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Special Libraries, July-August 1961

Special Libraries Association

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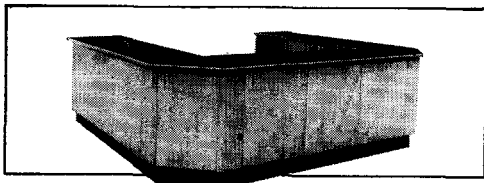
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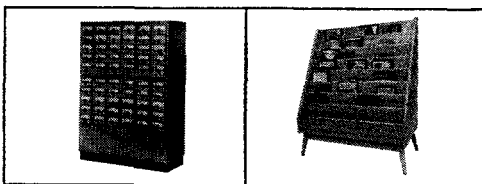
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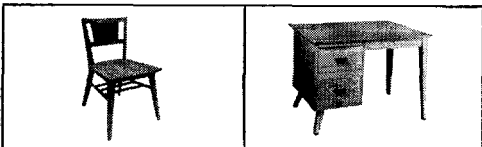
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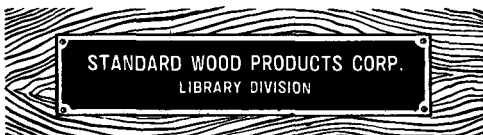
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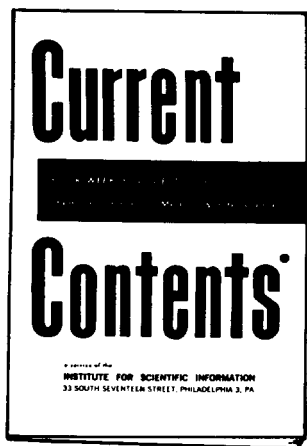
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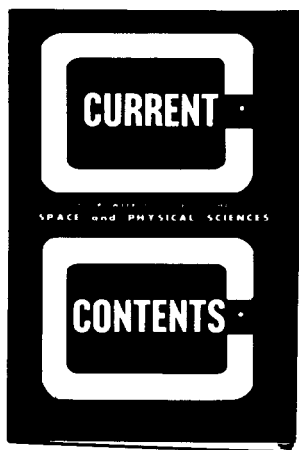
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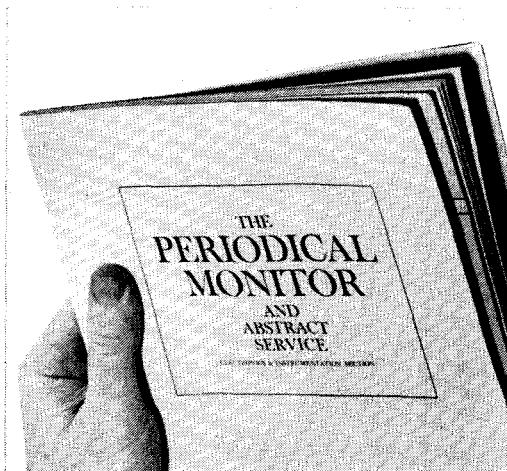
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(60) Surge Protection of Low-Voltage D-C Circuits, pp. 332-337. P. Chowdhuri and L. J. Goldberg (General Electric Co.). D-c surge protectors utilizing two types of switching elements—silicon controlled rectifiers and 4-layer diodes—for protection against transient over-voltages.

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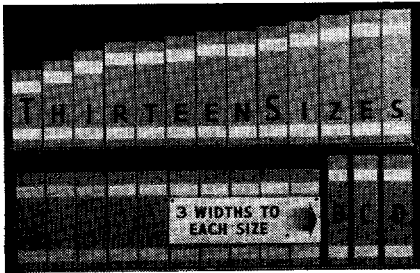
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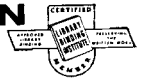
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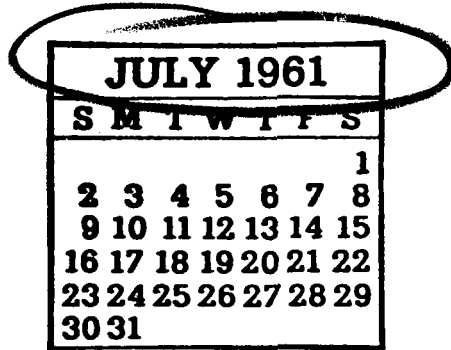


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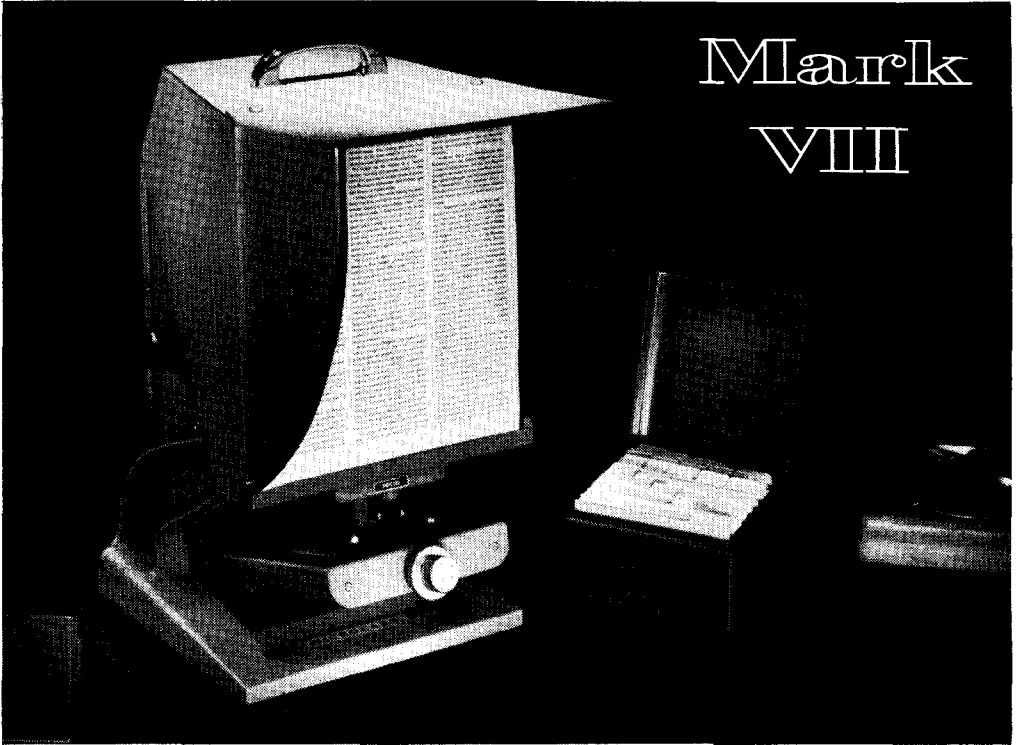
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Special Libraries Association

Volume 52, No. 6

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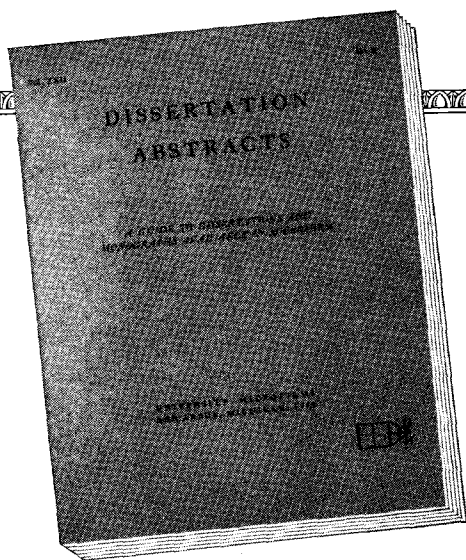
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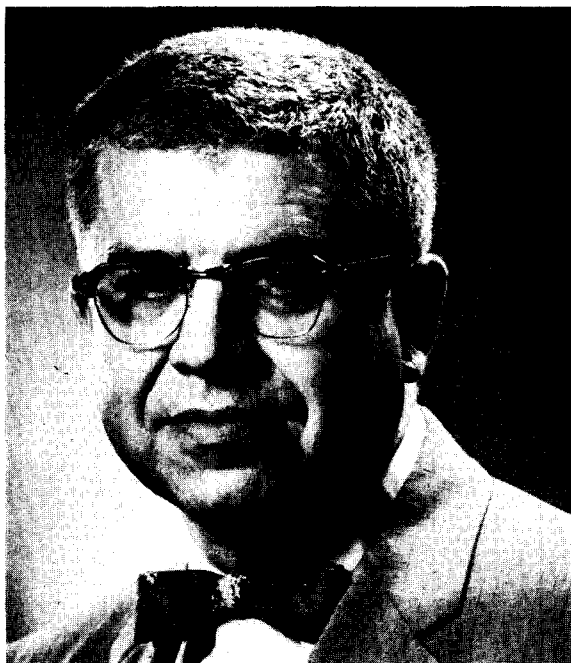
Eugene B.

Jackson

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President

1961 - 1962



Research Laboratories, General Motors Corp.

Fellow SLA Members, I would like to speak to you briefly now about partners in honor, in privilege, and in duty.

No greater honor can be bestowed upon a special librarian than being elected as President of this Association. Following the precedent set by the distinguished predecessors of mine, I will attempt to use the office to better the Association. Hence, any honor on me reflects on you as members of the Association.

With this honor are definite and implied privileges, presiding at meetings, making appointments, having my name on the letterhead. You too have privileges, association at a professional and social level with fellow professionals, sharing techniques and resources, representing your own individual organizations at this, our Association.

I have such duties as to fairly represent the Association's point of view, thinking always of the Association's betterment, its professional development, and that of its members. I have the duty of not using short-term expediencies at the expense of long-term advancement.

You too have duties, accepting appointments to serve the Association and/or Chapter or Division or at the National level, as your abilities dictate, making constructive suggestions, pulling your full weight knowing that the more effort you devote to any organization the better you know it and the more interesting and important it becomes. If as a result of your efforts SLA becomes a better and more vital organization, then the honor will reflect on all of us.

To put it another way, as we perform our duties with good will, we will have privileges thrust upon us and more than enough honor to share. For 1961, we have nearly 5,400 partners in the office of President. Do be a full partner.

SLA's New President—Eugene B. Jackson

EUGENE JACKSON's brief remarks upon the acceptance of the gavel at the Annual Business Meeting in San Francisco revealed to the membership not only the hallmarks of the office but also the character of the man who will lead the Association for the next year. Honor, Privilege and Duty were the keywords he used. These are words we have heard before. They are words we have accepted as being inherently descriptive of the office. It is good to be reminded of them—veteran members of SLA may have forgotten them—younger members may not have been aware of them.

The office of the President of Special Libraries Association is not recreated annually. It is a continuing position, changing face and spirit each year. The office can be nothing less than honorable, and for over 50 years it has reached and maintained that status through the fusion of integrity and dignity—personal characteristics of each of our Presidents.

Second in the trinity is Privilege—that grant of special right bestowed upon the leader of our Association by the membership. We assume that the President is not only fully aware of this prerogative but also recognizes that in it can be found support and encouragement. Privilege does not isolate the man in office. It provides him with the reminder that he is one of the many—a part of a whole that stands ready to advise him and to assist him.

Duty, the sister of Privilege, implies the moral obligation within the office of not only what to do, but also what not to do. The expression of Duty is not passive. Continued action is required, and within a 12-month term wasted or delayed action can weaken the fabric of the Association. The result of inaction often cannot be repaired within the term of office. The incoming President, therefore, shoulders added burdens.

SLA's new President is an Indianian, born in Frankfort and educated through high school in Lafayette. Getting him through Purdue University in the depression days was a family venture, with the student already showing an interest in library science by working in the circulation and reference departments of the Purdue University Library. His library science education was received at one of the nation's finest library schools—the University of Illinois. In 1938 he was granted a B.S.L.S. degree with honors. For the next two years, while continuing his studies, he worked in the reference and circulation departments of the engineering library. By 1941 he had completed his course work and had accepted an appointment as Documents Librarian at the University of Alabama. Upon completion of his thesis, "United States Government Documents in Engineering, 1890-1940," the University of Illinois conferred upon him the degree of Master of Science in Library Science.

During the early years of the war, President Jackson entered the Army's ASTP corps and was later relocated at the Army Library School in Paris. He was attached to the 12th Armored Division and toward the end of his military career operated a technical bookmobile in a combat zone.

Upon his return to civilian life, he served a dual role as Chief Librarian of the Wright Field Reference Library and as Chief of the Library Section of the Navy Air Force Central Air Documents Office at Wright Patterson Air Force Base. In 1949 he settled in Washington, D. C. as Head of the Technical Information Section of the Research and Development Branch of the Quartermaster General's Office. A year later he moved to the National Advisory Committee for Aeronautics to be in charge of its Office of Aeronautical Intelligence. By 1952 he had been appointed to serve as Chief of its Research Information Center.

For the past five years the Library of the Research Laboratories of General Motors has been under the supervision of Mr. Jackson. Under his direction the services of the library match its beauty of design and decoration—a combination that has resulted in a show-case information center.

Mr. Jackson has given years of solid service to our Association. His first major office was that of President of the Cincinnati Chapter in 1948. In 1951-52 he was Chairman of the Science-Technology Division, followed by a three-year term as a Director of the

Association. Just before being elected First Vice-President and President-Elect, he served as Chairman of the SLA Translations Center Committee.

President Jackson's catholic interest in the profession is evidenced by his participation in the activities of ADI, ALA and IAS. He has been an adviser to the Civil Service Commission and an examiner for the Civil Service Board. Since 1953 he has been a member of and has served as Chairman of the Advisory Group for Aeronautical Research and Development of NATO.

Mr. Jackson's training, experience, ability and devotion to the Association assure us that Honor, Privilege, and Duty will be conspicuous in the performance of SLA's new President.

John P. Binnington

SLA Executive Board 1961-62

First Vice-President and President-Elect

ETHEL S. KLAHRE received her undergraduate degree from the University of Akron and her library degree at Western Reserve University. She gained her library experience at the University of Akron, Commonwealth Edison Company and the Stewart Warner Corporation. At the suggestion of Rose L. Vormelker, she attended the SLA Convention in Pittsburgh in 1938 and "the enthusiasm of the members for their work and also for their Association made me decide to go into special library work." In 1943, Miss Klahre became associated with the Federal Reserve Bank of Cleveland, where she is librarian today. She credits the high standards of Alta B. Claffin, the Bank's former librarian, as serving as her own criteria, and she has endeavored to emulate her predecessor's performance of superior library service. Having served in the Cleveland Chapter as Bulletin Editor, Treasurer, Program Chairman, Vice-President and President and as Chairman of the Business and Finance Division, Miss Klahre thinks special librarianship can best be served by "never ceasing to be alert to change, by never closing one's eyes and ears to new ideas, by adapting and using what is good—then can librarians contribute fully to the ever-changing requirements in the field of research." For relaxation Miss Klahre enjoys sewing and knitting, music (particularly piano), making table and Christmas decorations and gardening.



Second Vice-President and Chairman of Advisory Council

FLORINE A. OLTMAN's first position, after graduating from the Southwest Texas State Teachers College and receiving a library degree from the University of Denver, was that of school librarian. She first became interested in military libraries during World War II while serving in various Army and Navy libraries. She began at the Air University as a cataloger in 1946, later became librarian at its Special Staff School and at the Air War College and, since 1958, has been Chief of the Bibliographic Assistance Branch. She feels that "establishment of Air University and the opportunity . . . to participate actively in the instructional program and initiate the bibliographic assistance program in the AU library" and the opportunities given her by Dr. Jerrold Orne to be active in SLA contributed greatly to her growth as a special librarian. Having served the Association in many capacities—Chapter Liaison Officer, President of the Alabama Chapter and Chairman of the Military Librarians Division, as well as frequently contributing to "Special Libraries"—Miss



Paul Robertson

Oltman thinks SLA can contribute to the fields of research and information, "by keeping current in new developments with implications for changes for special librarianship, by stimulating members to do some creative thinking, by using old techniques where applicable to open doors to fields of literature and information not now accessible through organization and indexes, by good public relations to gain respect for what well-trained librarians can do for an organization and its personnel." Miss Oltman's special interests are photography, sewing and travel.

Directors

PAUL W. RILEY believes that "membership in SLA not only alerts one to the new techniques and tools that are being developed to control the ever-increasing output of information, but also, through personal contact with these specialists, stimulates one with a desire to take an active part in this information revolution." Mr. Riley has served as Chairman of the SLA Convention in Boston in 1957 and on the Nominating Committee. He was Bulletin Editor, Nominating Committee Chairman and Chairman of the Business and Finance Division, and in the Boston Chapter has been Placement Committee Chairman, President and on the Executive Board. He was one of the active contributors to the Division's reference work, "Sources of Commodity Prices" (SLA, 1960). He is a graduate of Clark University and earned his library degree at Syracuse University. Before going into the army Mr. Riley was Assistant in the Social Science Division of the Worcester Free Public Library in



Massachusetts. He is at present Librarian at the College of Business Administration Library, Boston College. His hobbies—golfing and camping.



EDWARD G. STRABLE's interest in librarianship was awakened when librarians allowed him to borrow adult books on his "junior" library card. He began his own library career as page for Chief Reference Librarian, Herbert H. Hewitt, at the Chicago Public Library. Mr. Strable obtained his B.A. at the University of Illinois and his library science degree at its Graduate Library School under the GI Bill. His wife, an ex-librarian, and performing many jobs but preferring research in an advertising agency contributed to his development as a special librarian. He has been librarian at the J. Walter Thompson Co. in Chicago since 1955. He served as Chairman of the Chicago Convention in 1958, and SLA Representative to the National Book Committee, 1960-61 and on the Public Relations Committee and as Advisory Council. Mr. Strable considers that "each special librarian in his individual pursuit of excellence makes the essential contribution to the solution of the information and research problem, but through SLA's Chapters and Divisions have the opportunity to select, from competing problem areas, those few that need immediate concerted attention and action." He is guest lecturer on the faculty of the Graduate Library School, University of Chicago, teaching special librarianship. He enjoys "reading—particularly children's books to daughter Jeanie, listening to jazz, recorded usually but live as often as possible, and watching old movies on television."

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EDITOR'S NOTE: For biographical sketches and photographs of Executive Board Members who are continuing in office see "Special Libraries," July-August 1961, page 279-80: Mrs. Jeanne B. North, Secretary, Olive Kennedy, Treasurer, and Sara Aull and Elizabeth Usher, Directors; and "Special Libraries," September 1959, page 287-8: Lorraine Ciboch and W. Roy Holleman, Directors.

SLA Sustaining Members

The following organizations have expressed their interest in supporting the activities and objectives of the Special Libraries Association by becoming Sustaining Members for 1961. These are additions to the 110 Sustaining Members listed in previous 1961 issues of *Special Libraries*.

MINNEAPOLIS-HONEYWELL REGULATOR Co., Minneapolis, Minnesota
PENNSYLVANIA STATE LIBRARY, Harrisburg, Pennsylvania

EDITOR'S NOTE: This list includes all applications received through June 26, 1961. Supplements will appear in future issues.

Coming Events

The EIGHTH INSTITUTE ON ELECTRONICS IN MANAGEMENT, sponsored by the School of Government and Public Administration of the American University, will be held at the American University, Washington, D. C., from October 30 to November 3, 1961. The Institute's theme is Automatic Data Processing Systems, and it is designed for management personnel from government, business and industry engaged in planning or using automatic data processing systems. To enroll or request further information, write to Dr. Lowell H. Hattery, Director, Eighth Institute on Electronics in Management, The American University, 1901 F Street, N.W., Washington 6, D. C.

The 27th IFLA COUNCIL meeting will be held at the National Library of Scotland,

Edinburgh, September 3-8, 1961. The working conference will deal with many important international library subjects. Special stress will be on the problems of national and university libraries, building questions, coordination of cataloging principles and public library work, particularly with development of IFLA's long-term program.

The SOUTHWESTERN WASHINGTON LIBRARY ASSOCIATION will hold its annual meeting at the University of Puget Sound on Saturday, November 4, 1961. The featured luncheon speaker will be Chief Justice Robert C. Finley, of the Washington State Supreme Court.

The September issue of "Special Libraries" will carry the Proceedings of the Association's 52nd Annual Convention.

Into the Mainstream

LAWRENCE CLARK POWELL, Dean

School of Library Service, University of California, Los Angeles



A BETTER TITLE here might be "Into the Maelstrom, or Larry in the Special Lion's Den."

No matter. Call it what you will, the talk will be the same, for I am a man of many titles and one talk. Try as hard as I can, I have not been able to transcend the first talk I gave to librarians, back in 1934, two years before I became a librarian. I was on a program flanked by Helen Haines and Althea Warren, those twin saints of library service, and all three of us talked about books. What else is there for librarians to talk about? Machines? Master them. Techniques? Perfect them. Administration? Practice it. I bring not peace, but a book.

I shall not talk to you as *special* librarians or about *special* aspects of librarianship. I am here as a librarian—period. Although I have worked most of my life in a university library system, it is a varied one, embracing law, medicine, engineering, chemistry, physics, education, art, music, theater arts, and industrial relations and business administration, and I could claim to be a special librarian. Among my staff are some of the ablest members of this Association. I have helped establish all of these special libraries at UCLA, where there were none when I became Librarian in 1944. The advantages are obvious of locating a library school in the midst of this special libraries system, with such varied immediate off-campus neighbors as Douglas, Hughes, RAND, Ramo Wooldrige, MGM and 20th Century-Fox.

I want to acknowledge the encouragement we have received in the Library School this first year from the Southern California Chapter of SLA, headed by Doris Banks and Nate

Sands, and that given us by the visit from your President, Winifred Sewell.

Language for Our Common Ideal

I have tried not to use special language to communicate with my colleagues. You may remember a few years ago when Gordon Randall lured me into writing for *Sci-Tech News*, and my contribution provoked disagreement. This was good for me. It made me surer than ever that I want to be a generalist rather than a specialist. And it also made me realize the sincerity of those who differ with me; and that it is important that we find language for our common ideal.

What is it? What is this ideal beyond argument? I will tell you. It is that the quest for knowledge leads to truth, and that the truth does make us free—and useful. This is what distinguishes librarianship in a free society, no matter the kind of library one works in. This is the heritage we share and treasure and must transmit, strengthened and enriched by our contributions to it. This is the mainstream. No matter how far out we may branch in specialized library work, we must return to the mainstream for strength and refreshment. What better time than our annual meetings?

I am really not here as a librarian, my invitation made clear, or as a reader and writer and talker about books, but as a teacher of librarians, as the dean of a new library school, at the close of the first year of instruction. In spite of all the talking library educators may do, by their graduates shall ye know them. Ours are good; they will go far.

It has been a good year, a wonderful year, the best year of my life. Teaching? Also learning. Learning good things about the people coming into librarianship, coming to join you in the field, oriented, I hope, to do well in whatever work they enter, because for the past year we have been navigating the mainstream, learning the lay of the

Keynote address given before the 52nd Annual Convention of Special Libraries Association, San Francisco, May 29, 1961.

river, from the headwaters to the gulf, from the Dewey morning to the shores of Louis.

Motivation for Library Education

My inevitable motivation toward library education was strengthened by the recurrent complaint of some library school graduates as they came to work at UCLA, that the year in library school was a necessary evil, a formality to submit to in order to become certificated, that it was often merely boring.

This seemed to me immoral. A year of graduate study of the origins and practice of our profession should be the crowning year of a librarian's education. I was shocked and embarrassed to learn that it was often regarded as dull and even degrading.

What is necessary to make the graduate year exciting, instructive and memorable? In remembering my own year at library school, which had been both good and bad, I recalled that the positive factors had been 1) the immersion in a great general collection of books and periodicals, on the campus of the University of California at Berkeley; 2) proximity to a beautiful city and its printers and booksellers and bookmen—the city of St. Francis where I was once a dictaphone stenographer in an engineering firm, where I have breathed the fragrance of roasting coffee and rare books and 3) intellectual intercourse with experienced and philosophical teachers, particularly Sydney B. Mitchell, the Berkeley library school's founder whose unfinished memoirs appeared posthumously last year.

Mitchell Most Influential Westerner

I recommend this book to all librarians. Called *Mitchell of California*, it is published by the California Library Association. The book contains a bibliography of Mitchell's writings, with salt and pepper extracts therefrom, compiled by Betty Rosenberg. Let me read a few to give those who didn't know Mitchell an idea of the character of the most widely influential person western librarianship has ever known.

"If you are not interested in anything," Mitchell wrote, "I am sorry for you. Having gone mildly crazy at different times over such subjects as the stage, ornamental horti-

culture and domestic architecture, I realize how much is missed by being too beautifully well balanced."

"When the librarian says he has no time, I wonder what he is doing with his leisure, inasmuch as the type hardly possesses either the means or the temperament for leading a riotous life."

"One of the best administrative minds I have met in a young woman librarian was allied to a facility in the use of profanity in private which would effectively have prevented her admission on a personality basis had she been interviewed by a perfect lady."

Sydney Mitchell is the patron saint of the UCLA Library School. Most of us on the faculty were trained by him.

Those who didn't know him perhaps have the idea that we revere him because he was a super-bookman. No. He wasn't a bookman at all, in the usual sense. His second vocation was as a breeder of iris. He was a great gardener, and he wrote several books about gardening. But that is not the reason either why we revere Sydney Mitchell. I will tell you why we do. It was his articulate belief in intellectual freedom that he transmitted to us, and which has been a dominant idea in our first class at UCLA. The recognition that if a librarian doesn't believe in, practice and publicly champion intellectual freedom on every possible occasion, then he has neglected a basic obligation of his calling. This tradition of intellectual freedom, established by Sydney Mitchell, has been a lasting one in the Berkeley library school, witness the Fiske study it sponsored and the courageous public roles played by its faculty members, Periam Danton, Frederic Mosher and LeRoy Meritt.

At UCLA we are fortunate in having Everett Moore as a colleague, he who took over the editorship of the *Intellectual Freedom News-letter*, just as the ALA Executive Board was sweeping it under the rug; and we have as good neighbors such veteran workers as Martha Boaz, Harold L. Hamill, John D. Henderson and John E. Smith.

So strongly do our students believe that this is basic in librarianship that they donated their class treasury to the ALA Committee on Intellectual Freedom.

No Cult of the Book

It may astonish some of you that we have not founded a cult of the book at UCLA, in a land where cults flourish so. We have not and never will, although we love the book as one of man's most useful and delightful inventions. When we speak of the love of books, we mean love in the sense of devotion, of an emotion so deep that it changes one's life. Not a shallow, fondling love, but a passion that irradiates and transforms.

Here is my scale of values, learned from Willis Kerr, dean of college librarians here in the West—books are more important than libraries, people are more important than books, ideas are more important than people.

What have we done to try to make this year the crowning one of all the student years? We have founded the school on a good model and proud tradition, those of Berkeley and Columbia, on the ideal of intellectual freedom and the conviction that the librarian's role is central in defending and extending it, and that a knowledge of the history and practice and examples of good library service is basic in the year's work. To learn the why is more essential than to learn the how. The "how" varies from library to library and from time to time, whereas the "why" is universal and eternal.

The best teachers of library service are those who have brought to a mastery of working librarianship the illumination of history and philosophy, who can light up the passageways, who can vitalize the skeleton of techniques and who can link the students to the great chain of library service.

Essentials of Good Teaching

All the ideals and the ideas in the world will be lifeless if they are taught by persons who neither know nor believe. Knowledge and belief, and the power to communicate both, are the essentials of good teaching.

We have enlisted such a faculty and staff. Frances Clarke Sayers, Seymour Lubetzky, Andrew Horn, Barbara Boyd, Tatiana Keatinge, Johanna Tallman, Gladys Graham, Elizabeth Baughman and Joan Crowley are my colleagues; and it is inevitable that the students have been affected by the impact of

these doers and believers and teachers. Robert Vosper, Louise Darling and Betty Rosenberg will join us in July.

Students and faculty have agreed that the year's most exciting course has been Seymour Lubetzky's in classification and cataloging. What has been too often an exercise in techniques becomes in Lubetzky's grip a convincing demonstration of logical reasoning. His success owes much to the devoted assistance he has had from Elizabeth Baughman. Lubetzky defines our core curriculum as follows: acquisitions is *prime*, cataloging and classification are *central*, reference and circulation are *ultimate*.

One of the year's high moments was Frances Sayers' report on books and people in the Soviet Union. Others were talks to the students by such tireless travellers as Colonel Frank B. Rogers, Alan Heynemann and Francis St. John.

From the year's inaugural address by Paul Horgan, longtime librarian of the New Mexico Military Institute, to the valedictory by Patricia Paylore, that fiery librarian from Arizona, with the uninsulated Texan, Luther Evans, in between, the educational process has been designed to prepare students for leadership in library service—and I do not necessarily mean top administration. We have tried to do what Ralph Shaw says to do to a student—light a fire in his belly.

It has been a hard year; we have worked the students unmercifully, but I do not believe they will recall it as a dull year or as a meaningless one. Held against the grindstone of disciplined study, a good student gives off sparks and gains a cutting edge.

Excitement, Challenges, Frustrations

In a postscript to the comprehensive examination one student wrote: "I know that future classes will have the same basic training, but they will never know the excitement, the challenges and the frustrations of this 'guinea-pig' class. The most effective inter-relationship of all has been that of the faculty and students. This has provided a stimulus to learning greater than any I have ever known. I pray that the school never outgrows this particular relationship."

And I pray that our graduates will stay in library work. I do not regard it as a rung on the economic ladder; and yet if students are graduated bored and cynical, brutalized by busy work and then fall into stagnant pools, no wonder there is a flight from librarianship into more rewarding fields.

I talked recently with the president of an American university who said that if library schools recruited the right kind and a small number of exceptional young people, then must we be reconciled to losing them eventually to positions of greater usefulness, responsibility and financial rewards.

I am told that in industry a librarian can receive both more salary and status if he will accept a title other than librarian. One such person wrote wistfully to me to say, "I have been assigned a variety of jobs in addition to being 'Librarian.' I am Security Officer, File Custodian, Systems Designer and Professional Society Membership Coordinator."

I am appalled by the number of people who come as a last resort to library work. We will not admit teachers who tell us their motive is to escape from pressure, long hours and problems of discipline. When a man in his thirties writes us that he has tried architecture, teaching, business and ranching without success or satisfaction, and has now taken an aptitude test which indicates that he will find success and satisfaction in library work, our answer is a two-letter word, "N.O."

Satisfaction in other fields, however, may sometimes lead to a successful change to librarianship. Another great California name to couple with Sydney Mitchell's is that of James L. Gillis who, as State Librarian, founded California's county library system. He came to the position in middle age from that of lobbyist for the Southern Pacific Railroad. As such, he had made good use of the state library in Sacramento and was inspired to give California statewide library service.

At UCLA, our critical emphasis is on the philosophy and practice of basic order, cataloging and reference work, followed by elective courses in the literature of technology, the life sciences, documentation, academic, school and children's work. As Andrew Horn wrote in *Library Journal*, the UCLA

library school is conservative rather than radical. Throughout the year we have invited writers, publishers, booksellers, book collectors, and librarians to testify to the satisfactions found in working with books.

Just Short of Fanaticism

There are also frustrations in a librarian's life, and we do not minimize them, but the strong can transcend them. We seek to enlist strong young people and make them stronger. A good librarian is one who is dedicated to job and profession just short of fanaticism. It takes at least half-time to get results and make impact; and by half-time, I mean a 12-hour day—eight for the job itself, four hours for related activities, four for meals and chores, eight for sleeping. No matter how you add or subtract the sub-totals, they total 24 hours.

Our school is now limited to 50 graduates a year. This means that we can select the best and give them personal attention in graduate seminar courses. It is not possible in any field of graduate study at UCLA to take less than a half-time course; and we have admitted only a few half-time students and intend to reduce these in the future. We do not believe the full benefits of graduate study, particularly when the curriculum is compressed into a single year, can be derived by students who are at the same time working in libraries. We will never see librarianship a profession when the educational goal is merely a certificate or degree that can be gained through a study-and-run program. With due respect to library schools that have more part-time than full-time students, I do not believe that this is the best way to enhance our profession.

We need a national drive by librarians to establish an ample loan fund that will enable students to be full-time, non-working degree candidates; and I would favor an annual assessment of librarians for the improvement of library education opportunities. Dues are already high? They are still the lowest of any of the professions, not to mention industrial unions. To achieve professional status as an individual, and as a group, calls for determination and sacrifice. We did

not establish the UCLA library school for people who are too busy otherwise to give themselves fully to a year of intensive education, or as a certificate mill or as a way-station.

The school has been "jumping" from September to June. Lectures, quizzes, class meetings, field trips to see such marvels as the Gutenberg Bible in the Doheny Collection in St. John's Seminary and the Navy Electronics Laboratory in San Diego, and public libraries in the San Joaquin Valley, and just fun parties, through which we have been drawn together in fellowship, and critically too, as we have encouraged the students to tell us how it could be bettered, and in turn have observed the way people coalesce around ideas as around nothing else.

An Order of Belief

Cult of the book? Nonsense. Rather, an order of belief, in which ideas of social responsibility and usefulness are linked with the preservers and transmitters of ideas, be they books or any other forms man has invented to store and communicate his ideas.

The respect I have for librarians in the field, regardless of the library they work in, is determined by the extent to which they are identified with the ideas that have made us a great nation—the ideas of individual liberty and social responsibility—and by their willingness to take a public stand whenever necessary to champion these ideas when they are threatened by racial bigots or political reactionaries. They will recognize and proclaim that the sacred American ideas of freedom, tolerance and justice have been enunciated in and transmitted by and are always available in *books*—books that are to be borrowed from public libraries and to be bought in supermarkets and drugstores. The books of Tom Paine and Jefferson, of Franklin, Thoreau, Whitman, Emerson, Mark Twain, Carl Sandburg, Robert Frost, J. Frank Dobie, on down to the writings of that reading man in the White House. This is my idea of good librarianship.

It wouldn't be proper if I didn't talk about at least one specific book, one that has been with me since I found it on a revolving rack in Dallas two summers ago. It is a paperback of Sir William Osler's selected writings

called *A Way of Life*, an inspiring handbook alive with that great teacher's mind and spirit. Osler speaks to all who aspire to professional dedication, be they doctors, teachers or librarians.

As librarians, we should know more about more than any other members of society, believe in what we know and know how to make this knowledge available to those who need it. However specialized our work, however narrow the tributary up which we have gone in search of a living, we must continue to study and think and grow on the shores of the mainstream. We must be leaders and spokesmen in our local settings, publicly committed to and identified with the cultural forces of our time.

Most Favored Position

Members of SLA are in the most favored position of all librarians today to enhance librarianship, for the reason that you are in positions and places of intellectual importance and influence. The executives and scientists you serve are on the frontier of this new age; their decisions will determine our future. You prepare them for decisions.

Thus it is essential that you be good librarians in the deepest, widest, truest sense: technically able, philosophically understanding, culturally as broad as culture itself, curious about the past, alive to the present, unafraid of the future. *Be* these things, and let it be known that you are more than technicians, that you are truly librarians, and whatever your local situation may be, let your image be that of storekeeper, servant, bulwark, beacon, transmitter.

This then is the mainstream. It matters not where you work, however humble your library, the mainstream flows through and nourishes them all, for it is the mainstream of man's thought and idealism; its headwaters rise on Olympus, on Sinai, Tamalpais, and on Grizzly Peak across the San Francisco Bay.

This great current of intellect and spirit is a universal resource, regardless of our race, or language, or classification. To you librarians, wherever you labor, whatever you do, no matter what you are called, I speak these words of common purpose, of affectionate good will and of pride in our work.

A Librarian Flies to Learn, or Boston Sci-Tech Group's Course for Beginning Librarians

NATALIE N. NICHOLSON, Associate Director of Libraries
Massachusetts Institute of Technology, Cambridge, Massachusetts

EDITOR'S NOTE: The members of the Special Libraries Committee held very different and opposing views on the professional ideas expressed and the program described in the following article. On the one hand it was felt that attempts to teach non-librarians the rudiments of librarianship discourage professional training and lower the standards of all libraries and librarians, while on the other hand it was argued that there is an acute shortage of qualified personnel and experienced librarians should be encouraged to teach untrained people who are interested or have been placed in library positions. Recognizing that this basic difference must exist throughout the special library profession, it was decided to publish the article and invite comments on it from Association members known to be concerned with the problems of education, recruitment and professional standards. These statements follow the article, and additional comments from readers will be welcomed.

IF THERE ARE any doubts that company librarians are eager to learn more about the techniques of operating their libraries, a recent experiment in Boston has dispelled them. Sixty-eight librarians registered in two series of courses given by the Science-Technology Group of the Special Libraries Association's Boston Chapter, the first one in the spring and the second in the fall of 1960. They represented 33 different companies, three educational institutions and two government agencies. They came not only from Boston proper, but from Nashua, New Hampshire, Providence, Rhode Island—one, whom I will call Jean, came from Harrisburg, Pennsylvania. Her company sent her

by plane biweekly to attend the six sessions of the fall course.

Jean, perhaps typical of many who attended, felt the experience "more than worthwhile." An intelligent, enthusiastic person employed by her company for many years, she had recently been placed in charge of its library. She had considerable knowledge of the company and its expanding research program but felt a lack of "know-how" for establishing an efficient library. It was impossible for her to take time out for formal library school training, and she is not eligible to become a member of Special Libraries Association, so the Boston Sci-Tech course filled an immediate need. Though no one would pretend that the course was more than an introduction to some of the elementary problems of special libraries, it helped our flying friend and others in her situation to gain confidence and to talk over pressing problems with experienced librarians.

The Boston Sci-Tech Group had been aware for several years that many people in charge of, or working in, technical libraries in the area needed some training. Librarians of well-established companies and educational institutions, through their borrowing, reference and bibliographic requests, had the situation brought to their attention constantly. The need was dramatized to the author of this article when she served for two years as the Chapter's Consultant Officer. New technical libraries were being set up in companies, and consultation was being given on organization; but trained librarians to run them were not available. Very often there had to be a "Jean"—bright, eager, company-oriented, but not very knowledgeable in the way of libraries.

In the winter of 1959-60 a Committee on a Training Course for Beginning Librarians was appointed by the Boston Sci-Tech Group with Margaret Firth, librarian at the United Shoe Machinery Corporation, as Chairman. After several meetings held to consider possible form, content, time, place and so forth, it was decided to offer a course geared as nearly as possible to estimates of the practical needs of the area. The resulting plan was for a lecture-discussion series, entitled "Introduction to Technical Library Methods and Use," to be offered every other week from 7-9 p.m. for four weeks. Early in the discussions it was decided to omit cataloging and classification as these subjects were too detailed to attempt to cover in one evening. With those areas omitted, it seemed reasonable to divide the lectures by types of materials—books, periodicals and "other materials," with explanation of the procedures necessary to secure and process them. "Other materials" included patents, translations, government documents, maps, trade catalogs, theses and similar items. The last evening was devoted to the techniques of utilizing these materials for reference and information work.

Leaders for the course were selected from qualified members of the Boston Group. Six of them were librarians of industrial companies and two were from government agencies. They accepted willingly, and it was their enthusiasm and hard work that brought success to the venture. In addition to their lectures, they prepared useful bibliographies. A convenient meeting place was made available at the Cabot Corporation, by courtesy of the librarian, Hanna Friedenstein.

An announcement of the first course, including a registration form, was printed and mailed to all Boston Sci-Tech members, to companies that had contacted the Consultation Service and to companies who had taken out borrowers' cards at the MIT libraries, about 67 altogether. The announcement noted that the course was "designed for library assistants without professional training or for untrained persons in charge of new libraries," and that the registration would be limited to 15 persons in each section, two sections to be formed if necessary.

Fifty-eight applications were received! Not all could be accepted; but those who could not be accommodated were told that they would have priority in registering for the fall course. Dorothy Hart, librarian at A. D. Little, Inc., acted as registrar and treasurer. For the fall series the number of meetings was extended from four to six, dividing "other materials" and "reference and service" into two evenings each; and the fee was increased from \$5 to \$6. The registration was limited to 20 students in each section, two sections if necessary. Again, more applicants than anticipated were received—43!

It was felt, from observations of committee members, experience of the leaders and the comments of the class members given on comment sheets issued the last evening of the spring course, that improvements were made in the fall series. Each applicant for the fall course was asked to fill out a form giving information on his education, experience and present position. This made it possible to divide the group into two sections according to levels of qualifications and responsibility.

There were some helpful criticisms from participants; there were also many expressions of praise and thanks similar to those in a letter received by the author:

"I am writing to you and hope you will pass along my thanks to the people who originated the lecture course for new librarians. . . . At that time (spring 1960), I had taken over a small library and was setting it in order. I had had experience but not a degree. I benefited a great deal from the course. The opportunity to find out how various libraries are run followed by discussion of individual problems was invaluable to me."

Now the Boston Sci-Tech Group is looking toward the future. With some money on hand from registration fees, earmarked for education purposes, it must explore means of continuing a good start. Will it be a three-day workshop, a lecture series, or courses similar to the ones already given, with more detail on specific aspects or on different topics? Whatever direction is taken, it is hoped that the effort will be of further help to those in the predicament of Jean and

will, at the same time, bring recruits to the profession.

• • •

Recruitment the Final Answer . . .

The problem presented is a very real one for those of us concerned with consultation and special library education. After consultation with an organization, the usual request is for a librarian. When no one is available and the executive suggests placing an intelligent, enthusiastic employee as the librarian, what can we say? If we had trained librarians available, there would be no problem, but, unfortunately, that has not been the case. Furthermore, if management has decided to place an untrained person in the job, there is little SLA can do about it.

The question that faces us is, shall we turn our backs on the Jeans or shall we give courses to help them do a more professional job? In the special library course I teach at Washington University, I have had many Jeans. A number of them had no previous college courses, as the university does not require this for the certificate in librarianship. The special library course consists of 16 sessions of two and one half hours, divided into 11 lectures and visits to five special libraries. Several of these students are now heads of local special libraries and doing a satisfactory job for their organizations. I believe that if they were college and library school graduates, they would be able to do a much more comprehensive job.

I am a firm believer in our standards and I do not feel that they should be lowered one iota. To give courses such as Boston has done is not weakening our professional standards. It is only a practical measure to help a current situation.

The remedy lies in education and in recruitment. We must educate management to the advantages of a trained library staff so that it would no sooner hire an untrained person (albeit, an intelligent and energetic one) to operate a technical library than it would employ such a person as a chemist or an engineer.

We must educate more librarians in special library techniques, and that can be done only through the cooperation of our library

schools. Recruitment of more people to the profession must be the final answer. Every member of SLA should be selling the profession not only to the college student but to the high school student who is seeking a profession. How many are doing it? Are you?

MRS. ELIZABETH W. OWENS, Librarian
Union Electric Co., St. Louis, Missouri

First—Define the Problem . . .

Miss Nicholson's article raises a host of questions for which neither SLA nor ALA would seem to have clear-cut answers—questions which must be answered before anyone can properly disapprove of the program she describes. For example, some questions are:

1. How many who took the course were qualified for admission to graduate schools of library science?
2. Are persons without graduate education in library schools librarians?
3. How much training does it take to produce a librarian—"some training?"
4. Is "introduction to some of the elementary problems of special libraries" sufficient training for persons in charge of them? Or is being "knowledgeable in the way of libraries" enough?
5. Are trained librarians librarians?
6. Is a "new librarian" a librarian? Is a new doctor a doctor or not a doctor?
7. Should untrained persons ever be put in charge of new libraries?
8. Does knowing "how various libraries run" qualify one to run them?
9. How far should courses in librarianship be geared "to the practical needs of the area?"
10. Is material designed for library assistants without professional training the equivalent of professional training?
11. Is the librarian (professional) trained or educated?
12. How many other professions accept as professional those who have not completed prescribed courses set by the profession and offered only in accredited institutions of higher learning?
13. Why not have a national examining

board for librarianship, or grades of librarianship awarded by the ALA on the basis of training, education and experience?

14. Are these people to be used in place of and accepted as proper substitutes for professional librarians?

15. Is an efficient library necessarily a good library?

16. Is classification and cataloging almost the only aspect of librarianship that is not to be taught in a short course of this nature?

17. Is there a clearly defined body of knowledge that should be the possession of all professional librarians?

18. Why must we say "professional" librarian when we use lawyer, sea captain, engineer, mayor, teacher, public accountant and minister without the word?

19. Is a librarian anyone who works in a library, as a writer is one who writes, an artist one who paints or draws?

20. Why do we have standards, or do we?

And finally, just how much agreement among the members of the library profession is there on all these questions? Gives pause for thought, doesn't it?

E. H. HUMESTON, JR., Director of Students
Drexel Institute of Technology
Philadelphia, Pennsylvania

Against Reverting to Patterns of the Past . . .

I understand and appreciate the thought behind the course offered by the sci-tech librarians in Boston. It seems to me, however, that it only encourages industry to appoint non-trained personnel if we attempt to make librarians out of them in a two-hour lecture-discussion course for four weeks. Courses offered at the Ballard School in New York City and Ferris Institute in Big Rapids, Michigan, are frankly designed for training library assistants. They are semester courses with qualified teachers and provide the students with the basic courses needed as non-professional assistants.

The training described by Miss Nicholson, while better than no training at all, cannot possibly be compared with professional training. Even a few courses in pertinent subjects

at an accredited library school would be helpful.

Special Libraries Association took a courageous step forward in setting up standards for membership. Twenty years ago, as the Executive Secretary of Special Libraries Association, I was emphasizing to companies starting libraries the importance of hiring trained librarians. True, there is a great shortage of trained librarians today, but does not the answer lie in doing a better job of recruitment rather than training people who cannot qualify for membership in SLA?

Not only must we attempt to interest bright young men and women in librarianship while they are still in high school or college, but we must also offer them practical experience and financial support while they are securing a library degree. The Detroit Public Library currently has 16 college graduates who are taking their library courses at night at the University of Michigan Extension Program in Detroit while they are employed full-time. Newark (New Jersey) Public Library has one-fifth of its professional staff in its trainee program.

In a special library, where the staffs are smaller, there is even more need for better training of the professional staff. I regret very much perpetuating the attitude that anyone can learn to be a librarian in a few easy lessons. One does not hear of lawyers, teachers or social workers qualifying for professional assignments in this manner. I would hope that we are working to improve the calibre of the new librarians in the field rather than reverting to patterns of the past.

KATHLEEN B. STEBBINS, Personnel Director
Detroit Public Library
Detroit, Michigan

Look at the Situation Realistically..

I wholeheartedly support the Boston Chapter's program for training office personnel in library techniques.

I was not a "professional" when I became librarian at Allis-Chalmers Manufacturing Company in Milwaukee. The library was an essential part of the company, and I had worked for that company for seven years. I am a graduate of the University of Wisconsin-

sin and learned cataloging and reference procedures at the University's Evening School in Milwaukee. The special librarians in Milwaukee gave me invaluable help.

School and public libraries face the same problem of insufficient trained help. In the public schools the library science minor is accepted as adequate training; however, education credits are also a necessity. In our high schools we train students to do many of the routine tasks and have a clerical helper. On-the-job training is a *very* difficult task, but if the person is interested and of average intelligence it can be done.

I think that we have to look at the situation realistically. It is not fair to ask a company to hire a librarian with an L.S. degree when there are not enough available. Recruitment is difficult because librarianship demands five years of study. Many professional people study for advanced degrees while working. Why not librarians?

I don't understand why this procedure of sharing knowledge with others would lower our standards; this should be good public relations for Special Libraries Association.

There are many libraries operating effectively under those who learned librarianship the "hard way" because some companies prefer to advance their own employees instead of hiring new ones. Every well-organized, effectively run library raises the standard of the entire profession, and if each of us helps someone else meet the high standards, we will profit individually and collectively.

SYLVIA NICHOLSON, Librarian
Wilbur Wright Jr. High School
Milwaukee, Wisconsin

Accredited Schools Could Give Courses for Working People . . .

No member of Special Libraries Association would want to refuse aid to any deserving person or library, but we must be aware of spreading our resources too thin and not doing anything well. The Association has worked hard to get standards set and recognized, and as members of SLA, we should strive to maintain this heritage that has been given us.

As a professional association, one of the responsibilities of SLA and its Chapters and Divisions is to initiate and provide courses for members. These courses would be of the workshop-type or refresher course providing up-to-date information on library developments but would not in any way be considered as a substitute for the basic training that is given at library schools.

University graduates who are working in special libraries and who desire basic library training, are entitled to the best training that we can provide on an academic basis. Perhaps now is the time for the Association to request accredited library schools to make courses available at convenient hours and in ways suited to the working person's schedule.

CLARA G. MILLER, Librarian
Imperial Oil Limited
Toronto, Ontario

Basic Educational Situation . . .

It is my understanding that one of the main objections to a project such as the Boston Sci-Tech Group's course for beginning librarians, is the feeling that attempts to teach non-librarians the rudiments of librarianship discourages professional training and lowers the standards of all libraries and librarians. Although such situations may have occurred in the past, I do not see how a program such as that described in Miss Nicholson's article, if properly administered, can result in this situation.

Today, in many companies, management is interested in solving the "information problem." In selecting someone to handle the problem, the emphasis may be more on one's technical training than library training. When the library problem does rear its head, many of these people, because of age, economic reasons or an education that goes beyond library school requirements, find it impossible to acquire formal library training. Such courses will help them to understand library problems and will not discourage formal professional training, since it may already be closed to them.

Others whom such a program might help are persons now working in libraries who may have completed their technical educa-

tion but cannot meet the entrance requirements of library schools. I believe such cases will increase with the greater emphasis on two-year technical education programs. Such persons can be used to the best advantage as literature searchers and assistants to professional librarians. The program described will help them help us.

To me the problem resolves itself into a basic educational situation. If a course is properly presented as an introduction and stimulates interest in the subject as it should, it would encourage those who are eligible for library school to continue their education. It should also encourage those who cannot go to library school to further themselves through study and performance so that they can eventually meet the standards of our Association.

R. J. HAVLIK, Technical Librarian
Linde Company
Division of Union Carbide Corporation
Tonawanda, New York

No Substitute for Graduate Library Education . . .

I understand and am in sympathy with the concern of the Boston Chapter's Science-Technology Group for the company libraries that are being operated by personnel without training or experience in librarianship. The wish to do something to improve the situation is indicative of the Group's interest in the well-being and development of the libraries affected. Similar concern and interest is being expressed by librarians in other types of libraries and in other localities where qualified librarians are also not available. Nor are efforts to instruct untrained and inexperienced personnel through workshops, institutes and non-credit courses new to the library field.

If this particular "course," as it is called, fills a need and is not taken to be something more than it is, there can be little quarrel with it. The course presumably is for persons with little or no experience, who are already employed in company libraries and who find it impossible to secure formal library school training. To the librarians offering the instruction, it is no more than "an

introduction to some of the elementary problems of special libraries." To anyone familiar with graduate education for librarianship, it will likewise be clear that neither this course nor others similar to it can substitute for such formal education.

However, to those who may be less familiar with library education—specifically, the companies concerned—a course of this kind may give the impression that the content of librarianship can be mastered in six short lessons. The result could conceivably be further employment of untrained personnel in the libraries of these companies and in others—not from necessity, but from convenience or economy and on the assumption that adequate preparation for the work can be obtained in a course such as the one described. If full professional training is desirable for the librarians of company libraries—and this the Association's membership qualifications imply—then the interests of these libraries may in the long run be better served without the kind of training which the Boston Chapter is attempting to provide.

AGNES L. REAGAN, Associate Professor
Division of Librarianship
Emory University
Atlanta, Georgia

More Lower Division School Courses Needed . . .

WHILE the Boston Sci-Tech Group project for training beginning librarians is commendable and has much in its favor, certain safeguards should be noted. The very title of the course may be misunderstood. It definitely should be changed to a name that will indicate, even to the lay individual, the subprofessional nature of the course.

From the discussion at the constitutional revision meeting at San Francisco, it is obvious that the Rio Grande Chapter has an informal program that this Chapter hopes will rub off on nonprofessional librarians. Before others are tempted to pursue such a course, the hazards should be surveyed.

While I feel that there will be and should be a return to subprofessional courses, there are still many librarians who are opposed to

even a two-year lower division course for library assistants leading to an Associate of Arts Degree, because they fear that the graduates will call themselves "librarians."

If there were a sufficient number of these courses, there would be a clearly defined line between the professional and subprofessional. Industry would no longer need to fall back on just anyone in the company who liked books.

While there is no doubt as to the sincerity of the members of the Boston Sci-Tech Group nor of the value of the course, the Association should instigate some accreditation standards before this practice becomes widespread.

Since this brings in other problems it would be wiser for the Group to interest some school in the Boston area so that neither the Chapter nor the Association would give the course. The Association should establish criteria for such courses.

Perhaps it would be wise to look around and see what other professions have done. The nursing profession approved, with some hesitation, courses for vocational nurses. Courses for these educated practical nurses are now being given in many junior colleges. The graduates are allowed to do only the tasks for which they are trained. At the same time they relieve the professional nurse from these jobs and allow her more time for the professional work.

Many of us are training typists on the job as library assistants, and while we realize the value of this training, the recipients are seldom aware of it until circumstances may force them to move. These library assistants trained on the job have no difficulty in finding subprofessional library positions in a new community.

How much time would be saved the professional librarian if she could secure a typist who had attended a training course for library assistants!

And, for the business or company who cannot afford or find a professional librarian, how much better it would be for it to employ a non-professional with a thorough grounding in clerical duties such as typing order forms, requesting interlibrary loans

and filing company catalogs, government reports and so on, under the direction of a supervisor who assumes the professional phases of book selection, reference and supervision.

One Chapter in a rapidly growing area has had to refuse service to organizations that do not employ a professional librarian. These so-called "company oriented" clerks leaned so heavily on the professional members of libraries in the area that these measures were necessary and imperative.

On the whole I would say that the Boston Chapter Science-Technology Group should be congratulated on its seeming success of a very short course. How the instructors could cover these subjects adequately is amazing. Perhaps it is in the nature of "a little is better than nothing at all."

It is to be hoped that this course will lead to late afternoon or evening courses given in an established lower division school. Industry should be encouraged to sponsor by paying tuition, cost of books and supplies, and giving time of its employee. Perhaps Boston will lead the way.

MARGARET DOUMAR CRESSATY, Librarian
College of Osteopathic Physicians
and Surgeons
Los Angeles, California

Students May Assume More Than Is Intended . . .

There is no doubt in my mind that non-professional workers in libraries will profit from elementary instruction in the simpler routines of library operation. They are going to learn these things anyway through experience, but the library serves to gain if the instruction can be regularized. Therefore, I would applaud the efforts of the Boston Chapter in making such instruction available in special library routines as is being done for workers in public libraries, college libraries and school libraries.

The only danger is that this level of instruction, when given under the auspices of a recognized organization or institution such as a professional association or library school, tends to endow the recipient with somewhat greater authority than is intended. This is

particularly true, and generally with the worst results, when the student in such a course intentionally wishes to mislead his employer and also when the employing institution is singularly uninformed as to library operations and library personnel so that they can be misled.

The hard facts of the case in respect to commercial establishments likely to need a special library, is that they are completely free agents in determining the kind of library and librarian that they want or, as some would say, they can afford. In hiring their other specialist personnel, whether an engineer, a chemist, a pharmacist, most of these companies are careful to procure those with the requisite and recognized training. If they do not do this in respect to their librarian, one could assume that they either do not know what they need or require in the way of a trained librarian or knowing about it, do not accept it. If the former, it is up to the library profession through its professional associations to see to it that employing companies are properly informed. If the latter, we can only wait until the company learns through observation or perhaps as the result of disastrous experience that they have been wrong. The person in charge of placement of graduates in any library school in the country can attest to the frequency with which this latter situation occurs.

HAROLD LANCOUR, Associate Director
Graduate School of Library Science
University of Illinois
Urbana, Illinois

All Educational Efforts Build Respect and Support . . .

I'm grateful for the chance to say a heartfelt "Congratulations" to the Boston Sci-Tech Group. Congratulations for—1) recognizing a fact of life—that untrained people are holding library positions (but we should be thankful there are more new libraries); 2) reacting in a spirit of helpfulness that, with complete respect for our present position on standards, is very much in the SLA tradition; and 3) being practical and realiz-

ing that it is much more effective (and *much* easier on the trainers) to organize training for a group than constantly to cope with the lack of it as it turns up in connection with individual problems.

I am not in the least afraid of non-graduate or non-academic training. I believe that all educational efforts support and build respect for full professional training rather than undercut it.

The New York Chapter started elementary, non-academic courses at the Ballard School of the YWCA in 1949 to assist the in-service training load of hard-pressed special librarians. The constant population of untrained library assistants in the area continues to crowd the classes, to a total of several hundred over the years. Among them have been several who went on to take their masters' degrees as they assumed full responsibility for libraries and also a goodly number of trained librarians who wanted additional practical briefing, especially in subject filing.

In spite of all our recruiting efforts, many people acquire their first ideas of a library career by being "recruited on to a job." Not all of these people can take the time nor have the qualifications to undertake the master's program. Some of them are subject specialists who would welcome a short course in basic library techniques, but who hesitate about another degree program. ALA also reports a growing demand for recognized training below the master's level.

Finally, I think there is another important aspect to these irregular educational projects. Admittedly we don't yet know enough about what special library education ideally ought to be. We are continually filling in the gaps in our own education by the "methods meetings" that are so frequent on Division programs at our Conventions. The experience we gain in Boston and at Ballard, as well as in the still experimental courses in library schools, is essential to help us formulate our ideas for better courses in the future.

ELIZABETH FERGUSON, Librarian
Institute of Life Insurance
New York City

An Experiment in Special Library Education

ROBERT R. DOUGLASS, Director

The Graduate School of Library Science, University of Texas, Austin, Texas

THE SHORTAGE in the supply of special librarians and of fully qualified teachers to offer special library courses is a two-headed problem that has plagued the profession for a long time and one that appears to have become more acute in recent years. Through an unusual experiment, undertaken in the summer of 1960 and to be continued during the present summer, the Texas Chapter of SLA is attacking the problem with apparently very promising results.

In cooperation with the Director of The University of Texas Graduate School of Library Science, the Chapter sponsored, helped to plan and assisted in teaching a two-semester-hour course in special libraries extending through the nine-week session and carrying credit toward the M.L.S. degree. Three Chapter members served as guest lecturers, two for a period of one week each and the third for two weeks. All expenses of the lecturers were paid by their employers—a gas pipeline company, a newspaper publisher and an oil company. The Director of the School and two volunteer lecturers from the University Library staff, both experienced teachers, handled units of the course dealing with the history and present status of special libraries, government documents and serials.

In addition to the usual classwork, the schedule included two field trips to nine special libraries of widely varying types and sizes in Dallas, Houston and Baytown.

The five students enrolled in the course had all previously completed most of the course work for the degree in library science; four of the five had had work experience in university and school libraries and the fifth, in special libraries.

A detailed and perceptive evaluation submitted by the students upon completion of the course revealed three main areas where improvement might be effected: 1) better

articulation and coordination of the various units comprising the course; 2) fewer lecturers, but these scheduled for at least two weeks; and 3) more time for field trips.

On the credit side three points were stressed by the students in their appraisal of the course: 1) the experience and enthusiasm of the guest lecturers and the freshness of their approach to problems; 2) the emphasis on practical aspects and the attention given to actual, rather than hypothetical problems; and 3) the opportunity afforded by the field trips to relate readings and class discussions to records, materials, processes and services in real situations and varying conditions.

Plans are being made for repeating the course in the summer of 1961, with improvements based on last year's experience. Two of the same Chapter members will again serve as guest lecturers, at no expense to the University, each for a period of two weeks. The introductory units handled by the Director will be expanded; bibliographies will be more selective and more time will be provided for both required and independent reading; the schedule of field trips will include visits to local special libraries prior to the more extended trips to Dallas, Houston and Baytown; and the students will be given more time in the libraries visited. It is anticipated that enrollment in the course will be larger than it was in the summer of 1960.

The Texas Chapter is to be congratulated on its whole-hearted support of and active participation in this project, which represents a real contribution to library education and to the cause of special librarianship in the region. It is believed that the impetus provided by the Texas Chapter will enable the School eventually to develop a full-fledged program for the education of special librarians, especially in the fields of science and technology.

The Technical Library: A Syllabus of Service

MRS. MARGARET N. SLOANE, Chief, Technical Libraries
Space Technology Laboratories, Inc., Los Angeles, California



WE CALL ourselves special librarians.

Who are we?

What are we?

Why are we?

We have banded together into an organization because we have a special professional function to perform, a specialized work to do. We do not mean that we are not essentially librarians nor that our objectives are esoteric. But because, prior to the twentieth century, library service was wholly devoted to the needs of academic and public institutions—and because, one day, a far seeing chief librarian gave his blessing to one of his branch librarians,¹ there came into existence the special library devoted to the service of American business and industry. "Special" was the one word that aptly described the functions of this new world of librarianship.

But what are we that we deserve to be called "special?" Is it due to our specialized resources, to the scope of our service? In part, yes. But one aspect inherent in our kind of library must not be overlooked: a special library is essentially a positive, aggressive, dynamic force, serving a special clientele and using special materials and methods for that purpose.

New Responsibilities of Special Librarians

Now, we who work in this new world bear a new responsibility. In keeping with our credo as librarians, our affirmed purpose must be that of service to the best interests of the corporation or business or laboratory of which we are a part. In addition we must

1. Sarah B. Ball (referring to John Cotton Dana), quoted in MANLY, M. C. Fifty Years of Business Library Service, *Library Journal*, November 15, 1954, vol. 79, p. 2134.

accept this new responsibility of competent service at its inception. We are not allowed the privilege of growing pains, of trial and error, of experimenting with methods. We spring full blown from the image of service we have created. The corporate structure to which we belong cannot afford the luxury of "trying out" a library. In 50 years, the special library has sold itself to American business and industry by providing custom service fitted to the needs of each patron.

As we prove that we are worth our keep, the pressure increases. It becomes increasingly difficult for the chief librarian to maintain the customized service industry demands—demands we ourselves have encouraged, fostered and nourished until we have been able to prove that through our dedication we have created a service indispensable to the corporate image.

Yet, if we are such an integral part of American business and industry, if we are a considered necessity, why is it becoming increasingly more difficult for the chief librarian to maintain this level of service? Why are the professional journals heavy with advertisements for technical librarians? It is the old law of supply and demand. In fulfilling our objective—our *raison d'être*: service—we have created an insatiable demand, but we have no adequate supply. And nowhere is this lack of supply felt more acutely today than in the fields of science and technology. It is felt acutely, because the industries engaged in these pursuits must meet the demands placed on them for research and development. The great, new science of space technology is most diversified. It is both pure and applied—with research and technology so intertwined as to be inseparable.

Where do we find librarians proficient in the techniques of organizing and administer-

ing the library resources of this new field? Shall we look for a chemist? a mathematician? a geologist? a biologist? a biochemist? a biophysicist? a geographer? an electronics engineer? Perhaps a nuclear physicist? Or maybe a theoretical physicist? But we must find someone who is knowledgeable also in the fields of meteoritics, propulsion (liquid, solid, ion), cryogenics, aerodynamics, hydrodynamics, and now even magnetohydrodynamics—et cetera, ad infinitum.

We know by experience at the Space Technology Laboratories Technical Libraries that we cannot find such librarians quickly enough, nor often enough, ready made. Therefore, we must create them. The finest library schools in the country cannot possibly turn out enough research-scientist librarians to fill the demand.

We must accept this dearth realistically, and we must accept also the urgencies of the programs at STL. We cannot wait to search out librarians qualified to perform our multi-specialized duties. And so, spurred on by immediate need, we are creating staff while carrying on our business as usual. Only in this way are we able to bridge the gaps between library theory and the demands of our specialized library practices.

A logical question begins to form: "What is more necessary than an advanced academic degree in one of these basic sciences? Surely the disciplines of science result in techniques necessary for researching, abstracting, subject cataloging, indexing, documenting, disseminating and collecting information into an organized body of knowledge."

The answer is, much more is necessary. For the disciplines alone do not necessarily provide the qualifications for this kind of librarianship. It is not the objective of science to do so.

New Staff Generate New Tools

What then has created our urgent need for personnel trained both in science and librarianship? Scientists and librarians have always been with us. Why this sudden emphasis on the research-scientist librarian? Obviously at STL it is due to the phenomenally rapid advancement of this new sci-

ence, space technology, which, by its demands, has created the need to have indexed and subject cataloged the prodigious amount of information being generated continuously by the research efforts and advanced planning of laboratories, government and military agencies, in all languages and from all countries. The most expeditious access to this information is by subject. And to effectively index by subject, the terminology used must be explicit, pertinent, usable and standardized as much as possible.

Many attempts at this have been made, many are planned. Several fine lists of subject headings are in existence; but no one single aid to using these lists is accessible. Perhaps the need has not seemed universally urgent. However, at the STL Technical Libraries we have found this need to be critical. We must be able to furnish our research-scientist librarians as well as our technical personnel with a workable key to our large library collection of technical resources—documents, books and related materials. To this end we are compounding subject headings that keep pace with the new science.

But also, and perhaps more important, we are compiling a *Guide to Subject Cataloging in Space Technology*. Again, as in the case of making librarians out of our research-scientists, we are compiling while doing business as usual—testing through use the decisions we make on terminology. If we are to effectively index the subject content of a technical document, we must have subject headings that accurately pinpoint the essence of the contents. We must not be satisfied to refer to published lists of subject headings that propound the interchangeable use of such terms as: ballistic missiles and guided missiles, space vehicles and spaceships, inertial guidance and inertial navigation, space probe and space flight, nose cones and re-entry vehicles—the list grows long and burdensome.

To one who has suffered with the retrieval of information through a subject list that forces this new science of space technology into the old terminologies, the need for a guide to cataloging in this area is already apparent. As we make decisions, we formu-

late them into rules. Our technical document catalogers must be able to answer such self-posed questions as "When is a missile a missile, and when is it a booster?" And they must be able to assign subject headings that will clearly differentiate between an artificial satellite that orbits in our solar system and one that orbits with its apogee in deep space. But always the approach must be cautious. It must be an approach that allows for expansion and for new terminologies. To this end we are working.

As our STL document catalogers progressed and our lists of subject headings outgrew a card file, we transferred them to a Flexoline, single-tier rotary. The leaves are 6 by 14 inches, a very convenient size. Access to the headings is easy, and the fact that strips can be inserted quickly in the leaves obviates duplication by the catalogers when new subjects are being assigned.

This method of operation is serving a double purpose—our catalogers are creating this *Guide* while our research-scientists are becoming librarians in-so-far as they participate by applying their scientific knowledge in the creation of this *Guide*.

It must not be inferred that the staff at the STL Technical Libraries is composed entirely of personnel without previous library experience. But in the area of the Advanced Research Group, composed of research-scientists, the need for our in-service training

was most critical. This group conducts, at the request of STL's technical personnel, literature surveys in support of contracts and proposals. We interviewed many graduate librarians for this work but were unable to find one applicant who had the ready-made qualifications in the sciences to do the job. It was therefore necessary to revise our approach to the problem of filling vacancies.

It has always been my contention that we graduate librarians are guilty of one serious fault—we have allowed an aura of mystery to grow around the term "professional librarian." We have also contended that a special library staff should be composed entirely of professionals. There can be no place for a clerk on such a staff. There should be no place for a person whose specialty and only interest are his purely clerical duties. We are all professionals in the sense that professionalism is an approach to—a facility for—an attitude toward—whatever job one has to do. The person typing bibliographic surveys, catalog cards, accession lists or overdue notices should not be classified a clerk or a clerk-typist. He is a library attendant, attending to those housekeeping details necessary to the operation. If he has no desire to know where his task fits into the whole operational structure, he would find no place on the staff at STL.

Only the intellectually curious find a place with us. We have no one doing his job with



An in-service training class session at which Mrs. Sloane, Chief Librarian, discusses library techniques with four research-scientists and two document catalogers.

blindens on—seeing only what is directly before him or having no interest in the over-all operation.

Staff Orientation

Growth and development are the chief librarian's prime obligations to his staff, and maximum staff output is in direct proportion to the librarian's ability to so organize a program that each staff member is trained, advanced and taught exactly how he fits into the plan of continuing service and how all this effects the end results.

To accomplish this at STL, we initiated a program of in-service training, the first step being intensive staff orientation in all the functions of the technical library. Nothing can be more frustrating to a library patron than to be shuffled and shunted from one staff member to another.

Orientation of the staff in all phases of the library operation takes time and patience, but it is the necessary prelude to good service.

In-service training is the most crucial aspect of a library operation. It assures the staff members that: 1) their abilities will not go unnoticed; 2) there is always the goal of effort being rewarded; and 3) they will never reach a point where their progress ends.

In setting up such a program, the potential of each staff member must be considered—how much of this training can he absorb; what place will he eventually occupy on this staff?

No staff is, can be or should be composed entirely of dynamic, driving aggressive experts. There must be a melding of personalities and abilities. And the chief librarian must have the ability to encourage those who are a little slower than the others and control and temper those who show tendencies toward outstripping their energies.

The basic syllabus of such a training program must be so outlined that all staff members can join and take part in the generalized aspects of the study; so that when they have gone as far as their capabilities will allow, they will feel a great sense of accomplishment instead of being discouraged because other staff members are continuing with the

program—following through into the study of certain intricate techniques that only they are capable of fully mastering.

It is a poor chief librarian who tries to push a library attendant who is not academically attuned to the same heights of librarianship as the researcher who has graduate degrees in the sciences.

Therefore, to foster the *esprit de corps*, the same syllabus outline is followed for all the staff. The library attendant is happy and encouraged to go as far as he can, because he feels he is just as important to the over-all operation as the most highly skilled and highly paid member of the staff.

Advanced In-Service Training

Although this is not the medium for publishing the details of our training program, perhaps the mention of a few details may encourage other chief librarians to begin evaluating their obligations to their staffs.

At the STL Technical Libraries we begin with background reading. Until recently there was no collection of professional library literature for staff use. Building such a collection for a staff of 34 has taken time and planning (see Appendix). Lest this appended list seem meager, it must be pointed out that our technical library books and serials collection, composed of some 10,000 books, over 500 serial titles and 3,000 bound volumes, augments the professional library literature collection. In the restricted literature, the collection of 25,000 technical reports affords the most current classified material we can procure.

In the open literature we are also fortunate in having all the finest indexes and abstracting services from which to draw in teaching our staff the skills of searching these great sources of information. If this were not the case, if the STL Technical Libraries were not a storehouse of these resources, the in-service training program we are developing would not be feasible. There may be some disagreement over the choice of professional literature. This is only the beginning. One thing must be constantly borne in mind—to be successful, an in-service program must be tailored to the needs of



Space Technology Laboratories, Inc.

William Gammon and Mae Gill, document catalogers, working with the Flexoline.

the staff and to the over-all objectives of the corporation. This is why some of the titles on this initial list are needed for our purposes and would not be useful for others.

We begin our training periods (semesters) with a group of not more than six. At the first seminar (conducted during regular working hours) the basic reading assignments for certain problems are given out. The group reads all the assigned reading before the next meeting—and they cooperate, so that no one takes all the books at once. One of our most heated sessions took place when two research-scientists disagreed. One of them, who was currently surveying the field of meteoritics, challenged the other, who was deep in non-linear analysis. What provoked the argument? The revelation to these scientists that there were terrible pitfalls inherent in “see also” references!

In order to initiate and administer this program of in-service training, many hours of homework have been required on my part as Chief Librarian—organizing, coordinating and outlining the procedures. I have done so because I believe it to be a prime responsibility to my profession. And the results have been so gratifying as to give me

the courage and confidence to assume this large, added responsibility.

Our library is designed to perform all the functions necessary to provide STL technical personnel with the informational support required to accomplish their mission. Within recent months the functions have been expanded, integrated, streamlined and “systems oriented.” And the library, being the repository of the corporation’s information resources, is charged with the grave responsibility of nurturing its own resources: a dynamic, service-oriented staff which finds satisfaction only when a job is well done, encouragement and reward for all its efforts, and, perhaps greatest of all, pride in acquiring the true concept of librarianship.

Appendix

Initial list of professional literature from which the first reading assignments are made. (The standard tools used in acquisitions and cataloging are not listed here.)

SERIALS:

Library Journal
Library Quarterly
Library Trends
Special Libraries

BOOKS:

ASHWORTH, Wilfred, ed. *Handbook of Special Librarianship and Information Work*. London: Aslib, 1955.
BROWN, Charles Harvey. *Scientific Serials* (ACRL Monograph no. 16). Chicago: American Library Association, 1956.
GEER, Helen T. *Charging Systems*. Chicago: American Library Association, 1955.
HAYKIN, David Judson. *Subject Headings, a Practical Guide*. Washington, D. C.: Government Printing Office, 1951.
Libraries. In *Encyclopedia Americana*. v. 17, p. 353-445.
METCALFE, John. *Subject Classifying and Indexing of Libraries and Literature*. New York: Scarecrow Press, 1959.
SHERA, Jesse H. *The Classified Catalog: Basic Principles and Practices*. Chicago: American Library Association, 1956.
Subject Headings for Aeronautical Engineering Libraries. New York: Special Libraries Association, 1949.
TAUBER, Maurice. *Technical Services in Libraries*. New York: Columbia University Press, 1953.
TAYLOR, Archer. *Book Catalogues: Their Varieties and Uses*. Chicago: Newberry Library, 1957.
VICKERY, B. C. *Classification and Indexing in Science*. London: Butterworth, 1958.

The Reference Librarian

W. ROY HOLLEMAN, School of Library Science

University of Southern California, Los Angeles

THE REFERENCE librarian is the link between the resources of the library and those who come to it for information. It is not the acquisitions or the cataloging staff but the reference staff that comes in daily contact with the public. The personal qualities and professional attitude of the reference librarian may well determine the success or failure of the library in its important role of public relations.

Assuming the applicant has the education and experience to meet the requirement of a professional position, a working knowledge of reference procedures and problems and of the use of catalogs and bibliographies, is familiar with modern library organization, procedure, policy, aims and services particularly as they relate to reference work, is knowledgeable about books and other reference materials, has reading ability in one or more foreign languages, and has an appreciation of the objectives of good library service, I look for these personal qualities.

A good imagination is needed more than a head full of facts. It is just as important as a good memory and with this goes *mental flexibility*. A person with a "one-track mind" can label a question as bibliographical or statistical in a given subject field and by so doing go up a "blind alley." A person with a good imagination will forget the first conception of the way to solve the problem and "recharge his batteries."

To good memory and good imagination should be added *thoroughness*, *orderliness*, and *persistency*. The librarian who is not thorough will miss information that is in an appendix or supplement or entered under a synonym. He who is not orderly will have trouble remembering which volume con-

tained what and will not keep intelligible notes of his search. He who is not persistent will neglect to return for volumes not on the shelves when first wanted.

The reference librarian should keep a *sense of proportion* and *good judgment*. Although his chief job is to locate information, he often has to evaluate or help in the evaluation of authorities, especially when they disagree. Besides judging the accuracy of the information found, the reference librarian should also consider its suitability for the person who is to use it. This is particularly true in regard to technical and scientific subjects. From his interview he should be able to estimate the mental gage and the vocabulary of the inquirer as well as his knowledge of a subject in general. Good judgment is required to determine the length of time to be spent on a question. Knowing when to "stop" working on a question is important. However, some people are inclined to give up too easily. They lack resourcefulness or persistency. Good judgment and tact are also needed when it is necessary to seek information outside of one's own library. The reference librarian should realize that asking for help from specialists should be considered a favor and not a right and should be limited to only important questions.

In addition to the foregoing personal qualities, it is essential for the reference librarian to be *calm*, *friendly*, *pleasing in appearance*, have a *pleasant voice* that is easily understood and be genuinely interested in people. Active participation in clubs and professional organizations provides an excellent background for the development of these qualities.

The person contemplating library reference work, therefore, should have the ability to listen, be patient but not patronizing, show intellectual curiosity but not superiority, be competent but not officious, be resourceful but not rude.

Presented at the symposium, "Library Education at the University of Southern California," held at the University's School of Library Science, January 12-13, 1961. At the time Mr. Holleman was Librarian at Scripps Institution of Oceanography, La Jolla, California.

AGARDographs

ELIZABETH D. CONNELLY, Publications Editor

Executive-Documentation Committee, AGARD-NATO, Paris



AS CAN readily be seen, "AGARDograph" is a coined word: "AGARD," the originator of the publication, and "graph" meaning "something written." But what does "AGARD" connote? Following the popular trend of the day, it is made up of the first letters of a long title, with a couple of little words ignored for the sake of a good sounding, short identity; thus Advisory Group (for) Aeronautical Research (and) Development becomes AGARD.

This is the explanation for the word, but what of the source of the material?

AGARD was founded over eight years ago by Theodore von Karman, internationally known aerodynamicist. AGARD has been written about many times and was established to function in an advisory capacity to the Standing Group of the North Atlantic Treaty Organization (NATO). Its mission entailed the bringing together of leading aeronautical personalities of the NATO countries with a view to recommending effective ways to utilize the research and development potential and facilities for the common benefit of all NATO nations. How the group functions and its accomplishments through the years are described in an annual booklet.¹ Its founder, I am certain, has caused librarians much labor in trying to catalog him, because he refuses to stay "put" in any one category. He has been written up in many popular magazines^{2,3} and his works appear in countless scientific journals, in many languages.⁴

At the second AGARD General Assembly held in Rome in 1952, it was immediately discernible that the work of the authors attracted to this new group should have wide

dissemination. As the authors themselves were notable in their fields, this was no problem; but to keep them allied with their counterparts in this international organization, a common designation was needed—and AGARDographs came into being!

Under the amiable influence of Italian skies and mellowing Roman hospitality, not only was the word coined, but a cover was designed, showing a stylized aircraft, its wings bearing the insignia AGARD-NATO, with tiny sparks in the shape of stars being emitted by the plane. The names of the NATO countries are also listed, spelled in the native languages. As NATO admits a new nation to its fold, another star is added to the AGARDograph cover, as happened when the Federal Republic of Germany was admitted in 1955.

Types of Publications

To monitor the publication of papers a Documentation Committee was formed, with representation from the NATO countries. Under the guidance of this group the first AGARD contributions in printed form appeared in a memorandum series, with letters and numbers as identification: AG1/P1; AG2/M1. The "M" stood staunchly for Memorandum, but the "P" took to wandering, so that sometimes it stood for Proceedings, other times Papers and, again, Presentations.

I must hasten to add that these meanderings occurred before the members of the Documentation Committee really took hold. They brooked no such nonsense and pointed out the designation was misleading and cumbersome and should be discontinued. They divided AGARD publications into three categories:

1. *AGARDographs* are composed either of collected papers on a particular subject or are a review of the "state of the art" from the

Reprinted, with revisions and additions, from the Southern California Chapter *Bulletin*, vol. 22, no. 2, December 1960.

NATO viewpoint. They are numbered serially, regardless of the form in which they appear.

2. *AGARD Report Series* are papers submitted by individuals at panel meetings. They are numbered serially, offset printed, have limited distribution to NATO nations, are bound in light green paper covers and are of uniform size. (They were instituted to effect rapid printing of individual papers. Frequently these papers show the progress made within a certain time. The subject may be treated again in a later publication, giving a more up-to-date analysis. It is imperative, therefore, to issue the available information as quickly as possible.)

3. *Proceedings* are contributions offered at *AGARD General Assemblies*. They are reproduced by the host country, distribution is limited to NATO nations, they have gray covers, are of uniform size, and are designated as "First," "Second," etc. These are published once a year, after the *AGARD General Assembly* and contain in Part I the speeches by civilian and military leaders in the host country, as well as those of representatives of leading branches of NATO, such as the Standing Group, SHAPE and the Science Committee. Part II deals with pertinent technical observations at a round table discussion participated in by scientific and military leaders from the NATO nations. Part III contains reports from *AGARD* panel chairmen on the work accomplished during the preceding year. A report on the over-all picture of *AGARD* activities is also given by the Director of the *AGARD Secretariat*.

These three methods of denoting *AGARD* publications made identification fairly easy. But the work of *AGARD* was expanding. It became difficult to designate a "Colloquium," for instance, as an *AGARD*ograph and impossible to fit it into the Report Series. Then the awareness an author had that, as soon as his paper appeared, new researches made it obligatory to add still another chapter, led to the introduction of Manuals. Published as loose-leaf material, they provide an excellent means of keeping abreast of research and development in a certain field by the issuing

of annual revisions. Bibliographies have to be compiled and circulated to meet the needs of the times, so yet another series has been added to the *AGARD* collection.

An important addition to *AGARD* publications, which stands alone, is the *AGARD Aeronautical Multilingual Dictionary*. After years of careful preparation and editing, this book is now available, on public sale. It contains eight different languages (Dutch, English, French, German, Italian, Russian, Spanish and Turkish) and is an attempt to furnish a uniform understanding of the aeronautical terms listed. The Greek language will be included in a supplement to the *Dictionary* to be published late this year.

Distribution

The demand from scientific and technical personnel for copies of papers on latest researches, techniques and development, led to the publication of *AGARD* material for public sale. The books are procurable through the publisher (Pergamon Press). All *AGARD* books have the outline of the NATO flag and star on their covers.

The diversity of titles of *AGARD* publications becomes clear when the titles of the working groups (panels and committees) are noted: Aero Space Medical Panel, Avionics Panel and Ionospheric Committee, Combustion and Propulsion Panel, Documentation Committee, Flight Mechanics Panel, Fluid Dynamics Panel and Structures and Materials Panel.

The objectives of these working groups are: 1) to facilitate the interchange of research and development information; 2) to indicate gaps in present knowledge and advise on how they should be filled; and 3) to coordinate research and to advise on special problems.

The papers published are generated by the panels, the memberships of which are made up of leading experts in their respective fields, appointed by their governments. The panels decide the form in which the material should be distributed (Category I: on public sale; Category II: limited distribution to NATO nations). After a meeting, the papers are turned over to the *AGARD* Pub-

lications Officer for administrative processing.

If placed in Category I, manuscripts are forwarded to the AGARD publisher, under contract. He estimates the public demand and prints according to his findings. It is interesting to note that in three incidences, a supply of 2,000 copies was exhausted so that another run became necessary, and also that AGARD books published in 1955 (and onward) are still in demand.

If a panel decides its papers should have only NATO distribution, a limited number are printed and issued to the AGARD Distribution Centers (see Appendix). These have been set up in each NATO country by the AGARD National Delegates, its governing body. The Centers in turn carefully scan each publication and issue them to those government agencies, research laboratories, universities and libraries where it is felt the information will be utilized to the best advantage.

For those who like to have figures as well as facts, the following distribution statistics of numbers of copies may be of interest:

Books (including AGARD- ogographs for sale)	10,000
AGARDogographs (not for sale)	33,000
Reports	250,000
Miscellaneous (manuals, etc.)	11,000

I should like to call to the attention of all librarians two important publications. Both are free and may be procured by a written request:

NATO Letter (Published monthly and available in the United States from Distribution Planning, Office of Public Services, Department of State, Washington 25, D. C.)

Increasing the Effectiveness of Western Science (An independent study of ways to strengthen science in the Western World). Brussels, Belgium: Fondation Universitaire, 1960.

It is a pleasure to have explained the mechanics of the origin, handling and distribution of AGARD publications. A great debt of gratitude is owed to the distribution centers that disseminate the information emanating from this important NATO sci-

entific group and also to the librarians who are constantly aiding AGARD by placing its material in the hands of budding young scientists as well as experienced workers in the field.

Citations

1. *AGARD General Information 1961* (Distributed free of charge upon request to AGARD, 64 rue de Varenne, Paris VII, France).
2. EDSON, Lee. He Tamed the Winds. *Saturday Evening Post*, August 3, 1957, p. 24, 76-8.
3. ———. Wind Is His Work. *Reader's Digest*, June 1958 (Condensed from *Saturday Evening Post*), p. 212-15.
4. *Collected Works of Theodore von Karman 1902-1952*, 4 vols. London: Butterworths, 1956.

Appendix: Distribution Centers for AGARD Publications

BELGIUM

Centre National d'Etudes et de Recherches
Aeronautiques
11, rue d'Egmont, Bruxelles

CANADA

Director of Scientific Information Service
Defence Research Board
Department of National Defence
'A' Building, Ottawa, Ontario

DENMARK

Military Research Board
Defence Staff
Kastellet, Copenhagen Ø

FRANCE

O.N.E.R.A. (Direction)
25, Avenue de la Division Leclerc
Chatillon-sous-Bagneux (Seine)

GERMANY

Wissenschaftliche Gesellschaft für Luftfahrt
Zentralstelle für Luftfahrtdokumentation und
Information
Munchen 64, Flughafen
Attn: Dr. H. J. Rautenberg

GREECE

Greek National Defence General Staff
B. MEO
Athens

ICELAND

Director of Aviation
c/o Flugrad
Reykjavik

ITALY

Centro Consultivo Studi e Ricerche
Ministero Difesa-Aeronautica
Via dei Pontefici 3
Roma

(continued)

LUXEMBURG—Obtainable through Belgium

NETHERLANDS

Netherlands Delegation to AGARD
Michiel de Ruyterweg 10
Delft

NORWAY

Norway Defence Research Establishment
Kjeller
Attn: Mr. O. Blichner

PORTUGAL

Direccao do Servico de Material da Forca Aerea
Av. Antonio Augusto de Aguiar, 23-r/c
Lisboa
Attn: Lt. Col. Jose Pereira do Nascimento

TURKEY

Ministry of National Defence
Ankara
Attn: AGARD National Delegate

UNITED KINGDOM

Ministry of Aviation
T.I.L., Room 009A
First Avenue House
High Holborn
London W.C.1

UNITED STATES

National Aeronautics and Space Administration
1520 H Street, N.W.
Washington 25, D.C.

Circulation Control Study Completed

MRS. GLADYS T. PIEZ, Senior Editorial Assistant

Library Technology Project, American Library Association, Chicago, Illinois

THE STUDY OF CIRCULATION control in libraries, begun last July by George Fry & Associates, Chicago, management consultants, for the Council on Library Resources, Inc., has been completed. This basic and comprehensive inquiry into circulation control has resulted in the publication of a report and do-it-yourself manuals which offer guides for solving circulation control problems in libraries of all sizes and types. It represents the first complete analysis of the components of all library control systems, including a breakdown of labor, equipment and material costs.

One of the important concepts behind the study was to find a way for librarians to make more effective use of their staffs and plant facilities in handling circulation control. As W. J. Biehl, chairman of the board of the Fry company, said in connection with the study, "Librarians need to be good managers—they manage people, they manage books and they provide a service. The librarian utilizes ingredients common to business and professions. By good management, they can improve their profession." It was to help make it possible for librarians to achieve efficient and economical methods of circulation control that the study was slanted.

Another and more immediate concept of the study was to provide librarians with the elements and comparative costs of varying systems so that they themselves can make valid determinations of what circulation sys-

tem best meets their needs. A general recommendation of the report is that many librarians should take a good hard look at their area of operations and review the possibility of improving their approach in order to effectively fulfill their responsibilities. The manuals provide a step-by-step sequence to be followed in making such a review.

The general objectives of the study were: 1) to analyze the components of existing circulation control systems and new systems in the process of development; 2) to search for and develop improvements in these components; 3) to combine components to achieve the maximum in simplicity, economy and flexibility consistent with effective control; and 4) to present these developments in such forms as to make them readily applicable to library operations by any interested and qualified librarian in public, college and university and special libraries.

The study was limited in scope to the operations of borrower registration, charging and discharging of books, the handling of overdue and reserved books and the consideration of circulation statistics. By necessity, the circulation control portion of library operations was considered separately from other library operations.

In all, personal studies were made in 102 libraries throughout the United States—73 public libraries in 18 states, 19 college and university libraries and 10 special libraries.

All were carefully selected to represent such variable conditions as size of library and type of circulation system. In addition, questionnaires were sent to 4,585 public and college and university libraries.

The report itself includes sections on the procedures and methods followed in making the study, the general findings, results of the study and their analysis, future mechanization, and conclusions and recommendations. The approach to future mechanization was to propose the development or adaptation of equipment to conform to a feasible system rather than adapting a system to conform to the limitations of available equipment.

Of major interest to librarians are the manuals accompanying the report. There are three manuals—one for public libraries, one for college and university libraries and one for special libraries. Each deals with the special elements of circulation control in its area. For example, the manual for public libraries provides procedural and cost information on the leading circulation control systems and their variations. Its purpose is threefold: 1) to help a librarian to improve his present system; 2) to provide cost reduction potentials for consideration and 3) to offer factual rather than subjective guidance in the selection of the most economical system consistent with the requirements of a particular library when a change in charging systems is contemplated. There is a chart illustrating the step-by-step procedure for using the manual and system development worksheets.

The manual for college and university library describes the objectives and characteristics of college and university library circulation systems, general findings, major areas of circulation policy and the corresponding most economical circulation systems, descriptions of the major types of circulation systems for college and university libraries, statistical charts, and initial and annual continuing equipment and material costs. It also includes system development worksheets. This manual is applicable to school libraries as well as to college and university libraries.

The third presentation is a summary of the desirable objectives and special characteristics of circulation control for special libraries rather than a do-it-yourself manual. Here the

need is usually for a faster and simpler method of control. Here too the working time of the nonlibrary employees has an important monetary value, and a reasonable cost for personal attention to the individual borrower is considered a good investment. Because only two existing systems, the Newark Signature system and the Plain Charge Card system, are suitable for special libraries, specific times and costs of systems have not been included in the special library summary. Such elements as registration, charging procedures and materials, circulation files, loan periods and overdues, security and periodical routing are all discussed.

An advisory committee of six librarians representing a wide range of experience in circulation control assisted the management consultants. Forrest F. Carhart, Jr., Assistant Director of the Library Technology Project was Chairman. Members were Harold Hacker, Director of the Rochester (New York) Public Library; Margaret Klausner, Director of Library Services, Stockton and San Joaquin County (California) Library; Melville J. Ruggles, Vice-President, Council on Library Resources; Katharine M. Stokes, Chief Librarian, Western Michigan University Library; and Francis R. St. John, Chief Librarian, Brooklyn Public Library. Gerald Gold, Methods Analyst of The New York Public Library, worked full time with the Fry staff throughout the study. Eugene B. Jackson, librarian of the Research Laboratories of General Motors Corporation, acted as liaison in the study of special libraries. And hundreds of librarians throughout the United States contributed to the success of the study by their wholehearted cooperation and assistance.

Copies of the report and manuals, which have been published as a single volume, may be purchased from the Library Technology Project, American Library Association, 50 E. Huron St., Chicago 11, Ill., for \$2.50 each. Because additional copies of the manuals may be useful in the larger libraries, individual copies of the three manuals—one for public, one for college and university, and one for special libraries—may also be purchased for 75 cents each. Check or money order, made payable to ALA, should accompany all orders.

Developments in Photoreproduction

LORETTA J. KIERSKY, Librarian

Air Reduction Co., Inc., Murray Hill, New Jersey

Chairman, Photographic Reproduction Committee

TWO MAJOR exhibits held during this past April opened a new decade in micro-recording by emphasizing the impact of technology in solving information-handling problems. The theme of the 10th Annual Meeting and Convention of the National Microfilm Association, held April 4-6 in Chicago,* was "Systems and Standards, a New Era in Microreproduction." More than 100 displays of equipment, systems and supplies attracted wide interest.

The latest addition to 3M microfilm products, the Thermo-Fax Filmac 300 reader-printer, was demonstrated by the Minnesota Mining and Manufacturing Company (3M), St. Paul, Minnesota. The machine accepts either 16mm or 35mm microfilm in any format: roll, strip, sheet or aperture. Screen size is 11 x 14 inches. When a button is pressed, positive prints as large as 11 x 14 inches can be obtained in a few seconds for about 12 cents a copy. An 8½ x 11 inch positive print costs about 9 cents. Two projection lenses permit magnification for any ratio from 8X to 20X. The machine's dimensions are 26 inches high x 21½ inches wide x 46 inches deep. It weighs 220 pounds and sells for \$3,600.

A new versatile machine called Rollacopier combines the features of a microfilm reader, enlarger printer, wall projector and a contact printer with the Rollacopy process. The machine, perfected in France by Ets Brauchet et Cie, was introduced by Andrews Paper and Chemical Co., Inc., Great Neck, New York. The process permits microfilm enlargements or reflex copies of opaque or translucent originals to be made in less than

a minute. The reader accepts either 16mm or 35mm microfilm, plain or perforated. A special carrier is available for aperture cards. Enlargements up to 17 x 22 inches can be made in about 45 seconds. A dark room is not required. When used as a flat bed copier, prints can be made by reflex from either opaque or translucent originals. Translucent copies can be reproduced by the diazo process. The machine with a two-solution developing processor is available in two sizes. The 17 inch size for making prints up to 17 x 22 inches costs \$595. The 9 inch size for making prints up to 9 x 14 inches costs \$395. Processors only may be purchased from \$175 to \$215.

Unipro model F202 microfilm processor offers a quick-print method for developing 16mm, 35mm or 70mm microfilm. It permits continuous development regardless of the microfilm size by means of a hook-on arrangement. For example, 16mm microfilm can be hooked on to 35mm and processing continued. A dark room is not needed; only plumbing is required. The machine offers the advantage of a do-it-yourself operation for confidential work. A second advantage is cost savings when microfilm is purchased without the commercial processing charge included. The quality of the developed microfilm meets the requirements of the National Bureau of Standards. Machine dimensions are 4 feet long x 16 feet wide with a 4½ foot column. The price is \$2,200. It is available from Remington Rand Systems, Microfilm Department, New York City.

The Abstractor model 1100 is a planetary camera that will record both front and back

* EDITOR'S NOTE: As part of its tenth anniversary Convention, the National Microfilm Association published *Bibliography on Reproduction of Documentary Information 1955-1960*. This 20-page booklet is a reprinted cumulation of the three bibliographies of the same title that were compiled by Loretta J. Kiersky and published in *Special Libraries* during the past four years. It also includes a preface by Miss Kiersky and a statement describing SLA's activities and interest in the microreproduction field. Copies are available gratis upon request from Special Libraries Association Headquarters in New York City.

of a document page on the same single frame of 35mm microfilm. The camera controls include: double exposure switch, exposure meter, foot control switch, audible warning signals, Color-Stat and a detachable camera head. Other features are the detachable magazine and cut-off knife. It accepts 100 foot rolls of non-perforated 35mm microfilm. Both sides of pages 8½ x 11 inches or 8½ x 14 inches in size can be microfilmed by double exposure on the same frame, or a 14 x 17 inch size page can be microfilmed. By means of the controls, the operator can select half frame or full frame pull down. Reductions offered are 16:1 and 20:1. This desk type model has dimensions of 22 inches wide x 26 inches long with a 4 foot column. Approximate price is \$1,650. This camera is also available from Remington Rand Systems, Microfilm Department, New York City.

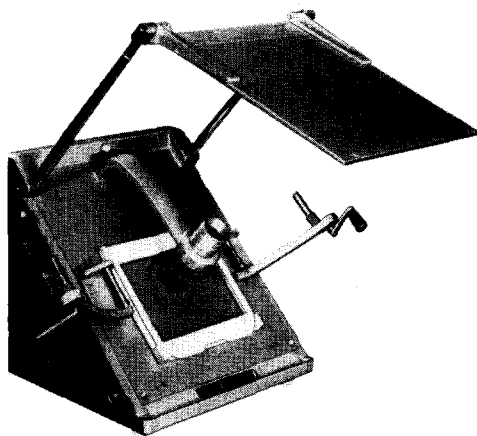
A simple, low cost, portable microfilm camera, complete with stand, lights and carrying case, is available from Ideax Corporation, New York City. The camera has a 35mm single-lens reflex, with eye level ground glass focusing including a magnifier. Focal plane shutter speed range is from 1-1/15 second. It accepts a 35mm microfilm cartridge and has a frame counter that records the number of exposures made. Four extension tubes permit correct lens coverage for reduction ratios from 1 to 20X. Copy size ranges from 10 x 15 inches on a copy table to a maximum of 20 x 30 inches from floor level with the lights swung outward. It occupies a work space 29¾ inches wide x 27 inches high x 18½ inches deep and weighs 13½ pounds. The price is about \$300. This appears to be a solution to the need for a "scholar's microfilm camera."

"Serving America's Growth" was the theme of the Business Equipment Exposition held April 17-21 at the New York Coliseum. The exhibits of 70 manufacturers included a great variety of equipment and supplies related to information processing with emphasis on system applications. The Exposition will tour to other cities.

Two desk type electrostatic copying machines were shown. The Apeco Electro-stat is manufactured by American Photocopy

Equipment Co., Evanston, Illinois. It can be rented for \$55 a month or purchased for \$1,495. A prototype model was shown of the Savin Business Machines' copier that is expected to be available in October. An 8½ x 11 inch copy can be obtained in about 9 seconds for about 4 cents. The expected price is around \$600. An offset master can be obtained from either machine. Both manufacturers indicated they hoped to produce a book copier at a future date.

Several models of photocopiers available from Speed-O-Print Corp., Chicago, Illinois were shown. The price range is from \$99 to \$299. One model is set on top of a cabinet that contains storage shelves for supplies and additional work area. It occupies 2 square feet of floor space. Developer fluid used in the machines comes in a package.



Dagmar Super Microfilm Reader

Audio-Visual Research has a microfilm reader, the Dagmar Super, that provides table-top reading and wall projection of all types of microfilm on one unit. It will accept 35mm roll-film, 16mm roll-film, 3 by 5 inch microfiche, jacket mounts and aperture cards including Remington Rand's Microseal and Minnesota Mining & Manufacturing's Filmsort systems. The unit is portable, has telescoping arms supporting a mirror for projection onto a desk or wall screen, and can be used in a lighted room without hoods. The reader is 9 x 9 x 10 inches and weighs 16 pounds. It costs approximately \$139.50 and is available from the company at 523 S. Plymouth Court, Chicago 5, Illinois.

This Works For Us . . .

Career Day on Advertising Librarianship

On Saturday, May 6, 1961, the New York Advertising Group successfully initiated a combined "Career Day" and "Open House" for library school students in the New York City area. Advertising Group member libraries who cooperated in the venture were Young & Rubicam, Inc., J. Walter Thompson Company, Curtis Publishing Company and The Television Information Office of the National Association of Broadcasters. This recruitment activity was intended to acquaint library school students with specialized collections in the fields of television, publishing and advertising.

Believing that visits to such libraries would be informative and helpful in the choice of a particular area of special librarianship, the Chairman of the Advertising Group contacted the deans of five library schools in the New York area; Columbia, Pratt, St. John's, Rutgers (New Jersey) and Drexel (Philadelphia). Their enthusiastic interest resulted in the attendance of about 65 library students and several instructors.

The session began at 10:30 a.m. at Young & Rubicam, Inc., where the guests were welcomed by Hazel Conway and her library staff. Brief talks were given on the type of work done in a typical advertising library and an informal question and answer period followed. Officers of Special Libraries Association's Advertising Division and the New York Advertising Group were on hand to outline their activities. Gertrude Lorber, Chairman of the Biological Sciences Group, and Matthew Redding, chairman of the Newspaper Group, represented other SLA Groups in New York. A buffet lunch was then served, after which the students were divided into various groups to tour the Young & Rubicam Main Library and Art Library. The Group then visited other participating libraries in the area. The librarians conducted tours and explained their collections to an interested audience. Mary Gegelys, on the staff of J. Walter Thompson Library,



J. Consentino Photography

Hazel Conway, Chief Librarian of Young & Rubicam, illustrates a point about vertical filing in advertising libraries to an interested group of library school students and faculty members.

spoke to the group, as did Lia Smits, librarian of the Curtis Publishing Company, and Catharine Heinz, librarian of the Television Information Office of the National Association of Broadcasters. The finale was a candlelight tea held at the latter Office.

The program was conducted on an informal basis and was enjoyed socially as well as professionally.

The reaction of the students and faculty was overwhelmingly enthusiastic, and in their letters of appreciation they expressed the hope that similar opportunities would be offered in the future.

It is the first time that a particular subject Group such as advertising has carried out a recruitment activity in its subject speciality.

MARY M. REGAN, Reference Librarian
Young & Rubicam, Inc.
New York City

*Chairman, New York Advertising
Group, 1960-61*

Planning the New Library: The Johnson's Wax Library

JAMES E. ANDERSON, Librarian

S. C. Johnson & Son, Inc., Racine, Wisconsin

A PERSONAL reference file on wax started in 1927 by Dr. J. V. Steinle, now Research and Development Vice-President of Johnson's Wax, was the beginning of one of the most complete libraries on wax in the world. Located in the company's world-renowned Administration and Research Center, the library contains hundreds of volumes and thousands of abstracts and other reference works relating to wax chemistry, which have been collected from all parts of the globe.

When the 14-story Research and Development Tower, designed by architect Frank Lloyd Wright, was completed in 1950, the library was located on the second floor of the Tower.* At that time the library served mainly as a reference source for research and development personnel. During the following years Johnson's Wax experienced a rapid growth period, a program of product diversification was intensified, and there was a steady increase in the number of persons in the Research and Development Division. By 1955 shelf space was inadequate, and auxiliary stacks had to be set up in another floor of the building to make room for the new books and additional journals needed by the scientists.

In 1958 it was evident that new and larger facilities would have to be provided for the library.

A planning committee was formed consisting of research and development executives and staff members, the company's staff architect, a representative of the plant engineering department and the librarian. Representatives of Remington Rand and the

Hamilton Manufacturing Company were consulted as plans progressed.

The new location, formerly used as a photography studio, included one large room with a 17 foot high ceiling and three small rooms immediately adjacent. It was decided that the height of the larger room could be used to best advantage by installing a second floor, thus nearly doubling the available floor space. This move provided a total of 2,000 square feet against 900 in the Tower location.

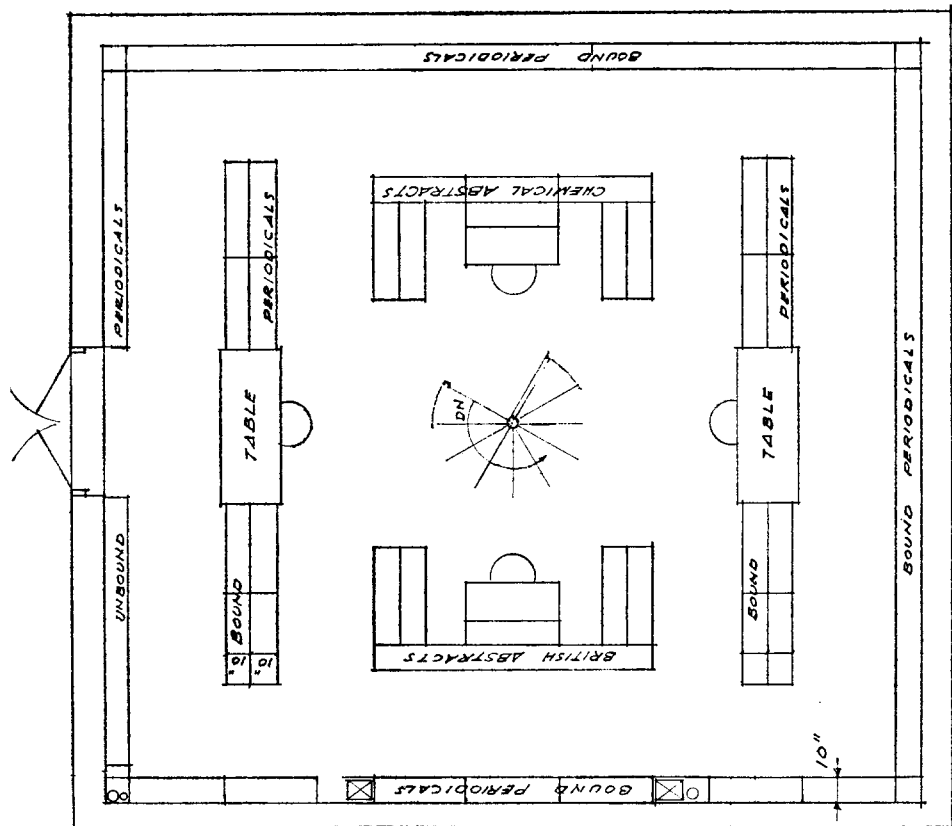
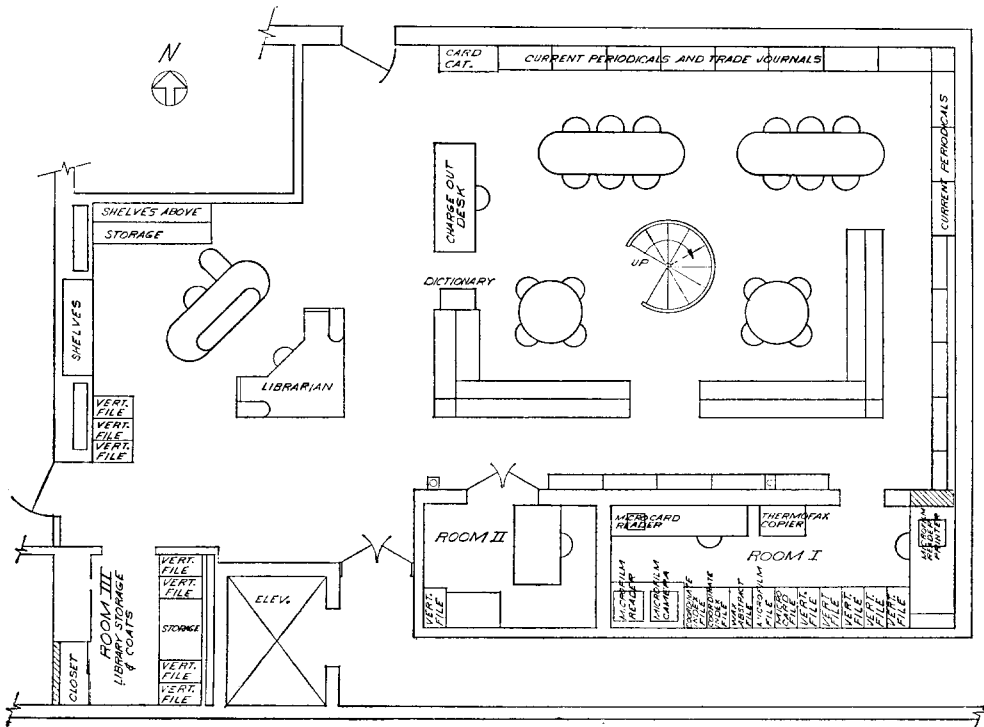
While the main function of the library was to continue to provide a reference source for research and development personnel, the services of the expanded library were to be extended to the entire company. This service would include the ordering and processing of all publications requested by company personnel. Some 1,500 publications are received and routed each month. The library staff also maintains a wax abstract file, a



S. C. Johnson & Son, Inc.

James E. Anderson, Librarian, S. C. Johnson & Son, Inc., at his desk on the main level.

* EDITOR'S NOTE: An article describing the original library, "The Technical Library at S. C. Johnson & Son, Inc.," by Mrs. Ina M. Kuzel appeared in *Special Libraries*, December 1951, vol. 42, no. 10, p. 374-9.



Floor Plan of Johnson's Wax Library. The main level plan is on the left, the upper level is on the right. The total area is 2,000 square feet.

patent file, a coordinate index file on company reports and a dictionary card catalog for all company books. This catalog is maintained using the Library of Congress system.

Throughout the planning period the following objectives were kept in mind: 1) the library source material was to be made readily accessible to all company personnel; 2) maximum use should be made of the furniture and equipment used in the previous location; and 3) optimum use should be made of the space allotted for present requirements with careful consideration being given to the needs for future expansion.

It was decided to shelve current periodicals, technical books and reference books on the first floor and the back volumes (mostly bound) of periodicals, abstracts and Beilstein's *Handbuch der Organische Chemie* on the second floor where longer searches generally would be carried out. The three small rooms on the first floor would house most of the vertical files, microfilm camera, readers and copying machines.

With these general decisions made, the job of working out the details began. The final floor plans, shown with this article,

were the results of many hours of discussion and paper work as anyone who has ever wrestled with this problem knows.

The main floor area is broken into two parts by an aisle leading from one door to another on the opposite side of the room. The door to the north is used as the primary entrance and exit. The smaller area to the west of the aisle seemed adequate for desks for the librarian and a clerk. The desk used in the Tower location was moved and modified to fit the space. This area was completed by installing a secretarial desk, vertical files and some built-in cabinets and wall shelves made by Northwestern-Weiss (manufacturers of the walnut appointments used in other areas of the building).

The portion east of the aisle has a spiral stairway approximately in the center leading to the second floor. The two L-shaped book cases from the Tower Library were moved and used with no changes except to add a ledge for a dictionary on the end of one. The charge-out desk and card catalog cabinet were purchased from Sjostrom. The two round tables were moved from the Tower



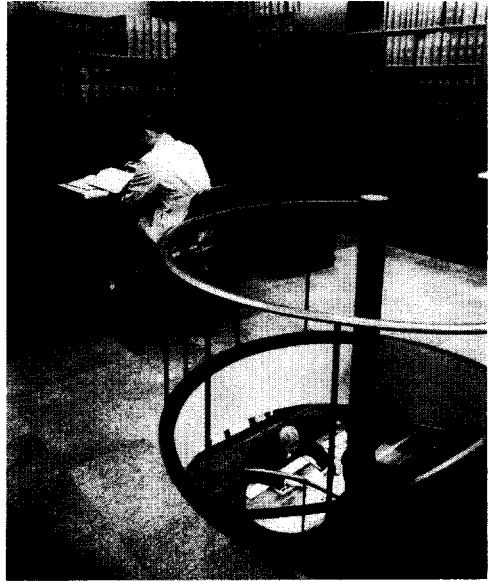
S. C. Johnson & Son, Inc.

Much of the furniture (round tables—L-shaped book shelves), which was designed by Frank Lloyd Wright for the Tower Library, was moved to the main level.

Library, and the two oval ones were purchased from Northwestern-Weiss. The clerk at the charge-out desk handles all incoming mail for the company except first class and parcel post. She also records the receipt of paid periodicals and makes out routing lists. The table behind her desk is used about 50 per cent of the time for this work.

The storage of current periodicals presented more of a problem. We had been using pamphlet cases but no one seemed satisfied with them. They did not allow the display of any issue, and it often required more than one box to store a year's issues prior to binding. Remington Rand's current periodical display case was selected. Eight three-foot sections on the north wall and three on the east wall handle over 225 periodicals of various sizes. The remainder of the east wall was filled with regular bookshelves from Remington Rand, and the wall space on the south was lined with shelving from the Tower Library.

The small rooms on the main floor presented another problem because they were only 7 feet wide. Room I was selected for the microfilm and Microcard material and readers. A 16mm microfilm camera (Remington Rand Model 4) is used to microfilm laboratory notebooks, reprints from the wax abstract file, the documents in the coordinate index file, the documents in the coordinate index file and other material as needed. A Recordak microfilm reader and a Thermo-fax reader-printer are also available here. File cabinets in this room contain the wax ab-

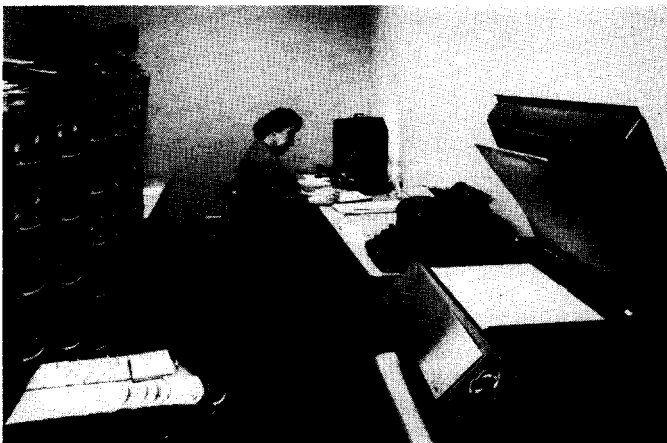


S. C. Johnson & Son, Inc.

The upper level provides a carrel study area to complete reports or work out new ideas.

stract file (cards and documents), the coordinate index file, microfilm, government specifications, patents, Microcards (several sets of journals) and miscellaneous reprints. Because of the width of the room, the study table on the wall opposite the filing cabinets is only 20 inches deep.

Room II was fitted out as a small office. It is available for a variety of uses including extended periods of microfilming, private study and report writing. Room III is used by the staff for storage purposes.



Room I houses microfilm and Microcard material, readers and copiers. The wax abstract and coordinate files are on the left.

S. C. Johnson & Son, Inc.

The problem on the second floor was to acquire the most shelf space possible and also provide sufficient desk space for persons making searches. The layout shown was finally selected. Steel shelving and tables were obtained from Hamilton Manufacturing Company. The carrels were custom designed to have as many volumes as possible of both *Chemical Abstracts* and *British Abstracts* conveniently located. The other tables can each accommodate two persons.

The move to the new quarters proceeded smoothly. It was completed in December

1959. It is gratifying to hear the favorable comments of those using the facilities and most pleasant to have space for all the library material in one location. We feel that this situation should continue for some years to come. About one-third of the shelf space is available for future accessions, there is floor space available for at least 50 per cent more vertical files, and there is desk space for additional personnel. The time spent in the planning of the new library appears to have been well spent.

VITAL STATISTICS FOR THE JOHNSON'S WAX LIBRARY

Total square foot area	2,000
Staff	3
Professional	1
Nonprofessional	2
Employees served at location	1,000
Average number of users per day (including telephone)	50
Volumes and bound and unbound periodicals as of May 1, 1961	10,000
Current periodical subscriptions	550
Vertical file drawers	155
Date of completion	December 1959
Special collections: wax abstract file, coordinate index file	
Special facilities or equipment: Thermo-fax Microfilm Reader-Printer, Recordak Microfilm Reader, Thermo-fax Premier Model Copier, Remington Rand Film-a-Record Model 4 Microfilm Camera, Microcard Foundation's Microcard Reader	

CURRENT CONCENTRATES Of The Library World

Specialization and Electives in the Education of a Special Librarian

LIBRARY SCHOOLS are surely not the only schools subjected to jaundiced-eye inspection. They do, however, enjoy their share. One study approach was employed in the spring of 1959 by the committee processing applications for scholarships from the Special Libraries Association. Obviously, the Association is hopeful that a scholarship recipient will enter the special library field. The committee performed the survey in

order to arrive at a well-founded answer for applicants who ask which schools offer the best special library education. The survey responses are reported, but no conclusions are drawn in an article in *Special Libraries*.*

All library schools offer basic courses that are pertinent to special librarianship—and to all other phases of librarianship as well. A course on Bibliography of the Sciences is not

* OWENS, Elizabeth W. A Survey of Special Library Education. *Special Libraries* July-August 1960, vol. 51, p. 288-93.

for the specialist but to familiarize every student with the broad subject area and to promote study of the basic reference tools. The specialist might very well study all the non-starred items on the class reading lists and participate intensively in assignments, but our educational structure rarely encourages the student, on his own, to surpass the course outline. What can you get beyond an A?

In every technical library many elements of general library training are useful every day. This is particularly true for the librarian working alone in a small company. Who else will set budget needs, draw the floorplan, order furniture, determine the information needs, define the reading public, even water the plants? However, I have been requested to direct my attention to electives for special librarians.

Therein lies a controversy, and, of course, I come with an opinion. Many schools do offer courses, as USC does, in special library administration; USC calls its course "Technical Libraries." Such a course will indicate the breadth of possibilities in the field, not only in subject scope but even within a subject. The daily work effort of the librarian at Richfield Oil, for instance, is quite different from that of the librarian of the Chemistry Department at USC or of the librarian of Stuart Pharmaceuticals nearby. Therefore, the needs of one group of chemists dictate a different type of service than that needed by the other group. The special librarian serves the information needs of a limited clientele.

Many schools use a workshop or symposium technique for introducing special problems beyond the curriculum. USC sponsored such a workshop on Documentation and Information Retrieval just recently, and its *Proceedings* made a good book. Another technique is to offer a library course in another department on campus. For instance, courses in music librarianship or engineering librarianship may be given by music or engineering departments. These may be offered in staggered sequence, for instance, a course on legal libraries every fourth year. Another device is that a visiting professor or a practicing librarian teach a course in his field of specialization in evening school. . . .

The good special librarian, I contend, needs that rare education that achieves educability, or learnability. This implies the development of such attitudes as flexibility and sound curiosity. If these qualities are helped by basic science and math classes, so much the better. Even in a technical book collection of rather narrow field, the librarian is charged with the responsibility of collecting and organizing. I suspect that a high degree of specialization hampers these functions unless an extremely sound liberal education has preceded the specialization. . . .

In concluding, the first product of good education is the quality of educability. I favor a good general library science program coupled with a tantalizing elective suggesting possibilities in the field.

Extracted from a paper, "Specialization and Electives in the Education of a Special Librarian," by Doris Banks, which was presented at the University of Southern California's Institute on Library Education, January 12-13, 1961.

Problems Involved in the Shortage Of Professionally Trained Librarians

"The existing shortage of librarians in New York State has raised questions concerning the steps that should be taken to overcome it. The first problem is to find the number of librarians needed each year and the probable number of persons who will be trained to fill the jobs. . . .

"An important problem in the study was the definition of the professional field to be covered. Are public librarians, school librarians, college and university librarians and special librarians interchangeable or are they separate professional fields? The conclusion reached after discussion with the librarians visited was that they constitute a professional field having a common core of training. Each field calls for some special training or experience beyond the common core. . . ."

Extracted from *Demand and Supply of Professionally Trained Librarians in New York State* by Charles M. Armstrong (Albany: Division of Research, State Education Department, University of the State of New York, July 1960). This 16-page report is published in full in the Spring 1961 issue of the *Journal of Education for Librarianship*.

Association News

Convention

More than 1,000 members attended the Association's 52nd Annual Convention at the Sheraton-Palace Hotel in San Francisco, May 28-June 1. At both general sessions and the programs arranged by SLA's 16 Divisions, professional problems such as abstracting services, technical translations, library equipment and its applications, information retrieval systems for small and medium-size libraries, relations with management and sources of specialized information were discussed and described. Forty-four exhibitors displayed library equipment, supplies, publications and services in 56 booths. Dr. Lawrence Clark Powell, Dean of the School of Library Service at the University of California at Los Angeles delivered an inspiring keynote (see "Into the Mainstream" in this issue), and E. Finley Carter, President of the Stanford Research Institute was the banquet speaker. A variety of special libraries in San Francisco were visited, including the World Trade Center, Wells Fargo History Room, Standard Oil Company of California, University of California Medical Center, Lane Publishing Company and Warner-Lambert, and on the final day most of the Divisions went on tours of information centers in Stanford, Berkeley, Menlo Park, Palo Alto, Oakland and elsewhere in the Bay area. On June 2 more than 80 members flew to Honolulu for the Special Libraries Association Mid-Pacific Conference in Hawaii. Full details will be reported in the September issue of *Special Libraries*.

Executive Board Actions

On the recommendation of Bill M. Woods, Executive Secretary, the Executive Board asked the Publications and Public Relations Committees to study the purpose, name, format, frequency, distribution and costs of the *SLA Bulletin* and report back to the Board at its Fall Meeting in September.

The definition of the newly established Education Committee (see "What Does It Take To Make a GOOD Special Librarian?")

in this issue) submitted by the Committee on Committees was accepted. The Board also approved this Committee's recommendations that the Convention Advisory Committee be abolished and that the name of the Awards Committee not be changed. The name of the Advisory Committee on Statistics for Library Services Branch was changed to Statistics Committee, and the definition of its responsibilities was approved.

The Science-Technology Division offered its serial publication, *Scientific Meetings*, to the Association, since the project has grown so large and time-consuming that the volunteer editor and business manager can no longer manage it effectively. The Board expressed interest in the proposal and referred the matter to the Publications Committee for further study and recommendations.

Progress on the preparation of several proposals requesting funds to carry out research projects was reported by the Foundation Grants Committee. Subsequently the Committee was informed by the Council on Library Resources that it had rejected the joint SLA-ALA proposal for support in compiling library statistics with the cooperation of the Library Services Branch of the U. S. Office of Education.

The Goals for 1970 Committee presented a thought-provoking report concerning the future activities, organization and operations of the Association. At present SLA is involved in more than 50 areas of activity, most of which is carried out by about 1,000 member volunteers, and the Committee wondered if the Association is organized in a way to make most effective use of their services. Perhaps the Association is trying to do too much in too many areas: "Is this growing proliferation and complicated organization of activities a good thing?" In its deliberations the Committee came to feel that either the scope and organization of the Association's activities be simplified or else that more of the work and responsibility be handled in the Association's Headquarters. In conclusion the Committee recommended that a thorough, realistic review of SLA's

organization and activities be undertaken by a revolving planning committee such as the Goals Committee.

The recommendation of the Special Libraries Committee that a group of consulting editors be invited by the President to advise on the general content and special issues of the journal was approved.

The Copyright Law Revision Committee reported that it is still anxious to receive comments and suggestions from special librarians on copyright problems of direct concern to them. The Board took no action on issuing a statement giving the Association's position on the Copyright Law revision. The Board approved, with one abstention, the Counsel's opinion and the recommendations included with the Report on Single Copies issued by the Joint Libraries Committee on Fair Use in Photocopying (see *Special Libraries*, May-June 1961, p. 251-5).

Lois Brock, Division Liaison Officer, reported on a number of problems and recommendations being considered by the Division Relations Committee, including the formal relationship of local subject-interest Groups to Chapters or Divisions, the amount of time that should be allotted to general sessions and Division programs at Conventions and the membership program of the Newspaper Division. The Geography and Map Division has requested additional funds to underwrite the cost of its *Bulletin*, and it was suggested that the subscription price be increased to help defray production expenses. The Finance and Division Relations Committees were asked to study the problems of Divisions that need more money for their bulletins and other projects.

In its report the Admission Committee cited the large amount of time that the Committee's work demanded and the difficulties of employed members carrying the load and recommended that a professional librarian be hired part-time to do most of the work now performed by volunteers. The Archives and Goals for 1970 Committees also recommended that additional Headquarters staff be employed. These recommendations were referred to the Headquarters Personnel Committee.

The Scholarship and Student Loan Fund Committee recommended that its administrative expenses be charged to the Fund itself, but the Board did not approve this.

The Translations Center Committee's name was changed to Translations Activities Committee to better describe the scope of its work. Two new subcommittees were added: Transliteration, to be chaired by the Chairman of the former ad hoc Committee on Transliteration, Mrs. Kate Ornsen Barcus, and Translations and Translators: Services and Sources, second edition, Chairman, Frances E. Kaiser.

Seven additional Professional Consultants were approved by the Board.

The job descriptions and salary ranges of all Headquarters staff positions submitted by the Headquarters Personnel Committee were approved. This Committee also recommended closer liaison between professional staff members and the Association's committees and representatives. Hereafter the staff liaison will be listed with each committee and representative in the *Official Directory of Personnel*.

Rescinding its action of September 26, 1957, the Board approved the Sheraton-Park Hotel, rather than the Shoreham, as the headquarters hotel for the 53rd Annual Convention to be held in Washington, D. C. in June 1962. It also accepted invitations to hold the 1970 Convention in Detroit and the 1972 Convention in Boston.

Advisory Council Meeting

The desirability of making dual Chapter memberships legal was presented by several members, and the Council seemed to favor such a change. However, it was felt that extra Chapter affiliations, similar to the present extra Division affiliations, would be a better method of permitting members to participate in two Chapters than permitting extra memberships.

Board members, Chapter Presidents, Division Chairmen and others who receive Chapter and Division Bulletins because of their Association office were asked to return bulletins of more than ephemeral value to the editors, who frequently have no supply of back issues.

Annual Business Meeting

Following a review by President Winifred Sewell of the Association's activities, problems and interests during the 1960-61 year, the Treasurer, Olive E. Kennedy reported on SLA's financial situation. She commented that there has been a deficit budget for the past two years and probably will be again this year, and that it will be necessary to raise dues, obtain new members or otherwise increase the Association's income or else reduce services to members.

The Chairmen of the Advisory Council and the Statistics, Chapter Relations, Foundation Grants, Goals for 1970, Recruitment, Translations Activities, and Scholarship and Student Loan Fund Committees reported to the membership on their problems, achievements and future proposals. The winners of three \$1,000 scholarships and three \$500 scholarships from the Eleanor S. Cavanaugh Scholarship Fund were announced. President Sewell announced that the H. W. Wilson Foundation had contributed \$2,000 to the Scholarship and Student Loan Fund for the

third year, particularly in memory of Rose Boots who had long served as a member of the Joint Committee on Wilson Indexes. Other contributions to the Fund included \$1,000 from the New York Chapter, \$200 from the Pharmaceutical Section, \$65 from the Public Utilities Section in memory of Alma C. Mitchill and \$250 from the Metals Division's profits from its wine-tasting event, "Sipping for Scholars."

After the report of the Elections Committee, the new officers were introduced, and the 1961-62 President, Eugene B. Jackson, presented a brief statement defining his concept of the honor, privileges and duties of office and of membership in the Association.

Coming Meetings

The Fall Meeting of the Executive Board will be held at the Gramercy Park Hotel in New York City, September 28-29; the Mid-Winter Meeting of the Executive Board and Advisory Council will be held at the Dearborn Inn, Dearborn, Michigan, February 15-17, 1962.

What Does It Take To Make a GOOD Special Librarian?

SLA NOW HAS an Education Committee. Its objectives, as outlined by the Committee on Committees and approved by the Executive Board on June 5, 1961 are to:

. . . study the present and probable future educational needs of special librarians and the training currently offered by library schools, to prepare recommendations on the education of special librarians and to work with library schools in any way possible to strengthen their programs in the field of special librarianship.

Although the Committee is a new one to SLA, the problem is old—at least 38 years old if the starting point is the famous Williamson report of 1923, which urged that ". . . at least one library school should make provision for an advanced 'special business library course'".

The education problem is not a new one for many professions. Not too long ago it

was common practice in the United States for a young man who aspired to be a lawyer to "read" with an established law firm for a few years and then hang out his own shingle. Now a great deal of education and training are needed to pass any of the many state bar examinations and thus qualify to practice law. And it was only as recently as 1910, when the great Flexner report condemned the then loose standards of medical education, that the medical profession began to strengthen, systematize and elevate the quality of training needed to earn the M.D. degree. Other professions, like pharmacy, nursing, veterinary medicine, engineering and education, have moved through similar educational evolutions.

Since 1949 SLA has had a special representative on the CNLA Joint Committee on Library Education. During these past 12 years a great number of devoted, dedicated

and intelligent people have considered the problem; a great number of fine research studies have been made; reports have been written, recommendations submitted, individual opinions expressed. And some good progress has been made toward developing better methods for preparing young people to be special librarians.

The time has now come when SLA must re-examine all that has been done and evaluate it. The time has come when we, as special librarians, must take a new, long, hard look at where we are going as a profession and how we hope to get there. It is obvious that in the years ahead the world is going to need more special librarians—not less. The world is going to need more accurate and speedy information services—not less. The world is going to need more of the spirit of the search for truth (which is embodied in every good special librarian)—not less. The world is going to need more of all this, and the world is going to need a higher quality at the same time.

To provide the world with what it is going to need, the profession of special librarianship is going to need many more well educated and properly trained librarians. How are we going to provide them? What can SLA do—what should SLA do—to make sure they will be there when they are needed?

These are some of the questions your new Education Committee will try to answer.

In its search for the answers, the Committee will be alert to the fact that a great shift in emphasis has been taking place in the special library field. The great majority of SLA members are providing information services for organizations to whom information is a commodity—tangible, valuable and necessary. For most of us, our libraries are not archives or centers of culture but are instead sources of facts, where speed, accuracy, detail and completeness are watchwords. And more and more we are operating on the principle of mass production.

This great shift is causing a revolution in librarianship, in our methods of operation, in our outlook and in our attitudes. This revolution is necessary, if we are to fill the ever-growing needs of our ever-growing market.

This is the wave of the future that will have to be considered carefully in any attempt to decide the pressing question, "In the future, what will it take to make a *good* special librarian?"

MRS. SHIRLEY HARPER
KENNETH FAGERHAUGH
DR. LEROY LINDER
ALBERT P. BRADLEY
GRIEG ASPNES, *Chairman*
Education Committee

Have You Heard . . .

CLR Grants

The Library of Congress has received a grant of \$100,000 from the Council on Library Resources, Inc. for a survey of the possibilities of automating the organization, storage and retrieval of information in a large research library in an effort to construct a program toward mechanization that the Library of Congress and other major research libraries may follow in the next decade. Experts in computer technology, data processing, systems analysis and information storage and retrieval will study the information system of the Library of Congress from the point of view of the functioning of an individual institution and from that of a re-

search library whose activities are interrelated with those of other research libraries. They will report on the feasibility of mechanization of research library activities and of requirements of such mechanization. Dr. Mumford, Librarian of Congress, in announcing the grant, said, "the tremendous bulk of material on a universality of subjects which the research library must collect . . . the constant influx of new material on new subjects . . . the compelling requirement to retrieve information from an unpredictable variety of contexts and for an infinite diversity of needs . . ." complicates the problems of a large research library. "The question is whether there can be, in

the foreseeable future, effective mechanization of such research libraries."

Under the auspices of the Library Technology Project, CLR will finance a study of catalog card reproduction in an effort to improve the systems of reproduction in individual libraries. The systems study, to be carried out by the management firm of George Fry & Associates of Chicago, will be divided into two phases: 1) current catalog card production will be analyzed; and 2) design and production of new equipment for card production based on first phase findings, will be investigated.

The Council awarded grants totaling \$62,000, to the Library of Congress's Service for the Blind and Recording For the Blind, Inc., New York City, for the experimental development of a system to produce tape-recorded books for the blind. The system to be tried out is comprised of three elements: 1) a sealed cartridge or cassette, which would contain eight hours of reading; 2) a machine for the above-mentioned cartridge, especially adapted for the blind; and 3) a tape duplicator. As part of the evaluation of the project, blind people of varying ages and backgrounds will be asked to test the equipment.

USC Established Doctorate Program

The University of Southern California will offer a program beginning in September 1961, and to be administered jointly by the School of Library Science and the Graduate School, leading to the degree of Doctor of Philosophy. This will enable students to combine advanced professional study in librarianship with graduate study in one or more of the subject fields in the graduate school. Further information may be obtained from Dean Martha Boaz, School of Library Science, University of Southern California, Los Angeles 7, California.

WLB Issue on Documentation and Information Retrieval

The June 1961 issue of the *Wilson Library Bulletin* is devoted to documentation and information retrieval. There are articles by librarians outstanding in this area and discussions of product and method innovations in the field. Jesse Shera, Dean of the School

of Library Science and Director of the Center for Documentation and Communication Research, Western Reserve University, Allen Kent, Associate Director of the Center, and Claire K. Schultz, Institute for the Advancement of Medical Communication, contributed material.

Library Forms Books Revised

The Advertising Division of SLA has revised its collection of library form samples. The exhibits are in three volumes: correspondence, circulation and library literature. Loan of each volume costs \$3 monthly for members of the Advertising Division, and \$4 for non-members, plus all shipping charges and an insured value of \$50. There is a weekly overtime charge of \$1. The books may be ordered from Catherine Lynch, Librarian, American Broadcasting Company, 7 West 66th Street, New York 23, N. Y.

Bind-Your-Own Kits

The Seaward Commerce Company has designed a kit, Bind-Your-Own, for the binding of paperbacks. Each kit binds three books; contains linson-bound hard covers, linson spines, gold embossed, watermarked end papers, gold titling foil and special cement. The kits come in three sizes: 5½ by 8¼ inches, \$1.69; 4¾ x 7¼, 98¢; 4¼ x 6¾, 98¢. They may be ordered from the Seaward Company, 19 West 54th Street, New York.

Members in the News

SALLY ANN DOLLY, head of the Information Technology Library at Auerbach Electronics Corporation, received the Special Libraries Council of Philadelphia Award at the Institute Day Exercises of the Drexel Institute of Technology.

EMIL SCHAFFER has been appointed Technical Information Administrator for Narmco Research and Development, San Diego. He was formerly with Convair, San Diego.

CLAIRE K. SCHULTZ, formerly manager of Research in Information Retrieval at Remington Rand Univac, and ELEANOR M. CROUSE, formerly librarian at the Chemical Division of Pittsburgh Plate Glass Co., have joined the professional staff of the Institute for Advancement of Medical Communication in New York City as Research Associates.

Off the Press . . .

Book Review

SCIENCE INFORMATION PERSONNEL: The New Profession of Information Combining Science, Librarianship and Foreign Language. *Leonard Cohan and Kenneth Craven*. New York: Science Information, P. O. Box 624, Radio City Station, 1961. vi, 74 p. paper. \$1.50.

There are all too few good descriptive studies of the fields encompassing special librarianship, and although this book purports to deal with the facts concerning a new profession—science information—it does a fine job of bringing to light many important facets of the special library profession.

This publication, which was supported by the National Science Foundation, has a multiple objective, besides multiple sponsors. It was sponsored by a subcontract with the Modern Language Association, which conducted this research for the U. S. Office of Education. Mr. Cohan and Mr. Craven have attempted to assess the relative importance of foreign languages within the profession of "Science Information" and also to assess the national need for science information personnel. The results of these assessments are very interesting; but more important is the concept of the existence of a new profession, which combines science, librarianship and foreign languages, with explanations of its place within our society. This study may well prove to be an important milestone in the expanding evolution of librarianship. For this reason, it is important reading for all special librarians who are seeking clarification of their professional objectives.

The book also bears a message to our library schools. They must either place more emphasis on education for special librarianship or give ground to new graduate information schools geared to satisfy the demands of society for more efficient organization of scientific knowledge. Of special interest is the course of study proposed for this new profession, which parallels quite closely a special library curriculum.

While many persons in library work may take exception to this concept of the science information specialist, this book cannot fail to benefit the status of special librarianship, especially in the science-technology fields, since it presents for all to see the importance of our profession.

Much of the data for this study was prepared from replies to a questionnaire received from "207 offices in the Federal Government, industry and research organizations." However, the validity of some of the statistical work presented may be open to question. Data evaluating the importance of educational backgrounds, anticipated recruiting needs, staffing requirements and language requirements were gathered from replies furnished in

many instances from the librarians of the institutions queried. It would seem that whereas persons in top managerial positions who are responsible for over-all management of these libraries may be in the position to furnish unprejudiced answers to such queries, the librarian on the job may have a somewhat prejudiced attitude towards these questions. It must be emphasized, however, that this minor point should not detract from the over-all quality and value of this study.

ALBERT P. BRADLEY
Classification Coordinator
Atomics International, Conoga Park, Calif.

New Serials

MEDICAL DOCUMENTATION—MEDIZINISCHE DOKUMENTATION, published quarterly by Deutsche Gesellschaft Für Dokumentation, deals with the general methodical science of medical information. Its articles are concerned with methodology of medical surveys and clinical trials; medical statistics; mechanical selection (punched cards, edge-punched cards, sight-punched cards); computing machines in medicine; and medical bibliography and medical libraries. The journal is available free of charge. For further information write to Dr. Otto Nacke, (21a) Ehrsen, Post Office Schötmar, Mittelstrasse 29, Germany.

NEWSLETTER ON INTELLECTUAL FREEDOM, edited by Everett T. Moore, a roundup of editorial news and comment on the freedom of information controversy, has resumed publication under the sponsorship of ALA and aided by funds from the Freedom of Information Center, School of Journalism, University of Missouri, Columbia, Missouri. Subscriptions are available at \$2 a year from Subscriptions Department, American Library Association, 50 East Huron Street, Chicago.

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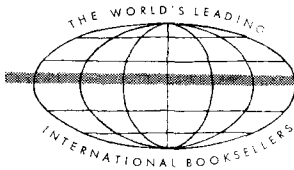
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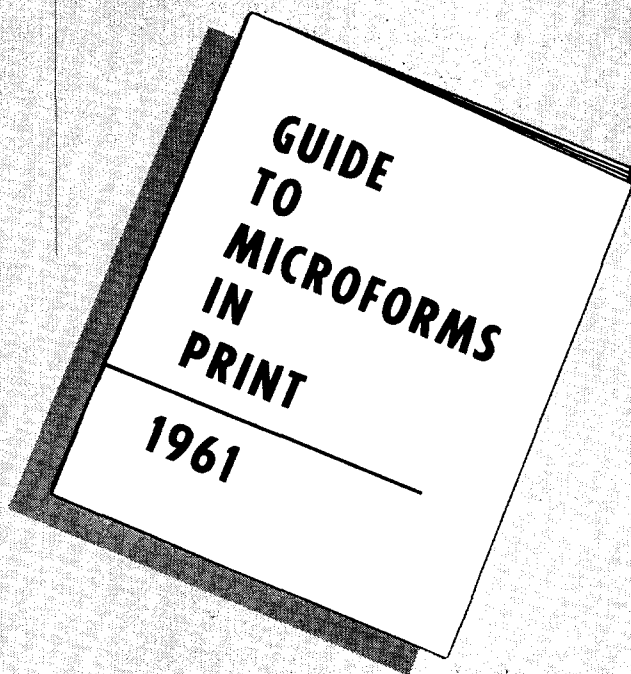
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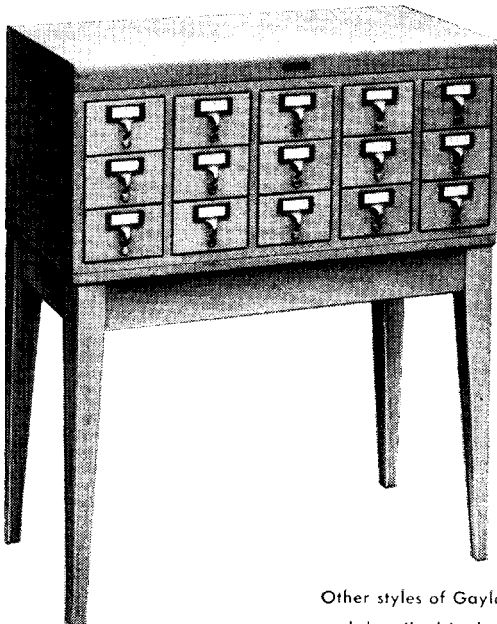
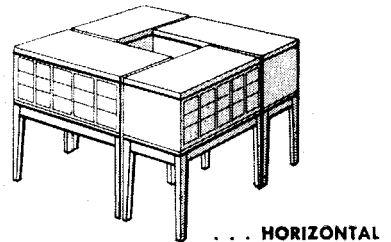
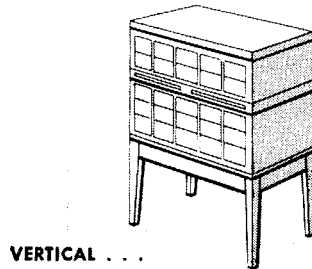
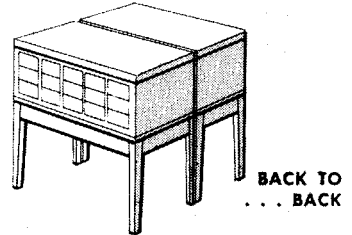
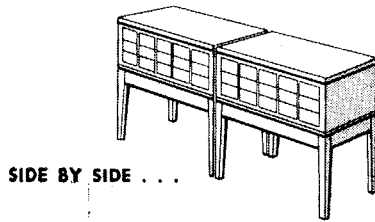
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