

read: "*Ephesians* 4:29 tells us: 'Let no corrupt communication proceed out of your mouth, but that which is good.' In other words, we can only take out of the treasure chest what is in it." Is this really the *Ephesians* passage "in other words"?

The fact that the editor of a staff bulletin does not "get much comment from within the library" sometimes "worries the editor because he wonders if anybody is reading his publication. . . . Is it really necessary? Is it interesting . . . ? Could it be dropped and nobody notice it? Most of these questions never get answered, and it's just as well for the editor not to worry about them. . . ." (p. 42). Why is it "just as well"? Surely, if he were at all concerned about the theme of this conference, he would give much thought to these matters.

"There was so much to talk about and be controversial about that somehow we did not get down to 'how-to' mean what you say" (p. 84). And yet there was time for things not even remotely connected with the grand "conspiracy" announced on page 2—e.g., the emphasis on being sure to sign the library report (p. 34) or to name the library and (often) the place in which the library is located—"If you should happen to be operating a library called the Los Angeles Public Library in San Francisco, it would be important to add the city" (p. 37)—; and the instructions on not merely how to make a

talk but also how to get to be invited to make a talk (p. 56) and how to dress for the occasion—"If you wear a corsage, and a pin, and several other assorted trimmings, you will be a distraction to the audience" (p. 62).

It is hard to escape the feeling that somehow some of the sessions may have slipped into the "Sin of Verbosity. Too much is said, too much is written about too little" (p. 5).

The book is a "transcript from tape, somewhat revised and abridged . . ." (p. vii). In a conference whose "goal is clear thinking, precise writing and speaking" (p. 2) one would expect papers carefully written and revised by their authors before they were presented and carefully revised again by the editor before they were published. We are indeed "ringed by laziness" (p. 2).

And yet, perhaps, it was a notable conference, if for no other reason than that it tackled, however inadequately, a major problem whose very existence often goes without notice: Why cannot, or do not, librarians write readable prose? Some of the side issues raised are also notable—for instance (p. 8 and pp. 80-81) why do we have so little controversy if librarianship really means much to us? Finally some of the papers were excellent; Mr. Powell was eloquent, Mr. Malkin was stimulating, and Mr. Lubetzky was lucid and brief.—*Paul S. Dunkin, Rutgers University.*

## Comment

### Research and Reality

In the September 1959 issue of *CRL* Robert E. Dysinger of Bowdoin, writing on "The Research Library in the Undergraduate College," tells us that ". . . a collection which reflects the curriculum of the institution and the interests of individual scholars and is well selected and thinned will bulk large and have far in excess of 250,000 volumes." By an interesting coincidence, *CRL* statistics for 1957/58 show that Bowdoin just happens to have had 249,564 volumes in its library at that time.

At the same time, the median figure for Group II college libraries in the same set of statistics shows 130,284 volumes. At the median rate of increase, as of 1957/58, 5,151 books per year, it would take almost a quarter-century to reach the figure Mr. Dysinger indicates as a minimum figure, 250,000 volumes.

Why is there any feeling, in this day of ready accessibility of needed volumes and pages, through interlibrary loan and modern copying methods, that the undergraduate college library must try to be what it can

never be? An undergraduate college library is *not* a research library. A research library is not an undergraduate library. *Some* research can be done in *any* undergraduate college library. Most research cannot, and should not be done there.

I am not arguing against the dreams of the Dysingers. It would be nice to be able to get "faculty members seriously dedicated to adding to the sum of man's knowledge" all possible "little-used materials that are important to their work . . ." But let's face reality.

As a specific example, I again may single out Bowdoin, which in 1957/58 spent \$74.50 on its library for every student in the college. The median in the 1957/58 *CRL* statistics was \$44.88. If my own college could spend as much for each of its 2000 students as Bowdoin does for its 774, perhaps I too would dream of expanded facilities for faculty research.

But our problem is to get sufficient budget to build up an adequate *undergraduate* library collection. We are by no means alone in this. As William Vernon Jackson comments, in "The ACRL Grants Program: A Report of its First Four Years," also in the September 1959 *CRL*, ". . . the quality of library resources placed at the disposal of students in liberal arts colleges leaves a great deal to be desired." Jackson further points out that of the schools considered for ACRL grants, which were "an excellent sample of non-tax-supported liberal arts colleges," over two-thirds expended less than \$10,000 yearly for library materials. He stresses that \$25,000 "seems to be a kind of ceiling on the college library's book budget at the present time. . . ."

Mind you, in between 75 and 80 per cent of these libraries, Jackson says, the size of the book collection was below 100,000 volumes. In fact, only 56 percent had over 50,000 volumes. And Mr. Dysinger talks so glibly of having "far in excess of 250,000 volumes"!

I believe we are doing our colleagues a disservice when we speak in exaggerated, fanciful terms that may appeal to the ivory-tower-oriented academician, but certainly do not face the realities of the American undergraduate college library picture as it is today. As must all college librarians, I occasionally must endure the pressures of the

"research-minded" faculty member and administrator who sometimes seems to forget that the undergraduate college is for the undergraduate student, not for the demanding faculty member. Such statements as appear in the Dysinger article are of no help whatsoever in such situations.

As long as we have the great majority of undergraduate college libraries so far from even approaching the basic needs of the students, let us forget about priorities for faculty research demands. Don't "let them eat cake" before we have provided bread.—*Eli M. Oboler, Idaho State College Library, Pocatello.*

## Library Resources

The article in the November (1959) issue of *CRL* on "Library Resources for Classical Studies," by William Vernon Jackson, lost something, it seems to me, by relying overmuch on printed sources, and not enough on correspondence with the libraries under discussion. Certainly the section devoted to Columbia University overlooks one of the most important relevant developments to take place on this campus in recent years, namely the Gonzalez Lodge bequest. This bequest occurred after the publication of Downs's study, upon which Dr. Jackson appears to depend for his information about the Columbia holdings. Since Dr. Jackson's article may be considered by the unwary as representing the current status, this letter is sent in the hope that it can be printed as a sort of addendum to the parent report.

As with most of the older universities of the East, there has always existed at Columbia a deep interest in classical studies, and, as of 1942, the strength of our collections reflecting and supporting that interest was accurately reported by Downs. In 1944, however, the extensive personal library of early editions of Greek and Roman classical works that had been formed by the late Dr. Gonzalez Lodge of Teachers College was presented in his memory by his widow, the late Ida Stanwood Lodge. Mrs. Lodge also made provision for a generous endowment to be used to maintain and develop the collection, and this became available in 1948.

Dr. Lodge's original collection comprised about eighteen hundred items, including

nearly a hundred incunabula. In the intervening years we have added more than eight hundred works, among them twelve medieval and renaissance manuscripts and seventy fifteenth-century editions. The remaining additions are post-1500 editions falling predominantly into the category of scholarly redactions of the sixteenth and seventeenth centuries. We have stressed vernacular translations as well, not only among the printed works but also among the manuscripts.

As a result of the Lodge bequest and endowment Columbia has been enabled to proceed much farther and faster in building unusual strength in the field of classical literature than would have been conceivable without those benefactions. Certainly we have added materials at a much greater rate and in much greater depth than Dr. Downs could have visualized in 1942.—*Roland Baughman, Head of Special Collections, Columbia University Libraries.*

## ACRL Microcard Series— Abstracts of Titles

THE ACRL MICROCARD SERIES is published for ACRL by the University of Rochester Press under the editorship of Mrs. Margaret K. Toth. Titles are available directly from the Press. Recently published numbers include:

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Starke, Vivian A. *A Check-List of Richmond, Virginia Imprints from 1853 through 1860, with a Historical Introduction.* (Thesis: M.S. in L.S., Catholic University of America, 1957.) 1959. iii, 147 l. \$1.50.

Swartz, Jean Marie. *A Check-List of Richmond, Virginia Imprints from 1866 to 1870, with a Historical Introduction.* (Thesis: M.S. in L.S., Catholic University of America, 1955.) 1959. iv, 172 l. \$2.25.

These seven check-lists of Virginia publications prepared by graduate students of library science in the department of library science of the Catholic University of America form a part of a research project of the American Imprints Inventory to compile a complete national bibliography. The American Imprints Inventory, begun in 1937, has accumulated much of the material which has been produced by the presses of the nation. From this vast reservoir of material these check-lists have been drawn. They contain all the titles and locations found in the National Union Catalog of the Library of Congress, the Library of Congress catalog, and titles that were located in other libraries throughout the country. Almanacs, newspapers, and official documents already covered in Swem's *A Bibliography of Virginia* were excluded from these check-lists.

Each of the check-lists is preceded by a brief history of the city or town in Virginia under consideration and by a survey of its printing and publishing activities. After this follow the

symbols identifying the location of the check-list items in American libraries. These symbols are the same used in the National Union Catalog of the Library of Congress. The author, title, and subject index provided in each of the undertakings will facilitate use of the check-list.

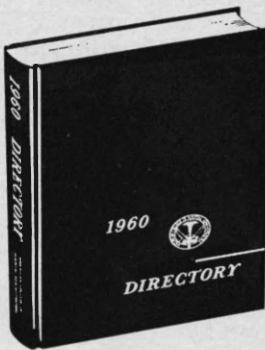
SILVA, SISTER M. FRANCES CLARE. A NO. 108  
*History of Ursuline College Library, Cleveland, Ohio, 1922-1957.* (Thesis: M.S. in L.S., Western Reserve University, 1958.) 1959. [4], 49 l., illus., diagrs. \$ .75.

The purpose of this study is threefold: (1) to add to the total picture of college library development in America; (2) to consider current problems and questions in the light of patterns of growth of the library and college; and (3) to point the way to improvements in future administrative practices through a study of past policies. Library records and diocesan reports that applied to the college and its library provided primary source materials. Interviews with the present librarian and with members of the faculty, some of whom have been at the college almost from the beginning, also provided valuable information.

VAN TIEM, JOHN E. *The Theatre* NO. 109  
*Collection of the New York Public Library.* (Thesis: M.S. in L.S., Western Reserve University, 1957.) 1959. ii, 57 l. \$ .75.

This paper presents the history of the collection from its beginning through July 1957. The development of the collection is presented chronologically and the uses of the materials for exhibitions and by celebrities of the theater are described. The Theatre Collection was established in 1931, when the heirs of David Belasco gave his large collection to the New York Public Library with the proviso that it be made available to the public. In addition to books on all phases of entertainment—stage, drama, motion pictures, etc.—the collection includes theater playbills, photographs, scripts, original sketches of costumes and stage designs, etc. Lillian Gish, who came to study pictures and reviews of *Camille* in 1932, was the first celebrity to use the collection. Through the years she was followed by José Ferrer, Alfred Lunt and Lynn Fontanne, Alec Guinness, George Abbott, Cecil Beaton, Russell Crouse, Robert Sherwood, and many others. The collection is also consulted by research workers, writers, and theatergoers.

JOHNSON, MAXINE. *Public and* NO. 110  
*College Library Personnel in Texas, 1955;*



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*Distribution, Demand, and Personnel Practices.* (Thesis: M.L.S., University of Texas, 1958.) 1959. ix, 213 l., 5 l., tables. \$2.25.

As part of the 1955 Survey of Library Personnel and Library Education Agencies in Texas made by the University of Texas Graduate School of Library Science, this study covers responses to the Questionnaire for Chief Librarians. Of the hundred librarians polled, twenty-seven public librarians and forty-six senior-college librarians replied. The data gathered show that a shortage of professional personnel exists, particularly in public libraries, and that this shortage will probably increase; thus, better use of available professional personnel seems desirable. Need is shown for a state plan for libraries, increased financial support, larger public library systems, more effectual recruitment by small libraries, and broader knowledge of current personnel practices.

NICHOLS, MARY ELIZABETH. *Early* NO. 111  
*Development of the University of Mississippi Library.* (Thesis: M.L.S., University of Mississippi, 1957.) 1959. [3], 61 l. \$ .75.

When the University of Mississippi began operation in 1848 it did so without a library.

Upon moving into a building of its own in 1890, the library had 13,000 volumes and was open four hours a day. Having outgrown its quarters, a new \$50,000 library building was occupied in 1911 which was replaced in 1951 by a \$1,500,000 air-conditioned home which could accommodate 1,250 readers and 450,000 volumes. Dwelling on personnel, the collection, finances, and library development, this study presents information that has nowhere else been brought together previously in the same way.

WELSH, MARY ANN. *Andrew Marchalk, Mississippi's First Printer.* (Thesis: NO. 112)

M.L.S., University of Mississippi, 1957.) 1959. [2], 721. \$ .75.

The purpose of the paper is to bring together the known facts about the "father of the typographic art in Mississippi" and to evaluate them. With the emphasis on Mississippi's first imprints, Marschalk's arrival in the Mississippi territory has been carefully traced in an effort to establish the date of the first imprint in Mississippi. Compelling reasons are advanced for rejecting *The Galley Slave*, which has for some time been considered a product of Marschalk's press, as Mississippi's first imprint.

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