

inexpensive technique for measuring attitude. The survey methodology is good and well applied. The students' insensitivity must have been bitterly received by the staff of the Purdue libraries. The library gets neither the credit nor the blame from frequent or infrequent, voluntary or forced use by good or poor students, which does not say much for the teaching function of the library or the librarian. It is hard to believe, however, that there is no meaningful variety in the attitude of students when faced with the problems of negotiating their way through four years of the academic enterprise, including the library. Apparently it will take a measuring instrument of higher powers of resolution than the Remmers-Kelly scale to define the variety.

In spite of the long delay prior to publication the survey is worth knowing about. At least, as the director of the Purdue libraries has pointed out, we know some of the independent variables which are not as important determinants of attitudes as we might expect. We might next check the correlation between students' attitude toward the library and the institutions of bureaucracy, regimentation, and source of student income. Indeed, librarians might extract much more meaning from a study of the *compleat* student and why he behaves as he does than from a study of his attitude towards a particular institutional agency. Purdue is on the right track: concentration on student *attitude* will provide better long range guidance for the development of academic libraries than does attention to local *opinion*.—Russell Shank, *Columbia University*.

Student Use of Libraries: An Inquiry into the Needs of Students, Libraries, and the Educational Process; Papers of the Conference Within a Conference, July 16-18, 1963, Chicago, Illinois. Chicago: ALA, 1964. 224p. \$3. (64-1792).

At the 1933 conference in Chicago an ALA subcommittee reported that 43 per cent of the library school graduates on its registration list were unemployed. Shortly before the 1933 conference an academic librarian, in an article typical of the professional literature of the period, wrote of his none-too-successful efforts to entice students into the college library. A few months later

two public librarians came out in opposition to the recent movement for "a library in every school in the country" and argued that school libraries should be abolished and their functions assumed by public libraries.

The wheel turns. By 1963 there were too few libraries of all kinds, too many students of all ages pressing upon inadequate resources, and four thousand overemployed librarians gathered in the famous Conference Within a Conference to inquire into the resulting "dilemma." *Student Use of Libraries* presents the results of this most massive brainstorming session in library history.

Readers will be familiar with the development of the CWC, and many will have attended, or read the background papers which were widely distributed beforehand. Therefore no detailed assessment of the speeches, papers, and comments printed here will be attempted. Over-all, one has the impression of a rather strange buffet table, with lush bowls of caviar (Mason Gross' opening and Samuel Gould's closing speeches) at each end, and with five plates of meat and potatoes (the background papers and comments) in between.

The significance of the CWC, it seems to this reviewer, does not lie in this published record, as welcome as it is. There are no bright new ideas about how to solve the student-use problem, except for the suggestion of a school superintendent that "the entire library operation be made a part of the public school system," which was ignored. (In justice, it should be noted that President Bryan's list of conference objectives did not specify a search for such ideas.) Except for the contribution by the Library Services Division staff, there is little hard information or data "as to the extent of the problem of student need and student use," which Mr. Bryan did call for.

The primary purpose of the CWC, however, was not to offer readymade solutions but to break through the barriers between public, academic, and school librarians and focus their attention on a common interest, to obtain appropriate publicity, and—presumably most important—to set a climate of concern and establish a momentum which would result in some substantive improvements.

As for the first of these, this reviewer is frankly skeptical. After seven hours of low-level communication in one of the 123 discussion groups, he voted vehemently against all recommendations requiring further communication among librarians or between them and others. Perhaps his was an atypical group, or perhaps he is a misanthrope; other participants reported more fruitful experiences. As for the publicity objective, it is possible that the CWC contributed something to the national library legislative victories which followed within six months. Its success, however, will rest ultimately upon substantive results directly related to the student use problem. The ten major recommendations coming out of the conference have been referred into the ALA structure, and President Wagman reported recently that "many are well on the way to implementation." So far the most tangible result is another conference, scheduled for March 1965, with representatives of other national organizations.—Clifton Brock, *University of North Carolina*. ■■

PROFESSIONAL DUTIES

(Continued from page 39)

- or Clerical?" *Library Journal*, LXXXVI (September 1, 1961), 2758-59. Used one hundred professional and clerical duties selected from ALA List to check actual practices in twenty-one public libraries.
- Houlridge, D. L. "Division of Staff: A Canadian Example," *Assistant Librarian*, LVII (October 1958), 201-203. List of duties drawn from Toronto public library practices.
- Library Association. *Professional and Non-professional Duties in Libraries*. London: The Association, 1962. 77p. Descriptive list, arranged under twelve major headings, each divided by professional and nonprofessional classification.
- Lochhead, D. G. "I Am a University Librarian," *Canadian Library Association Bulletin*, XIII (December 1956), 100-105. Description of a "typical" day in the life of a university librarian, showing how his time is spent.
- London. Northwestern Polytechnic School of Librarianship. *Professional Work for Professional Librarians*. London: The

School, August 1958. 10p. (Occasional Paper, No. 12). Discussion by two British librarians, one of duties in government, the other in public libraries.

- McAnally, Arthur. "Privileges and Obligations of Academic Status," *CRL*, XXIV (March 1963), 102-108. Discusses composition of staff.
- McNeal, Archie L. "Ratio of Professional to Clerical Staff," *CRL*, XVII (May 1956), 219-23.
- Skilling, B. C. "Restrictive Practices," *Assistant Librarian*, L (December 1957), 222-23. Author urges that professional librarians restrict themselves to professional tasks.
- Smith, Eleanor T. "What's in a Name?—the Reference Librarian." *NCLA, Odds and Book Ends*, No. 36 (Fall 1960), 101. Analysis of work of reference librarian in a public library.
- U.S. Civil Service Commission, Personnel Classification Division *Librarian Series GS-1410*. Washington, D.C.: Govt. Print. Off., 1957. 35p.
- Wight, E. A. "Separation of professional and nonprofessional work in public libraries," *California Librarian*, XIV (September-December 1952), 29-32, 54, 107-16. Discusses methods of differentiating between professional and nonprofessional duties.
- Wilkinson, John. "A Division of Labor," *Ontario Library Review*, XLI (May 1957), 87-88. General discussion of desirability of separating clerical from professional functions on staff.
- Williams, Edwin E. "Who Does What: Unprofessional Personnel Problems," *CRL*, VI (September 1945), 301-10.

AFRICAN UNIVERSITY

(Continued from page 51)

- educational development should have been one of the subjects for discussion at this conference.
4. The development of educational programs in Africa requires the establishment of a network of supporting regional, national, and international libraries to provide the necessary information services dealing with the problems of African education. ■■

THE NEW DEPOSITORY PROGRAM AND COLLEGE LIBRARIES

(Continued from page 18)

lished in implementing the law. Too often, remedies which are available within these flexible provisions have not been used. At the same time, a considerable number of librarians have expressed their disappointment that a great many more detailed rules and regulations have not been promulgated covering almost every conceivable aspect of depository operation under provisions of the law.

During the current year, the Superintendent of Documents expects to distribute more than six million copies of publications to depository libraries. His staff is constantly refining breakdowns for selection, as far as possible, to provide librarians with the means of selecting specific material without the necessity of including also, other publications for which they do not have a need. This

was formerly a much greater problem, particularly in the category of general publications. While emergency needs can still cause an agency to include diverse and unexpected issuances in such a category, there is a definite trend toward their separation of similar or recurring issuances into particular series.

As it becomes possible to identify, with the help of the issuing government agencies, their publications not printed by the Government Printing Office that also come within the depository program for the first time under the 1962 depository law, and as the agencies are able to make available these publications in sufficient quantity, the Superintendent of Documents will begin including them among those offered to depository libraries for their selection. There have been many conflicting accounts of the efforts necessary to implement this far reaching and new provision of the depository distribution program. The concern at the Government Printing Office has been whether it would be possible to carry out this provision of the law, since there is absolutely no control over the publications involved. A tremendous problem of initial screening is necessary. Everyone admits that, of some \$100,000,000 worth of printing done each year by United States government agencies outside the Government Printing Office, only a relatively small percentage will be needed by the depositories. After that portion is identified, many government agencies will face the problems imposed by limitations of their resources which may affect their ability to produce the additional copies that would be required for distribution, as well as to transport them to the Government Printing Office in quantity from production points located all over the world. We are attempting to make a modest beginning in the forthcoming fiscal year,



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with the publications of two agencies, the Department of the Interior and Bureau of the Census. From the experience of this effort we hope to secure data which will help both our office and the issuing government agencies as this monumental task continues and expands in the years ahead.

College libraries which are federal depositories have a joint responsibility with the office of the Superintendent of Documents for making available the essential information provided by publications of the United States government. The new depository law provides for an expanded number of collections to be used by those who need them; an improved administrative structure and opportunity for better service, through the provision for regional depositories; and a future which offers interesting possibilities, despite the serious problems involved, for an extension of the type of government material that these libraries can offer to their students and other scholars who may need them. ■■

Committee on Library Surveys Conference

The ACRL Committee on Library Surveys and Columbia University will have a conference on June 14-17 at Columbia. Tentative conference topics include types and purposes of surveys, sources of information, and applications to types of libraries; and some practical problems.

NOTE

Address Change

The editorial, advertising, and production offices of CHOICE: *Books for College Libraries* moved to larger quarters on December 31. The new address is 42 Broad Street, Middletown, Conn. 06458. The new telephone number is (203) 347-6933.

ACRL MEMBERSHIP December 31, 1964

Total	8,874
Subject Specialists	1,468
Junior College	699
Teacher Education	506
University	3,035
College	2,345
Rare Books	726
Institutional Memberships	1,662

Please note that many members do not select membership in sections although two section memberships are available without extra charge.