



University of Tennessee
LIBRARY LECTURES

... numbers thirteen, fourteen, and fifteen

University of Tennessee
LIBRARY LECTURES

numbers thirteen, fourteen, and fifteen
1961-1963

EDITED BY ANN E. MITCHELL

PUBLISHED BY THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Copyright, 1963, by
THE UNIVERSITY OF TENNESSEE
Library of Congress Catalog Card Number: A52-4367

FOREWORD

Each year since 1949, when this series was begun, a distinguished librarian has been invited to deliver a lecture at the University of Tennessee Library. With this present publication the Library continues to make these addresses available to the reading public.

The proliferation of scientific literature, with its consequent problems for science libraries, was the subject of the lecture given by Mrs. Dorothy M. Crosland on April 21, 1961. Mrs. Crosland, drawing upon her experience as Director of Libraries at the Georgia Institute of Technology, described "The Growing Giant: The Science-Technology Library."

The fourteenth lecture was presented on May 7, 1962, by Dr. Ralph E. Ellsworth, Director of Libraries, University of Colorado. Dr. Ellsworth's theme is well expressed in his title, "The University Library in Violent Transition."

On March 26, 1963, Dr. William S. Dix, Librarian of Princeton University, lectured on "The International Role of the University Library." Dr. Dix discussed the acquisition of materials from foreign countries and the contributions of American librarianship to the advancement of education in other parts of the world.

These three lecturers have in common a sharp concern about the challenges of a rapidly changing age for the university library. Their timely addresses are presented here to all those having a similar interest in the library world.

Ann E. Mitchell

April 1, 1963

CONTENTS

lecture thirteen *1*

The Growing Giant: The Science-Technology Library
by Dorothy M. Crosland

lecture fourteen *15*

The University Library in Violent Transition
by Ralph E. Ellsworth

lecture fifteen *25*

The International Role of the University Library
by William S. Dix

library lecture number thirteen

UNIVERSITY OF TENNESSEE LIBRARY, APRIL 21, 1961

By Dorothy M. Crosland

*Director of Libraries
Georgia Institute of Technology*

The Growing Giant: The Science-Technology Library

On April 13, 1961, the *New York Herald Tribune* headline read: "How a Man Got Out of This World . . . and Where Do We Go From Here?" The day before, I had sat on a bus and plane with my friend, Ralph McGill, publisher of the *Atlanta Constitution*. He looked almost ill as he typed a column for his paper. He wrote:

Soviet success with a man in space has cast a heavier shadow over the already grave dilemma of the United States and its Western allies. How to inform the people of the dimensions and grievous complexities of it? It would be folly to underestimate the Soviet space accomplishment. It was a masterpiece of scientific planning and production. What we see again, if we need reminding, is that when the Russians give top priority to any task, they have all the necessary skills of minds and machines to attain it. That they have neglected the standard of living of their people and that it remains far below that of this country is true. But this is, insofar as the gravity of our situation is concerned, not really relevant.¹

Once again, as in October, 1957, when the Russians launched the first Sputnik, this nation lost prestige it had attained with the H-bomb. Hundreds of millions of dollars have poured into scientific research since October, 1957; not without criticism,

¹ Ralph McGill, *The Atlanta Constitution*, April 13, 1961, p. 1.

however, of the leaders of our country from the average man on the street. Time after time one hears the remark, "Too much of our nation's funds is being spent on science and research."

On our university campuses the humanists are often intolerant of the demands made by the science divisions. A librarian well known in the humanities has made the following statement:

Out of this turbulence have emerged many strange and dramatic proposals to assail our peace of mind, strike at our ways of life, yes, even to shake the very foundations of our national security. Not the least, and one which was re-born full-grown on sputnik day, consists of the theory that somehow we can manufacture happiness out of steel and synthetics and bring peace and good will to earth by splitting an atom. This theory has made a sudden but deep impression on many Americans and its repercussions have reached far and wide, even into our schoolrooms and libraries. Today there are actually many men and women across the land who tell us that the physical sciences will save us, that science will right our wrongs, that science is the summum bonum. Laboring under the hypnotic spell of technocracy, they would all but strip our curriculums of the humanities and thus turn our schools into powerplants for placing perpetual motion machines in outer space, for sending submarines around the world without refueling, for building bombs to blast mankind from the face of the earth forever. These, too, are the very pragmatists we librarians must surely watch—for in their power-mad confusion they would have us build our libraries into bastions of science, channelling all but a pittance of our book funds away from the humanities and social sciences into mathematical equations, scientific formulae and how-to-do-it treatises.²

This statement, made on a panel discussion, caused a research scientist to respond in anger. Jumping to his feet, he cried, "Where would we be without science?"

Salaries of a science faculty are larger than those in the humanities. Large sums from a university's budget are used to equip laboratories, and library budgets are strained to fill requests from engineering and science departments.

² William Stanley Hoole, "Supplying Research Needs in the Humanities," in *The Humanities, the Sciences and the Library in the Southeast*, Proceedings of the First Southern College and Research Library Workshop, June 26, 1958 (Tallahassee: Florida State University Library School, 1958), pp. 24-25.

Unfortunately, when grants and gifts are made to schools, funds for library books and periodicals are overlooked. Usually financial aid is given for scholarships, fellowships, teachers' salaries, laboratories, and buildings, including libraries; but seldom are sums designated for books and periodicals. Yet it is not the library building but its contents that must be adequate for accreditation.

Great university libraries have been built around the humanities and social sciences. Until World War II, engineering and science collections were viewed almost as untouchables. With their handbooks, professional journals, and slide rules, engineering faculties needed little else with which to teach. The language of science was not understood by the humanists. Books and papers were written for fellow scientists, not laymen. Most librarians, in turn, received their training in the social sciences and humanities. An engineering or science librarian had no prestige; in fact, he was hardly recognized as belonging to the library profession. I can well remember being told by the librarian of a university that the resources of Georgia Tech were not important, that great libraries were built in the humanities around primary source materials. With World War II, however, the picture changed. A neglected, outcast infant came into his own. That infant has grown into a giant whose weight is now being felt on every campus throughout the world.

Quoting from Frank Greenaway's "The Historical Approach to Science":

Science is not accepted as the natural possession of the educated man, as are the literature, music, philosophy, art, religion and political institutions which he thinks of as an inheritance.

It is a curious thing that while most educated people are well aware of a sense of tradition in the things they respect as the basis of their culture, they have very little idea of any tradition in science. Yet 'modern' science is older than most of the vernacular literary forms which they accept. Copernicus, Agricola, Vesalius had published their work before Shakespeare was born. Galileo and Harvey had done their principal work before the King James' Bible was completed. Most of the music of our concert halls is younger than modern chemistry; few plays (apart from those of Shakespeare) are ever performed which are

older than the discovery of the electron. In spite of this, few people are aware of the tradition of science in the way they are aware of the tradition of literature. They are not partakers of science. There is no sense of inheritance.³

Before World War II the volume of scientific literature never exceeded that of the humanities. The demand was not as great. Few libraries collected in the scientific and engineering fields because the average reader was not interested in science. Few libraries saved the first edition of a scientific work because its content was soon superseded and out of date. Files of scientific journals were collected only by scientists, teachers, and a small number of libraries. In fact, the scientific age in which we live today had its beginning in Germany during the 1920's. Göttingen, Munich, and Leipzig were centers where mathematicians, physicists, and chemists gathered together. Gustav Fock, a Leipzig book dealer, probably had the largest stock of scientific journals in the world. These volumes disappeared when Russia invaded Leipzig.

How great the changes after Pearl Harbor, the atomic and hydrogen bombs, and, three and a half years ago, the Russian Sputnik. Suddenly scientific and engineering journals were in great demand by libraries, industrial research laboratories, and government agencies. Prices skyrocketed because demand was greater than supply, and many journals now are available only through reprints or on microfilm.

The growth of scientific literature has become a phenomenon. Libraries have difficulty locating and purchasing back files of journals. They experience greater problems acquiring the tremendous volume of current scientific materials. The anemic infant of the twenties and thirties is now a full-grown giant, and no one seems to know how to stop his growth.

In a recent lecture at Georgia Tech, Dr. W. T. Knox, Director of the Technical Information Division, Esso Research and Engineering Company, and a member of the National Science Foundation's Science Information Council, gave figures that illustrate the rate of growth of technical journals. In 1957 in the fields of science and technology 55,000 journals were being published, with

³ Frank Greenaway, "The Historical Approach to Science," *Universities Quarterly*, XII (May, 1958), 228.

an annual growth of from 1,200 to 1,600; 60,000 book titles were released, with an additional 6,000 each year; and 100,000 unpublished reports were issued, with an approximate annual growth of 15,000. These growth rates suggest that by the year 2000, if no limiting condition arises, there will be 1,000,000 current scientific and technical journals.

At the dedication of the Georgia Tech Library on November 21, 1953, Dr. Alan T. Waterman, Director of the National Science Foundation, made the following statement: "In the sciences particularly, the development of new knowledge has in the last half century far outstripped the rate of development for all of the preceding centuries. . . . Is it not time, then, that science seriously attacks the overwhelming literature problem before it engulfs us completely?"⁴

From November, 1953, to date not only has the annual growth in published books, periodicals, and documents increased; but costs have continued to rise at such a rapid rate that libraries have difficulty living within their budgets. Ten years ago *Chemical Abstracts* cost \$20 annually; today the cost is \$200, with the Decennial Index increasing from \$60 to \$500. *Chemisches Zentralblatt* meanwhile advanced from \$88.50 to \$242. Ten years ago not one Russian journal was received currently in the Georgia Tech Library. Today we have over 200 Russian scientific and technical journals (either in the original or in translation), with subscription costs of translated journals ranging from \$10 to \$200 annually. Binding costs must be added to each volume.

Library materials for graduate study and research are much more costly than those for undergraduate students. Most universities, particularly those in the South, have expanded their graduate programs, and many of them are engaged in contract research work involving thousands of dollars. In 1941 not one university in nine southeastern states granted a Ph.D. in engineering. In 1951 six were granted in four states: Florida (1), Georgia (2), Tennessee (1), and Virginia (2). In 1960 seven states awarded 25 doctorates in engineering: Florida (5), Georgia (6), Kentucky (3), Mississippi (1), North Carolina (6), Tennessee (1), and Virginia (3). In the fall of 1960, 260 gradu-

⁴ Alan T. Waterman, "Research and the Scholar," *Library Trends*, II (April, 1954), 492, 495.

ate students were enrolled in work for the doctor's degree in these seven southeastern states.⁵

Georgia Tech awarded its first doctor of philosophy degree in June, 1950. Today the doctorate is offered in eight fields and the master's degree in twenty-two. The Engineering Experiment Station at Georgia Tech ranks as the South's largest and the nation's tenth largest research organization among the 116 universities and colleges that are members of the Engineering College Research Council. The Station's research activities have more than tripled since 1950. Its contract research grants in 1959-60 amounted to approximately \$4,000,000.⁶

During the past ten years, with the expansion of graduate programs and research activities, the Library's capital outlay budget has not increased proportionately. Extra appropriation and gifts have helped, but it has been impossible to meet demands of the faculty and research staff. Georgia Tech's library is now four and one-half times the size it was in 1941. The collection numbers approximately 263,000 bound volumes, with current titles of 7,736 serial publications, of which 3,353 are periodical titles. A patent collection, begun in April, 1946, now contains 668,000 U. S. patents in complete form and 1,500,000 abstracts. Technical reports number more than 150,000; and there are approximately 55,000 maps. The Library budget for 1962-63 is \$400,000. Certainly the giant's shadow is in evidence on the Georgia Tech campus.

In the past two decades science-technology libraries have grown so fast and, in some instances, so large that they are at last taking their places with libraries serving the humanities and social sciences. The John Crerar Library in Chicago has more than 1,000,000 volumes. The U. S. Department of Agriculture Library and the National Library of Medicine have collections larger than those of many universities. The Massachusetts Insti-

⁵ "Graduate Engineering Enrollment, 1941-42," *Journal of Engineering Education*, XXXII (December, 1941), 398-402. Robert C. Story and Henry H. Armsby, "Engineering Enrollments and Degrees, 1951," *Journal of Engineering Education*, XLII (February, 1952), 12-16. Wayne E. Tolliver and Henry H. Armsby, "Engineering Enrollments and Degrees in Institutions with ECPD-Accredited Curriculums: 1960," *Journal of Engineering Education*, LI (February 15, 1961), 478-483.

⁶ Georgia Institute of Technology, Engineering Experiment Station, *Annual Report of the Director, 1959-1960*. (Atlanta, 1960), p. 11.

tute of Technology Library is twice the size it was at the time of Pearl Harbor. In addition, today there are outstanding research libraries which were not in existence twenty years ago, such as the Linda Hall Library in Kansas City; the Oak Ridge libraries; ARO, Tullahoma; Armed Services Technical Information Agency, now in Arlington, Virginia; and the Air University Library, Maxwell Air Force Base, which probably has the largest collection of classified documents in this country.

It is wonderful to grow, knowing that your library helps to attract and hold faculty members, that it directly supports graduate programs and research contracts; but there are many problems. These perplexing headaches would vanish, however, if funds were adequate to provide additional space, materials, and equipment, and more highly trained personnel.

On March 8, 1961, a small group of scientists and research librarians was invited to Washington to advise the National Science Foundation on how it could contribute to the improvement of libraries as an aid to research. From the working papers sent in advance of the meeting, it was evident that personnel of NSF had given much thought to the problem of research libraries:

The special significance of the science research technical library is apparent if we consider that its chief product, namely, scientific and technical information, is the initial and final phase of virtually every scientific research investigation or activity. Information service is considered to be an integral and essential component of the scientific research process. The rate of scientific advance is determined in a significant measure by the speed and effectiveness with which research findings are disseminated among scientists who can use them in further research.

It is clear that college and university libraries constitute an important national resource both for research and instruction. The Foundation is therefore concerned with its role and the role of the Federal Government in the support of this significant resource as a part of the overall problem of scientific information dissemination.⁷

Some of the questions discussed at that meeting indicate the

⁷ "The Scientific Information Problem and Its Implications for Research Libraries" (Office of Science Information Service, National Science Foundation, March, 1961), p. 4. (Mimeographed.)

needs of science libraries and the nature of assistance they hope to receive from the Foundation. These questions include:

1. What are the critical needs, present and future, of universities for financial assistance in the construction of space for research libraries? For strengthening library resources in general?

2. Is there evidence of realistic planning by universities in anticipation of a sizable increase in the need for library services to the research scientist, the science faculty, and the graduate students?

3. What about the need for improved education and training of science librarians and information specialists?

I think it is good for us to know that the National Science Foundation is concerned about our libraries; it is encouraging to know about its interest in the totality of the science information problem. NSF has asked us to think seriously about the service aspects of this problem, not only those facing us now but also those that will arise in the future. For years attention has been concentrated on strengthening resources, while services to the user have taken a back seat. It has become increasingly apparent, however, that much of the newly acquired material is lost because we cannot provide adequate service for it. In fact, as NSF has pointed out, it is extremely difficult even to identify the problems that confront those who attempt to provide quality service. Without belittling the electronic and machine approach, I believe we have been lulled into complacency, expecting any day that the all-intelligent machine will be developed to handle our indexing and retrieval problems. This day may yet come; but today and within the immediate future the card catalog, the printed bibliography, the index and abstract, and their human interpreters, the librarians, remain our chief reliances. With this in mind, may I repeat that it is most encouraging to find the National Science Foundation concerned not only with improving service in the scientific library but also with the education and training of science librarians.

At Georgia Tech we have responded by inaugurating a weekly seminar devoted to the problems of service in the scientific library. Staff members of the Library, the Engineering Experiment Station, and members of the faculty are working together

to isolate the elements that constitute the science librarian and to decide how he should be educated and trained. We have found that several assumptions must be made before proceeding in our seminar discussions. (1) Scientifically oriented personnel comprise a minute percentage of those who come to us from library schools. Therefore, our program must be aimed largely at the non-scientifically trained librarian. (2) The growing unity of the sciences has tended to blur the sharp lines between such subjects as chemistry, physics, biology, and mathematics, and their respective techniques. This has made less valid many concepts that led to the establishment of departmental libraries for the different scientific disciplines at many of our universities. (3) On the other hand, the researcher, particularly in the applied areas, tends to isolate himself into a fragmented specialized area of a given discipline. Often it is the librarian who can most easily see the interrelation among these specialized areas and call attention to valuable information unknown to the researcher.

How then does one provide an effective program to train science librarians? After much discussion we agreed to decide from our own experience in an academic setting what a science librarian can do and what he cannot do. We concluded that, in a library where many scientific and technological fields are represented, a librarian cannot expect to answer every question in every field with the facility of an expert. Neither an extensive survey of general science nor an intensive course in a particular discipline will enable him to do so. At best he cannot hope to be more than a strong link between information and the scientist, whatever his field. Furthermore, the librarian must be able to provide this link on the level demanded by clientele ranging from the undergraduate who needs, for example, an interpretation of mathematical tables, to the faculty member who needs the latest information on what the Russians are doing in cryogenics.

In order to be an effective liaison, both horizontally as to subject and vertically as to depth required by the clientele, the librarian must have some understanding of basic scientific theory. He must be familiar with scientific terminology and possess a thorough knowledge of significant reference tools and bibliographies in each field of science. He must have an almost subconscious comprehension of the methodology of good reference

service. His language facility, at least on the bibliographic level, should include several of the western European languages as well as Russian. He should be able to teach bibliographic methodology to individuals and groups of students. And finally, the librarian should maintain an unflinching drive to keep up with the latest trends and developments in science and technology.

Library schools tend to stress knowledge of reference tools and methodology. As a rule, however, they do not cover scientific terminology or basic theory. Yet in the sciences the librarian's knowledge of the collection and his handling of reference questions are, to a large degree, dependent upon his knowledge of the scientific subject matter involved. For example, library schools teach that *Chemical Abstracts* is the most important bibliographical tool in chemistry and that, among other features, it has a formula index. Unless the librarian knows something about chemical formulas, however, he cannot use that index satisfactorily. His methods, too, fall down when he has an inadequate scientific background. In looking for exhaustive information on a chemical compound, he may know that he should proceed from the chemical handbook or encyclopedia to the card catalog and *Chemical Abstracts*, and from there to a detailed treatise, such as the Beilstein or Gmelin *Handbücher*. But how can he know which one of the handbooks to use if he doesn't know the difference between organic and inorganic chemistry? It should be understood that I am not speaking solely of the reference librarian. These characteristics apply equally to the cataloger and other technical service personnel.

NSF and the Georgia Tech seminar are seeking answers to these questions. Where are the needed science librarians coming from? How can persons with scientific orientation and training be induced to become librarians? How can the non-science-oriented librarian be equipped to become an effective link between the scientist and the needed information? Should library school curricula be revised? Is an internship program in science libraries the answer? Can intensive short courses in science and technology provide a better alternative? The challenge to answer these questions of library growth and the training of science librarians I also leave with you.

May I tell you now some of the pleasures of being a science librarian? I have said many times that if I were reincarnated

I would be an engineer. What kind, I am not sure. I am thrilled whenever I see a wonderful bridge. I have read the story of the Brooklyn Bridge many times, and I never go through the Holland Tunnel without being excited all over again. When I fly in one of our marvelous jets, I think of work and research in a wind tunnel and the thrill of learning more about thrust, and drag, and lift. I have always wanted to drive a train. I have toured steel plants, a glass factory, an aluminum company, and textile mills. I do not mean that I have visited the offices of these factories; rather, I have examined their operations thoroughly. I have seen bales of cotton come into a mill, and I have followed the processes throughout until finished cloth is wrapped for shipping. I am sure employees in these plants have found my intense interest strange unless there is a Georgia Tech graduate among them, and he knows how I feel about engineering.

In one of your previous lectures a story is told of the ecstasy and delight a librarian experienced when he found a rare second edition of *Lady Chatterley's Lover*.⁸ I wonder if his excitement, his thrill, could be greater than mine, or that of any other science librarian, when we acquire an obscure book or periodical for a research scientist or engineer. It is satisfying indeed to see a person's face light up because he has located a volume he never expected to find in the library.

Recently a new professor on our campus was conducting a literature search on cryogenics. One reference in particular he feared would be hard to find in this country. At lunch time he mentioned it to Dale Barker, my Associate, and asked where he might borrow the publication. When Dale learned it was a dissertation from the Technische Hochschule in Zurich, he answered, "In our own library. We have a complete set which Mrs. Crosland purchased in Zurich in 1946." Dale's report was that the professor almost shouted with joy to know we had the dissertation.

How great the thrill of knowing we are playing a part in all the marvelous scientific discoveries and that we, too, are helping to make the world a better place in which to live. And what a wonderful world of science it is. Physicists now talk to mathe-

⁸ Lawrence Clark Powell, "The Magnetic Field," in *University of Tennessee Library Lectures Numbers Four to Six, 1952 to 1954*, ed. Katherine L. Montague (Knoxville: The Division of University Extension, University of Tennessee, December, 1954), pp. 38-40.

maticians, and both now converse with engineers. How good it will be when humanists learn something about science and they too can talk with physicists, mathematicians, chemists, and engineers. The giant continues to grow. Be tolerant and try to understand—engineers and scientists can give you a better world and help to answer the question before us all: “Where do we go from here?”



library lecture number fourteen

UNIVERSITY OF TENNESSEE LIBRARY, MAY 7, 1962

By **Ralph E. Ellsworth**

Director of Libraries

University of Colorado

The University Library in Violent Transition

INTRODUCTION

I have noticed lately that lectures of this kind tend to be more personal than they used to be. I suppose that each of us, realizing full well the danger of complete annihilation, craves to know how his friends feel about the situation. Surely all of us think a great deal about fundamental matters we once took for granted.

In this spirit, I shall try to state my interpretation of some of the changes that are taking place in university libraries. That changes of a violent nature are taking place no one will dispute. No university is immune to them, though the nature and rate of change do seem to differ from campus to campus. Perhaps the element of uncertainty is a new factor on the American campus.

I shall group my discussion around three topics: (1) student attitudes; (2) faculties looking for new sources of confidence; and (3) new demands facing libraries.

STUDENT ATTITUDES

Although the college student in the United States has not yet begun to participate in political activist groups, as he does in Latin America and the Far East, he is no longer the docile, prank-playing, fun-loving youngster he was in the 1920's. Putting cows

in the belfry of Old Main and making bathtub gin can be matched today, naturally, by pranks of a similar nature, but these antics are of small importance in comparison with what is going on in the heads of our students today.

No one with any direct knowledge of students would be so foolish as to feel that he understands them. Perhaps the best we can do is to examine some of the factors that worry students.

For example, now, for the first time in American history, students are not surrounded by adults who take it for granted that our country will soon return to normalcy. In the late 1920's everyone looked for the corner that was about to be turned and for the time when the business cycle would reach its low point and start its upward direction. I mean everyone assumed that slight corrective measures might be brought into play temporarily, but that economic laws were like laws of nature in that they could not be changed to suit man's wishes.

Contrast that with the situation today. Only doctrinaire extremists believe that our country can withdraw from the globe, or that we can even hope to live in peace again until we have lived through a long, long development of an international government that has as much power over all countries as our present government has over our fifty states. Distasteful though this idea is to us in our fifties, the college student knows there is no escape from it. Further, he knows these developments come, not because radical professors have taught them, but because the technology of our time has created the conditions that make them inevitable.

Or, if you please, consider what the current discussions about the permanence of our free enterprise economy does to the hopes and fears of the young student. On the one hand, everything we teach to students would lead them to assume, as we have assumed, that our free enterprise system is not only the best system, but that it will eventually be adopted by all nations. But on the other hand, even the most unobservant student can see that the facts of life are not so simple as we have led him to think, and that the laws of economics are as much political as they are economic.

Nor is it true that our students are so stupid and simple-minded that they think Marxism or communism provide better answers. Students know that no one, literally no one, knows how to face

the economic future of this world. This realization accounts for the apathy the college student shows toward the appeals of frightened adults for adherence to the good old ideas.

Many here will recall that much of our country was settled by men who came here to avoid universal military servitude in the old world. The nineteenth century wars in Europe were simple, understandable wars with slogans and objectives everyone could understand. The soldier knew what he was fighting for. But consider the situation today as it looks to the college student. He can understand the need for defending ourselves against Russia, but he can also read the newspapers and can see for himself that we and our allies have a very difficult time deciding which side of new issues is the good side. Nothing is clear-cut and the blacks and whites of goodness shade off into many grays.

Can we blame students if they refuse to believe or to take seriously the doctrines we try to teach them as being basic to our culture?

Consider, if you will, what we have done to the concept of the value of the individual. This, we say, is basic to the whole Judaic-Christian civilization. But what do our children think of a civilization that will allow the leaders of one country to kill six million Jews just because they were Jews, or a Communist China that considers its people to be expendable and that seems to welcome mass extermination as a means of solving its population problem?

I hazard the guess that there have been few times in modern history when there was as wide a discrepancy between the stated ideals of a culture and the practices of individuals as is true today. A couple of simple illustrations will bring many more to mind. First, planned obsolescence in the automobiles Detroit turns out runs directly counter to our traditional sense of thrift. Second, the whole advertisement establishment survives on plain everyday good old-fashioned lying—the bigger, the better.

No one can say just how these contradictions affect young students, except that there is a profound mistrust and dissatisfaction with what we like to call our Heritage. The problem is not—as former President Eisenhower claimed the other day—that

morals are declining. They are being ignored. Students are taking events into their own hands and are creating their own interpretations of the situations they must face. If they find Camus more helpful than Dante, let us oldsters have enough sense to say nothing. We really have little to say.

So much for students. I wish now to examine the faculty's rôle as a causal factor behind the change. And I would like to label this as "Faculties Looking for New Sources of Confidence."

FACULTIES LOOKING FOR NEW SOURCES OF CONFIDENCE

And let's put the matter bluntly. The fact is that in the large universities the number of faculty members who look to the humanities as a source for understanding and values is very small indeed. In the 1920's I heard Paul Shorey's mighty eloquence pleading for the classics. Only the faithful listened and few heard.

The problem is not as Charles Snow put it in his *Two Cultures*, because he assumed that both sides in the conflict could know and respect the other. I submit that the problem is more serious than that. Few today look to the humanities except as a source of entertainment.

The psychologist in his laboratory is the person who we assume will give us the answers we need concerning the nature of man. The anthropologist and sociologist will tell us how man is to live in groups. Values are the points of central tendency on the scale of observed activity. The insight of the writer can be respected if it agrees with the findings of the scientist; otherwise, it is no better than old wives' tales. Scientists, being a friendly and tolerant lot, have no objection to historians and professors of literature and art living out their time on the campus; but they aren't to be taken seriously, or when they retire, to be replaced with men of the highest stature of the same kind.

Yes, I exaggerate, but only a little.

Parallel to the decline of the rôle of the humanities in university life is a new realization that Western civilization as the boundary line for a liberal arts curriculum is too small and too inadequate. Art and science were the first to break out of the

barrier, but now all fields of knowledge—even education—are following into the Far East and Africa. Strangely enough, this is happening just at the end of a century of colonialism. All nations of men may now move onto the stage as equals, in respect if not in power. The college student from the plains of Kansas knows that what happens in Laos may be of more significance to him than what happens on the wheat farms in his native state.

Another recent development of shattering importance on our campuses is the sudden realization that there is no longer any significance in the names we have used to describe the boundaries of units of knowledge. For the younger faculty, interdepartmental research projects yield the highest return. Science, as a method, has fused all disciplines into one. The only differences now are vocabulary and instruments. The new scholar follows his leads all over the campus, and his books are found in many of the classification divisions of the library. We are indeed all fishermen dipping our lines into a common pool of knowledge.

If you question this, try putting departmental labels on the abstracts of dissertations in one volume of *Dissertation Abstracts*. Or, if you wish, examine the book requests scientists submit to their libraries. You will find that the typical group will contain books that fall in ten classification areas outside the scientist's particular field.

For decades commencement speakers have called for changes in teaching methods that would place more emphasis on learning, on developing self-sufficiency, on independent study. But few changes occurred. The combination of class lecture, textbook reading, and quiz sections continued as usual.

But now, all of a sudden, changes are occurring. Television and teaching machines, plus the profound discovery that if you can teach students to read books they can learn from them as well as from a class lecture, have caused the changes. And these are of such significance that they are affecting our thinking about the kind of buildings universities will need.

All kinds of ferment in the air have had their effect. Bestor and Sputnik and Rickover and the new concept of Honors as a kind of program, not just a reward for getting the highest grades, plus the tremendous improvement in the quality of ele-

mentary and secondary education—all these have played their part in giving college and university faculties a chance to allow students to move ahead on their own initiative, at their own pace, and in whatever curricular patterns they may wish to assemble.

Another development of some importance has been the gradual retreat of the liberal arts program down from a four-year plan to a two-year program, with the professional schools jumping in with their programs to prepare a student to step from the campus to the office or laboratory without noticing the difference. If I speak of this with some bitterness, it is because I am bitter. If I could have greater respect for the integrity of the major professions—law, business and medicine—perhaps the new emphasis might not be so distasteful. But when one realizes that the associations controlling education in business and law have been so concerned about the state of ethics in those professions that they have both established commissions to look into the problem, and when one watches the recent actions of the American Medical Association, one may properly ask if the liberal arts college is justified in giving two precious years of students' lives to professions that have shown so little evidence of intellectual maturity.

At the other end of the scale of blame, I am bitter at well-meaning but misguided professional counselors in the high schools who make young students feel guilty if they don't know what their life work is to be by the time they enter college.

And then, of course, almost every university has been turned topsy-turvy by problems of growth, financing, and governmental relationships. But these are old stories by now.

The third part of my remarks about violence concerns the library.

NEW DEMANDS FACING THE LIBRARY

Although we don't like to admit it publicly, we university librarians no longer have any substantial factual basis for most of the policy decisions we must make. We're flying blind. Twenty years ago we knew what we were doing because things stood still long enough so that we could study and understand them. Today each problem is a new one.

For example, our classification systems fitted the state of knowledge tolerably well twenty-five years ago, but now for all practical purposes we might as well not have one. Harvard now has a behavioral sciences building and program. And that means that every university will have to have one. But the behavioral sciences take a chunk out of psychology, biology, sociology, political sciences, economics, anthropology, pediatrics, mathematics, etc. How can any classification system work when the units of knowledge are in a state of flux?

To make matters worse, we don't know what a librarian is, what he's supposed to do, or how to educate him. In the old days you got an A.B., went to a one-year library school, found out how to catalog books, and learned a few other things; and then you were a librarian. But now in a university the Director of Libraries is expected to be a fund-raiser, a campus politician, a learned man and a reader of books, an expert on electronics, and an expert in the science of management. Some of the men who didn't go to library schools turn out to be as good librarians as do some who went. We are now so specialized that when we go to library conventions we hole up in a hotel room with our own kind and play poker, lest we meet a public librarian and find we have nothing in common.

We, too, are affected by the growth of our national government. Each university library is no longer an independent entity all by itself. Each of us is now a small cog in the chain of a national library system. We act cooperatively on major projects. The Library of Congress does centralized cataloging for us. We import publications from non-European countries on the basis of a national plan. We publish great bodies of source material jointly. The decisions that each of us is left to make on his own are relatively minor. In short, even though we don't have a national library system, we university librarians act as though we did and as though each were a part of it.

It is difficult for us to keep up with the changing working habits of our faculties. For instance, now that there is so much money available for research grants, many faculty members are working on projects. This has given rise to a new kind of publication—the "science report"—a quick report of a project, to be followed later by a more permanent journal article. There are

some 50,000 science reports published each year. Their life of usefulness is short. We are hard pressed to find a system of bibliographic control and quick access.

Just now most of us are suffering from frustration because we can't live up to the pie-in-the-sky prophecies of Bush, Kemeny, and others who predict push-button libraries that will not only do literature searches but will also print out, upon demand, the text of the relevant materials. Yes, we know these things will all come into existence; but as of today, there is no hardware to buy, no button to push, nothing to retrieve. But at least once a week we are visited by some faculty member who tells us all about these wonders as if we are so backward that we don't know about them. Some day somebody's going to get murdered!

And then there is the small problem of keeping out of jail because the technology of photoreproduction has gotten far ahead of the copyright laws. All day long we keep our Xerox 914's busy, violating the law each time the operator pushes the button. Some of us toy with the idea of going to jail so that we might get that book written, but then when we go over the list of books written in a cell, our enthusiasm cools.

And so it goes.

What, then, has been the effect on libraries and librarians of having to live in the midst of violent change?

The effect has been wonderful! Never have there been so many beautiful and comfortable library buildings to work in; never have we had staffs so well qualified as we have today; never have we been swamped with so many fine books we don't have the staffs to catalog or the space to store; never have there been so many readers pounding on the doors at 7:30 a.m. and still hanging around at midnight; never have our young students been so willing to toss overboard so much accumulated misinformation; and never in the history of mankind has knowledge had such power as it has today.

So, if each day represents a potential disaster, once we get used to living on the brink, so to speak, we would find any other kind of existence a great bore.



library lecture number fifteen

UNIVERSITY OF TENNESSEE LIBRARY, MARCH 26, 1963

By William S. Dix

Librarian

Princeton University

The International Role of the University Library

Perhaps as good a place as any to begin this lecture is where Barbara Tuchman begins *The Guns of August*, her brilliant account of the opening of World War I. In her first chapter she describes the funeral of Edward VII of England in 1910 and the gorgeous funeral procession in which nine kings rode through the palace gates. They were followed by five heirs apparent, forty more imperial or royal highnesses, and seven queens. As she says, "Together they represented seventy nations in the greatest assemblage of royalty and rank ever gathered in one place and, of its kind, the last. The muffled tongue of Big Ben tolled nine by the clock as the cortege left the palace, but on history's clock it was sunset, and the sun of the old world was setting in a dying blaze of splendor never to be seen again."¹

The date was 1910. Now I happen to have been born in 1910. Within my lifetime, and that of at least a few others in this room—within a single lifetime we have seen changes so vast that I am not sure that we really comprehend yet what has happened to the world. We seem to be living in a period in which history is somehow accelerated. One is tempted to accept Henry Adams' "dynamic theory of history" and his "law of acceleration" as he

¹ Barbara Tuchman, *The Guns of August* (New York: Macmillan Co., 1962), p. 1.

explains them in the final chapters of the *Education*. For a measure of change read, as I happened to do last year, one of Stanley's accounts of his African expeditions less than a hundred years ago. Note not only the change during these three generations in the Africans, then in utter barbarism, now sitting in striped pants at the east end of Forty-fifth Street, but also the change in the American attitude toward them.

Of all the changes in an age of change, this may be the most significant in the long view of history: the "revolution of rising expectations," the stirring of vast areas of the earth under the winds of freedom, and the readiness, for the most part, of the old colonial powers to grant independence to their former dominions. Fifty new nations have joined the United Nations in the last ten years, each one of them with a single vote that is the equal of the vote of the Soviet Union or the United States. That some of them do not know how to use these votes is obvious. How could they? But they are learning fast, and for the most part they have been modest and restrained while they learn. And they need so much! The gap between the rich and the poor will be closed in one way or another. We have demonstrated a good will in helping them that is unparalleled in history, coupled often with an appalling ignorance of their languages, of their cultures, of everything that would help make our aid more effective. I am simply suggesting that as we take a fresh look at this astonishingly changed world around us, the problems of the developing countries and what we are to do about them look very formidable indeed.

These problems are of course made more complicated by the polarization of the world into two power blocs around the United States and the USSR. The cold war has dominated our lives so completely that I need hardly mention it in this quick look at our world. I would remind you though that, familiar as the cold war is, we don't really have the slightest idea what to do about it. I cannot remember hearing any responsible official, in either a Democratic or a Republican government, describe a line of policy which he thought we could follow to end the cold war, next year or a hundred years from now. There is occasionally some rather loose talk, at election time, in the steel cities, about "liberating the captive nations." And now and then someone dares suggest some method of resolving the tension outside the imagery of mili-

tary conflict, but quickly pulls his head in when the other party begins to mutter ominously about a "no win" policy.

I suggest simply that the cold war is a problem which we must solve in the next twenty-five years, if we have that long before we are all blown up by the miscalculation of some congressman or commissar or colonel. For there is, alas, the Bomb, whether you consider it a third problem of this age of change, along with the emerging nations and the cold war, or merely a complicating factor.

There are, I fear, other problems, a whole world of change which one doesn't know how to set right.

And it must be set right. No longer can we pull the Atlantic and the Pacific over us and relax. For it is a small world. Oxford, Mississippi, is no longer buried in Yoknapatawpha County in the pages of William Faulkner; it is in the newspaper headlines of Madras and Moscow. I got off the airport bus in Copenhagen and before I reached my hotel I bumped into a faculty colleague whom I had thought safe in Princeton. I was in the Khayyam Hotel on Rashid Street in Baghdad on the Tigris when the telephone rang and a voice said, "This is Jack Dalton; I'm in the lobby." At a cocktail party in my house a friend said, "I was in Tashkent last week when I heard your name mentioned at the next table; I went over and a fellow named Emerson Greenaway said he knew you." What kind of a world is this?

I propose simply that even a quick and rather flippant glance at this world suggests a place in which international affairs have a meaning and an impact on the world as a whole which they have never had before, a world where those of us who have anything to do with teaching and research have a job to do which is as exciting and challenging as anyone could want.

The nature of this job is outlined rather well in *The University and World Affairs*, the 1961 report of a study committee created at the request of the State Department by the Ford Foundation. This distinguished group, under the chairmanship of President Morrill of the University of Minnesota, and including such knowledgeable men as Senator Fulbright and Mr. Dean Rusk, began the summary of its conclusions about the role of American universities in world affairs in this fashion:

The American university is caught in a rush of events

that shakes its traditions of scholarship and tests its ability to adapt and grow. The United States is just awakening to the fact that world affairs are not the concern of the diplomat and soldier alone. They involve the businessman, the farmer, the laborer, the economist, the lawyer—indeed, every citizen. And we are discovering that the world includes vast regions and peoples we have little known before.

This American awakening has come along with the upsurge of demands for independence and economic advancement among hundreds of millions abroad who have known little of either. In their own awakening they see education as indispensable to their quest for growth and dignity.

At the center of these new educational demands, all the more pressing because they often coincide with the policy goals of our government, stands the American university. It is challenged to meet the needs of our own people for a far better knowledge and understanding of others. It is challenged at the same time to help meet the needs of emerging nations for the creation and rapid improvement of whole educational systems.²

“To meet the needs of our own people for a far better knowledge and understanding of others” and “to help meet the needs of emerging nations for the creation and rapid improvement of whole educational systems”—these may certainly be taken as objectives of the university library as well as of the university itself, for it seems obvious that the library must be deeply involved in both of these activities.

Just what is the role of the library in bringing about this better knowledge and understanding of the other inhabitants of this now tiny globe? The basic function is of course to assemble and make available the materials through which we are informed about the rest of the world—books, journals, newspapers, government documents, maps, and all the rest.

How well are we doing along these lines? Not so well, the Committee on the University and World Affairs reported:

University and college libraries are research and instructional tools of the greatest significance. The holdings of many, if not most, libraries are seriously deficient on

² Committee on the University and World Affairs, *The University and World Affairs* ([New York, 1960]), p. 1.

foreign areas and international matters. Because materials from many countries are often hard to obtain, expensive, ephemeral and likely to be used by only a small fraction of the university community, there is a severe collection problem.³

While this is of course true and while it is encouraging to have the Committee point it out as an example of one area in which the federal government could help the universities meet the great cost of their activities in world affairs, American librarians need not feel ashamed of their record. It is my impression that they have been busy building collections and setting up systematic cooperative programs of acquisition at least as early as any substantial numbers of scholars have appeared to use these collections. There is not time here to go back to the beginning, but certainly the earliest college libraries in this country had in their small collections a respectably high percentage of books on Western European and ancient Greek and Roman history, literature, and thought. To be sure, they were weak in most aspects of contemporary Continental literature and thought. When the youthful George Ticknor set out in 1815 for study in Germany, from which he returned to influence profoundly the study of modern languages at Harvard and to become the principal founder of the Boston Public Library, he had difficulty locating books to begin the study of the German language. His biographer writes in 1875:

The literary poverty of this country at that time cannot be better illustrated than by the fact which Mr. Ticknor gives, that when he wanted to study German he was obliged to seek a text-book in one place, a dictionary in a second, and a grammar in a third; the last two very indifferent in their kind. There are now, doubtless, more facilities in New England for the study of Arabic or Persian than there were then for the study of German.⁴

The ideal combination as we moved slowly into Eastern European, Asian, Latin American, and finally African areas seems to have been an imaginative librarian, a bibliophile scholar, and a man of wealth and taste. When the three were combined in one, as in Archibald Cary Coolidge, the result was the beginning about

³ *Ibid.*, pp. 28-29.

⁴ [George S. Hillard], *Life, Letters, and Journals of George Ticknor* (Boston: J. R. Osgood and Co., 1876), I, 25-26.

1900 of Harvard's great collections of Slavic, Near Eastern, and other then exotic books and manuscripts. But the national need, still largely unrecognized, was being served only by special collections of this sort in a few of the largest libraries.

The report of the Committee on the University and World Affairs said in 1961, "Since library needs are too great for any single library to meet, extensive inter-library cooperation is called for to divide into manageable portions the national effort to build up adequate resources."⁵ This is obviously a wise, if hardly novel, observation. The cost of acquiring and cataloguing material from most of the continents except North America and Europe is high indeed in relation to its immediate use in a single library.

The advantages of cooperative effort were apparent to librarians some time ago, and a brief review of various attempts at systematic library specialization and cooperation in the acquisition of foreign materials may be useful, if only to suggest how far we still have to go.

In 1910, the year of the funeral of Edward VII, Ernest Cushing Richardson, in a report to the Princeton Trustees, was saying, "If this matter of cooperation could be organized systematically, it is within bounds to say that it might reduce by one-half the financial problem of equipping American Universities and American research scholarship in general, with proper book apparatus."⁶ Ten years earlier a report presented at the Montreal meeting in 1900 to the American Library Association by the Cooperation Committee set in motion the cooperative cataloguing and production of cards through the Library of Congress.⁷ Out of this and the exchange of cards with other libraries came the Union Catalog at the Library of Congress, which by 1930 contained cards for perhaps three million titles. Some sort of national finding list was obviously an essential part of any scheme for the enrichment of the pool of scholarly material in this country by cooperative effort.

⁵ *Op. cit.*, p. 29.

⁶ Princeton University, *Annual Report of the Librarian for the Year Ending July 31st, 1910*, p. 8. (Privately printed.)

⁷ Quoted in American Library Association, Committee on Bibliography, *A Restatement of the A.L.A. Plan for the Promotion of Research Library Service by Cooperative Methods* (Washington, D.C., 1930), pp. 33-35.

In 1930 the ALA Committee on Bibliography, E. C. Richardson, Chairman, published a remarkable fifty-nine page pamphlet entitled *A Restatement of the A.L.A. Plan for the Promotion of Research Library Service by Cooperative Methods*, pulling together various proposals made during the preceding few years. It throws out sparkling ideas on every page and adds to previously discussed cooperative plans new proposals, complete with budgets, for "The Cooperative Purchase of Books not now in Known Locations in America" and "The Cooperative Selection of Books." There is no time here to go into details, for the subject of this lecture is not library cooperation. I venture to suggest, however, that a University of Tennessee Library Lecture on the history of research library cooperation in America could be a fascinating one.

At any rate, by 1930 the need for more foreign books and various devices for getting them into American libraries were under active discussion, along with many of the problems we have faced since. Twenty-eight books and articles dealing with the topic of library specialization alone before 1940 are listed by Edwin Williams in his summary volume on the Conference on International Cultural, Educational, and Scientific Exchanges held at Princeton in 1946.

The outbreak of the Second World War, even before the United States was drawn in, caused renewed concern about research library resources in this country. Out of this concern and the earlier discussions the Farmington Plan was born on October 9, 1942, at a meeting of the Executive Committee of the Librarian's Council of the Library of Congress at the home of Wilmarth Lewis in Farmington, Connecticut. One is tempted to discuss its history, especially the activities and ideas which preceded its actual formulation, but you can find that story told with admirable clarity and brevity by Edwin E. Williams in the first edition of the *Farmington Plan Handbook* (1953) and brought up nearly to date in the revised edition (1961).

The purpose of the Farmington Plan was stated succinctly in the original statement growing out of the meeting at Farmington, "Proposal for a Division of Responsibility among American Libraries in the Acquisition and Recording of Library Materials": "That at least one copy of every book and pamphlet, published anywhere in the world [in the Latin alphabet] following the

effective date of the agreement which might reasonably be expected to have interest to a research worker in America, shall be acquired and made available promptly after publication by some one of the cooperating libraries.”⁸

This it set out to do under the auspices of the Association of Research Libraries by arranging for agents in various countries to send directly to American libraries all currently published books within the scope of the Plan according to a division of responsibility for subjects on the basis of the Library of Congress classification. These libraries agree to pay for the books, to catalogue them, and to send cards to the National Union Catalog, thus making them available to the American community of scholars. In 1952 it was decided that some countries, where language or the nature of the book trade presented special problems, could be covered best by assigning the entire output of the country in all subjects to a single library. In all in 1961 some 65 libraries were cooperating in acquiring books from some 146 countries. Since that date additional country assignments have been made as political changes and broadening interests have made them possible.

It is of course difficult to assess the effectiveness of the Plan in enriching the pool of scholarly resources in American libraries. An extensive survey and review of the Farmington Plan was conducted in 1958-59 by Robert Vosper and Robert L. Talmadge.⁹ The findings of the survey did end some suspicion that most of the material acquired under the Plan would have come into the country in any event. A sampling of receipts showed that 38½ per cent of the books were held by only one library and that a further 14½ per cent were held only by the Library of Congress in addition to the library which received them under the Plan. It was concluded that about two-thirds of the unique items would not have been acquired except for the Plan.

There are, of course, faults. The *Farmington Plan Handbook*

⁸ Keyes D. Metcalf and Edwin E. Williams, "Proposal for a Division of Responsibility among American Libraries in the Acquisition and Recording of Library Materials," *College and Research Libraries*, V (March, 1944), 107.

⁹ Robert Vosper and Robert L. Talmadge, *Farmington Plan Survey*, Final Report Presented at the Midwinter Annual Meeting of ARL, Chicago, January 26, 1959 ([Chicago]: Association of Research Libraries, [1959]).

requires a page to list the kinds of library materials *not* covered by the Plan, notably periodicals and government documents. Then, an operation of this sort inevitably catches in its net some material of dubious value for any scholarly purpose, 9 per cent according to the Vosper-Talmadge sample. Finally, the project has always suffered from the deficiencies of volunteer work. The participating libraries, their staffs, and the chairmen and members of the Farmington Plan Committee have been extraordinarily generous and tolerant, but it is obvious that a full-time staff would make the program more effective. There has always been a lack of adequate financing.

Following the Vosper-Talmadge survey, a conference was called by the Association of Research Libraries to discuss the report, a document of nearly three hundred pages in twenty-two parts, and the ARL adopted a series of resolutions looking toward the strengthening and further implementing of the Farmington Plan.¹⁰ A new pattern of organization was soon established with a central committee and seven regional subcommittees, on the pattern of the Far Eastern, Middle Eastern, and Slavic committees already in existence. Each of these committees was charged with the responsibility of carrying out whatever activities seem appropriate for strengthening American library resources in its area and for maintaining liaison with the appropriate scholarly bodies in the field.

There is considerable evidence that what has thus evolved is a rather effective mechanism for stimulating and coordinating the voluntary efforts of librarians and scholars to improve the national pool of research material. There remains, however, for all of the committees a large amount of unfinished business.

In the summer of 1961 the Congress approved as a part of the Library of Congress budget an appropriation which began another chapter in the continuing development of American resources for the study of world affairs. In 1958 Public Law 480, Eighty-third Congress, was amended by the insertion of Section 104(n), sponsored by Congressman John Dingell of Michigan. This amendment (part of Public Law 931, Eighty-fifth Congress) authorizes the use by the Library of Congress of surplus funds in local

¹⁰ Association of Research Libraries, *Minutes of the Fifty-second Meeting*, Chicago, January 26, 1959.

currencies acquired by the United States from the sale of surplus agricultural products in various parts of the world. These funds may be used to purchase library materials for American libraries and for cataloguing, indexing, abstracting, and related activities. Specific appropriations are required, however, and the Congress rejected the proposals of the Librarian of Congress in 1959 and again in 1960. Finally, after a rather complicated legislative history, the Congress in 1961 appropriated \$400,000, \$36,500 of it in hard currency, the remainder in U.S.-owned local currency, for the acquisition of ten sets of current publications from the United Arab Republic and from India and Pakistan. The institutions to receive these materials were selected by a committee under Frederick Burkhardt, President of the American Council of Learned Societies. Purchasing missions were established abroad, and current publications from these countries began to enter American libraries in unprecedented quantities. The program was expanded somewhat by additional appropriations in 1962, and proposals are now before the Congress for extending the program to include publications from Israel, Burma, and Indonesia, where there are also surplus funds. Proposed appropriations are \$898,000 in foreign currency, and \$80,000 in U.S. currency.

It seems to me that the real significance of the PL480 program lies in the fact that for the first time the government of the United States is supporting directly on a continuing basis the acquisition of research material by American state and private universities. It has recognized to some extent at least that it has a responsibility for the national pool of research material. The program is an improvement upon the Farmington Plan in several aspects. It makes a bold attack upon the problem of acquiring books in areas where the book trade is not sufficiently well developed to rely upon comprehensive coverage by dealers. The availability of relatively large sums of money, although by no means enough in U.S. dollars, which can support trained American librarians abroad, has made it possible to establish permanent purchasing missions in two areas—permanent, that is, at the will of the Congress.

The PL480 program has been responsive to one of the recommendations in the Vosper-Talmadge survey, that one copy of a book is often not enough for the country and that ways should

be found to deepen the Farmington Plan coverage. At least ten copies of PL480 materials are scattered across the country in the major collections on each area.

The Farmington Plan covers monographic works only, but the new program is acquiring newspapers, journals, and government documents as well. Libraries are still reeling under the impact of the material from India which is descending upon them—fifty-seven daily newspapers in thirteen languages, for example.

Of course it has its faults. No net cast so wide can fail to scoop up material of little research value along with the edible fish. But under the meticulous management of Robert Stevens of the Library of Congress the whole system of acquisition is being steadily improved. If the Congress can be persuaded to provide funds for extending the coverage to many other countries, a truly national program for enriching the holdings of this country from these bibliographically difficult areas will have been begun.

One thing leads to another. Through the initiative of Gordon Williams, acting as Chairman of the Subcommittee for the National Union Catalog of the ALA Committee on Resources, a program for the cataloguing of all PL480 material has been developed. All material is being catalogued in the field, at the Library of Congress, or at contributing libraries, the cost being borne jointly for the most part. Participants are receiving printed LC cards, and a large mass of difficult material is being brought under bibliographic control as it enters the national pool of research resources. For once, the shocking spectacle of many libraries busily cataloguing the same books individually at the same time has been avoided.

Aside from the improvement and refining of all of these procedures much remains to be done. There is still no systematic plan for bringing into the country the older books and manuscripts which we have failed to acquire during the hundred years since our universities began to think seriously of research as one of their responsibilities. The Richardson report of 1930 proposed the compilation of lists of books not in American libraries and their cooperative acquisition.¹¹ A similar proposal was made by

¹¹ American Library Association, Committee on Bibliography, *op. cit.*, pp. 11-15 and 48-59.

Herbert A. Kellar in 1941 in one of the *Memoranda on Library Cooperation* of the Library of Congress, a noble experiment itself.¹² Such a scheme might seem grandiose, but I am not sure that it would not work with the proper institutional and individual leadership.

Other cooperative projects are assisting in making foreign publications available to those who need them. The ARL Foreign Newspaper Microfilm Project, begun in 1956, is an interesting and apparently successful experiment in sharing resources. The subscriptions of about sixty participating libraries are accumulating microfilm files of nearly 150 carefully selected foreign newspapers, held at the Midwest Inter-Library Center and available to subscribers on relatively long-term loan or for the making of copies. The ARL Foreign Official Gazette Microfilm Pool is somewhat similarly preserving and making available with the cooperation of the New York Public Library the sometimes elusive and often rapidly deteriorating official gazettes of a growing number of countries. The Midwest Inter-Library Center, with the assistance of the National Science Foundation, is maintaining subscriptions to some 2,500 scientific journals not held by any other midwestern library. The Seminar on the Acquisition of Latin American Library Materials, a peripatetic and informal body, has stimulated jointly supported purchasing missions through Latin America to acquire material for libraries specializing in that area.

These are not all of the activities now under way or pending, but they will serve to illustrate my point. American librarians and libraries have for fifty years demonstrated remarkable enterprise, imagination, and ingenuity in developing and managing cooperative schemes for bringing to this country from the bibliographic wildernesses of the world the materials for American scholarship, usually with inadequate resources.

Meanwhile, scores of individual libraries have been building up collections hopefully appropriate to the teaching and research programs of their own institutions in foreign affairs. This is an indispensable supplement to any sort of large-scale group pro-

¹² Herbert A. Kellar, *Memoranda on Library Cooperation*, No. 1, September, 1941 (Washington: The Library of Congress, 1941), pp. 8-9. (Duplicated.)

gram, which can never get everything. These libraries have been busily checking the catalogues of foreign dealers, some of them magnificent, some obviously taking advantage of a surge of American interest in the great world. They have been sending their own staff experts out on purchasing missions on the rare occasions when they could afford trips of this sort; more often they have equipped traveling faculty experts with pocket money to spend in foreign bookstalls or exotic souks, or alerted alumni living in remote places to their interests.

All of this is good, but it is not yet good enough, I think. But it is hard to see how we can do much more without massive assistance. Can this massive assistance be found?

Nearly twenty years ago, in August of 1945, Archibald MacLeish, then an Assistant Secretary of State, wrote to the Librarian of Congress:

The Department of State agrees with the Library's view that the national interest is directly affected by the holdings of many of the private research libraries. It would, therefore, interpose no objection in principle to the employment of Federal Government facilities to assist in maintaining these specialized collections where normal channels of acquisition are inoperative. . . . The Department would wish to be assured that the private libraries had agreed upon and carefully planned a program of co-operative buying and that they would continue to support such a plan as long as Federal assistance was granted them. . . .¹³

Under Public Law 480 we now have the skeleton of a federally supported procurement program through the Library of Congress. Other federal agencies, notably the Central Intelligence Agency, have worldwide procurement networks. Some 98 per cent of the material collected by the CIA, often in multiple copies, is turned over to the Library of Congress after it has served its intelligence purposes.¹⁴ Eventually surplus copies find their way into other research libraries. This year, for example, the Library of Congress is offering to the highest single bidder for

¹³ Quoted in Edwin E. Williams and Ruth V. Noble, *Conference on International Cultural, Educational and Scientific Exchanges*, Princeton University, November 25-26, 1946 (Chicago: American Library Association, 1947), pp. 62-63.

¹⁴ Association of Research Libraries, *op. cit.*, p. 7.

the whole lot approximately 30,000 surplus Russian monographs and 60,000 Russian journals. Perhaps this is the best way to handle this material; I am not sure. The Farmington Plan network of agreements for specialization in acquisitions and for general oversight of resources in specific areas offers a mechanism which has already demonstrated its usefulness. The ALA Committee on Bibliography, now a committee of the Reference Services Division, is showing signs of new life under the imaginative leadership of Jack Dalton. It should be useful in identifying gaps in the bibliographic control so essential to the utilization of what is potentially available and in stimulating methods of closing those gaps. The Office of Science Information Services of the National Science Foundation is energetically prodding and supporting a wide variety of activities in the natural sciences and in some of the social sciences relevant to the building up of national resources and services. The Association of Research Libraries for the first time in its thirty-year history has a full-time secretariat and a permanent office; under the skilled management of its new executive secretary it may be expected to participate more actively in operating programs.

I suggest that the time has come to pull together these various elements evolved during the past fifty years and to make sure that American research libraries are playing their full part in the national interest by providing the resources for scholarship in world affairs.

Now I do not suggest any monolithic central government structure which would attempt to do the whole job. Such a system would be alien to our traditions and institutions in education and scholarship, and furthermore it would not work. We must continue to make use of free institutions, voluntarily cooperating in a multiplicity of ways. But there can be some centralization of stimulation, some improvement of communication, and some assistance in financing. While the University of Tennessee Library, as I have been indicating, does in the kind of world we live in have a clear responsibility for serving national and world interests, it cannot alone solve the world's bibliographic problems. It must have collaboration and help.

It seems to me that with the latent mechanisms and possibilities which I have discussed briefly and all the others which I have not

even mentioned, such as the tremendous resources of the great foundations, only an abdication of the statesmanship which has been so conspicuous a feature of the American library movement can retard the erratic but continuous progress toward solutions of the problems of research libraries. This statesmanship has been especially apparent in certain periods, one of them being the 1940's. I hope that we can find it in the 1960's for application to the library's role in international affairs.

I cannot tell you exactly where and how it should be applied, but lest you think I am merely mouthing platitudes, let me sketch a series of actions which are at least theoretically possible and which could in the next few years take us a long way.

In May of 1962 a "memorandum on the Library of Congress" written by Douglas Bryant at the request of Senator Claiborne Pell was published in the *Congressional Record* and copies were distributed widely. The response of the Librarian of Congress was released in September.¹⁵ Most aspects of this interesting exchange need not concern us here, but one proposal on which both Mr. Bryant and Mr. Mumford agreed in principle could be relevant. This was the suggestion that some sort of national commission on libraries, perhaps appointed by the President, be established, which could devote its attention to library problems at the national level and by virtue of its prestige, if nothing else, stimulate progress toward the solution of these problems. On January 22, 1963, Arthur Schlesinger, Jr. invited a few representatives of the learned societies, the Congress, and library groups, and other interested persons to meet with him and the Librarian of Congress at the White House to discuss the formation of a national library commission.¹⁶ It is not clear what the result of this discussion will be; I cite it here simply to indicate that these proposals are being considered at the highest levels.

¹⁵ "Memorandum from Douglas W. Bryant to the Honorable Claiborne Pell, May 1, 1962," U.S., *Congressional Record*, 87th Cong., 2nd Sess., May 24, 1962, CVIII, 8481-8483.

"Report of the Librarian of Congress on the Bryant Memorandum—Submitted to the Joint Committee on the Library, September, 1962," U.S., *Congressional Record*, 87th Cong., 2nd Sess., October 2, 1962, CVIII, 20524-20531. (Both distributed in multigraph form. Reprinted in *Congressional Record*.)

¹⁶ *Library of Congress Information Bulletin*, Vol. XXII, No. 4 (January 28, 1963).

Continuing this recital of what might be done, I suggest that a commission of this sort would inevitably devote serious attention to the availability of foreign material in the national pool of research resources. By any one of several devices the commission might serve as broker to bring together the various elements of a national plan. Or it might wish to re-establish something like the old Division of Library Cooperation in or outside the Library of Congress, which could do the same thing.

It was made clear at the hearings on PL480 of the Legislative Appropriations Committee in June of 1961 that the Congress would be much more favorably inclined toward the use of U.S.-owned local currencies for library purposes if it did not have to appropriate hard currency as well.¹⁷ Now the proportion of hard dollars to foreign currency in the present PL480 program is small. Is it not possible that one or more of the great foundations could be persuaded to provide these costs, thus potentially releasing millions of dollars in many foreign countries? With a combination of PL480 and foundation funds a network of permanent procurement missions could be set up in difficult bibliographic areas around the world which would absorb and expand the present Farmington Plan acquisition activities in those areas and provide a variety of services to the research libraries of the country. The enabling legislation, Section 104(n), is already sufficiently broad to permit the procurement of old books as well as new, the microfilming of records and archives, the making of translations, and complete cataloguing and bibliographic control at the source.

None of this would be easy, even with the money, and I must bring you back from this dream world to remind you that the sequence I have sketched is imaginary. But it *could* work that way!

What of the other challenge to the American university in this world of the mid-twentieth century, "to help meet the needs of emerging nations for the creation and rapid improvement of whole educational systems"? Here too the university library has

¹⁷ U.S., Congress, Senate, Subcommittee of the Committee on Appropriations, *Hearings, on H.R. 7208, Legislative Branch Appropriations, 1962*, 87th Cong., 1st Sess., 1961. Note especially pp. 16-33.

its role to play, both in its special function as university library and as a part of the whole American library movement. Sometimes our own specialties so preoccupy us that it is hard to see just what there is to gain by associating ourselves with school librarians, public librarians, and all the rest. In two areas, however, the community of interest of all librarians becomes paramount and prominent. One of these is the defense of intellectual freedom, the defense of man's right to know. The other is international affairs. Upon reflection, it seems to me significant that in the reorganizations of the American Library Association, which sometimes seem designed to force us into constricting pigeonholes, the Committee on Intellectual Freedom and the International Relations Committee have remained committees of the whole Association, representing the *genus* librarian, not any one of its separate *species*. In this common interest in international affairs university librarians have always been especially prominent. Thus it seems to me proper to discuss American library activities abroad without attempting narrow distinctions.

But first I should perhaps talk just a bit about the place of education in this new and tense world which I described at the beginning of this lecture, a world of which one of the dominant features is the aspiration of the emerging independent nations. Within the last few years it has become a commonplace to say that education is one of the greatest needs of these countries. We have all heard of the situation in the Congo when that unhappy country attained its perhaps too-precipitate independence, with almost none of its citizens trained to take over its management. It is obvious that a nation cannot enter the modern world without a corps of high-level, trained manpower. This has been recognized by hard-headed, practical industrialists like Paul Hoffman, who as head of the United Nations Special Fund has been putting millions of dollars of what the economists call "pre-investment capital" into education.

The logical reasons for education are obvious even though our aid programs do not always reflect this in practice; the emotional demand for it on the part of the people is perhaps less widely recognized and its sources are rather obscure, for the people crying for education seem to be by no means clear about just

what they want. Let me cite several incidents which first brought home to me the intensity of this demand.

In July, 1958, a bloody revolution broke out in Iraq. The king was assassinated, the prime minister murdered and his body dragged through the streets of Baghdad. Now I was in Baghdad for several weeks two months before this, advising the president of the new university on its library problems. It would be a better story if I could say that I saw trouble coming, but I am afraid that I saw it no more clearly than the embassy people and the other Americans apparently did. As a matter of fact the Development Commission, a kind of national planning board, seemed to me to be doing a pretty good job, putting Iraq's tremendous oil revenue into long-term improvements such as dams which would eventually restore some of the fertility of two thousand years ago before the old irrigation systems were destroyed. But I can remember now the universal discontent with the Development Commission among the young intellectuals with whom I talked and their demand for immediate social reforms, especially education. No one should say that political factors are not dominant in any Arab revolution, but in that one the demand for better education was prominent, as the early statements of the Kassim government indicated.

Then in 1960 I was in Manila at a meeting of Asian National Commissions for Unesco, where much of the discussion was about a recent Unesco conference in Karachi, where the costs of a program to bring free and compulsory elementary education to much of south Asia were estimated. One evening one of the Indian delegates, the president of one of the largest universities, said to me with obvious concern, "You know, this talk frightens me. We can't achieve all that we are talking about, and our failure could easily overthrow the government."

At a conference on Africa held in Boston in 1961 by the U.S. National Commission for Unesco the dozens of African delegates made it clear that "Education is the first priority of African-controlled governments today,"¹⁸ as the official report of the conference states it. Stephen Awokoya, Chief Federal Adviser on

¹⁸ U.S. National Commission for Unesco, *Final Report. Africa and the United States, Images and Realities. 8th National Conference*, p. 19.

Education for Nigeria said, "If the Devil himself were to come from Hell to offer us aid in our critical situation, some of us may be tempted to accept."

The author of a recent article in *The Reporter* on some of the mistakes and successes of our foreign aid programs concluded:

That plea of the chief minister of Orissa [an Indian state which he had visited], "Give me ten thousand teachers and I will solve the problems of my state," finds an echo everywhere. The people themselves realize this too. The hunger for education is next only to the hunger for food.¹⁹

I belabor this point only because our national policy does not yet seem to recognize it adequately.

It is in meeting this new world hunger for education at all levels that the library has a role to play, more important even than what it has been doing. American librarianship has much to contribute. I shamelessly borrow here the formulation used by Raynard Swank in his paper given at the Cornell Library Conference and Dedication last October and recently printed in the *Library Journal* under the title "Six Items for Export: International Values in American Librarianship."²⁰ Mr. Swank discusses six characteristics of American librarianship which deserve emulation, six aspects of a cultural product which we can with some pride share with other parts of the world, especially the developing areas:

1. The conception of the library as an organization of books, not just a collection but a collection organized for efficient use.
2. The evolution of a library *profession*, with all of the implications of that word.
3. The attitude of service, perhaps the most important of all.
4. The function of the library as an educational institution, taking the initiative in the education of the people.
5. The role of the library in the advancement of intellectual

¹⁹ Ritchie Calder, "Foreign Aid: How Firm a Foundation?" *The Reporter*, XXVIII (February 28, 1963), 36.

²⁰ Raynard C. Swank, "Six Items for Export: International Values in American Librarianship," *Library Journal*, LXXXVIII (February 15, 1963), 711-717.

freedom, not only preserving the freedom to read but nourishing all the other freedoms by which open societies grow.

6. The conception of organized information as a public resource and responsibility.

These characteristics, as Mr. Swank is quick to point out, are not uniquely American, but we can take pride in them and in what we have done to share them with the rest of the world.

Merely to list the kinds of activities through which librarians have exerted their influence abroad is impossible in a single lecture. Since memory is fallible, even in a librarian, you might, however, glance back through the literature sometime. Did you remember, for example, that at least as far back as 1890 students from other countries were going home to spread the seeds of the American concept of librarianship? J. Periam Danton demonstrates in his *United States Influence on Norwegian Librarianship* that the Norwegian library system, which we think of as quite advanced, had its roots in the experience of two Norwegians in the United States.²¹ Did you remember, for example, that the old International Relations Office of the ALA under the direction of Harry M. Lydenberg and Marion Milczewski carried out from 1942 to 1947 a wide array of projects in international library cooperation supported by the Rockefeller Foundation, the U.S. government, and other agencies, many of them involving direct assistance to war-devastated libraries? As an easy and factual way of measuring their scope, it may be pointed out that the total cost of these projects was nearly two million dollars. Ralph Shaw's survey and report on the international activities of the American Library Association is an impressive document, filling thirty-four closely printed pages.²² There has, I think, been no comprehensive survey since, and I should like to see one, for the recent involvement of American librarians in international affairs continues to be impressive and much of it is unknown to many people, even within the profession.

No other professional group, I suspect, has done more than the

²¹ J. Periam Danton, *United States Influence on Norwegian Librarianship, 1890-1940*, University of California Publications in Librarianship, Vol. II, No. 1 (Berkeley: University of California Press, 1957).

²² Ralph Shaw, "International Activities of the American Library Association," *ALA Bulletin*, Vol. XLI, No. 6, Part 2 (June, 1947), pp. 199-232.

librarians to assist its colleagues around the world, to make available its knowledge and techniques, and to seek the collaboration of government, the foundations, and other agencies in systematic attempts to improve intellectual communication. In these activities American librarians have been not merely building institutions, but creating attitudes which lie at the roots of democratic society and, one hopes, of international understanding.

The kind of world I have been describing, with its hunger for education, offers university libraries an opportunity and a responsibility greater than ever before. We need to acquire and to make available the library materials essential to equip our own people to fill with distinction our position of leadership in a totally new world. We need to assist the peoples of many other parts of the world to educate themselves to live and prosper in this world. The filaments of mutual understanding which may develop in the process could be an essential part of the only fiber which can secure this world against a catastrophic fragmentation. This is the role of the university library in international affairs.

It used to be the practice in the classic sermon form for the preacher to announce his text at the beginning and then build his sermon on it. Since I was a little bit afraid to reveal to you that this was to be a sermon until that fact became inescapable as I went along, I have withheld my text until the end. In 1861 in Cincinnati, Abraham Lincoln said, "I hold that while man exists it is his duty to improve not only his own condition, but to assist in ameliorating mankind."²³ That is my text.

²³ "Address to Germans at Cincinnati, Ohio, February 12, 1861," *Complete Works of Abraham Lincoln*, ed. by John G. Nicolay and John Hay (New York: The Tandy-Thomas Co., 1905), VI, 120.

UNIVERSITY OF TENNESSEE LIBRARY LECTURES

- No. 1. Book Classification in University Libraries, by Maurice F. Tauber.
- No. 2. The Library in the Graduate Program of Institutions of Higher Education in the Southeast, by Louis Round Wilson.
- No. 3. The Library's Function in Education, by John E. Burchard.
- No. 4. Development of Research Collections in University Libraries, by Robert B. Downs.
- No. 5. The Study of Reading Effects, by Lester Asheim.
- No. 6. The Magnetic Field, by Lawrence Clark Powell.
- No. 7. Liberal Education, Specialization, and Librarianship, by Jack Dalton.
- No. 8. The Research Library in Transition, by Herman H. Fussler.
- No. 9. A Rare Book Is a Rare Book, by Robert Vosper.
- No. 10. Sources of Support for Libraries in American Universities, by Benjamin Edward Powell.
- No. 11. The Undergraduate and His Library, by Louis Shores.
- No. 12. Divisional Organization in the University Library, by Archie L. McNeal.

The lectures have been published in groups of three. The first volume was published in 1952 as Volume 55, no. 1, of *The University of Tennessee Record*; the second volume was published in 1954 as Volume 30, no. 6, of *The University of Tennessee Record, Extension Series*. Beginning with no. 7, the lectures have their own series, University of Tennessee Library Lectures.

