¹³¹ C.&R.L. 5:191.

¹³² C.&R.L. 5:379.

¹³³ C.&R.L. 5:377.

¹³⁴ C.&R.L. 5:287.

¹³⁵ C.&R.L. 5:87, 287.

¹³⁶ C.&R.L. 5:191.

¹³⁷ C.&R.L. 5:190.

¹³⁸ Yale University *Gazette* 18:46-47.

¹³⁹ Texas Library Association *News Notes*, February

1944.

¹⁴⁰ L.J. 69:172.

¹⁴¹ University of Michigan. *President's Report for*

1942-43, p. 230.

¹⁴² L.Q. 14:187-206.

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;¹⁴³ from Evelyn Steel Little, of Mills, who served with the British Branch of the Office of War Information;¹⁴⁴ and from Flora B. Ludington in India.¹⁴⁵ 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.¹⁴⁶

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,¹⁴⁷ Anne Jensen at American,¹⁴⁸ Donald Rod at Augustana,¹⁴⁹ James W. Pugsley at Baldwin-Wallace,¹⁵⁰ Esther Greene at Barnard,¹⁵¹ Mabel Eaton at Bates,¹⁵² Mary W. Bledsoe at Bishop,¹⁵³ H. G. Bousfield at Brooklyn,¹⁵⁴ L. C. Powell at California in Los Angeles,¹⁵⁵ Eugene H. Wilson at Colorado,¹⁵⁶ Alice

Spengler at Colorado Woman's College,¹⁵⁷ Hazel Johnson at Connecticut College for Women,¹⁵⁸ Mildred Singleton at Elmhurst,¹⁵⁹ Arna Bontemps at Fisk,¹⁶⁰ Ruth D. Harris at Hastings,¹⁶¹ Carrie L. Brittain at High Point,¹⁶² Ralph E. Ellsworth at Iowa,¹⁶³ Catherine O. Vaughn at Kentucky State College for Negroes,¹⁶⁴ Joseph S. Jackson at Kenyon,¹⁶⁵ Rosita H. Hollar at McMurry,¹⁶⁶ John E. Van Male at Madison,¹⁶⁷ Carrol H. Quenzel at Mary Washington,¹⁶⁸ Frank A. Lundy at Nebraska,¹⁶⁹ Jens Nyholm at Northwestern,¹⁷⁰ John H. Moriarty at Purdue,¹⁷¹ Sister Conchessa Keegan at St. Benedict,¹⁷² Thomas R. Barcus at Saskatchewan,¹⁷³ Eugenia Maddox at Tulsa,¹⁷⁴ and Maybelle Taylor at York.¹⁷⁵

Among appointments in teachers colleges were: W. W. Smiley at Eastern Carolina,¹⁷⁶ Mildred Gingerick at Flagstaff,¹⁷⁷ Arthur M. McAnally at Milwaukee,¹⁷⁸ Hester Hoffman at Oswego,¹⁷⁹ Felix E. Snider at Southeastern Missouri,¹⁸⁰ Donald Ferguson at Valley City,¹⁸¹ and Vivian Boughter at West Liberty.¹⁸²

Major responsibilities fell to three who became assistant directors at Columbia: Stephen A. McCarthy in general administration,¹⁸³ Maurice F. Tauber in technical

- ¹⁵⁷ L.J. 69:896.
- ¹⁵⁸ C.&R.L. 5:192.
- ¹⁵⁹ C.&R.L. 5:191.
- ¹⁶⁰ C.&R.L. 5:284; L.J. 68:1015.
- ¹⁶¹ L.J. 69:613.
- ¹⁶² L.J. 69:167.
- ¹⁶³ C.&R.L. 5:283.
- ¹⁶⁴ C.&R.L. 5:89.
- ¹⁶⁵ C.&R.L. 5:192.
- ¹⁶⁶ L.J. 69:768.
- ¹⁶⁷ L.J. 69:162.
- ¹⁶⁸ C.&R.L. 5:192.
- ¹⁶⁹ C.&R.L. 5:283.
- ¹⁷⁰ C.&R.L. 5:284.
- ¹⁷¹ C.&R.L. 5:363.
- ¹⁷² L.J. 69:613.
- ¹⁷³ C.&R.L. 5:192.
- ¹⁷⁴ L.J. 68:902.
- ¹⁷⁵ L.J. 69:896.
- ¹⁷⁶ L.J. 68:1058.
- ¹⁷⁷ L.J. 69:896.
- ¹⁷⁸ L.J. 69:661.
- ¹⁷⁹ L.J. 69:896.
- ¹⁸⁰ L.J. 69:407.
- ¹⁸¹ L.J. 69:214.
- ¹⁸² L.J. 69:79.
- ¹⁸³ C.&R.L. 5:283.

- ¹⁴³ L.J. 69:896.
- ¹⁴⁴ C.&R.L. 5:88; L.J. 69:896.
- ¹⁴⁵ L.J. 69:661.
- ¹⁴⁶ L.J. 69:791-94; A.L.A.B. 38:409.
- ¹⁴⁷ C.&R.L. 5:364.
- ¹⁴⁸ L.J. 69:896.
- ¹⁴⁹ C.&R.L. 5:191.
- ¹⁵⁰ C.&R.L. 5:192.
- ¹⁵¹ C.&R.L. 5:365.
- ¹⁵² Bates College. *Report of the President*, 1943-44, p. 18.
- ¹⁵³ L.J. 69:613.
- ¹⁵⁴ C.&R.L. 5:365; L.J. 69:612.
- ¹⁵⁵ C.&R.L. 5:366; L.J. 69:661.
- ¹⁵⁶ C.&R.L. 5:284.

services, and Thomas P. Fleming in readers' services.¹⁸⁴ E. G. Freehafer returned to Brown as assistant librarian.¹⁸⁵ J. Louis Kuethe became assistant librarian at Johns Hopkins.¹⁸⁶

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;¹⁸⁷ Lucy E. Fay at Temple, for J. P. Danton;¹⁸⁸ Lydia M. Gooding at Mount Holyoke, for Flora B. Ludington;¹⁸⁹ Ruth M. Gray at Drew, for O. G. Lawson;¹⁹⁰ and Esther M. Hill, for Donald C. Davidson at Redlands.¹⁹¹

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

¹⁸⁴ C.&R.L. 5:361.

¹⁸⁵ C.&R.L. 5:366.

¹⁸⁶ C.&R.L. 5:192.

¹⁸⁷ C.&R.L. 5:191; L.J. 69:126.

¹⁸⁸ L.J. 69:806.

¹⁸⁹ C.&R.L. 5:364; L.J. 69:661.

¹⁹⁰ L.J. 69:360.

¹⁹¹ C.&R.L. 5:192.

College.¹⁹² George A. Osborn, Rutgers, was honored at a testimonial dinner.¹⁹³ 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.¹⁹⁴

Among those who have paused to rest, and to seek relaxation and greater leisure, are Asa Don Dickinson, who retired from Brooklyn College,¹⁹⁵ Mary E. Baker, Tennessee,¹⁹⁶ Bertha L. Rockwell, Barnard,¹⁹⁷ Sadie T. Kent, Southeast Missouri,¹⁹⁸ Bettie A. Murfree, Middle Tennessee,¹⁹⁹ and Delia G. Ovitz, Milwaukee.²⁰⁰

The losses by death that have come to notice are those of Robert J. Usher of Tulane,²⁰¹ Gerald G. Wilder of Bowdoin,²⁰² Anne S. Duncan of Iowa State Teachers,²⁰³ and Alice Graham of Lewis and Clark.²⁰⁴

¹⁹² L.J. 69:312.

¹⁹³ L.J. 69:509.

¹⁹⁴ L.J. 69:79.

¹⁹⁵ C.&R.L. 5:357-58, 67; L.J. 69:509.

¹⁹⁶ C.&R.L. 5:359.

¹⁹⁷ L.J. 69:39.

¹⁹⁸ C.&R.L. 5:88.

¹⁹⁹ C.&R.L. 5:379.

²⁰⁰ L.J. 69:768.

²⁰¹ L.J. 69:823.

²⁰² L.J. 69:661.

²⁰³ L.J. 69:472.

²⁰⁴ L.J. 69:79.

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.