

# College and University Libraries and National Defense

THE Committee on National Defense Services of the A.C.R.L. has been conducting a survey of college and university libraries in the national defense program. The following three studies report the results of that survey and are based largely upon the returns from a questionnaire. In a future issue it is hoped that some further analysis and comment can be made upon the factual material here presented.

THE EDITORS

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By EUGENE H. WILSON

## Survey of Libraries in Colleges and Universities Which Are Giving Engineering Defense Training Courses

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As this report was being prepared a press release dated Aug. 5, 1941, from the U.S. Office of Education announced the widening of the sphere of the engineering defense training program and a change of title to Engineering, Science, and Management Defense Training. Under the new program institutions granting degrees for study in chemistry, physics, and business administration became eligible to give short, intensive training courses of college grade to present and prospective workers in industries and government agencies concerned with national defense. Since practically all of the colleges included in this survey can qualify for participation in the newly-authorized fields, the demands upon the library are likely to be more intensive than the present survey indicates they have been under the engineering defense training courses.

Under the provisions of the first engineering defense training program approximately 2300 courses were set up for

over 130,000 trainees by 144 engineering colleges in 47 states, the District of Columbia, and Puerto Rico. Eighty-three of these institutions are represented in this survey. The librarians of ten of these eighty-three institutions explained in more or less detail why they did not answer the questionnaire and in some instances their letters gave more information than was contained in several of the seventy-three questionnaires which were returned. Five of these ten stated that they had noticed some increases while the remaining five stated they had not noticed any increased demands, usually giving as an explanation the fact that they were located far from industrial centers or that the persons taking the engineering defense training courses confined their studying to textbooks.

Several wrote that they had noticed no increase or only slight increases because their ordinary work was along these very lines. The librarian of Texas A. and M. expressed his staff's reaction to the questionnaire as follows: "The truth is that

the questionnaire hardly fits this library. We are a highly technical college offering majors in engineering, agriculture, veterinary medicine, and some social sciences. As far as the library staff can see, the national emergency has made no change in the character of the technical courses taught here, perhaps because they are, already normally, in the fields vital to defense. Consequently the defense emergency has not changed the quantity or kind of calls made on the library."

Two indicated that lack of statistics and

their particular setup would result in an entirely wrong picture of their activity if they tried to fill out the questionnaire.

The most interesting comment came from the librarian of one of the larger universities who explained that because of limited staff he could not answer the questionnaire, and then added: "I believe a good deal of the information you need may be found in the *Report of the Resources of University Libraries* printed by the A.L.A. about 1921."

## Part I. The Library's Service to Industrial Mobilization

### *Increased Demands*

To the question "Do you perceive increased demands resulting from present industrial training courses?" Fifty-nine or 81 per cent of the seventy-three librarians answering the questionnaire replied "yes" and fourteen or 19 per cent replied "no." Practically all of those replying in the affirmative added comments as to the extent of the increase, and study of these comments reveals that in general there has been no marked increased demand for service from these college and university libraries.

The comments appearing most frequently to express the extent of increased demands are "slight," "limited," "not very marked," "noticeable," "limited to engineering collection," and "only in engineering library." One point frequently mentioned is that the engineering defense training students have their time so fully occupied day and night that their textbooks are about all the reading for which they have time.

Typical of such comments are the following:

Only slight increase in demands upon this

library is in evidence in spite of the fact that this college has approximately five hundred men enrolled in Engineering Defense Training courses. These classes are attended by men who are employed during the regular working day; hence the courses are presented in such a way as to require a minimum amount of outside search and reading. (Newark College of Engineering)

We have about five hundred men taking Engineering Defense Training courses, some being day courses, some evening courses. We are in close touch with the faculty committee handling this program. We were asked to provide a few extra volumes in ordnance and ballistics, and one or two instructors bought small collections for their offices. But a canvass of all instructors giving these courses has brought unanimous response that no more library books, and no more copies, are needed. The fact seems to be that the students have their time so fully occupied day and night that their textbooks are about all the reading they have time for. Nevertheless there is some slight demand from these men. (M.I.T.)

The enrollees for these courses come from a surrounding territory as far as sixty miles away. Hence, there is little opportunity for them to use the university library services, considering that the courses run for three hours in the evening, and they have to travel back and forth. (Norwich University)

The courses given in our defense pro-

gram are all laboratory, or textbook courses and since the students are employed during the day, and the classes are two and three hour sessions, there is little time for outside reading. (Rensselaer Polytechnic Institute)

Despite the preponderance of librarians reporting only slight increases in demands, a few reported very definite and sizable increases, usually limited to engineering subjects.

Since the first of the year the Lewis and Armour divisions of the Illinois Institute of Technology have pressed into their already crowded evening schedules 1400 students in E.D.T. courses. As a result of this sudden increase in the number of courses being offered and the influx of new students, the evening use of library materials at the Lewis Institute of Arts and Sciences has increased by 25 to 30 per cent. (Illinois Institute of Technology)

We have some national defense courses here on the campus, and we notice a great increase in the use of our technical books, especially in tool making, welding and aviation mechanics. (South Dakota State College)

The Engineering Library attributed a 10 per cent increase in circulation to the use of the library by students enrolled in the Engineering Defense Training Courses. An even larger increase has been observable in the reference service. Increased reference service has been given to instructors who

are teaching the courses offered under the E.D.T. program. (University of Texas)

The E.D.T. courses . . . have brought a large increase in demand for material on many technical subjects, in particular industrial management and related subjects, navigation, shipbuilding and naval architecture, and welding. All material connected with aeronautics has become increasingly popular. The use of our material on other technical and scientific subjects has also shown increase. (California Institute of Technology)

In the field of engineering the student registration has increased 56 per cent in three years, with a corresponding increase in the demands made on the library facilities. (College of the City of New York)

Typical comments of librarians reporting no increased demands are the following:

These twelve sections are all taught by regular university engineering faculty members. . . . The library has not noticed any increased demands upon it because of these courses. (University of Cincinnati)

So slight that for all practical purposes can be considered as non-existent. (University of Maryland)

There has been no attempt to stimulate use of special books on the part of the men in the classes. (Case School of Applied Science)

Several librarians report that the de-

TABLE I  
*Number of Libraries Reporting Increased Demands in Various Subjects*

Subject	Number of Libraries Reporting	Subject	Number of Libraries Reporting
Aeronautical design	46	Optics	13
Chemical engineering	33	Ordnance	20
Communications engineering, including radio	35	Production engineering and supervision	26
Electricity	21	Shipbuilding and naval architecture	11
Engineering drawing	38	Structural design	23
Foundry practice	26	Tool engineering	31
Industrial management	31	Welding (design and supervision)	28
Internal combustion engines	28	Airplane piloting and servicing	8
Machine design	38	Ballistics	1
Machine shop practice	42	Civil engineering	7
Map making	12	Explosives	7
Materials inspection and testing	35	Mechanical trades	7
Mathematics	19	Sanitation	2
Metallurgy and metallography	29	Specifications & reports	2
Navigation (surface and aerial)	30	Training methods	1

TABLE II<sup>1</sup>  
*Estimated Number and Cost of Additional Volumes Needed to Meet Increased Demand*

Subject	Vols.	Total	Cost	Total
Aeronautical design	3-500(27)	1378	\$12-2000(26)	\$4607
Chemical engineering	10-1000(16)	1720	36-4100(13)	6621
Communications engineering, including radio	1-150(18)	528	3-400(16)	1429
Electricity	5-150(12)	550	20-400(12)	1925
Engineering drawing	3-1600(19)	2075	10-2500(18)	4040
Foundry practice	3-200(13)	447	15-80(11)	469
Industrial management	1-600(16)	866	3-2000(16)	6193
Internal combustion engines	4-500(13)	843	15-800(12)	1740
Machine design	3-200(17)	693	15-400(16)	1560
Machine shop practice	5-100(23)	677	15-400(21)	1732
Map making	3-50(7)	120	6-400(8)	731
Materials inspection and testing	2-100(20)	650	3-350(17)	1524
Mathematics	4-100(11)	287	20-200(10)	605
Metallurgy & metallography	1-500(15)	919	6-2000(14)	3200
Navigation	4-200(14)	454	10-800(12)	1454
Optics	5-50(4)	75	20-75(3)	120
Ordnance	3-50(8)	137	11-150(7)	483
Production engineering and supervision	1-1400(12)	1631	5-3200(11)	3868
Shipbuilding and naval architecture	4-30(7)	101	25-275(7)	586
Structural design	6-150(11)	298	5-800(14)	1289
Tool engineering	5-347(18)	857	20-800(18)	2311
Welding (design and supervision)	2-200(15)	457	5-800(14)	1289
Airplane piloting and servicing	12-25(3)	62	50-100(4)	285
Automobile and truck servicing	10-24(2)	34	40-100(2)	140
Civil engineering	5-150(5)	190	20-40(3)	100
Explosives	5(1)	5	65(1)	65
Mechanical trades	12-200(4)	236	50-400(4)	550
Sanitation	10-10(2)	20	30-40(2)	70
Specifications and reports	2-5(2)	7	6-15(2)	21
Totals		16,335		\$49,613

<sup>1</sup> The table is to be read as follows: For Aeronautical design, 27 libraries reported needs ranging from 3 to 500 additional volumes, a total of 1378; 26 librarians estimated the cost of additional volumes needed at sums ranging from \$12 to \$2000, a total of \$4607.

mands for increased services come chiefly from the faculty members who are giving the defense training courses. Cornell University reports increased demands "to a limited but quite definite extent by the faculty members giving courses in national defense . . . a few students have used the library but as a rule it is the instructor preparing his lectures."

#### *Material Needed in Defense Training Courses*

A total of sixty-six librarians indicated the subjects for which there had been increased demands in their libraries, thirty-eight estimated the number of additional volumes needed to meet increased demands, and forty-one estimated the cost of additional volumes needed to meet increased demands. Their replies are indicated in the preceding tables, followed by comments upon the data presented.

No comment appears necessary on Table I. The last eight subjects listed were added by librarians in checking the list and as they did not seem to combine as specifically with the original subjects as did some others which were added they were tabulated as reported.

Because of the extreme ranges<sup>2</sup> and abnormal distributions found in the various items of Table II, no attempt is made to determine statistically a central tendency of volumes needed or of probable cost. As an example of the manner in which each subject in Table II might be considered, in engineering drawing the mean is 109, median 15, and mode 5. The fact that sixteen of the nineteen

<sup>2</sup> The maximum figure for most subjects was reported by Pennsylvania State College where the Extension Library has been set up to handle the books for "an immense governmental project under way in defense training. The present program has some 12,150 students enrolled in defense courses in about fifty cities within the state."

librarians estimated their needs at thirty-five volumes or less indicates the distortion of the actual situation which would exist if the mean of 109 were accepted for engineering drawing. Thirty-eight librarians indicated increased demands for material in engineering drawing, but only nineteen indicated that additional volumes were needed. Eleven of these nineteen librarians estimated that fifteen volumes or less would meet their increased demand. Since only eight of the eighty-three libraries indicated a need for more than fifteen additional volumes, it would seem safe to conclude that the libraries could meet the increased demands for material in engineering drawing without any undue strain on their finances.

The point which stands out prominently is that most of the libraries report that their collections are adequate in the majority of the subject fields, but where additional volumes are necessary, generally from ten to twenty-five are regarded as sufficient.

If any additional money were available, twenty-four librarians indicated they would spend it for more titles, six would spend it for more copies of titles now held, and twenty-six would spend it for more copies and more titles. The percentages suggested to be spent for more titles ranged from 5 per cent to 95 per cent, the central tendency being about 75 per cent. Forty librarians offered estimates of the percentage of their entire collections of value in meeting demands for material on national defense subjects. These estimates ranged from 1 per cent to 100 per cent with a median of approximately 25 per cent. Most of the estimates of 50 per cent and higher were stipulated as applying only to the engineering libraries of the schools concerned.

#### *Expenditures for Defense Materials*

Twenty-two librarians reported no increased buying of books in vocational and technical subjects, and of forty-four which reported increased buying, twenty-eight gave the following figures of increase: \$9, \$22, \$31, \$60, \$91, (3) \$100, \$125, (2) \$150, \$180, (2) \$200, \$265, \$270, \$286, \$300, \$429, (2) \$500, \$670, \$700, \$1000, \$1250, \$1400, \$4500. The percent of increase was given as follows: (3) 4, 5, 6, 10, 11, 20, 22, (3) 23, 24, (3) 25, 30, (3) 35, (2) 36, (2) 43, 50, 64, 71, 79, (2) 100, 193.

Amounts spent last year were given as follows: \$24, \$80, (2) \$100, \$155, \$161, \$170, \$296, \$300, \$335, \$500, \$575, (2) \$600, \$645, (2) \$700, \$750, \$780, \$902, \$980, (3) \$1000, (4) \$1100, \$1176, \$1250, \$1864, (2) \$2000, \$2284, \$2400, \$2460, \$2770, \$2920, \$5000, \$6000, \$13,075, \$14,700.

Amounts being spent currently were given as follows: \$25, \$30, \$42, \$120, \$170, \$356, \$450, \$455, \$470, \$500, (3) \$600, \$645, \$675, \$700, (2) \$750, \$960, (3) \$1000, \$1032, \$1075, \$1100, \$1180, \$1200, \$1300, \$1650, \$1800, (3) \$2000, \$2500, \$2534, \$2600, \$2700, \$4000, \$4550, \$5000, \$7400, \$14,700, \$17,575.

General book funds were the source for expenditures in forty-six libraries, specific book funds in twelve, and unallocated funds (i.e., reserve, contingent, etc.) in six libraries. Forty-six libraries reported no additional funds for the specific purpose of increasing holdings in vocational and technical materials and twenty-two reported having received such funds. Grants from the Federal engineering defense training fund were reported in the following amounts: \$15, \$22, \$45, \$50, \$70, \$100, \$162, \$200, \$250, \$300, \$659, \$700, and six colleges reported receipt of

Federal funds without listing amounts. Other sources of funds were: Carnegie grant \$110, C.A.A. \$100, university graduate school \$100, engineering equipment fund \$100, and general college funds \$300. Thirty librarians reported no attempt to secure additional funds and thirty-seven reported such an attempt.

### *Personnel*

Of twenty-six librarians who reported they were limited in meeting known or possible needs by lack of enough trained personnel only eight specified the lack was due to defense courses, and seven stated specifically it was an old problem. Thirty-nine indicated no such lack. In regard to specialized personnel, twenty indicated a need for technical specialists, but only three specified this need was due to defense courses.

### *Cooperative Measures, Special Services*

Only twenty-nine librarians mentioned any cooperative measures undertaken with other libraries; almost as many, twenty-seven, stated no such measures had been undertaken; and the remaining librarians did not answer the question. An increase in the number of interlibrary loans was mentioned by eighteen librarians. California Institute of Technology reported an increase of over 100 per cent in the number of interlibrary loans made from

its library, most of the material being loaned to the various aircraft companies of that region. Other cooperative measures and the number of libraries reporting them are: microfilms, 8; assistance to professional people outside the university, 4; lending large collections, 3; cooperating with local public libraries, 3; checking holdings with the A.C.R.L. defense list, 3; photostats, 2; compiling union catalog for area, 1; and notifying local libraries of books reserved or recommended for defense courses, 1.

Installation of special services to meet industrial and industrial training needs was reported by 22 libraries; 48 reported no such installation, and the remainder did not answer. Special services most frequently mentioned were: providing special sections for engineering defense training books, 9; sending books to university extension classes for use of nonuniversity students, 5; sending books to workers in defense industries, 3; preparing defense bibliographies, 3; and keeping the library open longer hours for defense students, 2. Services mentioned only once were preparation of book lists, lecturing on library facilities to engineering defense training students, providing technical magazine delivery service to engineering defense training instructors, opening a new technical department, sending books to engineering defense training instructors, and sending books to state departments.

## Part II. Reference Service Needs in Industrial Mobilization Courses

This section of the questionnaire sought to discover ways in which college and university libraries might assist in providing information needed by the faculty, students, firms, and organizations in con-

nection with the present emergency.

The first question was: "What changes have taken place in the curriculum and how have they affected the library? (Shifts in subjects, shifts in method)"

Practically all of the sixty librarians who answered this question reported no changes in the curriculum, interpreting the defense courses as being outside the curriculum. One university librarian stated: " 'Defense courses' now being given are purely of an adult 'in-service' nature and cannot be considered as part of the regular curriculum. Book needs are slight and are satisfied by means of one or two manuals which are not supplied by the library." A college librarian wrote: "Have instituted sixteen 'defense' courses at night, but these courses are not a part of the college curriculum." Another librarian wrote: "There has been no change in the college curriculum. There have been thirteen training courses in national defense work approved and in operation, and one course proposed on which approval is awaited. Five of these courses are given on the university campus, and eight are given at various centers throughout the state. This work is carried on outside of and without interference to the regular college curriculum." Another university librarian wrote: "As far as the normal engineering curriculum is concerned, it has not been materially changed since the country became interested in defense activities. As you know, colleges and universities alter their curricula slowly, and it is always a drag between what should be taught and what is taught."

Several librarians mention new courses added to the curriculum, but most of these courses represent a shift in the topic emphasized rather than a change in the curriculum. Examples are a new course on defense legislation given by the government department at Texas University, a course in the economics of war at the University of Akron and at Norwich University, and a course in South Amer-

ican civilization given by the Spanish department at Iowa University. Greater emphasis on the use of current publications in teaching courses in history and economics is reported by several librarians.

A number of shifts in student registration, usually resulting in increased enrolment in the engineering departments, are reported. The College of the City of New York reports: "No important shifts in curriculum have affected the library but a shift in student registration has made itself felt. Previous to 1938 the mechanical engineering department was almost the smallest in the school. While registration in other departments has remained the same or has risen only slightly, the number of students taking the mechanical engineering course has more than doubled. Since the collection in mechanical engineering subjects was correspondingly small three years ago a particularly heavy demand has been noticed in this field."

Very few librarians reported any cooperative measures undertaken with governmental defense agencies and with defense industries other than making inter-library loans, preparing bibliographies, and giving assistance to faculty members employed in research for government agencies and defense industries. It should be realized that many of these colleges and universities are not located in industrial centers. It appears that defense industries are relying more upon their own special libraries or upon the technology departments of the public libraries. The librarian of the University of Washington Library wrote: "Please bear in mind that our institution is located in a city which contains an unusually progressive and active public library. I believe most of the industrial mobilization demands are being

received by the Seattle Public Library. The Boeing Aircraft Company has supplied the public library with funds for the purchase of books within the field of aeronautics."

### Examples of Services

Examples of services rendered by libraries located near governmental defense agencies and defense industries are the following:

The library numbers among its borrowers some eighty industrial and manufacturing plants, many of them working on defense contracts. Two nearby government agencies, Raritan Arsenal and the Signal Corps

at Fort Monmouth, are constant users of the library's resources. (Rutgers University)

No exceptional measures; merely an intensification of service always rendered to such agencies as Watertown Arsenal, Newport Torpedo Station, and various navy yards—often by mail. Defense industries have free use of the library as needed. (M.I.T.)

We have always cooperated with our local industries by doing reference work for them and by lending them material. (Lehigh University)

Besides serving the members of the Rice Institute, the library meets many calls from research workers in neighboring industrial concerns. (Rice Institute)

## Part III. Understanding the Meaning of Events

This part of the questionnaire sought to discover how libraries may help in promoting a clearer understanding by individuals, groups, and agencies, of the social and civic problems facing America.

The supply of books in this field was reported adequate by twenty-six librarians and inadequate by fifteen. Three specified a need for material on South America and two a need for military science material. Several stated that they had been purchasing an increased proportion of books on these subjects for the past several years.

At Texas University "the rate of acquisition has been increased in these fields recently because more material has been available. The library has attempted to acquire all government documents relating to these fields in an attempt to anticipate a future need." A number of librarians reported they were collecting material on the present war and several are building up a collection of material on Latin America. Librarians reporting that their collections were inadequate generally stressed their need for duplicate copies of material already on hand. Several librarians reported they believed their collection was adequate, but they felt the material was not being used as much as it should be.

TABLE III  
*Demands for Material on Current Problems*

Subjects	Number of Libraries Reporting No Increase	Number of Libraries Reporting Some Increase	Number of Libraries Reporting Great Increase
Aims and character of totalitarian powers	6	38	13
International cooperation	10	36	7
Military and economic problems	4	36	15
Propaganda methods	5	37	14
Trade relations	13	26	8
Unemployment	22	17	5
Youth problems	21	23	7
Analysis of failures of democratic powers		1	1
Camouflage and bomb shelters			1
Censorship		1	1
Democracy			1
Dietetics			1
Geography and maps			2
Labor and labor relations		3	1
Negro in national defense			1

The librarians' estimates of the demands from individuals and groups are shown in Table III.



### *Pamphlet Materials*

There was practically unanimous agreement that pamphlet materials help to meet the demand in these fields. Opinion was equally divided to the question of whether pamphlets are satisfactory substitutes for books. A majority felt that pamphlets should supplement but not replace books, and the comment was frequently made that pamphlets were most valuable for current material not yet available in book form.

Sixteen librarians reported they duplicated pamphlets freely and forty-nine said they did not. Special efforts to circulate pamphlets were reported by only twenty-six librarians while thirty-five reported no such efforts. Since there was general agreement that pamphlet materials help to meet the demand, and since they are relatively inexpensive, it is surprising that so many librarians report no special efforts to circulate them.

Of the special display methods which had been found effective, display cases were reported by forty-one librarians, lists of new pamphlets on bulletin boards by fifteen, preparing lists by six, lists in the college paper by four, and giving talks on pamphlets by one.

### *Responsibility of Library*

Varied and definite comments were received from most librarians to the questions:

1. What do you think about the responsibility of the library for promoting study and understanding of the present crisis?
2. Could the library make a significant contribution on its own?
3. Should librarians adopt a positive and vigorous attitude in trying to interest

people concerning the problems around them?

Practically all agreed that the college or university library has some responsibility for promoting study and understanding of the present crisis, but a number expressed the opinion that the responsibility belonged more properly to the public library. A majority believed that the college library could not make a significant contribution on its own. A conservative tendency was predominant in the comments regarding the adoption of a positive and vigorous attitude in trying to interest people concerning the problems around them. The prevailing opinion was that the library's main responsibility and contribution lay in making available materials on all aspects of these controversial questions.

### *Comments*

The following comments indicate the type of opinions expressed:

The college and university library serves a restricted personnel. It is a service branch. It attempts to maintain a long range policy compatible with the policies and objectives of the institution it serves. College librarians are far less qualified to promote, etc., than many of their colleagues on the faculty. They may attempt to make known the resources of their own and neighboring libraries, utilizing the expert knowledge that is at hand in their institutions. Subject lists similar to those currently issued by the A.L.A. are most useful. Frank comparison of similar titles, evaluation of new editions with reference to earlier ones; this is what is needed. I sincerely hope that the A.L.A. does not attempt to obtain funds from the national defense appropriations, for books or services. (University of Maine)

Undoubtedly libraries have a responsibility for promoting study and understanding of any crisis or problem whether it be economic,

social, moral, racial, religious or political. It seems to me, however, that public libraries have a greater opportunity and consequently a greater responsibility in this respect. The patrons of a college library are principally concerned with acquiring an education and to this end devote the major share of their time to formal course work. The major function of a college library is to provide materials needed for such work. I believe, of course, that some stimulation can, should and has been given in the past to the study of non-curricular problems. The particular problem has changed at the moment. Judging from the amount of interest which displays have aroused here it would seem that the library is capable of making a contribution of some significance. (University of Maryland)

If the library fails to be an active social agency and defense agency it may cease being anything. (Utah State Agricultural College)

Libraries with limited staffs will be hard pressed to keep up with the regular teaching demands without embarking on side shows. (University of Kansas)

There is some danger that the library may become a weather vane, changing its direction with every ephemeral breeze and achieving nothing in a permanent sense. I believe that it should undertake to supply the materials required to satisfy any serious and important demand—indeed it may legitimately stimulate such demands—but I believe that the national defense emergency constitutes only one (and a temporary one) legitimate and important interest. (Wayne University)

Since this is addressed to university and college libraries, an answer should be made on the basis of their work and the present world condition. As an institution I do not feel that the library is in a position to make an important contribution towards promoting any "study and understanding of the present crisis." I feel that we delude ourselves when we think of the library being more than a contributing service to the general result of a college educa-

tion. We are not in a position to exercise a great deal of influence—certainly nothing that can be compared to the position and opportunity of the teacher. I do not feel that librarians need to be nonentities—they should have positive convictions and an interest in the students and acquaintance with them which will make it possible to express these convictions. (University of Connecticut)

Where time and the material are available, I believe an effort should be made to display and otherwise make available material pertinent to present-day questions, but I do not believe that librarians should be social reformers, just because they are librarians. There is a place for social reformers, and individual librarians could be very effective, if they were so inclined, but librarians as a class, or as a total unit, should not endeavor to act as social reformers. (Norwich University)

As I see it from the work here, the librarian cannot assume any responsibility, the demand must come from those teaching the courses and the library must be willing to meet any demand but I do not see how I can prepare for any such demand at the present time. Nor do I see how the library can adopt a more vigorous plan than is already followed. I am sure we are awake to the possibilities and will meet any need that comes but I do not think we can go after increase in service beyond that which we are now rendering. (Rensselaer Polytechnic Institute)

Considering the intense interest of everyone in the present crisis, the library's job may well be limited to securing and making available *good* material appropriate to this interest. The present crisis hardly needs to be advertised. (Union College)

The entire university, administrative officers, faculty and student body are gravely concerned in a study of the present crisis. The library contribution to this study is the service it renders to these groups in making available the resources of the collection. (Rutgers University)

### *Responsibility and Opportunity*

Of course there is a responsibility for promoting understanding of the present crisis, opportunity for the library to make a contribution on its own, and need for a positive and vigorous attitude, but at a Land Grant College such as M.S.C. the library has many other responsibilities, and should take its cue in its attitude regarding the present crisis from the president of the institution who, after all, is the chief policy-maker of the institution. Librarians should adopt a positive and vigorous attitude in trying to interest people concerning the problems around them but they must also be careful not to appear belligerently partisan. (Michigan State College)

It is difficult to see how the library as an educational institution can evade responsibility for promoting study and understanding of the present crisis. I believe a library's most significant contributions at this time should be in the fields of adult education, Americanization work among the foreign-born and industrial mobilization. Special emphasis should be placed on extending library facilities to labor, a phase of library work which has been for the most part neglected. Libraries located in industrial cities and towns should make greater efforts to bring their services to the laboring groups. (Louisiana Polytechnic Institute)

The library, like all other institutions, is confronted with the tasks which should have been done during the years. The emergency should be met by speeding up and intensifying the program which has always been the library's aim. (Oregon State College)

The university, through other agencies, student discussion groups, special lectures, etc., is active along these lines. The Library does not take an active part in these programs but aims to provide material in the subjects discussed. It is difficult to get the time and attention of busy students but we could do more in display of material. The making of lists and bibliographies we have found a waste of time. I believe the university library makes its best contribution by cooperating with other campus agencies

rather than by having a program of its own. (Purdue University)

I firmly believe in giving students the facts on all sides and letting them form their own conclusions. I do *not* favor trying to boost even our own side. That is not democracy. It is propaganda. That faith in democracy which is worth while and which will endure must be based on a firm belief that the thinker knows the best that naziism, etc., can offer and still believes that democracy is better. (University of Cincinnati)

It is the duty of the library to furnish as much material as possible and to make known the fact that such material is on hand.

Communities vary to such an extent that no one ruling fits all cases. In a thoroughly awakened community [the library] should stand in the front line with other progressive utilities and elements of community. In rather backward communities it seems to me the librarian must be ahead of the community and try to awaken vital interests. (University of Vermont)

At present people seem interested in two kinds of general information: what this democracy we are concerned about is; and, background material on the countries involved in war, and the interpretation of daily events abroad, particularly their effect on the United States.

It is the business of all libraries to provide material pertinent to these interests to whatever degree is required to satisfy their clients' needs, either obvious or potential. Furthermore, libraries should accept this obligation positively rather than negatively—in other words, they should discover latent interests, anticipate interests, and engender interests. At the same time they should go about this business in as level-headed a way as is possible under the emotionally-charged conditions they are or will be working under. Librarians will have to remember that most of them are agents of the government and must work within conditions established by the government. (University of Texas)

Since the main way a university library can make a contribution on its own is by

pertinent displays and exhibits it would seem that its responsibility is to make available background material in order that the students may comprehend more easily their lectures and courses given in this field. (University of North Carolina)

As a university library we feel our responsibility is fashioned by the administrative program. As individuals we may seek to define this program by various means, but we do not have the privilege of leading. (University of Nebraska)

### *Summary*

Increased demands for library services have in general been slight in colleges and universities where engineering defense training courses have been given. Students enrolled in these courses appear to have little time for any reading in addition to assignments in textbooks. The demands for library services by the instructors of these courses have to a considerable extent been responsible for the increases reported. The few marked increases occurred where the colleges or universities reporting were located in large industrial or defense centers.

In most cases the libraries which reported a need for additional material indicated that this was not a new need but rather an old need accentuated by the new demands. Ten to twenty-five additional volumes appeared sufficient to meet the needs in most of the subject fields.

Most librarians felt that 75 per cent of any additional funds should be spent for new titles, and estimates of the percentage of the library's collection which would be of value in meeting demands for material on national defense subjects ranged from 1 per cent to 100 per cent. Twice as many librarians had increased their buying of books in vocational and technical subjects as had not, the funds

usually coming from general book funds. Forty-six librarians reported they had not been able to obtain additional funds for the specific purpose of increasing holdings in vocational and technical materials while twenty-two had done so. Thirty reported no attempt to obtain such funds, and thirty-seven reported making such an attempt.

Only eight librarians reported that a limitation in meeting known or possible needs by lack of enough trained personnel was due to defense courses, and of twenty who reported a need for specialized personnel only three declared this need was due to defense courses.

### *Cooperative Measures*

Only a small proportion of librarians described cooperative measures undertaken with other libraries or the installation of special services to meet industrial and industrial training needs. The most commonly mentioned cooperative measure was the interlibrary loan, and the most common special service was providing a special section for engineering defense training books.

Practically no changes have taken place in the curricula of the various schools reporting. There have been a few shifts in emphasis and some increases in enrollment in engineering. No special cooperative measures have been undertaken with governmental defense agencies and with defense industries.

There has been a general increase in demand for material dealing with the social and civic problems facing America, but most librarians report their supply of such material is adequate. Pamphlet materials are regarded as being helpful in meeting the demand in these fields, but only a small proportion of the librarians

reported any special efforts to circulate them, seemingly being content to place them in display cases.

A number of librarians expressed the opinion that the responsibility of the library for promoting study and understanding of the present crisis belonged more properly to the public library, although college and university libraries should assume some of the responsibility.

A majority believed that the college library could not make a significant contribution on its own, and a conservative tendency dominated the comments regarding the adoption of a positive and vigorous attitude in trying to interest people concerning the problems around them. The library was generally regarded as having met its responsibility if it made available materials on all aspects of these problems.