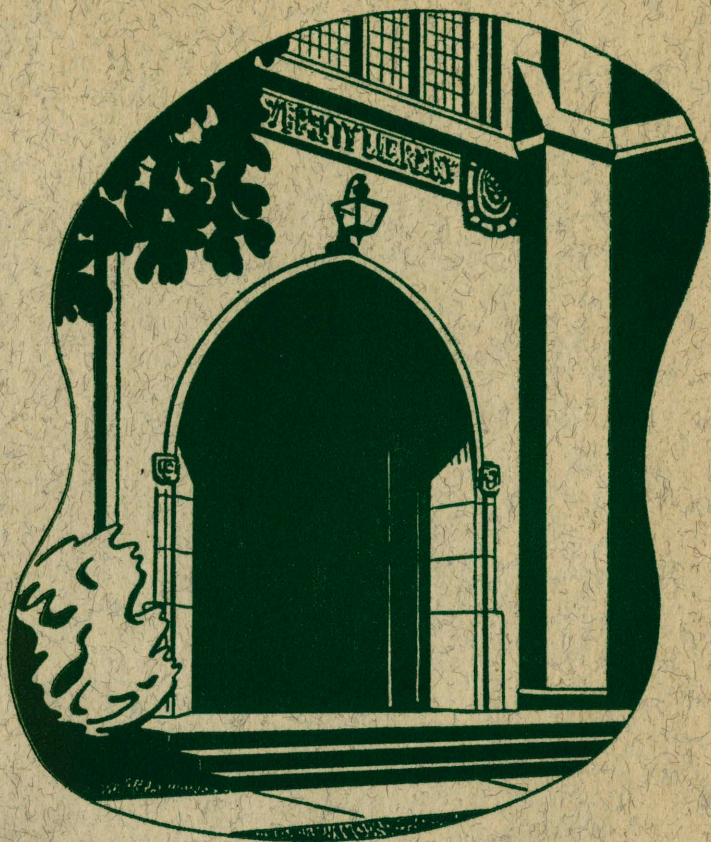


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LECTURES**

University of Tennessee Library Lectures

**numbers one to three
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Edited by DALE M. BENTZ

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FOREWORD

The University of Tennessee Library Lecture Series was initiated in the Spring of 1949 by members of the staff, who saw it as a means of drawing the library and the faculty together on library matters, and of providing for the campus the stimulus of contact with outstanding scholars from other universities. The lectures in the present volume were received with such interest by both teaching faculty and librarians that the Lecture Series Committee felt their publication would be of value to persons outside this University community.

At the time of the first lecture, April 11, 1949, there was considerable interest at the University in different methods of organizing materials for use. Accordingly, Dr. Maurice F. Tauber, Professor, School of Library Service, Columbia University, was asked to speak on some phase of classification in university libraries today. Dr. Tauber is well known as a specialist in this field, having done research in it at the University of Chicago, where he received the Ph.D. degree. He has held the following library positions: Head, Catalog Department, Temple University; Chief, Preparations Division, University of Chicago; and Assistant Director in charge of Technical Processes, Columbia University.

The second lecture, that by Dr. Louis Round Wilson on April 21, 1950, was planned to provide information for university administrators, professors, and librarians on the relationship of the library to the university program with particular reference to the graduate school. Since the graduate program at Tennessee has grown rapidly during recent years, this, too, was a timely topic. Dr. Wilson, as Librarian of the University of North Carolina during a period of tremendous growth in its graduate school, and as former Dean, Graduate Library School, University of Chicago, had the experience and enthusiasm to make his lecture one of special interest and value.

The final lecture in this volume was presented on June 3, 1950, when the main library building was named for President Emeritus James D. Hoskins. The choice of Mr. John E. Burchard, Dean of Humanities, Massachusetts Institute of Technology, to speak on the library's function in higher education was a partic-

ularly happy one. As former Director of Libraries at that institution and as an eminent architect and scholar, Mr. Burchard made a significant addition to the occasion as well as to the lecture series.

These three lectures mark the beginning of what is hoped will be a worthwhile contribution both to this University community and to the academic world at large. Particular gratitude is due the members of the Lecture Series Committee who worked untiringly to guide these lectures from the first planning stages, through their presentation, to their final publication.

Knoxville, Tenn.
January 12, 1952

Dale M. Bentz
Head, Processing Department
University of Tennessee Library

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Library Lecture Number One

BOOK CLASSIFICATION IN UNIVERSITY LIBRARIES

By MAURICE F. TAUBER

*Library Lecture Number One, University of Tennessee Library,
Knoxville, April 11, 1949*

Some years ago I was involved in a study of reclassification of book collections in college and university libraries. The results of the study have been published in six articles in three different journals and also as part of a volume issued by the University of Chicago Press. It had reached the point where some of my colleagues were becoming impatient with me—did I have any more material on reclassification? Was not the lemon squeezed dry? There was usually, I observed, a look almost of fear in the eyes of the inquirers, as well as a fervent hope implied that I would not pursue the subject further.

I must report that I do have some more material. Perhaps it would have remained dormant had not your committee chairman asked me to speak to you on the problem of book classification in university libraries, especially in relation to the approach of faculty members. While what I have to say tonight is the culmination of several years' experience with problems of classifying materials in academic libraries, I am still able to draw upon some unused data which I collected while studying the general problem of reclassification about ten years ago. The significant point is that the data, which treat primarily of faculty opinions regarding the Library of Congress classification, when considered in relation to developments and questions being raised today, are still valid.

During the last four years I have had opportunity to participate in several surveys of libraries. Three of these surveys were general examinations of all facilities and services of the libraries involved. In all three instances, reclassification or reorganization of the materials was presented as a major consideration. In one library, reclassification had already started from the Cutter classification, which has a letter notation, to the Dewey Decimal classification. In the second library, a new administrator and a new classifier were justifiably concerned about the difficulty and

high cost of applying a system that was out-dated the day it was put into use in the 1890's. In the third library, past practices in the application of the Dewey classification (as well as a question of its suitability for science and technology) had resulted in a proposal for reclassification.

And this is not the end. Problems of organizing materials in libraries will continue to develop in a number of libraries which had their beginning in the last quarter of the nineteenth century. As libraries increase in size, the classifications which were satisfactory for small collections become inadequate and difficult to apply. At least, questions are raised by both faculty members and librarians as to the efficacy of these systems of arrangement. In surveys, the question is usually brought to the fore. This is not surprising. It is axiomatic that a library with inadequate and inaccurate records and a poor system of organizing materials is usually not able to render satisfactory service to users. It does not necessarily mean, however, that librarians, either with or without urging from the faculty members, should be anxious to change classifications just for the sake of changing.

Andrew D. Osborn, in his *The Crisis in Cataloging*,¹ commented that "much reclassification is purely academic in nature." He was justifiably concerned with the type of reclassification that occurs when "a cataloger or a professor thinks a book would be better placed in some other class." Osborn observed that librarians should resist this kind of reclassification, rather than total reclassification of a library's collection, which would be the proper step when it was clear that reorganization was essential for effective library service.

Granted that classification systems are out of date as soon as they are completed, can we identify the problems which face librarians and users? If we can identify and evaluate them, is there any reason why we should not be able to meet them in a more efficient manner than we have in the past?

Actually, an examination of the literature of theoretical classification leads one only to confusion. Broadfield,² the English

¹Osborn, Andrew D., *The Crisis in Cataloging*. American Library Institute, 1941, p. 16.

²Broadfield, A., *The Philosophy of Classification*. London: Grafton, 1946.

librarian, has most recently pointed out the conflict between theoretical classification of a subject and the practical classification of books in libraries. In so far as university libraries are concerned, David Haykin, chief of the Subject Cataloging Division of the Library of Congress, called attention to the fact that centralized classification, which we have considered to be desirable, has not made much headway.³ Moreover, a study of libraries which use the Library of Congress classification for arranging books reveals that in many instances the libraries fail to avail themselves of the numbers assigned by the Library of Congress.

The chasm between theoretical classification and practical classification and the inconsistency in the actions of libraries in regard to centralized services lead to an important question. What are we seeking in the arrangement of a scholarly library—or, more specifically, a university library?

In his article, "Belgian Scholars and Their Libraries," Douglas Waples,⁴ described the ideal library for scholars as one distinguished by three characteristics—convenience, adequacy, and suggestiveness. To a certain extent, it is to the third criterion, suggestiveness, that classification may be assumed to have some relation. In this connection, classification itself would be a passive agent of suggestiveness, whereas Waples proposes an active agent in a "staff of bibliographers who are competent to select titles of genuine worth in any given field beyond those asked for by scholars who are in the library." In other words, classification would be a means of bringing together the materials selected by this staff of bibliographers and would serve to suggest to users of the stacks a series of titles of which they had no knowledge. That this actually happens to some degree for certain faculty members who constantly use the stacks of university libraries is beyond question; it may not, however, be accepted as the way scholars commonly become acquainted with the literature in their special fields. Without doubt, systematic bibliographies and book lists are more effective methods of informing faculty members of additions to a particular library's collections.

³Haykin, David J., "Way to the Future: Cooperative and Centralized Cataloging," *College and Research Libraries*, 3 (1942), 156-162.

⁴*Library Quarterly*, 10 (1940), 235-236.

Faculty members, nevertheless, have been interested in the arrangement of materials in libraries. This is especially true when departmental libraries exist. The correct answer to the question of which item goes into a particular departmental library, on the basis of classification, may make the difference between accessibility and the unavailability of the item. Faculty members, in addition to taking an active part in classification problems of libraries by suggesting locations or demanding locations of specific titles, assisting in the compilation of special schedules and urging the use of a particular system, have come to recognize the limitations of applying a classification.

These limitations arise from (1) the lack of agreement among scholars in a field as to what is the most effective organization for the subject in question, and (2) the relative impracticality of keeping a classification up-to-date without considerable reclassification.

The late Ernest C. Richardson, writing in 1929, depicted the various aspects of the relationship between faculty members and the librarians at Princeton in the matter of classification as follows:

It [the Princeton system of classification] pushes the principle of consulting the preferences and habits of those who use the books to the ultimate by admitting the preferences of the department against the common usage, the judgment of the librarian, and even against logic, rhyme or reason. This is especially true in the classes of art and mathematics. Mathematics tried four classifications on the shelves. The last introduced into a special library of mathematics the great bulk of all books on mathematics in the library and arranged them in the famous system sponsored by the State Library at Albany—a strict systematic arrangement by authors on the shelves. Concession of technical library judgment to ‘practicality’ could go no further. As a matter of fact, the department was eager for it and willing to do the work of reclassification itself, and was very pleased with the working result. The art department had a new professor in the history of art who felt that, as he said, ‘we teach our art historically.’ The head of the department deferred to him and rearranged the schedules under architecture, sculpture, engraving, etc., so that the primary classes should be classical art, Christian art,

medieval, renaissance, etc. When the department was enlarged by special professors in sculpture, etc., the classification became impossible and the books have been very properly reclassified by the present administration.⁵

This is but one of many similar examples which can be cited to illustrate the approach of scholars to the problem of arranging books in university libraries. A consideration of faculty appraisals of the arrangement of materials by the Library of Congress system in libraries, by special subject fields, seems appropriate at this point. This is especially true in so far as university libraries are concerned, for changes in classification in these libraries have generally been to the Library of Congress system. In the following discussion, attention is given to such fields as Anthropology, Classical Literature, Education, English, Geography, Germanics, Mathematics, Political Science, Psychology, Sociology and Theology.

Anthropology.—The field of Anthropology obviously embraces not only specific volumes such as Haddon's *History of Anthropology*, but various other materials which find their way into classes other than GN (Anthropology) in the Library of Congress schedules. Hence, the following statement by a professor of anthropology should be considered from two points of view: (1) the variations which occur because of the nature of the subject, and (2) the variations which result from the degree of departmentalization of a university library.

I realized that no classification is perfect, but the grouping of the volumes useful to students of Anthropology is particularly bad. These volumes are scattered in various departmental libraries in part, but are also separated into two or more divisions in the stacks. This was not bad when both were on the same level, but now they are separated by several floors and from related materials, and a great deal of time is wasted.

Any segregation, however, would probably work to the disadvantage of other fields utilizing the same materials in part. The only solution I can see is separate reading rooms where anthropological volumes may be concentrated and consulted. This would save my time and the time of my students. At present I find it necessary to purchase many volumes in order to make use of them.

⁵Richardson, Ernest C., *Classification: Theoretical and Practical*. New York: Wilson, 1930, p. vi.

There can be no question that these statements describe situations which the thoughtful librarian might well try to remedy. The rearrangement of the materials in the stacks, for example, might be so altered that individuals interested in anthropology would be better served than they are under existing conditions. A librarian should be concerned when a faculty member, because of administrative details, needs to purchase his own materials. And it follows that if a faculty member is so handicapped, his students may meet similar difficulties in their use of materials.

Classical Literature.—In classical literature, librarians have a subject that apparently is well covered by the Library of Congress classification. The subject matter is relatively constant. As one professor of Greek wrote: "The problem of expansibility of the system of classification is not important in classical literature. Subsequent sequences in the Library of Congress classification are easy to identify."

Education.—While the 16 faculty members who voiced opinions on the results of arranging materials in Education by the Library of Congress system had no serious criticisms, the following comment is impressive:

A classification, to be satisfactory for scholarly purposes, must reflect the topical organization of the field as scholars view it. Until the scholars themselves have agreed on this topical organization, any classification for library purposes is certain to be unsatisfactory. In the field of education there is no agreement among scholars as to what the exact boundaries of the various topical fields should be, nor even agreement as to what the fields are.

The subject-matter of education, furthermore, is constantly shifting. A library classification is useful if it shelves together all the books that would be useful in a given course or by a given instructor. Any classification as now set up is unsatisfactory for this purpose, or will shortly become unsatisfactory, merely because the subject-matter is constantly being combined into new patterns. Thus the books that I want to consult for my purposes are scattered through almost all the classes of books as set up by the Library of Congress system. It would be just about as useful for me to have all the books on education shelved alphabetically by author as to have the present elaborate system of topical classification.

English.—Of particular satisfaction to members of the English departments of the universities was the bringing together of all works by an author under the Library of Congress arrangement. The Dewey decimal practice of dividing an author's works by form—poetry, drama, novels—apparently is not particularly suited for academic libraries, although in certain cases it might be helpful to students engaged in research. One faculty member's approach to materials in English was such that only a period classification would be satisfactory. He wrote: "My materials are scattered through so many fields that the only improvement that would satisfy me would be to throw out all the books written between the invention of printing and 1800 and put them in a separate section."

Geography.—The emphasis of the Library of Congress classification upon topical, rather than regional, arrangement for geographic materials has resulted in some dissatisfaction with the results of the application of the system. The following remarks suggest the nature of the geographers' attitude:

For twenty years I have argued without avail that all material should be shelved as well as cataloged regionally. Apparently no book is shelved regionally even if the arrangement is possible. From this statement you are right in considering that my answer is "No!" to your question regarding my satisfaction with the Library of Congress arrangement in geography.

* * *

My story is simple, perhaps too simple to be true. I want books and pamphlets, including master's theses and doctoral dissertations, grouped on the shelves regionally—all that can be sensibly so grouped. Perhaps my objections should not be directed at the Library of Congress classification, but the abuse of it by classifiers. As I understand the practice of the university library, nothing is shelved regionally that can be shelved topically. This is fine for the topicists, but bad for regionalists and geographers.

Here, indeed, is a problem for librarians. It should be apparent, as the criticism of the geographers indicate, that any change in the Library of Congress system of arranging geographic materials would work similar hardships for the non-geographers or for geographers not interested in a regional

arrangement. A study of a larger sampling of geographers might possibly reveal data that would be useful to a librarian who was contemplating reclassification of a large collection of geographic materials.⁶

Germanics.—Generally, the faculty members concerned with Germanics considered the Library of Congress classification satisfactory for arranging materials in their field. The following comment, however, may be worth noting because it touches the problem of close classification:

The only fault that I can find with the Library of Congress classification is the fine-drawn classification of dialects within a language. Thus, German dialects are divided and subdivided into (undefined) classes, so no one could follow the classification. Result: one or two books in an alphabetical sequence, and many errors of classification. One (or at most a very few alphabets) for the whole German dialect material would be much better—saving hundreds of hours and many mistakes to the classifiers, as well as making it easier to use.

Mathematics.—Mathematicians have found the Library of Congress schedules generally satisfactory. The following comment, however, is presented because it contains some thoughts regarding the impermanence of classifications and the scientist's reservation concerning his omniscience:

No classification can be made which would be completely satisfactory. Any one would need modification in time. Even the International Catalogue of Mathematical Literature, which was devised by authorized experts, is now imperfect because of the development of new fields whose significance was unsuspected at the time the Catalogue was made. The best classification, even in mathematics, is the one most widely known to scholars even if it is imperfect. A radical change in classification is tremendously inconvenient, and because scholars are not omniscient a new one will presently have faults quite as serious as the old one. I am strongly in favor of permanence with intelligent revisions and extension where necessary.

⁶Meyer, Alfred H., "A Geographic Classification of Geography Material Based upon the Dewey Classification," *Annals of the Association of American Geographers*, Vol. 38, Dec., 1947, No. 4, pp. 209-222.

One might substitute the subjects Chemistry, Physics, Geology, Biology, Medicine, and Zoology in the preceding paragraphs and have a summary statement of the attitudes of some faculty members in those particular fields. The biological and physical sciences, perhaps more so than the social sciences and the humanities, are changing fields, and systematic classifications which are relatively dormant or which have a limited basis for extension are not easily molded so that changes or new ideas may be shown. In the sciences, too, the reliance of specialists upon periodical literature is more marked than in other fields. As a result, book classification *per se* may disturb scientific and technical research workers somewhat less than it does other researchers. The following comment from a chemistry professor, however, is just as vehement as any we have:

The L.C. classification is probably all right in theory, but not in practice. This is particularly true in Chemistry. The schedules of the 1920's do not fit the developments in chemistry of today. A possible suggestion for the improvement of the schedules is to prepare such a system whereby a general or main chemistry classification is further broken down into a more detailed system. A library having two or three books on leather chemistry, therefore, might use the main heading. But a library on leather chemistry, having two or three thousand volumes, might well have a more detailed scheme. This should not be difficult to provide.

Departmental libraries overlap and cross lines of one another's interests. It would be a mistake, of course, to make a departmental library fit any arbitrary classification, such as that of L.C. It is also a mistake to expect to send a book to one library (because of its classification number) when it obviously belongs in another. At Michigan, for example, colloid chemistry and surface tension are treated as problems of physics; at Chicago, they are part of the Chemistry Department. The L.C. applied to both cases, of course would result in entirely different placement of the works.

It seems to me that something might be done about the chemistry classification, if the Library of Congress would form a joint committee in cooperation with the American Chemical Society, and together work out a suitable classification for research libraries. The classification might well be placed on cards, rather than crystallized in a bound volume, which is soon out of date.

Annual revisions might be sent to the libraries on the cards, and the old cards can be removed. Such revisions, done regularly, could not cause much hardship to the library. If affiliated with such workers as those who prepare the *Chemical Abstracts*, uniformity might be obtained.

Medicine.—Medical researchers have long been critical of the Dewey and the Library of Congress classifications for medical literature. In fact, the surveyors of the Army Medical Library in their 1944 report recommended the preparation of a modern scheme. A preliminary edition of the *Army Medical Library Classification: Medicine*, issued in 1948, departs widely from the basic arrangement of the Library of Congress schedules for pre-clinical sciences and medicine.

This is not the place to discuss at length the differences between these classifications, or to review in detail the internal structure of the Army Medical Library classification. It is perhaps worth noting, however, that the basis for the R system in the Library of Congress classification is anatomical, while the basis for the new W classification of the Army Medical Library is largely physiological. Thus, we have a real difference in approach.

Law.—Perhaps it is just as well at this point to call attention to another preliminary draft of a classification. This is *Classification, Class K, Law*, issued "as manuscript" by the Library of Congress in 1948. This system, prepared by Elizabeth V. Benyon of the University of Chicago Law Library, uses the Library of Congress pattern of arrangement. As you perhaps know, the Library of Congress has long delayed the issuance of a classification of its law material, and this system has been printed and distributed for the purpose of eliciting criticisms from law librarians and others. There has always been a difference of opinion among law librarians as to the need of classifying legal treatises. Current observations concerning the Benyon classification include criticisms of its limited attention to subject breakdowns and its failure to gather together many aspects of legal literature which are now strewn throughout the classes of the Library of Congress system. It is unlikely that the L.C. schedules will follow the Benyon schedules.

Political Science.—In Political Science, as in Education and Sociology, the problems of overlapping interests may be observed prominently. If a classifier follows closely the class number assignments of the Library of Congress, and disregards the desires of local faculty members, the results are likely to be of the type reflected in the following comments:

I am somewhat puzzled by the whole problem of classification, and am glad to have an opportunity to express myself. I can ordinarily find what I want in the card catalog—if we have it—without much trouble.

Ever so often, however, I get exasperated when I examine the selected list of acquisitions, issued by the library. Our funds for the purchase of new books are limited, hence our department orders few books outside the field of Political Science. Stray titles are likely to appear anywhere except under Music and Art.

I have been puzzled to know what system of classification is followed in these lists. If this is the result of the application of the Library of Congress classification, then "I'm ag'in it." Some titles, of course, cut across many of the several fields but nearly all of them relate more definitely to one field than to others. The department ordering the title should indicate the probable major interest in it. Of course, this is not an infallible guide, but in libraries with limited budgets it seems to me likely to be quite accurate.

A policy set up on the basis of faculty opinions concerning placement of individual titles would not be new in university libraries. It may be generalized that such a policy ordinarily breaks down after a period, even though the same faculty members may be involved. The ideas expressed by the above professor depict a local situation, but the implications are broader, since they strike at a fundamental limitation of book classification. The librarian is obligated to pay some heed to this problem, and to endeavor to solve it on the basis of satisfaction to most users, as well as to keep an eye directed toward probable use in the future.

Psychology.—In Psychology particularly one may observe how relationships between subjects change, as well as how newer conceptions of the content of a subject cannot be reflected in unchanging bibliographical classifications. The following comments provide some idea of the attitudes of psychologists toward the arrangement of the BF schedules in the L.C. system:

L.C. appears to be very uncertain about psychology as a major division and apparently goes out of its way to classify psychological books under other headings. Many books written by psychologists, used as texts in psychology courses and sufficiently technical that they are of little value to other than professional psychologists and students in the field are arranged under Education, Sociology, and Medicine, rather than under Psychology.

The situation is particularly bad with reference to the newer approaches to Psychology. Traditional treatments (now largely out of date) are usually given a psychology classification. Mental tests which are usable only by trained psychologists, for instance, are more frequently found under Education than in their proper location.

Another psychologist, much more inflamed about the inability of the Library of Congress classification to reveal modern breakdowns in the field of psychology, remarked that "It must have been done by a superannuated philosopher whose knowledge of psychology ceased to develop about 1870 or 1880." Omission of important aspects of the subject, poor organization between subjects, and the use of obsolete terminology—criticisms applied to the L.C. schedules for Psychology—are pitfalls which every classification is likely to meet. No mention has been made of the Dewey Decimal classification in regard to Psychology—the revisions which have been made by the Decimal Classification Section have not removed the basic inadequacies. Faculty members as a group prefer L.C., with its recognized limitations, to the cumbersome Dewey notation which has resulted from the revisions.

Theology.—"The word to describe the situation is 'execrable,' " wrote a professor of Church History in answer to the query regarding the satisfactoriness of the Library of Congress schedules for his particular subject. He commented further as follows:

Briefly I can only say that sections overlap and intersect each other so that classifiers who are not familiar with content get books in the wrong company. Even translations are found far from the originals. Moreover, the basis of the system seems to be illogical. . . . I believe that it ought to be possible for a librarian with brains, with expert advice from a broadly trained church historian, to work out a system of classification that would be

far better than any now existing. This would be an incalculable service to the study of Church History, and would speed up the tasks of research in this field.

Librarians, as well as faculty members, have not been entirely satisfied with the Library of Congress schedules for Theology. It is not surprising, therefore, that the Union Theological Seminary in New York classification and the Lynn classification have been used in a few instances by libraries instead of the L.C. schedules for theology, although the schedules of the national library have been used for all other classes in the same libraries.

This sampling of statements from faculty members in various subject fields has been given to show how individual instructors have regarded the Library of Congress system as applied to their special subjects. A review of the literature in professional library journals will reveal that there are still serious considerations given to the problems of organizing materials in libraries on the basis of modern developments. Suggested classifications have been proposed for meteorology, transportation, city planning, industrial relations, mathematics, physics, and geography. Large libraries, such as Yale, have been faced with the problem of reorganizing certain classes of materials—particularly language and literature and the old world history groups.

A recent letter from Mrs. Dorothy F. Livingston, chief of the Cataloging Department at Yale, reveals some interesting developments in these projects. She writes as follows:

In our modern language and literature classes we had a very awkward classification whereby a certain order was kept under each author simply by utilizing fixed numbers and trying to allow for material not in the library and possibly not yet published. For example, a certain period of German literature would be designated by Hkv, then a period followed by the initial letters of the author's name (e.g., Hkv.le for Lessing); following the "le" a block of numbers would be set aside for Lessing according to the amount of works he wrote. Within this block of numbers could come first the collected works arranged in the order of publication, then selections, then finally biography and criticism. The numbers used for these categories were purely arbitrary and it was left to the cataloger to guess as to the intervals to be allowed between each title added to the library. The system en-

tailed the entry into the shelf book of every title to assure its place in the scheme, a very laborious and time-consuming procedure. It was for the purpose of making the arrangement automatic and flexible and to do away with the shelf book that we began a system of notation for twentieth century authors a few years ago.

The system, which provides for a simple method of book numbers, apparently has enabled Yale to organize all its European literature classes more effectively than in the past. Similarly, a change was made in the organization of the materials in the old world history group, which had been arranged by fixed numbers.

Book classification should never be an obstacle to the use of materials. In 1947, when a survey was being made of the Cornell University Library, it was found that a system, also based on fixed numbers, actually was an obstacle between the user and the book. Not only was it exorbitantly expensive to classify a new title, but there was little coordination between related materials after the process was completed. Reclassification of the more confused sections, as well as the use of the Library of Congress classification for new titles, was therefore the only reasonable recommendation that the surveyors could make.

We might go on indefinitely describing the problems of some of the larger libraries which have tried to juggle Dewey to meet the problems created by the increase and complexity of materials now being acquired by libraries. The world war, with its increase in documentary materials further brought problems of organizing materials into libraries. The chemists and the physicists and the social scientists have become worried about the librarians' ability to control the great mass of literature which has descended upon libraries. Vannevar Bush and other scientists have indicated that library systems of organizing literature so that materials will be quickly available to users have not been successful.

SUMMARY

In so far as the individual library is concerned, it might be said that systematic classifications, such as those of the Library of Congress and Dewey, serve their purposes partially. But what about uniform organization of material throughout the world?

S. C. Bradford, the exponent of the Universal Decimal Classification, has been critical of existing classifications and of the situation which he describes as "documentary chaos." Bradford, of course, is concerned basically with the classification of the literature, rather than with books arranged on shelves. Since the latter procedure is limited by physical form, the problem is not solved. Classification on paper, without consideration of the limitations imposed by the form of books, fails to provide a solution to the general problem of arrangement if there is not agreement upon the terminology of a subject and upon the relationships among its subdivisions. It may be noted that the Universal Decimal Classification has not been considered effective by American librarians because of its long notation, its fine detail, and expense in application. In so far as universal acceptance of a uniform code of concepts is concerned, the outlook does not appear hopeful.

Clearly, the classifications in use now have been found to be unsatisfactory to many teachers and scholars, even though there is a rather general tendency to regard the Library of Congress scheme as the ultimate in this area. It is possible that libraries such as Yale have found the answer where individual collections are concerned. This approach calls for reorganization only when necessary to clarify a chaotic situation on the shelves. Perhaps an equally good and more generally applicable solution would be to seek agreement among scholars and research workers (i.e., faculty members) and then to incorporate the results into the schedules published by the Library of Congress, and into future revisions of the Dewey Decimal Classification. In short, classification schemes will not be satisfactory to the faculty member until he has been invited to participate in their creation, and until he has shown a genuine desire to contribute his knowledge to the growing problem of organizing library materials.

Library Lecture Number Two

THE LIBRARY IN THE GRADUATE PROGRAM OF INSTITUTIONS OF HIGHER EDUCATION IN THE SOUTHEAST

By LOUIS R. WILSON

*Library Lecture Number Two, University of Tennessee Library,
Knoxville, April 21, 1950*

Since 1940 American institutions of higher education have felt the sharp impact of new ideas and forces released by World War II. They have not only experienced a tremendous upsurge in enrollment due to the return of veterans, but they have felt the demand for training in subjects and areas that previously were only slightly emphasized or not provided for at all. One of these areas which has felt such a demand is that for training in the fields of advanced graduate and professional study and research.

I have been asked to discuss the implications of this demand upon the libraries of institutions of higher education in the Southeast.

What is the place of the library in the advancing graduate program of the institutions of higher education in the Southeast? In this paper I shall attempt to sketch, in rather broad outline, the answer to this question. I have in mind particularly the libraries of the teachers and land-grant colleges and the universities and professional schools in the region that are concerned with the training of teachers and scholars in school and academic subjects and experts in the professions and in the fields of agriculture, engineering, and various industries.

The answer to this question is important today because the demand for such training is not imaginary. It is very real as several facts will show.

The whole field of graduate instruction in the South has been subjected to increasing study during the past 25 years. Within the decade of the 1940's this study has become intensive. The Conference of Deans of Southern Graduate Schools set up standards for the master's and doctor's degrees in 1935 and 1947 respectively. Three notable studies of graduate problems were published in the decade, namely, *The Development of Library Resources and Graduate Work in the Cooperative University*

Centers of the South, by Davidson and Kuhlman, in 1944, and *Higher Education in the South*, by the Committee on Work Conferences on Higher Education of the Southern Association of Colleges and Secondary Schools, and *Graduate Work in the South*, by Mary Bynum Pierson, both in 1947. These publications emphasized the importance of graduate training, showed the region's lack of graduate personnel and facilities, and set up objectives for higher attainment in the future.

Three other important developments in graduate and professional study have taken place which mark significant advances in the field. They are the development of university centers in four areas of the Southeast; the decision of the Gaines Case by the U. S. Supreme Court in 1938 focusing attention upon graduate and professional education for Negroes; and the organization of the Board of Control for Regional Education in the South in 1949. During the quarter century 1925-50 cooperative arrangements among the universities and colleges of Chapel Hill-Durham, Athens-Atlanta, Nashville, and New Orleans were perfected which made possible graduate work more soundly based than previously especially through the cooperative provision of library resources, union catalogs, and other library facilities and apparatus. The Board of Control for Regional Education in the South is coming to grips realistically with the problem of providing graduate and professional training for both whites and Negroes through regional support which cannot be provided through the individual effort of institutions. And since the decision of the Gaines case requiring states to provide equal educational facilities for whites and Negroes, southern legislatures, educational foundations, the Conference of Deans of Southern Graduate Schools, and Negro educators have cooperated in projecting graduate programs for Negro students.

The most convincing evidence, however, has been the growth in number of students seeking graduate and professional training. In 1936, 5,521 graduate students were enrolled in the institutions in the states embraced in the Conference of Deans of Southern Graduate Schools. In 1944, when enrollment reached its lowest point in the war, the number dropped to 2,121. But in 1949 it had climbed to 22,090, including Negro institutions, with the enrollment in summer sessions in 1949 for both races reaching a total of 31,451.

RESEARCH ORGANIZATIONS HAVE EMPHASIZED NEED

Demand for increased graduate and professional training at higher levels has come from another quarter. Today the idea of research is more firmly established in the region than formerly, and institutions are adding to their personnel and facilities in order that they may supply an adequate number of research workers to man the institutions, laboratories, and industries of the region.

Within the institutions themselves this movement has resulted in the establishment of a number of research institutes some of which have achieved records of distinction. Two notable examples are the Institute for Research in Social Science at the University of North Carolina, and the Southern Regional Training Program in Public Administration at the University of Alabama, with which the Universities of Kentucky, Georgia, and Tennessee are associated. In 1948 the Southern Association of Science and Industry, established in the early 1940's, listed in its monograph, *Research in Southern Regional Development*, the following separate research agencies in Southern colleges and universities: 13 in agriculture, 15 in engineering, 25 in natural science and medicine, 8 in social science, 11 in government and public administration, 12 in education, and 14 in other unclassified fields. And in the humanities the Carnegie Foundation for the Advancement of Teaching and several of the national associations have stimulated research through grants-in-aid and through the establishment of regional divisions of their organizations. The Carnegie Foundation made a grant in 1947 to four university centers for a five-year period. Each center associated with itself four colleges, the funds from the Foundation and institutions totaling \$180,000 annually. The American Council of Learned Societies has assisted the Southern Humanities Conference, organized in 1947, in the promotion of research in humanistic fields.

Research in industry incident to World War II has also focused attention on the importance of graduate facilities. The organization of the Southern Association of Science and Industry and its monographs on research, forestry, and industry have made clear the impressive role research is to play in the region. In 1945 the University of North Carolina contributed to this same end by holding a three-day symposium on various aspects of research;

the papers presented before the symposium were published in *Research and Regional Welfare*. The Southeastern Research Institute began the publication of its *Journal* in 1949, and industrialists generally have associated themselves directly or through a considerable number of newly established foundations with the land-grant colleges and universities through which they have provided funds for research professorships, research assistantships, and fellowships and scholarships for the training of experts and research workers in agriculture, business administration, ceramics, chemical engineering, dairying, insurance, textiles, and other subjects. The amounts of money and interest derived from these sources are considerable, and personnel, laboratory equipment, and library resources are being added accordingly.

GOVERNMENTAL AGENCIES HAVE PROMOTED GRADUATE STUDY

The federal government has also greatly increased and intensified its program of research in various fields in the South. The experiment stations of the land-grant colleges and special laboratories of the U. S. Department of Agriculture have undertaken the solution of many problems in the various branches of agriculture and forestry; and the U. S. Public Health Service has promoted an extensive program of professional study, including fellowships for study and research in the field of public health and public health education. At the University of North Carolina, which has been designated as the center for the Southeast, a total of 1,300 fellowships have been furnished in the past 10 years for graduate training for sanitary engineers, public health educators, nurses, and doctors. They have been provided by a wide variety of organizations, such as state departments of public health, the U. S. Public Health Service, and the Kellogg and Rockefeller Foundations, and the Commonwealth Fund.

Of even greater importance, possibly, is the influence that the Oak Ridge Institute of Nuclear Studies and the Tennessee Valley Authority—the two greatest research laboratories developed in any country—have exerted in centering attention upon research as a means of tremendously increasing the wealth and well-being of the citizenry of the region and the future of mankind generally. The Institute of Nuclear Studies has worked out a cooperative program of training and research for prospective scholars and

research workers. Fourteen higher institutions have been included in the program and unusually well qualified students from them are enabled to go to Oak Ridge and work under the direction of some of the most notable scientists of the world. The special laboratories and other facilities of the Institute are available to the fellows, and training of the most specialized kind is provided. The fellows also have the opportunity of consulting with the faculties of their own institutions and using their laboratories and facilities. The Tennessee Valley Authority has from its beginning in 1933 carried on a vast program of experimentation and research. It has tied this program in closely with the land-grant colleges and universities with the result that research has been stimulated on every campus it has touched.

THE STATUS OF LIBRARIES HAS BEEN CLARIFIED

Not only has the tempo of graduate study and research in the region been stepped up; the understanding of the status of libraries and of their role in higher education has also been clarified. The region knows far better than it ever did before what the condition of its libraries is and what it must do to make them more effective educational instruments. This is evidenced in a number of ways.

First of all, more is known of their actual status as compared with that of the libraries of institutions in other parts of the country. This knowledge has been gained from extensive surveys of the libraries of individual land-grant colleges and universities in the region and the general survey of libraries of the Southeast carried out under the direction of the Tennessee Valley Library Council. Through these surveys a number of significant facts concerning the libraries have been revealed. No university library in the region, for example, contained in 1946-47 as many as one million volumes, although there are 12 universities within the nation having collections of more than one million volumes, with one exceeding five million. No university library in the region added more than 27,698 volumes or subscribed for more than 3,558 periodicals in 1946-47, whereas there were 10 university libraries in the United States that added from 50,000 to 128,000 volumes in 1948-49 and received thousands of journals and transactions of learned societies through subscription and exchange. In 1938 in the survey of the University of Georgia Library, the library of

the first chartered state university in America, it was found that in the entire course of its history it had built up a collection of only 117,808 volumes. At the same time it was shown that Harvard, in the decade 1928-39, had added an average of 117,810 volumes for each of the ten years, or two more per year than Georgia had added in its entire history! And the University of California Library regularly receives 18,000 periodicals of which 6,956 are exchanges.

Of even greater concern to it, the region has discovered that it does not possess many of the publications that are absolutely essential to basic work in the sciences, particularly for the land-grant institutions, and that it is confronted with great difficulty in securing them on account of their rarity even if funds were available for their purchase. Plans for determining the exact nature of present collections and additional materials required for the proper support of graduate study and research at the doctoral level are now being formulated on an institutional and regional basis.

The region has also been impressed with the relationship which exists on the one hand between the total number of volumes held by libraries and the amount spent annually for current materials, and, on the other, the number of fields in which universities and land-grant colleges can successfully carry on work leading to the doctorate or to advanced professional degrees. It is a significant fact that institutions with libraries having one million volumes or more and spending over \$150,000 annually for books and periodicals, usually award the doctorate in from 20 to 30 fields, whereas those that have only 500,000 volumes or less and spend \$100,000 or less annually for materials usually award the doctorate in less than 15 fields. In 1948-49, 17 institutions outside the region spent from \$150,000 to \$457,330 for books and periodicals, whereas only five in the Southeast spent from \$100,000 to \$140,000. As a matter of fact, from 1944-45 to 1947-48, only eight institutions in the region awarded a total of 296 doctorates. In four of the nine states no doctorates were awarded for the four-year period.

This relationship between size of libraries and number of fields in which the doctorate is awarded should not be labored. But it is obvious that the libraries of the universities, land-grant col-

leges, and professional schools of the region constitute a serious brake on graduate study. This is a situation which the Southern Association and the Conference of Deans of Southern Graduate Schools have considered, and with which the Commission on Graduate Study of the Board of Control for Regional Education in the South was confronted at its meeting at Savannah last October, and about which the Board is now doing some constructive thinking. In the humanities, the social sciences, the physical and biological sciences, and the professional fields and industry, the Southeast's lack of library resources stands as a road block, second only to the lack of graduate personnel, to the most successful prosecution of graduate study. It is a block which must be removed.

The functions of the university library have likewise become clearer. The library is not an end in itself, but it finds the reasons for its support in promoting the purposes of the college or university.

Sometimes it is important to remind ourselves what the functions of the college and university are, particularly of those institutions which are concerned with the development of graduate programs. As I understand them, they are five:

1. The first function of the university is the conservation of knowledge. This is basic. The university, therefore, must possess the essential knowledge and ideas of the past as they have been set down in books and journals. This function of the university imposes upon the libraries the obligation of securing such materials as have been found to be of the greatest importance in the past and to secure from the stream of current publications those materials that are likewise essential in the study of the fields embraced by the institution in carrying out its program. It also imposes upon the library the obligation to facilitate the cooperative activities of libraries which contribute to furthering these two ends, but which the library could not achieve through its efforts single-handed.

2. The second function of the university is teaching. The university shares with the college the duty of revitalizing the best that men have discovered and of transmitting it through teaching to the oncoming generation. The library participates in this activity by making library materials available through library catalogs, indexes, and other library apparatus, by the organization

of its resources in appropriate reading rooms, studies, and carrels, and by the assistance of an expert library staff.

3. The third function is research. This is the function of the university that differentiates it from the college. The university must discover new knowledge and present former ideas in new combinations that will insure their being understood under new conditions. The university also serves as the principal trainer of research workers for all fields. The role of the library becomes particularly important at this point, since the first step in undertaking any investigation is to discover through indexes and bibliographies what has been written upon the subject. The great tragedy for the Southeast has been that it has lacked the personnel and library facilities essential for this training and the funds for research assistantships, fellowships, and scholarships to insure the training of the experts required for its well-rounded development.

4. Publication and interpretation of the findings of research supplement the function of teaching. They, too, have not been sufficiently developed in the region and await further cultivation. The whole program of research-use-education is based upon these functions. The establishment of university presses, of university studies, and of various institutes for research in the past quarter century has contributed to this end, but the results of research have barely begun to find their way into the curricula of the schools and colleges of the Southeast much less into the daily living of the region's citizenry. At this point the aid of the library at all levels of education is tremendously important since it should furnish one of the principal channels through which such publications and findings should reach their intended users.

5. Extension and public service have come to be recognized as the proper function of all land-grant colleges and state-supported universities. These institutions have become a kind of fourth arm of government. Through their staffs, their experiment stations, their extension services, both agricultural and general, they serve the entire public, not in order to secure a kind of protective insurance for themselves, but to improve and enrich the heritage of all the citizenry. The library should serve as the principal distributing agency through which materials to support such public service can most effectively be provided.

HOW ARE THE LIBRARIES TO PERFORM THESE FUNCTIONS EFFECTIVELY

This is the situation which confronts the libraries of the institutions of higher education in the Southeast today. The remainder of this paper will be devoted to answering the question: How are the libraries of the region to perform their functions most effectively in the developing graduate programs of these institutions?

During my experience of nearly 50 years as a librarian or teacher dealing with the subject of university libraries, I have frequently been called in as a surveyor to discover from what disorders certain libraries have been suffering and to prescribe for their restoration to sound health and effective performance. As a result I have discovered that there are certain requirements which the institution and the library must meet to enable the library to perform its functions properly in building up its collections and serving its patrons effectively at the graduate level. Five of these requirements or prescriptions are as follows:

1. The first is that the institution must have a well-defined policy concerning the administration and support of the library. Curiously enough, in spite of its great importance, this requirement is frequently not recognized. Beginning with the university administration, the policy should be thoroughly understood by the entire institution and it should be complied with at all times. Such a policy defines what constitutes the library, who is responsible for its direction and administration, what support it shall receive, and how it may be kept in the full stream of development in carrying out the institution's program of instruction, research, and extension. This calls for full understanding of the relations which exist between the administration of the institution and the administration of the library, the function of the faculty committee on the library, the teamwork of the library and the faculty committees on curriculum, graduate study, and publication, and all that relates to the steady maintenance and support of a library program that is designed to serve every university interest.

2. The second requirement is that the library must possess or must be able to secure library materials necessary in achieving the objectives of the institution.

It is at this point that the libraries of the region exhibit their greatest weakness. They do not have the accumulated resources, and they are not adding materials both old and new at a sufficiently rapid rate to make up their deficiencies. The most sustained program of acquisition in the region has been that of the library of Duke University, which has increased the number of its volumes from 72,000 at the end of 1924, when Trinity College became the present University, to 960,859 in 1948-49—a gain of 888,859 volumes in 25 years, or an average of 35,547 volumes per year. In 1948-49 the libraries of the Universities of Alabama, Florida, Virginia, and Miami University, in addition to Duke, added between 31,000 and 37,000 volumes. But they were late in beginning such comparatively extensive acquisitions and they will have to maintain or increase this rate to measure up fully to the requirements that may reasonably be made of them. The libraries of Emory, Kentucky, North Carolina, and Tennessee, and the Joint Libraries at Nashville added between 20,000 and 30,000 in 1948-49. At this rate it will require from 15 to 20 years to build up to the million mark, and in the meantime the distance between their acquisition and that of other major libraries will be still further increased.

This is the situation concerning the holdings of university libraries. Libraries of other types of Southern institutions show even more limited holdings and slower acquisition rates. The total number of volumes held by the separate land-grant colleges and the Georgia School of Technology ranged from a high of 139,346 held by Alabama Polytechnic Institute to a low of 102,419 at North Carolina State, with additions for 1948-49 ranging from 10,193 at Alabama Polytechnic Institute to 4,864 at Mississippi State. For 1947-48 the largest collections for institutions for Negroes were held by Atlanta and Fisk Universities and Tuskegee Institute, with from 100,186 at Atlanta to 85,000 at Tuskegee, and the volumes added for these institutions ranged from 2,964 at Atlanta to 5,000 at Tuskegee. The largest single addition by any Negro institution in the region was 5,502 at Virginia State.

The number of journals, newspapers, proceedings of learned societies, documents, films, maps, and recordings is not specifically indicated in these statistics but such materials are essential if a sustained graduate program is to be carried out. Obviously

they have not been added in quantities sufficiently large to maintain such a program adequately.

At this point the question may be asked: How is a library to proceed in building up its materials so that the graduate program can be properly supported?

The answer is not far to seek. During World War II we became familiar with the idea of priorities. Materials were allocated for purposes for which they were most needed. The institutions and their libraries must likewise decide what subject or subjects shall receive attention first. This answer must be made by the administration, by the graduate school and professional departments, and by the library, and must be consciously supported by all combined. This constitutes one of the principal features of the library policy mentioned above. At Cornell University such a policy was steadily maintained by the Library Board, of which the President of the University and the Librarian were members, from its very beginning, and to its steadfastness of purpose is attributed the building up of one of the most substantial collections for the support of exacting graduate work to be found in the country. While there were other phases of the administration of the library that were not effectively handled, there was seldom a meeting of the Board at which it did not allocate funds for materials held to be fundamentally essential to graduate and professional work.

At North Carolina this procedure was decided on as early as 1905. The first two subjects chosen for support at the doctoral level were English language and literature and chemistry. Back files of essential journals and transactions of learned societies and standard reference and bibliographical apparatus were secured; and subscriptions for current periodicals were placed. *Studies in Philology* was established by the Philological Club and the Graduate School, files of which were offered in exchange for publications of other learned societies in the fields of language and literature. In the case of chemistry, *The Journal of the Elisha Mitchell Scientific Society* was exchanged for the transactions of scientific societies, back files of fundamental sets were secured, and subscriptions for important continuations were placed.

Later the same procedure was followed in the case of the Germanic and Romance languages and literatures and of the bio-

logical sciences. In the latter, two subjects were selected, sponges in zoology, and fungi in botany. These specializations were well established before other aspects of the two fields were considered.

In the field of Southern history, and later in sociology, when the Institute for Research in Social Science and *Social Forces* were established, similar methods were employed. In both instances a journal was utilized in securing exchanges, and the already-established collection of printed materials concerning the history of the South, slavery, and the Confederacy was considerably extended. In addition, there was organized a comprehensive program of collecting historical manuscripts concerning the South and this program has been continued until the collection now contains more than 2,000,000 manuscripts.

This pattern, or one somewhat similar to it, has been followed by other institutions which now offer the doctorate. Duke has supplemented the pattern by buying *en bloc* a number of the private libraries of distinguished scholars. Recently it announced the acquisition of the famous Mazzoni library of Italian literature, consisting of 23,000 volumes and 70,000 pamphlets. It has also cooperated with the Library of the University of North Carolina in building up its collection of state documents and its publications in the fields of Hispanic American history and literature. In both instances each institution has assumed responsibility for securing documents and publications from specific states and countries, thereby insuring greater resources for scholars in both institutions. Virginia has added to the pattern through its cooperation with other libraries of the State and the State Library in preserving local newspapers and in organizing and making available the archives of the cities, counties, and industries of the State. In the Atlanta-Athens and Nashville areas the libraries have collaborated in developing bibliographical apparatus for scholarly use.

Underlying and supporting this kind of program, it is necessary for the library to establish an acquisition department to which responsibility is assigned for handling the acquisition of books, periodicals, serials, gifts, and exchanges and for utilizing the library staff and the library representatives of every department, school, and institute of the institution in the constant search for essential materials.

The necessity for employing such procedures, however, has only within the past decade been fully realized by a number of universities, land-grant colleges, and technological institutes in the region. In fact, it may be going too far to say that such recognition has been general. Nevertheless, such procedures must be followed at the master's degree level, and they need to be applied by every library that is being called upon to support graduate, professional, and technical work beyond the level of the first professional degrees.

3. The third requirement the university must meet in integrating the library in the program of teaching, research, and extension is to staff the library with personnel in greater number and with more extensive education, both general and professional, than has been characteristic of the library staffs of the region in the past. To achieve these objectives several steps will have to be taken. The director of libraries will have to be able to participate with the principal administrators of the university in formulating the administrative and educational policies of the institution. Otherwise the library cannot be effectively integrated in the institutional program. The librarian will also have to be a skilled administrator of the libraries under his control. The members of the library staff will have to be able not only to carry out skillfully the purely technical details of administration, but they should also be able, through their special knowledge of subjects and familiarity with reference and bibliographical materials, to provide expert assistance for graduate students and members of the faculty and research staffs in carrying on their work. The expert reference librarian, the bibliographer, the subject-librarian specialist in charge of special collections, and the translator of important publications in foreign languages will have to be employed far more frequently in the libraries of the region if the libraries are to play their full part in support of the graduate program.

4. The fourth requirement is that the libraries of the region must cooperate with other libraries and organizations in providing essential materials and services. The value of this kind of cooperation has been splendidly demonstrated in the university centers of the South and in the survey of the libraries of the Southeast. The principle is especially applicable to other cooperative enterprises such as the description of library resources

in the region to be undertaken by the Board of Control of Regional Education in the South, the preparation of union lists and bibliographical aids, the provision of photographic reproduction laboratories, and the designation of rare materials for the acquisition of which given libraries will hold themselves responsible, in order that library funds may be applied in securing for scholarly use the maximum amount of materials and services. The record of achievement of such cooperation by Southern libraries has been notable and has demonstrated convincingly the benefits that may be derived from it.

5. The fifth requirement which the university must meet is to provide funds sufficient in amount to secure these essential materials and services. Although this is implicit in what has already been said, it is stated here explicitly because it is fundamental. Two examples of what constitutes proper support may be given by way of illustration. The first is negative. It is that these goals cannot be attained by complying with the standards of the Southern Association of Colleges and Secondary Schools for the support of libraries of different types of institutions. According to these standards four-year colleges must have book collections adequate to support the curricula offered, and they must spend \$10.00 per student for books and salaries. After December, 1950, it must be \$15.00. University libraries must take the same expenditure as the libraries of the four-year colleges, except that when graduate courses are offered it is stated that the per student expenditure should be greater. Yet in the very nature of things universities must offer graduate and advanced professional degrees in a much greater number of subjects than are taught in the four-year colleges. Obviously adequate library materials and services cannot be provided with so little support. In fact the universities have by and large considerably exceeded this requirement. In 1946-47 they spent as a group five per cent of their total educational budgets for library purposes, and 269 of the colleges and universities of the region spent \$4,901,355, or \$18.73 per student. In 1948-49 21 four-year colleges and universities for whites in North Carolina spent \$1,109,041, or \$33.74 per student for library purposes. The University of North Carolina and Duke University spent \$40.59 and \$68.08 per student respectively. Expenditures of this character must of necessity require more than five per cent of the educational budget. In fact, it will be impossible for the institu-

tions of the region contemplating graduate work upon a firm basis to build up and maintain library resources and services required unless they spend between \$25.00 and \$50.00 per student or from five to 10 per cent of their educational funds. This is a situation that should receive particular consideration by the separate land-grant colleges and technological schools of the region, which, during 1946-47, spent only 2.3 per cent for library purposes. Institutions for Negroes likewise are confronted with a similar situation in that their present collections are relatively small. Materials for the support of graduate work have been secured by them for only a comparatively short time, and their income is more dependent upon gifts and endowments.

The second example is positive. It is that of Duke University. As indicated earlier, it is nearing the million volume mark and it continues to buy important collections *en bloc*, the unusually extensive Mazzoni library being the most recent collection of this character to be acquired. Instead of five university libraries in the Southeast spending \$100,000 a year for books and periodicals, there should be a dozen. Income from endowments, institutional and legislative appropriations, and gifts of money and materials from individuals and friends of library organizations should be available in such amount if the region is to have the kind of libraries required for sound graduate study and research.

The five requirements I have presented are not all that must be met in bringing the libraries up to the proper support of a sound program of graduate performance. There must be adequate space in properly designed buildings to accommodate the library clientele—reading rooms, reference rooms, periodical rooms, carrells, studies, and special rooms for reading films and using other special materials. The buildings and recent additions at Charlottesville, Chapel Hill, Durham, Nashville, and Gainesville illustrate the scale on which these must be provided. Library materials must be organized and serviced in accord with essential administrative and technical detail. But if the universities and libraries formulate sound policies, if they make available fundamental materials in greater abundance, if they increase considerably their annual expenditures and the effectiveness of their staff, they can place the graduate, professional, and technical training of the region on a sound graduate basis from which the region and the nation will greatly profit.

Library Lecture Number Three

THE LIBRARY'S FUNCTION IN EDUCATION

By JOHN E. BURCHARD

*Library Lecture Number Three, University of Tennessee Library,
Knoxville, June 3, 1950*

Johannes Antonius di Johannes Ambrosius de Bolate, a disciple, recorded a precept of Leonardo da Vinci as follows:

He who suffers time to slip away and does not grow in virtue the more one thinks about him the sadder one becomes.¹

This is my text.

Although there may in fact never have been a universal man, there are certainly no universal men today. The model of universality is that great artist, physicist, engineer, inventor and teacher of the Renaissance, Leonardo da Vinci. Who today may claim even a fragment of his mantle? Surely no artist, poet, or humanist, for such men are usually formally ignorant of science; but equally surely no scientist may. A few men of science, a very few, are able from their reading and observation to make remarks about art or literature, philosophy or history, and sometimes these remarks have some wisdom. But at their best they are but intelligent remarks. Einstein's fiddle is of significance to Einstein but not to music. Physicist-painters paint like physicists or doctors or lawyers and not so well as some prime ministers—and none of them paint like Leonardo. To be genuinely creative in disparate fields seems to have become an impossibility. There are, I repeat, no universal men today; nor are there likely to be.

This fact seems primary in determining the mission of the library in higher education. We live in a world in which increasing specialization is essential but in which, since we are not producing Leonardos, the communication between specialists is becoming more and more labored. Despite all the clarion calls to integrated education we are not integrating very rapidly. It is reasonably clear that we are going to have to solve this problem soon or our specialization will turn out to have been useless—or worse.

¹Leonardo da Vinci, *Notebooks*. Arranged, Rendered into English and Introduced by Edward MacCurdy. New York: Reynal and Hitchcock, 1938, Vol. I, p. 91.

If I did not believe that the library could be a principal operator in advancing intercommunication, I should not be sanguine as to the importance of its ultimate role. We might as well face the fact that libraries have not always been essential to human progress. It is conventional to agree with Thomas Carlyle's description of the Hero as a man of letters, and with his famous phrase, "The true University of these days is a Collection of Books."² But to many kinds of creative people this is only a conventional agreement.

Indeed, demurrers to the statement had been entered long before it was made. Leonardo himself in his "Proem" tells us:

I am fully aware that the fact of my not being a man of letters may cause certain arrogant persons to think that they may with reason censure me, alleging that I am a man ignorant of book-learning. Foolish folk! Do they not know that I might retort by saying, as did Marius to the Roman Patricians: 'They who themselves go about adorned in the labour of others will not permit me my own'? They will say that because of my lack of book-learning, I cannot properly express what I desire to treat of. Do they not know that my subjects require for their exposition experience rather than the words of others? And since experience has been the mistress of whoever has written well, I take her as my mistress, and to her in all points make my appeal.³

The artist who is a genius had better not, and in fact will not, read many books about art. The first-class writer will simply be destroyed if he pays much attention to his critics, and especially if he tries to please them. Very few important pieces of art or literature have been tailored out of whole cloth or built on vicarious experience.

But I take it the mission of the university has little to do with men of genius and much to do with men who are just a little short of this. Since the almost-genius is not in any way universal, the recorded experience of others may be of use to him, especially in fields other than his own. But under the august banner of scholarship the library is in point of fact pandering to these men

²Carlyle, Thomas, "On Heroes and Hero-Worship," *Works*. Centenary edition, Vol. V. New York: Scribners, 1901, p. 162.

³*Op. cit.*, p. 61.

specifically in their own fields and doing almost nothing about the cross-communication. I suggest that the time has arrived when we must reverse this emphasis.

Permit me now to offer a definition of "higher" education without trying to say higher than what. I shall define it by stating the objectives of such an education. These are stated, on the average, about once a week in some journal of education and, save at the boundaries of nationalism or ideology, the definitions are remarkably alike. I do not assert that mine are better nor admit that they are worse.

I take these objectives to be:

1. To arouse a continuing and burning curiosity;
2. To suggest the tools which will help to satisfy the curiosity;
3. To establish the notion that personal activities are inconsequential save as they affect others;
4. To develop a sense of morality so that these effects will be aimed in favor of humanity and not against it;
5. To create the beginning of a sense of the first-rate so that what is favorable to humanity may be reasonably clear;
6. To provide some particular skill so that the man or woman may in fact hit the target suggested in the above. This last is specialized or professional or vocational education.

Nothing less than all of these can really be called the objectives of a higher education.

The only objective which is fairly straightforward to attain is that of professional competence. It must not be scorned because it is relatively easy. The time is long since past when one could argue convincingly against specialization. It is essential for the survival of our present complex society; and it will become still more important, not less so. But it is still only half of the necessity, and not the more important half. Left to themselves the amoral ministrations of mere specialists will but lead us to the abyss or, as Jacques Maritain has put it, to "a general domination of materialism and a general enslavement of the human person. Then truth and the high requirements of art and

poetry, science and philosophy, religion and spirituality, would continue to be served but in the catacombs of human history, and under the conditions of a suffering diaspora.”⁴

How to get at the more difficult parts is not easy to say. Curiosity may or may not be exclusively genetic but it is, in any event, rare. Assiduity as a natural trait is even rarer, indeed so rare that it will usually command a premium price almost regardless of what one is assiduous about; for example, hitting a little ball into a cup or a larger one over a fence. Selflessness and humility are all but non-human virtues—they are not exclusive to or universal in any field of man’s thought. The adoption of a positive morality is also uncommon.

It is possible to believe that curiosity may be whetted, that tenacious labor may be encouraged, and that at least the semblances of modesty may be displayed. What of the morality?

Now certainly there is all the morality one needs in the books. The simple principles can be found in all the tongues and with all the gambits, and so far as reading is concerned it is mostly a matter of choosing the form that hits one hardest. But reading alone will not do the trick. Epicurus wrote, “It is not possible to live pleasantly without living prudently and honourably and justly, nor again to live a life of prudence, honour, and justice without living pleasantly.”⁵ But many a man steeped in these words has failed to live prudently, honorably and justly.

The largest single problem for modern education involves morality. It is less a matter of seeing to it that people are not immoral than it is of seeing to it that they are not amoral. We spend a great deal of time reading Kinsey reports and worrying about what we consider to be the immorality revealed and very little in worrying about the amorality of science and of art and of scholarship in general; an amorality which is reflected, I am afraid, in politics, too, and not only in the camps of the enemy.

⁴Burchard, John E. (ed.), *Mid-Century: The Social Implications of Scientific Progress*. Boston: The Technology Press; New York: Wiley, 1950, p. 225.

⁵Epicurus—The Extant Remains of the Greek Text translated by Cyril Bailey with an introduction by Irwin Edman. New York: The Limited Editions Club, 1947—translation reprinted by permission of The Oxford University Press, “Principal Doctrines,” p. 141.

I suggest that this is the principal task which confronts higher education. I do not want to suggest that the library can make more than a modest contribution to the work, but it can do that if it is conscious of the task and anxious to do something about it; and, modest as the share may be, it is the most important thing in the library's mission.

But before the library can do anything about it we shall have to be more critical of those whom we regard as qualified for "higher education." If one has watched several student generations of rather carefully selected students, he cannot believe that all young Americans have equal ability, or that all are in any way qualified for a "higher education." To insist on such a program, as it appears to me the President's Commission did, is not to ask for higher education for all who can profit by it, but rather to ask for lower education for all who demand it. There is a substantial difference in these two ideas. To assert that there are many young Americans who are not qualified to embrace the highest education is not to say that they shall not receive education up to their capacity nor that they will fail to be useful and happy citizens. But it does suggest that we should not fool ourselves that they can be lifted up by fiat. Just as they have a right to an education equal to their capacities, so they have no right to stand in the way of the education of those with higher capacities. With liberty there is also responsibility. There are duties as well as rights. And I think there is little doubt that the capacity and desires of the average establish our standard of secondary-school and to a considerable extent of university education. Thus they drive a peg and determine a tether which definitely limits the grazing radius of the superior. More selectivity is required.

The selectivity must of course be independent of the economic or geographic or racial circumstances of the individuals involved. But this is a two-way selectivity and in the determination not to be guilty of discrimination we must not fall into the opposite trap of penalizing the fittest. Also we should not rely entirely upon intelligence co-efficients. We can ask that those who are allowed to pursue higher education shall really have intellectual and moral and human characteristics which make them a good choice for the heavy wager we lay on them.

I believe this to be democracy in education. To argue that people are born equal was of course never plausible except on the crudest terms. People are in fact born remarkably unequal. To expect that the products of what I have described as higher education shall not be superior on the whole to those who have not been qualified to partake of it, or have not availed themselves of the opportunity for which they were qualified, is plain hypocrisy.

To believe that in the world of today these products will not supply most of the leadership in science and engineering and political science and the communication of ideas, and possibly even in the creative arts, is carrying democracy to a point which could destroy democracy. Everyone in a democratic world is entitled to the same chance at grabbing a seat in a subway car but not to the same chance to direct human affairs, capacity for which should be measured in a different way than the need to sit down. This is a lesson we are taking a long time to learn in America, and some of the current antics of a few people in Washington simply cartoon the point. Here at times mediocrity compounds with bigotry against the national interest, in a strangely non-partisan way. If we do not learn this lesson, we can reconcile ourselves to a continuation in the decline of standards in secondary education and then of course in university education; more and more people will be able to read some kind of words without pain but the kind of words they are prepared to read would give pain to any of Carlyle's Heroes. I take it that it is all right for me to think for a while of higher education in these higher terms.

Really, all this is by way of simplifying the problem of this paper because I can now assert that if the library can carry its part in this task, its problems at lower levels will appear simple indeed. The collections on midwifery and fly-tying can on this basis be neglected.

The job of the library in an institution of higher learning which means to live up to the title it has so cavalierly assumed is, then, twofold:

1. It must serve the adult scholarship of the institution up to some point of diminishing returns.
2. It must provide for the young undergraduates some-

thing that many of them have either never had or some may have lost, a sense of the first-rate in the ideas which men have been communicating to men for several thousand years now.

The first of these jobs is by far the easier. It is axiomatic that the sense of the first-rate will not be developed in students' minds through the minds of faculty members which are themselves second-rate. It is further axiomatic that first-rate minds are hardly contented with letting all the creative work be done by someone else. Hence the faculty will have to contain more than critics. And this means that they will be productive scholars of one sort or another, or creative artists, musicians or writers. I mean creative in the real sense and not in the sense of the conventional doctoral dissertation, say in literature. And the library must supply a considerable amount of what they ask for. But not *all*, I hasten to add, and for reasons I shall develop.

Handling the scholar is easy technically if not psychologically. The problem is to award him an adequate accolade without looking upon him so reverently that one sees only his head and never his feet, which are sometimes of clay. Left to themselves, most scholars would ruin a library in short order, almost as quickly as some librarians.

Consider, for example, what Thomas Jefferson did for himself in building a library. It is described by Karl Lehmann in *Thomas Jefferson—American Humanist*:

In addition to dictionaries and reference books, Jefferson possessed certain authors only for individual reference, hardly ever reading a major part of them: Aristotle, for example, and most of Plato. But he had to have them, and the time might come when he would have to take them up. In spite of his deep aversion to Plato, he got through the 'task work' of reading the *Republic* from the first page to the last, to satisfy his conscience about his instinctive and negative judgment. And even later his studies led him to take up and read Plato's *Timaeus*.

His library was there to satisfy his steady and growing demand for knowledge. And one could not quite predict the direction in which that demand would move next. There were practical and technical problems in which he might become involved, such, for instance, as the means of getting water from a well. And in that case, a travel

book reporting primitive devices surviving in Egypt, and editions of Diodorus and Vitruvius, who describe the 'screw of Archimedes,' might be consulted. It was good, too, to own a full edition of Pliny's *Natural History*, though this was the dullest and most unreadable compilation ever written. But in 1812 he had to give a legal opinion on property rights on the river bank in the 'Batture' of New Orleans, in the great new territory he, as President, had added to the United States. It was customary, of course, to refer to Roman law and to look up the Digests. They used the term *ager*, and via dictionaries he was led to Pliny, who asserted that the Latin *ager* was derived from Greek *αγρός*. Thus he had to find out the meaning of *αγρός* in Greek law, and here his big dictionary of Stephanus was handy. This and other terminological problems entailed more and more research in Greek, Latin, Anglo-Saxon, French, German and Spanish. The modern reader of this legal opinion may wonder how the court reacted to this seminar in linguistics. This was the wonderful fascination and the toilsome compulsion of all those books. One thing led to another, and they contained an immense storage of wisdom, facts and points of view.⁶

Now Jefferson was a great man but even so his library was a curious one, suitable for an individual, unsuitable for an institution. Think what has happened throughout this nation as the result of the cumulative ministrations of countless lesser men resulting in enormous collections of little-used or even never-used material, and feeding less the cause of true scholarship than the egos of university administrators and librarians. The latter's ego is the better fed, for administrators may have to rest content or discontent simply with the gross number of volumes held. But the librarian of the University of Xanadu must boast that his collection about totem poles is second perhaps only to a much older one at Shangri-La, and for all one knows is not second even to that; nor will anyone in the university admit that the only professor who was interested in totem poles is long since dead, and that the really active person in that field is now on a third campus busily trying to excel the Xanadic collection and probably going to succeed.

⁶Lehmann, Karl, *Thomas Jefferson—American Humanist*. New York: Macmillan, 1947, pp. 20-21.

The upshot of this sort of thing is implicit in the following lovely and entirely unconscious remark in the *Encyclopaedia Britannica's* description of Eton:

The library contains many manuscripts (notably an Oriental and Egyptian collection) and rare books; and there is also a library for the use of the boys.⁷

I believe in scholarship. I believe in scholars. I think they should have everything they need to help them do their detective work. But not necessarily everything on their personal desks in Xanadu at 10:15 yesterday morning. In the days when scholars were pampered less and traveled more, or at least traveled with sharper purpose, scholarship seems to have been on the whole no worse.

So let us have these great collections, but only a few of them. It is time to stop trying to dig up clamshell buckets full of medieval manuscripts to store in a vault on some prairie where a university has recently come into being and where the profound and detailed study of medieval society is neither practiced nor relevant. This means that a good many egos are going to have to find other ways of demonstrating themselves, more imaginative ways. But if they do not find them, the far from limitless funds available for higher education will fall beneath the weight of the collectors, and the egos will be deflated on far less comfortable terms. And the way is fairly simple. Let the institution seek scholarly pre-eminence in the few things which are most indigenous. It is, for example, easier to understand the Renaissance in Florence than it is in Harvard Square; the sequel is not that there should be no students of the Renaissance at Harvard, but rather that they should often travel; and it might well be cheaper for the university to pay for their travel than to maintain an inexhaustible bibliothecal treasure in its great Widener Library.

Now that we have solved the scholarship problem by diminishing it, we might turn to what remains—this underclassman whom we left on the other side of the turnstile, awed by the formidable matter in the stacks which he cannot enter. Must we lure him in? If we lure him in, what shall we say to him? We must remember as we think about this that almost every true scholar

⁷*Encyclopaedia Britannica*, eleventh edition, 1910, Vol. IX, p. 853.

was an underclassman once, and that there was a point in space and time when something simple but important happened to him, his own version of the bolt which fell on the road to Damascus.

Here I must present you with a paradox. For I am going to quote with approval a considerable passage from Virginia Woolf's *The Second Common Reader*, and then advise libraries to go and do otherwise—or anyway to do otherwise up to a point. At the end of this splendid volume of essays, as fresh now as eighteen years ago, she tells us how to read a book. And of the selection of books, she says:

... After all, what laws can be laid down about books? The battle of Waterloo was certainly fought on a certain day; but is *Hamlet* a better play than *Lear*? Nobody can say. Each must decide that question for himself. To admit authorities, however heavily furred and gowned, into our libraries and let them tell us how to read, what to read, what value to place upon what we read, is to destroy the spirit of freedom which is the breath of those sanctuaries. Everywhere else we may be bound by laws and conventions—there we have none.

But to enjoy freedom, if the platitude is pardonable, we have of course to control ourselves. We must not squander our powers, helplessly and ignorantly, squirting half the house in order to water a single rose-bush; we must train them, exactly and powerfully, here on the very spot. This, it may be, is one of the first difficulties that faces us in a library. What is 'the very spot'? There may well seem to be nothing but a conglomeration and huddle of confusion. Poems and novels, histories and memoirs, dictionaries and blue-books; books written in all languages by men and women of all tempers, races, and ages jostle each other on the shelf. And outside the donkey brays, the women gossip at the pump, the colts gallop across the field. Where are we to begin? How are we to bring order into this multitudinous chaos and so get the deepest and widest pleasure from what we read?*

And all of this, you may recall, she derives, along with the title of her book, from Dr. Johnson's *Life of Gray*:

I rejoice to concur with the common reader; for by the common sense of readers, uncorrupted by literary prejudices . . . must be generally decided all claim to poetical honours.

*Woolf, Virginia, *The Second Common Reader*. New York: Harcourt, Brace, 1932, pp. 281-282.

This strikes me as a remarkably simple and clear prescription for the library once we can properly define the "common reader," who is as a matter of fact quite uncommon. Current material may be difficult to assess but with the passage of not more than fifty years it should become apparent whether or not *The Cocktail Party* has any large significance.

I am not asking the library, you will realize, to do anything more difficult than the museum has accepted as an ordinary responsibility, insured against error, of course, by the stubbornness of the individual collector. If we placed as high a price on the quality of words as we demand of the quality of music or painting, the task of the library would be simpler. And I suggest that the library itself has been amoral through these years in refusing to set this kind of price. In almost every library in the world the librarian freely takes a decision about current material as required by the limitations of his budget, but he usually ducks the greater responsibility of culling the mediocre from time to time, of realizing that words which were mediocre when written do not lose their mediocrity by becoming ancient, of searching out and displaying freely and well the great words; he does not need to shelve these great words next to mediocre words; he does not need to throw away the mediocre words if he dare not; but he might see to it that the better words get the better display space.

Now I realize that if we are to require this of the library in higher education, that it shall not only provide on the one hand an appropriate trove for the local scholars, but on the other a vital, critical, selective palace of the best words of men for the underclassman, we are going to require some things of librarians which have of late not been universally required.

These requirements are in the main two.

The librarian will have to be an educated man himself, generally educated as well as specially educated. He should love the content of books as well as their custody. He should probably be better read than anyone else on the campus. Surely he ought to be more a scholar than a technician; but certainly he ought to be more an understanding human being than either.

Then the librarian must have courage, and this courage must manifest itself in several forms:

1. He must have the courage of his own intellect working with those of his faculty who are interested in the students seeking the main non-specialized purpose of higher education. This means he must dare to select and to reject; to discard as well as to keep.
2. He must have the courage to know that he can be a very great man and a great librarian without being manager or the watchdog of the largest collection.
3. He must have the courage occasionally to thwart a local scholar—not often, but once in a while; but more particularly to goad the local scholars into paying at least as much attention to the rich indigenous fields as they do to the sometimes worn-out fields of far away. The study of the Indian cultures of the Southwest is more appropriate to New Mexico than to Columbia; and of the sociology of TVA to the University of Tennessee than to the University of Chicago; and by the same token it is more appropriate that this place should be the best in the world in this part of sociology and economics than that it should be second or third, or even first, in its understanding of the Hanseatic League.
4. He must have the courage to open his library to the air and the sun, and to young men and women; to let them loll on his tables, smoke in his halls, meet for other purposes than to peruse the books. He must have the courage to cut all the chains which still bind perfectly replaceable volumes with a tenacity which we would not apply to a tool that might cost more. Cathode ray oscillographs are often considered more expendable than ordinary books.
5. He must have the courage to explore all the media for the communication of thought and not reject pamphlets because they are hard to codify; or recorded sound because it is noisy; or documentary films because movies are popular or belong to the drama shop; he must think even more boldly than this. I believe that he is unlikely to kick up the important new ideas in communication theory but he should be quick to understand and to capitalize on them.
6. He must have the courage, and this is the most important of all—he must have the courage to be among the leaders of the universities' ever-continuing fight against mediocrity and against any suppression of freedom of

inquiry or of teaching. The library has a bigger part to play in this effort than is usually realized.

Let me elaborate this last point briefly. I have already referred to the dangers to higher education implied in a literal interpretation of the report of the President's Commission. Two other trends are noticeable in our culture. Continued long enough and strongly enough, they could leave institutions of higher education with no one to educate. One is the placid acceptance of the mediocre. The other is the pressure to limit the freedom of inquiry and teaching.

Neither trend is new. It is reasonably certain that more Athenians sat on the curbstones sucking their thumbs than went to the theatre to hear the latest ideas of Æschylus; and all history reminds us, as Bryn Hovde has said, that "the spirit of free inquiry is never safe."⁹ At some times in history these trends are more formidable than at others, and I am afraid that this is one of those times.

The acceptance of the mediocre is symbolized by the television screen which reveals a higher vacuum than is in the tubes behind it; the fear of free inquiry and free teaching by a long sequence of unhappy events of which I need not remind this audience, but for a symbol I might choose the abortive investigation of college books led by Congressman Wood of Georgia.

Permit me to quote myself on the first danger, from some things I said at the Rice Institute about six months ago:

I cannot escape the notion that we may become satisfied to teach our citizens to run their eyes past lines of type rather than to think of what the type says; to be content if what it does say is false or cheap or secondhand; that at the same time we may manage to endow this print with a spurious and frightening sanctity. Any tendency of this sort constitutes a clear threat to everything for which the . . . library stands.

Permit me to quote a more trenchant commentator on "the battle of the books." I refer to Bernard DeVoto's column in *Harper's Magazine* last September. Mr. DeVoto held that the colleges had to take their stand on these issues immediately, and then continued:

⁹Burchard, *op. cit.*, p. 377.

If they abandon as much as one book to Mr. Wood they may as well throw in their hand. They will defy any government control of inquiry whatsoever, or they will be forced to submit to any political dictation, any limitation of academic freedom, and any coercion of academic procedure as a committee majority may care or may be induced to impose. There is no such thing as a partial virgin. There is no such thing as academic freedom that is just a mite restricted. The colleges are entirely free or they are not free at all. Mr. Wood's absent-minded asininity was no more innocent than a tidal wave. It means that the colleges have got to make the fight. It can be won—but not unless it is made.¹⁰

These two dangers are real and present. To both the academic world is now aroused. The library should be in the van of the battle and not in the service of supplies. On the one hand it must not accept censorship of what it shall hold and make available to the pursuer of higher learning; on the other hand it must exercise taste, seek always to discover and emphasize the first-class, and never to condone the mediocre. It must manage in particular to select and purvey the best of the material at the boundaries of contiguous disciplines.

It is by the exercise of this kind of courage that the librarian may, it seems to me, restore the library in an institution of higher learning to the primary role it incontestably played fifty years ago; and in the process incidentally restore himself to a comparably dominating role. On the Matterhorn of learning he is to be guide as well as porter; on the fields of education, player as well as water-boy. In the modern institution of higher learning, with its joint problem of specialized and general education, every hour is full of the contest for the mind; there it is essential that the communication of ideas be of the freest and the most imaginative, and it is to serve as the principal channel for communication of ideas that the library can find its true role.

In his Twenty-fourth Letter, Gilbert White, describing *The Natural History of Selborne*, spoke of animals as follows:

Even great disparity of kind and size does not always prevent social advances and mutual fellowship. For a very intelligent and observant person has assured me

¹⁰DeVoto, Bernard, "The Easy Chair," *Harper's Magazine*, 199 (1949) 79.

that, in the former part of his life, keeping but one horse, he happened also on a time to have but one solitary hen. These two incongruous animals spent much of their time together in a lonely orchard, where they saw no creatures but each other. By degrees an apparent regard began to take place between these two sequestered individuals. The fowl would approach the quadruped with notes of complacency, rubbing herself gently against his legs; while the horse would look down with satisfaction, and move with the greatest caution and circumspection, lest he should trample on his diminutive companion. Thus, by mutual good offices, each seemed to console the vacant hours of the other; so that Milton, when he puts the following sentiment into the mouth of Adam, seems to be somewhat mistaken:

'Much less can bird with beast, or fish with fowl,
So well converse, nor with the ox the ape.'¹¹

To keep man out of the Miltonian description is urgent today. The library has an opportunity to help mightily to avert the results which are implied in a breakdown of communication between man and man. In this opportunity lies its greatest challenge; in grasping it, its greatest glory.

¹¹White, Gilbert, *The Natural History of Selborne*. London and New York: John Lane: The Bodley Head, 1900, p. 256.

