

New Mexico's Undergraduate Library— Three Years Later

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BARRIERS between students and the books they need have long been a perennial problem of the university and college librarian. Indeed so perennial have they become, that they have achieved the somewhat dubious distinction of consistent inclusion in keynote addresses and alumni speeches as one of those afflictions that, like the boils of Job, are always with us.

Nor has attention to this bibliographic "hex" been found wanting. Advances in open-stacks, more intensive bibliographic control, decentralized subject-departmental collections—all have been used to banish the ugly witches of inefficient service and outmoded stack methods.

But in all the rush and scramble of new experimentation, predominant focus was on the graduate student and the faculty member. The luckless freshman still wandered his lonely way, unaided by any save a sympathetic reference soul or a loan desk clerk who happened to be caught momentarily snatching a breath of air in the safe shadow of the catalog.

In fact, in a recent symposium on trends in university libraries, Arthur M. McAnally, speaking of just one of the above advances, decentralized subject-departmental organization, stated that in such library systems the needs of undergraduates tend to be overlooked, and poorly served. He observed that corrections for this situa-

tion were being found in the inauguration of open-shelf undergraduate libraries. These were to be either in the main building, or in a separate building.¹

In the same symposium, Leslie W. Dunlap noted an increase in browsing rooms. Provision of such rooms were explained as "compensation" for the rigors of institutional atmosphere, detailed classification, and lack of direct access to the general collection. Dunlap wondered though, if such rooms might not be serving as substitutes for services which librarians should be performing elsewhere.²

Whether university and college librarians considered such soul-searching or not, the tide had definitely turned by 1949. The undergraduate suddenly found himself the center of library concern with the opening of a number of open-shelf undergraduate collections. Most notable was the establishment of Harvard's Lamont Library in 1949. Others, which utilized the main library building for the collection, were Yale, Chicago, Duke, Texas, Illinois and UCLA. By 1951, in that one year alone, four such libraries were begun at Minnesota, Oklahoma, Iowa and New Mexico.

It is with the last-named institution that we are concerned at the moment. After three years of operation, the University of New Mexico Library can now report on its Undergraduate Room experiment—its

¹ Arthur M. McAnally, "Organization of College and University Libraries," *Library Trends*, 1:20-36, July, 1952.

² Leslie W. Dunlap, "Services to Readers," *Library Trends*, 1:49-57, July, 1952.

initial purposes, its achievements, its failings, and its peculiar problems.

AN IDEA GAINS MOMENTUM

In his biennial report for 1947-49, Arthur M. McAnally, then University Librarian, devoted almost an entire section on future improvements to the need for an undergraduate reading room where freshmen and sophomores could freely select their own reading from open shelves. His concern was that the barriers between undergraduate students and books should be eliminated as far as possible.³

However, the establishment of an undergraduate room at the New Mexico Library had to wait, albeit impatiently, the lessening of the strain on facilities brought about by post-war enrollment. Focus was on answering current requirements. Circulation was at an all-time peak of 163,000.

By 1950, circulation had fallen to 154,169, and by the following year to 138,585, with indications that the flood-tide had passed and normal enrollment was just around the corner. Down from the shelves and out of the rearmost filing cabinets came the long-needed plans for change. Foremost among them was that for the Undergraduate Room.

David Otis Kelley, who had assumed control of the library in 1949, went almost immediately into conference with members of his staff. Spring of 1951 found plans drawn-up for conversion of the old Reserve Room into an open-shelf Undergraduate Room, which would house both reserve books and a larger, non-reserve two-week book collection. These plans were then discussed at length with the Faculty Library Committee, which approved and gave the go-ahead signals.

Initial plans for the room followed the

suggestion of Randall and Goodrich: six volumes per linear foot of shelving.⁴ On the estimates of 1,230 linear feet available with the addition of locally constructed wooden shelving, open-shelf book stock at capacity would reach 7,380 books. This figure has proved to be far below current capacity, which is now in the neighborhood of 13,000 volumes. In this, of course, are included not only two-week books, but two-hour and three-day reserves. Thus, within the short space of three years, the room has almost doubled itself and currently threatens to overflow into the nearby lobby.

Both staff and faculty saw the need for the proposed room as having a dual purpose: (1) house the reserve book collection, and (2) provide our undergraduate students with an open-shelf, ground-level stack, pleasantly arranged and composed of a broad but selective range of titles.

In formulating a definite policy, the Faculty Library Committee with the University Library, agreed upon the following principles concerning the nature of the collection:

1. The books should be related to undergraduate interest. They should not be materials for graduate and faculty research.
2. There should be a coverage of the significant divisions of a departmental field.
3. There should be books for recreational general reading. (Here were expected many books of general interest all educated men and women could well know.)
4. Most of the books should be in the English language.
5. Periodicals should not be added to this collection.
6. Duplication should be held to a minimum. Some will be necessary and desirable.

³New Mexico, University. *Biennial Report of the President, 1947-49*. Albuquerque, 1949.

⁴William M. Randall, and F. L. D. Goodrich, *Principles of College Library Administration* (2d ed.; Chicago: American Library Association and the University of Chicago Press, 1941).

COOPERATION BETWEEN FACULTY AND LIBRARY STAFF

The next steps were to decide which books were to be included in the two-week collection, who would select them, and how they were to be arranged.

Obviously, the first task was not that of the library alone. While subject specialists did exist on the staff, they by no means felt competent enough to supervise all selection, and due to the important question of space for selected titles, the fine points and differences of opinion over inclusion could be settled best by the academic departments. These, by their very nature, represented scores of subject specialists.

Accordingly, questionnaires were sent out to each department requesting opinions as to which books of the University's collection should be included in the new undergraduate room. A statement of purpose was added to the request, and a brief explanation of why each department would be limited more or less to a specific number of titles. The latter was based on library usage by departmental staff and students, number of courses taught, size of department, etc.

A serious question arose as to the shelf arrangement which would best suit the needs of the new collection. Typically, the University of New Mexico Library, with certain exceptions, is arranged by the Dewey Decimal system. Should the items in the new room be kept in the same classification?

After due consideration, it was decided that since the new room was to be designed primarily as an undergraduate room with all that that broad term signifies, arrangement of books should be readily understandable and easily used by those unfamiliar to library classifications. Also, it was thought that it might be a worthwhile experiment to use a very simplified subject-

divisional arrangement, with emphasis upon those areas of study in the curriculum.

Thus while faculty members (who were intrigued by the possibilities of the new room) were engaged in a thorough selection of titles, the library staff studied the curriculum for the purpose of setting up broad subject classifications.

After considerable thought and experimenting, the following 15 subject divisions were selected:

- Anthropology & Sociology
- Biological Sciences
- Business Adm. & Economics
- Education
- Engineering
- English, Speech and Journalism
- Fine Arts
- General
- Geology & Geography
- History
- Law & Government
- Library Science
- Modern & Classical Languages
- Philosophy & Psychology
- Physical Sciences

Library science was later dropped. Recently, however, English, Speech and Journalism, because of overcrowding, were divided into (1) English and Speech, and (2) Journalism.

Within the broad subject classification, books were arranged by Dewey classification, already lettered on the spine of each volume.

PHYSICAL PLANNING

While the process of book selection and arrangement was being carried on, conversion of the room which was to house the undergraduate collection was in progress. Although originally planned as a reserve book room, the southwest wing of the library had no stack or shelf arrangements as part of its physical makeup, except four double-faced ranges and one single-faced range behind a long charging counter occu-

pying the northeast corner of the room. Entrance to the room was by a large open doorway from the wide south lobby, and access behind the desk was by means of a gate from the room itself, as well as a door and sloping ramp from the central lobby. It was this latter entrance which was to provide grief as time went on, being some three steps lower than the south lobby itself. This meant that book trucks must be tightly and manually maneuvered through the door up a narrow incline before reaching a level space behind the Reserve Desk. The main entrance could be reached by book truck *only* in a roundabout way, through both the library's technical processes room and another reading room. Artistic stone flagging in the south lobby added no little amount to the noise as heavily laden book trucks made their way across it.

Parallel tables filled the length of the old room. University carpenters were consulted and 10 double-faced and 13 single-faced wooden ranges were constructed and installed. These formed free-standing sections of shelving projecting out from the walls to make study alcoves in which the tables were placed. Every inch of available wall space was used, and six surplus bookshelves have since been added to ease book-crowding in certain areas.

Gerould, in his *The College Library Building*, speaks of the obsolescence of alcoves in reading room planning. He cites the uneconomical use of floor space, 50% more square feet needed per reader, and that such rooms are difficult to supervise, since readers are not visible from desk. He also mentions a loss of light in the central portion of the room.⁵

Actually, the choice of alcoves was delib-

erate, to provide a "browsing-room" atmosphere to the barren, table-upon-table military appearance of most reading rooms. A secondary purpose, providing shelf space, was also peculiar to New Mexico; wall design had placed large heating outlets in almost every wall. By installing alcoves perpendicular to the wall no interference or damage from the building's heating system would be incurred.

This arrangement has been most satisfactory and rapid reader turnover has resulted in no seating problem. Seating capacity of the room is 114. Despite Gerould's warning, the room has not been particularly hard to supervise, and since an aisle occupies the central portion of the room there is no loss of light. However, lighting has never been a problem since the south wing, as do all ground floor wings, has large, tall windows on three sides and the proportion of brilliant, sunlit days in New Mexico is extremely high.

The alcoves and their single-faced ranges were originally designed to hold some 32 shelves per range (with approximately 20-25 books per shelf). Initial planning for the room envisioned a total of some 7,400 books as ultimate capacity, not counting those on closed reserve behind the already constructed Reserve Desk (steel shelves).

Such planning, while adequate for early purposes, had to be discarded as the book collection steadily mounted. Where four shelves had been before, five were now the rule, each holding a capacity load. In fact, only in the Fine Arts section (due to book size) and in one area of Business Administration and Economics, are there still four shelves in any compartment; all others now have five shelves per compartment, or a total of 40 shelves per range. The six surplus bookshelves have added 68 more shelves in overcrowded sections, a

⁵ James Thayer Gerould, *The College Library Building; Its Planning and Equipment* (Chicago: American Library Association, 1932).

TABLE I
Growth of the University of New Mexico's Undergraduate Library

Subject Divisions	September 1951 ¹	September 1954 ²
Two-hour reserves.....	2,642	2,800
Three-day reserves and two-week regular loans		
English, Speech & Journalism.....	821	2,380*
History.....	536	1,400
Business Administration & Economics.....	424	720
Philosophy & Psychology.....	329	800
Fine Arts.....	295	600
Modern & Classical Languages.....	266	480
Law & Government.....	249	460
Education.....	215	1,200
Anthropology & Sociology.....	168	720
Geology & Geography.....	112	220
General.....	88	580
Biological Sciences.....	79	380
Library Science.....	41	—**
Physical Sciences.....	30	160
Engineering.....	15	120
Totals:.....	6,310	13,020

¹ Figures represent actual count.

² Figures represent approximate count.

* Of which 160 are Journalism and 2,220 English & Speech under current division.

** This subject division removed; books returned to stacks or absorbed in other divisions.

grand total of 511 shelves in use for the room. (See Table I.)

Traffic control was handled by the construction of a five-foot high, paneled, wooden barrier placed across the wide entranceway to the room. A two-foot space was left between the barrier and the reserve desk to provide entrance and exit, with a return book slot immediately to the right upon entering. The rear of the barrier (that facing the interior of the room) was provided with shelves. As a step toward future traffic control, turnstiles have been investigated, but cost has prevented any serious thought of their adoption.

OPERATION OF THE ROOM

In pre-"UG" days, the Reserve Room and the Circulation Desk were under the direction of two different persons, and actually organized as two separate departments, which caused no end of trouble and confusion. By 1950, both had been consolidated within the circulation department, under the control of the circulation librar-

ian. This aided policy planning and tighter student control, though only student assistants operated the reserve desk.

With the advent of the increased collection in 1951, a full-time non-professional was hired to directly supervise the newly-designated Undergraduate Room and made immediately responsible to the circulation librarian. To her were assigned from 4-8 student assistants, who occasionally rotated their hours between the "UG" Room and the Circulation Desk proper, with the major portion of their work time at the Undergraduate Room desk. Ordinarily students are not interchangeable between the "UG" room and the Circulation Desk, since intimate daily acquaintance with "UG" practices is necessary, but a number of students are given periodic training in the room and kept in "reserve" at the Circulation Desk, to be used if sudden personnel crises develop in the "UG" room. This practice has eased sudden critical scheduling problems.

With shelves built, supervision and room arrangement decided, and books selected,

the next step was actual shift of volumes to the room and the most logical placement of the subject sections. Here, consideration of major divisions of knowledge gave us our answer, and the room was divided into three main areas: social sciences, humanities and the natural and physical sciences. Thus Anthropology, Sociology, Business Administration and Economics were followed by Law and Government, and Education with Philosophy and Psychology as an intermediary step to History, then English, Speech and Journalism, Modern and Classical Languages and Fine Arts, and on to the sciences. This arrangement, however, due to heavy growth in some areas and less in others, proved unwieldy and gave way to the present arbitrary locations.

Large printed signs were made by a university art class and placed at the end of each range facing the open central aisle. Smaller, individual signs, alternately colored, were placed above each compartment to facilitate finding the section wanted.

The Reserve Desk, of course, remained as it was, serving as the charging desk now for the entire collection. Reserve books, however, were broken down into two-hour loans (to be kept behind the desk on closed shelves), and three-day loans, shelved in their appropriate sections on the open-shelves. To differentiate between each type, three differently colored date-due slips were used: (1) yellow for two-hour books; (2) pink for three-day; and (3) blue for two-week. The pink slips were later abandoned and blue used for both three-day and two-weeks, the difference being noted by a "three-day" stamp. This change was made necessary by the laborious and time-consuming job of removing pink-slips at the end of each semester when removing items from reserve. A quick dab of the stamp now solves the problem.

Although conceivably all reserve books could be removed at the end of each term,

it was found desirable to leave those items listed as "three-day" in the room by changing them to two-week loans. Most were standard, readable undergraduate items and certainly likely to be used again a term or so later. Keeping them not only added to the breadth of the collection, but also saved time when placing new lists on reserve.

Two-hour books were not involved in this, since they are normally personal copies or "Do Not Circulate" items—journals, series, periodicals, unbound pamphlets, documents, single copies of heavily used texts, etc. They are not placed on open shelves, but instead returned to the stacks at the end of each semester.

Two-week loans are handled somewhat differently. As new books are received by the library, a substantial proportion of those considered to be most likely for inclusion in the collection are given to the circulation librarian for appraisal. If approved, each new item is slipped for shelving in one of the fifteen "UG" subject areas and turned over to the "UG" staff for processing.

Processing, of course, is simplified. Each book must receive a shelf-list and author card, a book card, and a locator card for the main file at the Circulation Desk. In the case of reserve books, an additional card is added for filing in a course card file.

At one time book charges in the Undergraduate Room were the same Keysort marginal punched cards used by the main Circulation Desk. However, since the price of punched cards remained high and could be used only once, long yellow book cards were substituted and inserted in each book in the "UG" room. These bear call number, author and title, and have room for some twenty signatures, thus allowing them to be used over and over.

Of course, with the loss of punched cards, a modified "due-date" arrangement was necessary for "UG" charges. These are now divided into two-hour, three-

day and two-week sections, with the largest being the latter. This two-week section is again subdivided into four more sections, each holding those cards for books due within one of the four weeks of the succeeding month.

Overdue items are metal-tabbed and, as with overdues in the Circulation Department, receive a single postal overdue notice, then one week later a bill listing cost of book, and finally a "Last Resort" letter, which notifies the borrower of inclusion on a dean's list of delinquent borrowers as well as a "Hold Card" being filed against his name as a deterrent to future registration.

Fines are as follows:

Two-week loans: 5¢ a day for each day the book is overdue, not including holidays.

Two-hour books: 15¢ per book for the first hour or portion thereof, and 5¢ for every hour or portion thereafter during open library hours.

Three-day books: 15¢ a day for each book.
Do Not Circulate: 25¢ per day.

When books are returned, fines are written up and sent to Circulation Desk for collection. Fines not paid by the term's end, are listed and sent to the University Cashier for collection and the holding-up of records and subsequent registration.

GROWTH OF A "NEW" UNDERGRADUATE CATALOG

A pair of loose-leaf notebooks had been used as a guide to all books behind the old Reserve Room desk. After a list of books had been placed on reserve for either two-hours, one-day (an earlier reserve period, since discarded) or three-days, the titles with author and call-number were typed on loose-leaf notebook sheets, the original being placed in one of the notebooks alphabetically by course, with a copy being returned to the faculty member. The note-

books, labeled, "A-K" and "L-Z" held sections for all courses having books on reserve. With the advent of a vastly larger collection, the notebook method was abandoned and conversion made to a special card catalog.

Since the room was to include both reserve and regular loan books, a catalog where both author *and* course could be found, was necessary. A 30-drawer wooden catalog was procured, and author entries typed. These were then arranged in twenty-four of the drawers which provided an author catalog. Duplicates were made for those items actually on reserve and filed alphabetically by course. Addition of this course file has proved invaluable to students. It has proven a timesaver as well, for the staff, since all cards in a particular course need only be removed at the end of a semester, bound with a rubber-band and filed away for future use. Faculty members have made good use of these cards in preparing reading lists, new reserve lists or even simply indicating to the staff that they wish the same items on reserve again.

Naturally, at the time author and course cards were prepared, an additional shelf-list card was typed with accession number, number of copies, course number, instructor's name and semester. These are kept numerically by decimal class behind the charging desk. When books are removed from reserve or placed on a different reserve, the course number, instructor's name and semester, are lined out and the new information added.

Locator stamps are used to aid patrons in finding the books they want. A stamp for each subject area, i.e. "GENERAL" "FINE ARTS," etc. is placed on each author, course and shelf-list card to indicate shelf location if the book is either a two-week or three-day item. Two-hour

reserves are stamped in red ink with "ASK AT RESERVE DESK."

Although two girls were hired to finish up the immense job of card typing when the room was first opened, card typing now is accomplished by members of the Undergraduate Room staff. Though each is screened for clerical and typing skills before hiring, a heavy turnover of personnel caused severe variation in the forms used. These errors are cleared by retyping.

It was also found necessary to instruct the room supervisor, a non-professional, and her student assistants, at some length in card filing rules as the number of cards increased.

The barest cataloging is used. Only the call number, author and title appear on both course and author card. In the case of articles, the author is listed with the title, and a reference on the card indicates the volume number and title of the periodical or journal in which the article appears. For example, author and course file cards:

573.05	White, Leslie A.
Am3m	"The pueblo of San
No. 37-41	Felipe."
	IN: American Anthropo- logical Association
	MEMOIRS
	No. 38

But on the shelf-list card:

573.05	American Anthropological
Am3m	Assoc.
No. 34-36	MEMOIRS.
37-41	
55	
	No. 34-36—116028
	37-41—126791
	55 —143823
	Anthro. 101—Hill—Spring 1954

PROBLEMS

Speaking of the unsatisfactoriness of reserved book collections in most colleges, Branscomb mentions the waste involved when reading lists are changed, the crowded and noisy conditions of the rooms, and the tendency of students never to go beyond reserve items.⁶

These have been studied seriously at the University of New Mexico and partial solutions discovered. First, by keeping items on hand in the room, waste of time finding items is cut to a minimum, although conceivably as the room expands, keeping such items will have to be a highly selective process. Second, the noisy conditions are aided by our alcove arrangement which cuts down sound. Third, the students who might never go beyond their own reserves are induced to read some of the other more tempting items displayed side by side with the "have-to-read" material.

One particularly vexing problem arose not long after the room was opened. Students requesting books at the main desk were forced to wait until desk attendants had checked the growing locator file kept there for books in the Undergraduate Room. Then, when informed the book was in the new collection, students had again to go to the "UG" desk and request the book a second time. Over, and over the same complaint was heard. Why, they asked, couldn't they know the location of the books when they looked in the main catalog?

It was not long before the staff began asking the same question, but budget problems prevented any concerted attack on the matter. Late this past spring, however, funds were made available and approximately twenty-thousand half-size cards, each

⁶ Harvie Branscomb, *Teaching with Books: A Study of College Libraries* (Chicago: Association of American Colleges and American Library Association, 1940).

bearing printed information as to the book's location, were manufactured at our campus printing plant and are now being filed into the main catalog before the main entry for each book kept in the Undergraduate Room. For the moment, this filing is being done by the circulation librarian for both accuracy and correction of previous typing errors on author cards in the "UG" catalog.

The biggest worry was book loss. An inventory was planned to be taken each summer, during August, a slack period. However, since some free time permitted, a check was made in January, 1952, some four months after the room opened, and of the initial stock of perhaps 6300 books, both reserve and open-shelf, only 14 were found missing. A second and more thorough inventory was taken in summer, 1953, with 189 books reported lost. By the end of September 1953, however, these were reduced to 174 actually gone. Based upon book totals as of 1952/53, it meant our book loss was 1.7%. Inventories are now planned to be made definitely each August, during the vacation period.

SUMMARY

At the end of three years, the University of New Mexico Library is convinced its undergraduate experiment is a success. Plans have already been tentatively drawn-up for expansion of the room into space now occupied by another nearby reading room. With this addition, which totals the same approximate amount of floorspace as the original area, the undergraduate collection should climb to a peak of close to 30,000 volumes by 1956/57.

While circulation statistics do not show the entire picture for any library, they are always interesting and do offer a background against which comparisons and deductions may be partially outlined. Gen-

eral book circulation in the University of New Mexico Library dropped from a peak of 163,000 volumes, as already noted, in 1948/49, to a present 101,000 as of June 30, 1954. In the Undergraduate Library just the opposite has taken place. There, two-week book circulation alone jumped from 5,265 to 9,633 books in the past year, at a time when total library circulation had dropped from 103,268 to 101,000. Naturally, these differing figures must be considered in the light of other such divergent factors as a decrease of over-all student enrollment since World War II, more "UG" books available for circulation, better advertising of the new collection, etc.

Finally, viewed objectively and with rose-colored glasses put aside, New Mexico lists the following advantages and disadvantages found in the "shake-down cruise" of her undergraduate library experiment.

ADVANTAGES:

(1) An open-shelf collection which provides direct access to books for undergraduates. Important in this is that "have-to-read" items are shelved side by side with those books considered basic for a rounded educational background.

(2) Enthusiastic acceptance by students and faculty of a subject-divisional collection, as indicated by circulation figures.

(3) A browsing area for all, even graduate students and faculty who might conceivably dread poring over stack shelves for scattered, readable items of worth.

(4) More space made available for open-shelf reserves formerly crowded with closed-shelf reserves behind one small charging desk.

(5) Encouragement of recreational reading.

(6) Concentration of library service to undergraduates in a single location.

DISADVANTAGES:

(1) Removal of items to an additional new location. Sometimes this occasions two or more trips on the part of patrons.

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to most students of graphic arts and English history.

In the eighteenth century Britain's contribution to the graphic arts of the Western World is at least on a par with that of the European continent. During the dawn of the mechanical era and at the height of industrialization in the mid-nineteenth century Britain was the leader. Its importance is paramount in the revolution against the evils of mechanization.

There is one artist whose work and life can be looked upon as symbols of man's fate in the industrial revolution. William Blake, the prophet who used the imagery of words and pictures in a combination of unique effectiveness, made a significant contribution to the multiplication of the printed image, which helped pave the way for mass production of picture printing. But he also fought passionately for the freedom of man's individual soul. His desperate struggle against an indifferent and often hostile world did not end with his death. The verdict of "naive dilettantism" long stood in the way of a fuller appreciation of his genius.

Now, it seems, he is recognized more generally and perhaps more generously, than ever before. No less than three important books about William Blake have appeared within the last two years. To a large extent they are the results of the combined efforts of scholars and bibliographers on both sides of the Atlantic. There is Joseph H. Wicksteed's *Jerusalem: A Commentary* (London, Trianon Press for the William Blake Trust,

1954); Albert S. Roe's *Blake's Illustrations to the Divine Comedy* (Princeton, Princeton University Press, 1953); and the census of *William Blake's Illuminated Books*, by Geoffrey Keynes and Edwin Wolf, 2nd.

This book is actually a revised and much enlarged edition of a section in the Grolier Club's *Bibliography of Blake*, printed in 1921. In the 32 years since its publication more than 40 hitherto unrecorded copies of illuminated books have come to light; these are listed here and the previous descriptions carefully gone over. There are eight plates of reproductions.

The bibliography, which forms the main body of the work, is arranged in chronological order. Under each title we find a brief "description," a detailed analysis of "contents," listing and describing each plate in its various states, a most interesting "note," and a listing of existing copies, followed by references to "facsimile reproductions." The "preface," revised and expanded from the 1921 edition, contains a careful description of William Blake's graphic technique, pointing out his possible sources and explaining his processes.

One of the most important things about this census is that, along with the very complete and up-to-date bibliographical apparatus, it contains in the notes to each title a brief but penetrating commentary on William Blake's literary and artistic intentions and the significance of each book within the lifework of the artist.—*Hellmut Lehmann-Haupt, New York, N.Y.*

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(Half-cards filed in the main catalog should prevent this in part.)

(2) Greater possibilities for loss and for "missing" category books through misshelving by student users. (Checking all items leaving the room, plus constant shelf-reading and attention to shelving practices eliminates much of this. Students are asked not to reshelve books themselves.)

(3) Possible confusion caused by subject arrangement as opposed to the more common decimal classification. Many items might logically be placed in more than one section, adding to the confusion. Thus

consultation by card catalog is still sometimes necessary even though it is an open-shelf collection.

(4) Occasionally when discharging books received at the Circulation Desk student assistants have discharged the locator card as a charge and have returned the "UG" book to the stacks, causing a "book missing" report.

(5) Duplication of processing. Five more cards must be typed and books slipped again, for items which have been already slipped and cataloged upon initial arrival in the library.