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DIKRAN Y. HADIDIAN

ROCHESTER. UNIVERSITY OF ROCHESTER LIBRARY

Impossible dreams were the dreams of University of Rochester founders. They envisioned a university which would be "a great depot of intellectual wealth and wisdom," and its \$50,000-library, which would be a "full, free, and ever-flowing fountain" of knowledge. It is a wondrous fact that these aspirations never really faded, even though repeatedly faced with the sorry realities of finances and the harsh strictures of war.

The men who proposed the university, who initiated its opening in 1850, and who proceeded undaunted through the years of mere survival, were visionaries, to be sure—but, they were also make-do men. From the most meager of beginnings and support they built and created, laying the cornerstone upon which the university and library of their hopes eventually approached their early goals. What they did with very little laid the basis and the inspiration for expansion in the 20th century. As one university historian, John Rothwell Slater, expressed it in his address, "Rochester at Seventy-Five":

If we smile at it [the past] today, our smile is the smile not of superiority but of a thoughtful regret. We have gained much; but one thing is lost beyond recovery, and that is the power to do much with little, to make brains take the place of dollars, to build sound education upon unsound finance; to fill bare rooms with

ambitions and splendid dreams, for which our modern school houses of stone and steel too often wait in vain (1).

The University of Rochester opened its doors on the first Monday in November 1850, in the former United States Hotel, a four-story structure of brick and stone. The founders had a charter, one building, 60 students, and a faculty of eight. Equally modest was the one-room, poorly lighted, and poorly heated library on the first floor of the hotel. These humble library quarters were a compromise enforced by financial necessity, since the founders initially had issued a plea to friends in western New York to raise \$50,000 to purchase books and erect a building for the university library. The ambitions were to create a "literary rallying point" not only for the students and faculty, but also for the ministers, doctors, lawyers, merchants, farmers, and mechanics of western New York. These extravagant plans evaporated as the money was not forthcoming, and the remaining concern was to create a serviceable reading room where students could prepare their essays and speeches.

The first book purchased by the university was a quarto Bible for the Chapel, which was also housed in the United States Hotel, but the first book actually purchased for the library was a two-volume copy of Julius Weisbach's *Principles of the Mechanics of Machinery and Engineering*. The second book purchased was John Stuart Mill's *Logic*. Orders were placed in Rochester and others were mailed to New York and Europe for books and periodicals. Among those first purchases were a set of 30 volumes of the collected works of Charles Rollin (in French), the *North American Review*, the *Edinburgh Review*, Jared Sparks's *Library of American Biography*, Stone's *Life of Red Jacket*, and the works of Goldberg and Macaulay. In 1852 the school spent \$2,083 on books, of which \$1,180 went for books from sales in England and \$300 was given to Asahel Clark Kendrick, professor of Greek, to buy books on his trip abroad. Book buying was directed to the purchase of standard works in language, history, literature, and science, with a policy of filling the library shelves with only "good" books.

Several professors, including Professor Kendrick (who was to become the university's first librarian), donated their personal libraries to the new library. There were some gifts from friends of the new university, although one early librarian reported that "we never encourage friends to send us the refuse from their attics." One friend, Dr. John F. Boynton, of Syracuse, gave the proceeds of a lecture on Egypt toward the purchase of Lepsius' *The Monuments of Egypt and the Nile*. Another friend, David Mills, of Brooklyn, gave Lord Kingsborough's *Antiquities of Mexico*, a nine-volume folio set valued at \$200 at the time. A "benevolent gentleman in Newark" purchased 55 volumes of collections of the various historical societies, and forwarded them to Rochester as a beginning for a department of American history; and Theodore Van Heusen, a merchant of Albany, presented a volume on the lives of American generals and commodores, with descriptions of medals struck off in their honor.

The fledgling school also had the advantage of using the library of the Rochester Theological Seminary, which shared the hotel facilities for the 10 years the uni-

versity occupied that building. In 1851–1852 the combined libraries had over 3,000 volumes. By the next year, the total had increased to nearly 10,000 volumes, when the seminary acquired the private library of Johann August W. Neander, the German ecclesiastical historian. This library, although such a young institution, attracted the attention of a Syracuse newspaper, which reported that it was “one of the best libraries we have ever seen . . . selected by the most experienced bibliothecaries, and devoid of old lumber and trash of all kinds” (2).

The library’s pace of growth was impressive in its first 3 years of existence, but it slackened from 1854 to 1865, due mainly to the financial difficulties faced by the university. In that period only about 200 volumes were added each year.

Seemingly there were no great pressures for more substantial or dramatic changes in the library. The curriculum of the school was modest and fixed. For the students, classroom lectures were supplemented only by prescribed texts. They were not asked or expected to concern themselves with research, and, therefore, their use of the library was only casual. The educational requirements were also reflected in the administration of the library. It was open only one hour a day for consultation and two hours on Saturdays for the withdrawal of books. Students supervised the library during these limited hours, and their chief tasks were to enter new books on the accession list and to record the books borrowed and returned. The student assistant would sometimes fail to report to work; then the supervision of the library fell to the school janitor.

A librarian was not formally appointed until 1853, although Albert H. Mixer, professor of modern languages, and Ezra Job Fish, a senior from Medina, New York, had served in that capacity. The first duly appointed librarian was Professor Kendrick, who was chosen by the faculty to serve on a spare-time basis and to prepare the library’s first catalog. The catalog Kendrick created was comprised of two folio books, bound in leather with sheets of cheap brown paper. In these books he pasted author–title slips, spacing them carefully so that he could make additions in the alphabetical sequences. At about the same time a student assistant started an accession book, in which each library volume was entered and assigned a number which no other volume would ever have. Kendrick’s book catalog was discontinued in the 1860s, but the accession record was maintained until July 1962. Both are preserved in the library today.

Kendrick and his assistants seemed concerned primarily with accounting for the whereabouts of books and with keeping statistics. Commonly read in early reports of the librarians to the Board of Trustees was the somewhat proud assertion that “with a very few exceptions the books can be accounted for by being on the shelves or charged on the register.” Ezra Fish reported this happy condition and added hopefully that, of the exceptions, “the majority will I think be found (safe no doubt) in the hands of those over whom the Librarian has no supervision.” And, would that a librarian today could echo Fish in saying: “A very small No. (only 2 or 3 that I now remember) called for by the catalogue I have never been able to find” (3).

Most of the responsibility for selecting books for the library during these years

was assumed by the first president, Martin Brewer Anderson. Interested in the library and its development, he selected many of the volumes himself, and he considered all recommendations from the faculty. He then passed his choices on to the executive committee of the Board of Trustees, which in these early days made the final decision on all purchases.

It was not the university's fortune through these lean years to receive gifts of great and significant private libraries, or of substantial endowments to provide an impetus for library growth. There were a few modest gifts from founders and friends of the university and from faculty members. Reverend Frederick W. Holland of Boston, formerly the Unitarian minister in Rochester, donated a large and valuable collection of books. Reverend William Dean, upon whom the university had conferred an honorary doctorate, sent a collection of Chinese books from Hong Kong. These included the classics of Chinese literature and Christian writings about China, together with a selection of oriental curiosities, all of which he hoped would form the nucleus of an important Chinese library. Although his contributions were lost or given away through the years, his hopes were eventually realized in the 1960s with the establishment of an East Asia (Chinese and Japanese) Library. By 1857 the University of Rochester library had acquired 6,500 volumes, aside from the collection of the Theological Seminary.

In the early 1860s the university moved from the United States Hotel to new quarters on University Avenue. When the move was completed in the fall of 1861, the library was housed in Anderson Hall, the first university building on its new campus. The library was given a 30 by 40 foot room on the first floor, directly back of the front hall, making the library room the easiest to pass into upon entering the building. Because of this easy access, the library room became the rendezvous of students before chapel hour in the morning.

With the new building and campus there were new hopes, but the realities of the Civil War dashed them. The students marched off to war, only about 100 remaining in the classrooms; the cost of living boomed, and salaries were cut. There was little money available for university expenses. The university struggled to remain open and as a result the library could do little more than maintain its existence.

At war's end in 1865, President Anderson did turn his attention to the library, reporting to the trustees in his annual report:

It is highly important that more labor and care be given to the library. There is needed now the work of a man for three months on the books and pamphlets, to put them in a proper state. Many books need binding; and a more careful administration of the library is needed. This, like all deficiencies, is a matter of money. We cannot expect the librarian, who has nothing for his work; nor the assistant, who has but \$100 a year, to do any great amount of work on the books. . . . (4).

Until 1866 the library had an annual budget of only \$300, of which \$200 went toward the purchase of books and \$100 to pay the library assistant. Part of this came from a student library fee of 50 cents per term, increased in 1863 to \$1. It was not unusual in those days for the librarian not to receive compensation for his work. Many institutions did not pay a salary, since the librarian usually received

compensation for teaching or some other duty. Some statistics prepared in 1859 by William J. Rhees of the Smithsonian Institution showed that of some 86 colleges which paid their librarians, the average salary was \$450 a year.

It was during the 1860s that the library was the beneficiary of its first major endowment. In 1857 the state had granted a \$25,000 fund "for books, philosophical apparatus and university buildings." The grant was contingent upon the raising of a "matching fund," which was generously provided by General John F. Rathbone of Albany. He donated valuable timberlands in Pennsylvania, and when this matching gift became available in 1866, it formed an endowment which through the years has provided more than \$100,000 in income for books and other library expenses.

President Anderson's call for more "careful administration" of the library was answered in 1866 with the appointment of Otis Hall Robinson (a graduate of the university in 1861, and professor of mathematics) as assistant librarian. He became librarian in 1869. He was a lover of system and order and he plunged into the business of organizing the library, doing all of the work himself as he assumed the responsibilities formerly held by student assistants. It was not until the 1870s that he had one student assistant. And although he too was a part-time librarian, he found the energy to improve library techniques, to improve student use of the library, to assist in the founding of the American Library Association, and to contribute papers to various library publications.

Robinson initiated Rochester's first card catalog on the dictionary plan, although he did so over many objections, such as: "It presents to the eye only one title at a time; time and patience are lost in turning over the cards; it cannot be carried about, but must be used at the library, and only one person can consult a given part of it at a time."

Robinson enlisted the aid of Joseph H. Gilmore, professor of rhetoric and English literature, and several student assistants. They wrote out all the cards, for 9,560 volumes, in 93 hours, completing the task in the summer of 1870 at a cost of \$329 for labor and materials.

It was progress, but frustrating progress, since there was nothing to hold the cards in place, and users were apt to "borrow" the cards to use as a reference. But Robinson was inventive, and he was to devise a solution which became the common practice of all libraries. He described the situation and his solution quite precisely:

The tendency of even careful persons was to pick up from the case, a small bunch of cards for a close examination, and when examined to put them back, while the mind was occupied with the contents of the card, into any convenient opening. I am informed that this is still a great annoyance in many libraries where card catalogues are used. To overcome this difficulty the cards were then punched near the lower left-hand corner, as they now appear, and a short wire inserted, running through the entire case. . . . (5).

Robinson then devised a stiff rod to hold the cards in place. He is not always given credit for this now widely used invention, for a French librarian, M. Pincon,

also had experimented with such rods and holes. However, only Robinson's scheme worked, because he was clever enough to make the holes larger rather than the same size as the rod.

This handwritten catalog, which at first was contained in two trays, served the needs of the library some 41 years, until 1911, when technically trained assistants were hired. They supervised the replacement of the old manuscript cards with cards of standard size, printed by the Library of Congress.

As the 1860s came to a close, the library was being crowded out of its one-room quarters in Anderson Hall. Robinson complained of the conditions in his annual reports, and a university committee which examined the library in July 1869 recommended that "within a few years a separate and commodious building" should be erected in which the library could find a permanent home. Hopes rose in 1870 when President Anderson announced that Hiram Sibley, a prominent Rochester businessman and a trustee of the university, would construct a "fire-proof" building with the purpose of creating a library available to the general public.

By Rochester standards in the 1870s, Sibley Hall was a most imposing structure. It was made of Medina brownstone, capped with a cornice of Ohio sandstone and a mansard roof. The outside walls were double, with a light brick wall standing inside and a few inches distant from the heavy outside stone wall. More windows were included than usual, in order to eliminate the dark corners, although students later complained that the windows were so dirty that they could see no improvement. On the ground floor, the principal library room measured 40 by 100 feet and rose to a height of 25 feet.

Finally, in the summer of 1877, the Rochester library collections were transferred from Anderson Hall to Sibley. In the 12 years that Robinson remained as librarian, the library accumulated more than 25,000 volumes. Although he attempted to open the library for more hours (sometimes 4) a day, the usual opening was for 2½ hours. It was not until 1890 that the library was open as long as 5 hours a day, and not until 1900 that a full daily opening was the custom. Although the library now had relatively more commodious quarters, the accommodations for patrons could hardly be called comfortable or pleasant. Visitors to the library complained of gas odors from the lighting fixtures, and more often of the temperature, which averaged 58 degrees during the winter. However, Rochester for the first time had adequate facilities for its library operations, and President Anderson thought he had good reason to describe the library as "one of the best organized libraries connected with any college" (6).

During the 1880s the picture darkened for both the university and its library. Once again, financial debts proved overwhelming. Salaries were cut; President Anderson retired and Robinson retired as librarian. Acquisitions dropped from a high of 1,240 volumes a year to a mere 515 volumes. However, a few valuable private libraries were bequeathed to the university when several of the older faculty died. In later years, one of these bequests had its somewhat amusing aspect. A highly respected faculty member died and the university purchased his "personal" library from the estate. What wonderment was created when it was discovered that

a large number of the volumes which the library had acquired were library property "borrowed" throughout the years by the professor. One of the most important gifts of books to come the library's way was that of the 1,900-volume library of Reverend R. J. W. Buckland of New York, a former faculty member of the Rochester Theological Seminary. This library was purchased by John Hall Deane, an alumnus and trustee, for \$2,000 and donated to the university.

One of the library's most colorful personalities started work in 1880. He was the university's perennial assistant librarian, Herman Kent Phinney. For 50 years, Phinney, with his wispy, uncut beard and apple-red cheeks, was a familiar figure in the library and on the campus. He was forever an assistant librarian, and in painstaking fashion he performed much of the tedious labor of record keeping, besides stoking the library fires and cleaning the plugged gas jets. In his own words, his work was:

always quite multifarious and unostentatious. The circulation of books . . . the reception, checking, sewing and cutting the periodicals . . . the collation of sets for the annual binding . . . the ordering of the periodicals, the new books . . . the criticism and entering of the bills in the accounts kept here; the labeling, cataloging and often times cutting of the leaves of the new books; the guidance of readers to the books . . . the regular scanning of the religious and secular papers. . . (7).

He failed to mention his annual June visit to the fraternity houses, carrying a basket in which to load whatever missing books he could find. Students looked forward to these visits and vied for the distinction of providing him with the heaviest "load."

For a few years in the 1890s, Arthur Latham Baker, professor of mathematics, served as librarian. During his administration he organized the government documents for more effective use, and he made arrangements with the Rochester Academy of Science for the library to become the depository of all the academy's publications.

Most of the library operations during the 1890s were directed by a faculty committee which delegated the tasks of running the library to Phinney. The university was gradually expanding its curriculum and offering more electives. Academic departments were increased and the enrollment rose. Classes were scheduled for the entire day and students began to enjoy free hours between classes, thus turning to the library for a study hall, which necessitated a full day's schedule of library hours. Students claimed that they would use the library even more if comfortable chairs were provided and if resources in fiction, poetry, and science were enlarged.

This new and expanding role of the university created new pressures upon the library. Students complained of the inadequate lighting and heating, and physical improvements had to be initiated. Among them were electric lights in 1898! These new lights caused the student newspaper to comment: "The library has been wired for electric lights so it will now be possible to read there on afternoons and dark days without straining the eyes and it is whispered that there is a possibility of opening the library in the evening. . . ." (8). A typewriter for the staff was another innovation that year. The library had 37,000 volumes by 1900, but the students and faculty with their new interests and advanced programs were demanding collections which

would provide something more than just the necessary reading for an undergraduate college.

Some new directions were taken in the ordering of books. In the later years of his administration President Anderson finally turned over the responsibility of ordering books to the librarian, from lists made out by the professors. In 1889 Henry F. Burton, professor of Latin, introduced the use of departmental book fund allotments. After appropriations for binding, periodicals, and books of a general nature, the remaining library funds were apportioned among the several university departments, and the professors instructed the librarian on which books to buy. A typical division of the book fund, one approved for 1900, showed the following allotments: General and continuations, \$100; English, \$100; Rhetoric, \$80; Latin, \$80; Modern Languages, \$100; Mathematics, \$60; Physics, \$100; Astronomy, \$20; Chemistry, \$40; Biology, \$120; Geology, \$40; and Philosophy, \$80.

Rush Rhees, who assumed the presidency in 1900, took early note of the "grave need of books" to support the new curriculum. He sounded a warning that the library must develop as the school would, from a good, regional college into an authentic university. But it was not until the academic year 1908-1909, when Rhees was on a sabbatical, that the urgency of the situation was finally communicated to the trustees by the acting president, Professor Burton:

The annual appropriation for books, periodicals, and binding is \$2,000. Of this amount \$550 are expended for periodicals, chiefly of a technical character, covering all departments of learning—languages, science, mathematics, history, philosophy, etc. Such periodicals are the most valuable part of a library intended for students and teachers, as they contain the first results of the most recent investigations. Our periodical list is meagre, but it contains the best journal in every line of English, French, and German.

It is easy to see that the amount per capita that each teacher controls is very small, between \$25 and \$100, according to the numbers and general character of books needed by the several departments. This sum, \$1,000, has remained unchanged for nearly twenty years, while the number of teachers and the number of students have almost doubled, and the number of courses of instruction have increased nearly three-fold.

Obviously on such an income no department can supply itself with all the important books that appear annually upon the subjects which it covers. Only the most indispensable and inexpensive works can be obtained. The limitation falls most heavily on the departments of literature, history, economics, philosophy and education; for they possess no expensively equipped laboratories in which the chief work of investigation is carried on. The college library is their only laboratory; books their only instruments of research. From the standpoint of these departments in particular, as well as upon general grounds, I feel justified in urging the importance of a large increase in the amount of money devoted to the purchase of books. There is at least equal need of increased expenditures in the administration of the library. . . . (9).

When President Rhees returned he accepted this challenge and called upon friends of the university to provide new library endowments. Some endowments, as well as gifts of books, were forthcoming. Though relatively small by today's standards, and even by the standards of the older and larger universities of the day,

all of these gifts had a snowball effect on the small college library, and by 1916 there were more than 71,000 volumes on the shelves. In 1909 Charles M. Williams, trustee of the university, established a \$3,000 library and museum fund bearing the name of Lewis Henry Morgan, the "father of American anthropology." In 1914 came the Milo Gifford Kellogg fund of \$25,000 and the Harkness fund of \$1,500, both designated specifically for the library. The important astronomical and nautical library of Admiral William Harkness, some 3,000 volumes and pamphlets, came to the library through a bequest in 1907. The Lewis Henry Morgan library and some 20,000 pages of anthropological manuscripts were received in 1909. Herman LeRoy Fairchild, professor of geology and natural history, gave his personal geological library to the university in 1907. Francis R. Welles, an alumnus who gave generously to the library until his death in 1937, and who had given \$500 in 1902, sent a large consignment of books from England in 1908. Another alumnus, Charles A. Brown, presented his extensive autograph collection, and he added to it materially for many years afterward. The professors and students also made their contributions. A group of younger professors—Lawrence Packard and Dexter Perkins of history, Raymond Dexter Havens of English, and Ewald Eiserhardt, professor of German—were the leaders in a movement to abandon textbooks in favor of sending students to the library for research. Packard then initiated a plan whereby fees were paid by history students instead of requiring the students to purchase textbooks. These fees were applied to the purchase of duplicate volumes or single books for undergraduate use. At one time, five or six departments used this method of augmenting their library appropriations, and the total collected from 1913 to 1937 amounted to \$21,000, which added great numbers of valuable materials to the library collections.

By 1913 the university had the first of its several special libraries, an art library housed in the Memorial Art Gallery. The gallery was given to the university by Mrs. James Sibley Watson of Rochester, daughter of Hiram Sibley (donor of Sibley Hall) as a memorial to her son, James G. Averell.

Interest in art as part of the university's curriculum can be traced to the days of President Anderson, who gave public and college lectures in the field and purchased art books for the library. At his death he bequeathed a notable collection of lithographs and etchings to the university. The university also had received, in 1879, a gift of illustrated art works, valued at \$5,000, from Elias Lyman Magoon, a Philadelphia clergyman who was a well-known collector of books and connoisseur of art. All of these materials and other collections of art books and materials in the field of archaeology were transferred to the new gallery from Sibley Hall in 1913, and they were made available for college art classes and also for the research purposes of the gallery staff. A curator of books and prints was added to the library staff to administer this collection. The collections of the art library grew to a total of more than 14,000 volumes by 1955, when all but selected research materials were transferred to the university's coeducational library on the River Campus.

In 1915 the university decided to experiment not only with its first full-time librarian, but also with its first professionally educated head librarian. He was James Adelbert McMillen, a recent graduate of the New York State Library School, who

had gained some experience at the University of Missouri. Many university administrators of the day viewed library school-trained librarians with suspicion, doubting their scholarly background and their ability to cope with academic problems on the university level. Library education was relatively new and unproven at the time.

McMillen set out to allay these fears. He attacked the book collections, weeding out duplicates and useless materials, and he developed working collections of books and built up sets of basic periodicals. He pleaded with the trustees to do something about the inadequacy and congestion of Sibley Hall; but, although he received some response to his pleas, all plans for improvements were delayed until after the European war. More importantly, he directed his energies to attracting more funds. With the strong backing of President Rhees, he won the financial support of Francis R. Welles and Charles A. Brown, the two alumni who had earlier contributed to the library. Welles and Brown jointly subscribed an endowment of \$100,000 and enlisted more subscribers for \$25,000 each. The effect of this endowment was also delayed by the war, but in 1919 the income from all of these moneys was applied to library purposes. McMillen encouraged the use of a new interlibrary loan system, developed more bibliographical guides and indexes, and prepared bibliographical lists upon request of the faculty. One of McMillen's innovations was a course in bibliography. This he conducted in cooperation with the English faculty, which was enthusiastic about teaching new students the use of the library.

During McMillen's tenure the book collection grew to nearly 77,000 volumes and the annual book budget increased to \$4,200. Much of his work was accomplished despite the hectic distractions of the war years, and despite his own military service in 1918. Yet, his librarianship had been so effective and impressive that the university administration forgot its prejudices and chose another trained librarian to succeed McMillen, who resigned to take a similar position at Washington University, St. Louis.

Donald Bean Gilchrist arrived at the university in 1919. He was a graduate of Dartmouth College and the New York State Library School and had been at the University of Minnesota Library. Before coming to Rochester he served as librarian of the American Peace Commission at the Paris Peace Conference.

The 20 years of Gilchrist's librarianship were years of amazing change and development in the university library—amazing when compared to the plodding growth of the previous 70 years. Under his leadership, the services became more sophisticated and extensive, and the collections became more scholarly and more voluminous. He guided the development of the main university library, and that of the Art Gallery, music, and medical libraries. At the same time, he planned the construction of a million-dollar library on the university's new River Campus.

Upon Gilchrist's arrival he discarded gently the suggestion that the university should limit its library collections to 100,000 volumes. He reported to President Rhees:

The University has seen, in the last few years, an expansion in the fields covered by its curriculum. We have an Art Department which is growing and promises to grow larger. We have a School of Engineering which offers possibilities

for development. We have a School of Music soon to be opened. We have a Department of Vital Economics which will search the whole field of medical literature in its studies and all these different departments, if they show the development which is expected, will make new and additional demands upon the Library. Should the Library be limited in size unless it is intended to definitely limit the University itself?

The future may very properly see other departments spring into life in the same way, departments of which at present there is no premonition; and every good book which is discarded because it is outside the field of instruction at present covered by the University, may mean an extra purchase later.

I believe that we must continue to discard material, but to limit ourselves at the present time to 100,000 volumes, or to set as a final, definite limit even a larger number, would mean, within a number of years, throwing away one book for every new book added. The time will never come, I believe, when this can be done. . . . (10).

As events have proved, Gilchrist understood his university and his library. As he once said, "There is not the slightest evidence to indicate early stabilization of higher education in America." In fact, during the 1920s two new university libraries were created under Gilchrist's direction. They were the Sibley Music Library and what was to become the Edward G. Miner Medical Library.

At the beginning of the 20th century Hiram W. Sibley, son of the university's early benefactor, started a collection of music for the benefit of music lovers of the city as well as for the college. The wisdom of such a collection was first suggested to Sibley by Elbert Newton, a prominent Rochester musician and bibliophile. Newton had a keen interest in "modern" music, literature, and art; and thus, when Sibley provided him with the money, he went to New York and bought widely of the works of then little-known composers such as Debussy, Ravel, Stravinsky, Rachmaninoff, Sibelius, Wolf, Reger, Malipiero, and Respighi. He also purchased the works of the better-known Classical and Romantic writers. Later, in 1918, Sibley provided more funds and Newton added another 6,000 volumes of books and music to the collection. All of these were deposited in the Sibley library on the Prince Street Campus. This extensive buying increased the collection to some 9,000 volumes by the time George Eastman established a music school for the university in the early 1920s.

The first plans for a music school did not include provisions for a library, but before school construction was completed, Eastman and Sibley agreed to cooperate in their two ventures and space was allotted in the new building for the library collection. In 1922 Sibley's collection was moved from the university campus to the Eastman School of Music.

This new arrangement was an incentive to Sibley to accelerate his purchases, and from the early 1920s until his death in 1932 he contributed approximately \$75,000 for these purchases. In the first few years of the 1920s he purchased a number of important collections en bloc. The first was the library of Otto Sonneck, for two decades the leading musicologist in the United States. This contained many of the definitive scholarly editions of the great composers and also considerable bibliographical and critical material. There was the Kreiner collection of Russian folk

and liturgical music, which included many historical and critical works (largely European) relating to them. Then came the Fleming collection of rare and costly books on the history of musical instruments. A major acquisition was the 3,000-volume library of Arthur Pougin, French music critic, biographer, and collector. Later the library received the folklore collection of Henry E. Krehbiel, and then the original manuscript score of Sir Henry Bishop's "Clari; or the Maid of Milan," which first gave "Home, Sweet Home" to the world.

The music library was provided with its own building on Swan Street in 1937, having by that time about 37,500 volumes of books and music. By the 1960s the Sibley Music Library had 120,000 volumes. It also held some 25,000 uncataloged songs, sheet music, and pamphlets, and a significant collection of records, microfilms, microcards, and manuscripts. It now contains a quarter-million items.

The second new library to be created by the university under Gilchrist's direction was the medical library, established between 1922 and 1925 to serve the new School of Medicine and Dentistry. There were no basic collections upon which to build the new library. The only materials which the university had for possible use in a medical library were a few periodical sets for chemistry, biology, and physics. The medical library, as did the new school of medicine and dentistry, had to start from scratch.

The Rockefeller Foundation suggested that the university employ James F. Ballard, of the Boston Medical Library, as its purchasing agent and adviser for the medical library. Ballard had planned a library and purchased most of the books for the Peiping Medical College in China, and he had served as adviser for the Harvard Medical Library. In the process he had acquired an intimate knowledge of current European markets, and, therefore, he was able to prepare a model list of periodical sets for research and clinical needs. His suggestions were approved by Gilchrist and the heads of the medical departments.

Beginning with Ballard's purchases and supported by a continuing program of acquisition, the medical library accumulated almost 40,000 volumes in 12 years, spending a total of \$168,635. Many important gifts also were received during this period. Notable gifts came from the Boston Medical Library, the Grosvenor Library of Buffalo, the New York Academy of Medicine, and Princeton University. An outstanding gift was that of 4,000 volumes from the Reynolds Library of Rochester, a transfer which was made possible with the approval of the Rochester Academy of Medicine, successor to a group of physicians that had originally collected the books. A dozen other medical libraries offered anything and everything from their duplicates, and many local and alumni physicians gave books and funds.

The medical library today has a number of important collections which have been donated over the years. In 1927 Edward G. Miner presented to the medical library 41 volumes on yellow fever. Miner's interest in the disease was stimulated by a trip to certain tropical countries which had suffered under the scourge of the disease, resulting in his desire to learn more about it. The material which he acquired became the nucleus of the present collection of more than 600 volumes, which includes books on yellow fever and cholera. It consists of original treatises on the origin, treatment, prevention, and cure of fevers; government reports; statis-

tical tables; contemporary newspaper clippings; and correspondence describing or mentioning fevers. It dates from the 18th century to the present time, with emphasis on epidemics in America.

The Edward Wright Mulligan History of Medicine Collection was the gift of the late Dr. Mulligan, former lecturer in surgery and consulting surgeon at the School of Medicine and Dentistry and at Strong Memorial Hospital. Not a collector himself, but interested in books illustrating the history of medicine, Dr. Mulligan made it possible for the medical library to purchase such volumes by contributing \$5,000 a year for a period of 3 years, beginning in 1926. The selection of books was entrusted to the library committee, of which Dr. George W. Corner was the chairman. Interest in this section waned, but in 1965 it was revived and a History of Medicine Section was created and a curator appointed. It brought together the library's rare books, archives, reference volumes, general history collections, and Miner's fever collection. Moneys were then forthcoming. A grant was received from the Josiah Macy, Jr., Foundation for 1967-1970, and this provided for the creation of a professorship in the history of medicine, an oral history program, exhibits, and a reactivation of the George W. Corner Society. A \$100,000 endowed fund also was willed to the library by Thomas S. Lamont, son-in-law of Edward G. Miner. Its income was to be used for the improvement of the History of Medicine Section. Benefactions of Dr. George H. Whipple, first dean of the medical school, were used for the improvement of the section. Half of a living trust income which was to benefit Dr. Whipple and his wife during their lifetime was allocated for the use of the History of Medicine Section. The Whipples also specified that upon their death the medical library was to receive the benefits of the income from the entire trust of \$750,000.

In 1952 the library was named the Edward G. Miner Library in honor of one of the persons who was most interested in the development of the medical library. Miner, a Rochester industrialist, was at one time chairman of the university's Board of Trustees and had also served as chairman of the university library committee, aiding in the formulation of library policies and paying special attention to acquisition of scholarly books.

Very early in his administration, Gilchrist was given the responsibility of planning a new main library which would be one of a number of university buildings erected on the new men's campus at Oak Hill, on the Genesee River.

The institution, which during all of its early years had been a university in name only, was being transformed into a genuine university, and a more sophisticated physical plant seemed necessary. There also was the argument for two independent colleges, which would ideally provide the women with separate but equal facilities and education, once the men were resituated on the new River Campus. Having separate quarters for women, it was believed, would inspire more financial support for the education of women.

Like his predecessors, Gilchrist was nagged by problems of inadequate library facilities, and he welcomed the prospect of planning a new building: "We are particularly fascinated with the prospect of having a properly planned new building at Oak Hill, after occupying our present quarters for six years, squeezing in a

desk here, a thousand books there, getting tables a few inches closer together to make room for a few more readers." With his knowledge of the history of the university library, Gilchrist understood that his planning must be for years into the future, affecting not only the years of his administration, but also all of the succeeding years and different library administrations.

Sketches for the new building were prepared as early as 1921, and they were later developed in accordance with the general design for the River Campus. President Rhees and the trustees finally approved a \$1,350,833 plan for the library building. It would provide space for a million volumes, or even twice that number with the construction of future additions. The location of the library was planned so that it would be in close relationship to the teaching buildings and also have adequate space for the development of the anticipated additions.

The new university campus for the college of men was formally dedicated on October 10-12, 1930. Gilchrist, who was primarily responsible for planning the general arrangement of the new library, described the striking architectural features of the building:

The central part of the front facade and all the trim are of Indiana limestone, the remainder of Harvard brick. Above the main entrance is a classic portico of six Doric pillars, surmounted by a heavy, hand-carved stone pediment, showing a decorative group of four human figures, two kneeling and two seated, and two lions, centered about the University seal. . . . In the frieze across the front of the building are carved the names of Aristotle, Augustine, Descartes, Newton, Kant, Franklin, Darwin, Plato, Vergil, Dante, Goethe and Shakespeare. . . .

The broad entrance steps are of granite, surmounted on either side by a large, ornamental stone urn, eight feet in height and decorated with scroll work in relief. On the face of the building back of these urns are carved, in five-inch letters, two inscriptions, as follows:

"Here is the history of human ignorance error superstition folly war and waste recorded by human intelligence for the admonition of wiser ages still to come."

"Here is the history of man's hunger for truth goodness and beauty leading him slowly on through flesh to spirit from bondage to freedom from war to peace."

The main entrance consists of three sets of double, teakwood doors, with heavy plate glass panels, protected by decorative bronze grilles, incorporating early printers marks, and in the lower panels, the following inscriptions:

"The doors of the past open to those who seek to know what has been—the history of the stars, the earth, sunlight, life and man's long journey."

"The doors of the present open to those who seek to know what man can do—to master his fate by science sustain his spirit by art and guide his life by wisdom."

"The doors of the future open to those who wonder what life may become—when men are free in body and soul loving all beauty serving in many ways one god."

The entrance opens onto the mosaic marble floor of the main lobby or foyer, measuring 34 feet in width and 80 feet deep. The walls are finished in Indiana limestone and colonnaded with fluted stone pillars. Recessed between these pillars are exhibit cases. Above the exhibit cases on the left are bronze medallions of the Muses and in the stone lintel of the entrance to the Welles-Brown Room dedicated

to the enjoyment of good books, is a carved head of Mnemosyne, mother of the Muses and Goddess of Memory. Above the exhibit cases opposite, medallions symbolize the various methods of recording human thought from Papyrus to Type-setting, and over the entrance to the required reading room is a carved head of Minerva, Goddess of Wisdom. At the rear of the lobby is the double grand stairway, having solid stone balustrades with early printer's marks of different periods and nations cut in the stone.

Both reading rooms on the first floor measure 42 by 72 feet. The required reading room will accommodate 120 people and has an open shelf capacity of 7,000 volumes. The Welles-Brown Room, accommodating 5,000 choice volumes, has oak-paneled walls, a stained glass memorial window in a recess at the north end, a fireplace, comfortable furniture and other luxurious accoutrements of a private club. The expense of furnishing and equipping this room was borne jointly by two alumni, Francis R. Welles, '75, and Charles A. Brown, '79 (11).

The second floor was the working floor of the library. The high-ceilinged main reading room extended across the greater part of the front. The public card index and loan department were located at the rear of the stair hall. On the south side was the periodical room; and on the other side, and extending to the rear of the building, was the administrative division, including staff offices, cataloging, and order departments.

In the stair hall at the second-floor level there are two larger than life-size statues, one of Minerva in full regalia, symbolizing knowledge, and one symbolizing industry. The great granite statue which represents industry first held a camera in her left hand, probably someone's idea of a suitable tribute to George Eastman, the Kodak multimillionaire whose generous gifts had benefited the university. But even Eastman thought this gesture a bit incongruous, and the camera was recarved into the lamp of knowledge.

Always the most imposing feature of the building has been the library tower, 19 stories, 186 feet high. Its upper portion is encircled by two graduated tiers of stone pillars, the lower of which constitutes an open colonnade, illuminated by almost 200 floodlights. In the summit of the tower is the Hopeman Memorial carillon of 50 bells.

The fine, new library, named for President Rhees, attracted worldwide interest and visitors. Representatives from many institutions visited, carefully taking notes as they examined the new building. They included delegations from: the Bodleian Library Commission; the University of Oslo; the University of British Columbia; the Public Library of Stockholm; the University of Arkansas; and from Cornell, Princeton, Wellesley, Northwestern, and many other institutions.

Gilchrist was concerned with the development of collections and the building of the library, as well as with the encouragement of gifts and the development of techniques of librarianship. Throughout all his efforts, his underlying assumption was that "service is the reason for a library, and the chief emphasis in appraising the value of its library to the University should be placed on the extent to which it [the library] has, can acquire, and can make conveniently available, the books and information wanted" (12). Gilchrist knew, however, that service must be supported by more intelligently developed collections. In 1925 he initiated a new general

fund to be known as a "research fund," to be used for extraordinary purchases such as current or out-of-print books for new courses, for back sets of periodicals, or for sets of source materials in a specific field for advanced research work. This fund was to be controlled by a faculty library committee, acting upon the recommendations originating with the heads of departments or the librarian.

During his tenure, Gilchrist encouraged increased use of the library. One of his innovations was the use of reserved books to facilitate the most efficient use of a limited number of books assigned to large classes. Although he closed the stacks to students when he first arrived, he later reopened them, although on a limited basis, and he decided that the freer use of the collections was generally beneficial to the students' work. He sought to create interest in the collections by publishing a news-sheet called the *Fortnightly Bulletin*, which carried notes on books and on aspects of library service. One of the new features described in 1925 was a fountain pen-filling station where students could fill their pens for a penny. Gilchrist reported that the reason for its installation and the charge was that "during the last college year the library had to buy nine gallons of ink to keep our assiduous clients supplied . . . we have a feeling that our money might better be spent for books" (13). Gilchrist promoted periodic exhibits and a series of programs on literary or bookish subjects in the Welles-Brown Room. Writing under the pen name of Henry Pyecroft, he also contributed a series of chatty, informal columns on books and literary figures to the student newspaper.

When Gilchrist first arrived he noted that the great increase in library accessions had strained the system of classification of books to the breaking point. For its first three-quarters of a century, the library used locally devised classification systems, except during a period in the 1890s when the Dewey Decimal Classification received limited use. The last local system, broadly based on the curriculum, was devised in 1900 by two faculty members. It was used until 1927 when, in anticipation of the rapid growth of the library because of the forthcoming move to the River Campus and the creation of a separate library for the College of Women, the Library of Congress system, with some modifications, was adopted. Work on reclassification of the collection was begun in 1927 and completed in 4 years.

In Gilchrist's first year as librarian, 1919, he reported a total of 81,500 volumes in the collections of all the university libraries. There was a total annual circulation of 47,000 volumes and a total annual budget approaching \$20,000. In 1927 the whole university had a collection of 152,000 volumes, of which 100,000 were in the main library, the others in the music and medical libraries. Total circulation was 160,000, and there was a greatly expanded budget of \$93,000. In his last annual report, for the academic year 1938-1939, Gilchrist reported a total library collection of 345,522 volumes and a circulation figure of 315,125. The budget had reached a new high of \$123,547. These increased funds for library operations were indicative of the university administration's interest in and support of its library. University Treasurer Ball, in 1925, reported that the university was spending 9.72% of its total budget for library purposes, which was an expenditure per student, based on 835 students, of \$46.34.

Gilchrist died unexpectedly in 1939 and a search for his successor was initiated.

In the interim, Professor Slater, who was chairman of the library committee, assumed direction of the library, a move which once again illustrated the faculty library committee's deep involvement in the affairs of the university library. This active concern with the library had developed in the 19th and early 20th centuries when the faculty library committee was more often than not charged with the administration of the library. Even after the appointment of professional administrators, the library committee kept fully informed on library matters and met often with the librarians to discuss and approve the specifics of the library budget and operational procedures. The faculty committee was still vitally concerned with library matters as the 1940s opened, and a few years after Professor Slater served as librarian, another English professor, Richard L. Greene, directed library operations during the librarian's illness. The task of finding a new librarian in 1939 was the responsibility of the library committee, and early in 1940 President Valentine announced the appointment of John Richmond Russell.

Russell, who had degrees from the University of Chicago and the University of Michigan, had worked at the Michigan library and the New York Public Library, and had been chief of the Division of Cataloging of the National Archives in Washington. Russell was to face not only multifarious problems created by the rapid expansion of the university curriculum and the libraries during the 1930s, but also those created by the impact of World War II.

The war naturally affected the work of the library both directly and indirectly. It was extremely difficult (if not impossible) for most of the war years, to obtain foreign books and periodicals. There was also the problem of physical security for library collections. One of the first undertakings of the library after the United States entered the war was a survey of library collections to determine which materials should be moved to places of greater safety. The two vaults in Rush Rhees were chosen as the safest storage places, and the manuscripts and most valuable books were carefully arranged there. Other materials from the music, medical, and art libraries were moved to the same vaults. Plans were also prepared for moving valuable reference sets, the official catalog, and the shelf list should bombing seem imminent.

In addition to these plans for protecting library materials, members of the staff were involved in operations designed for the protection of the readers and staff in the event of an air raid. Some were appointed as building wardens, fire watchers, air wardens, and couriers. Others took first aid courses to prepare for emergencies in which staff and library patrons might be injured. The library began to build up a collection of books on defense and civilian morale long before the attack on Pearl Harbor. Later the library became a War Information Center. Librarians collected materials for radio broadcasts sponsored by the center, and the library accumulated great amounts of pamphlet and book material for use by the center. The library also assisted in the collection of books for the Victory Book Campaign, for distribution of books to American soldiers and sailors, and it gave advice and assistance to Rochester industries engaged in war and defense activities.

The library established an Educational Film Service which, during the war years, was to provide to great numbers of individuals, schools, and organizations in

Rochester and western New York extensive visual information on the meaning of the war. By September 1943, more than 60,000 persons had viewed these films, which were supplied by agencies of the United States government and by American industries. By the time the film service was discontinued in June 1946, after 4 years of operation, it was estimated that approximately 250,000 persons had seen the films each year.

The library staff provided new services for the 800 men of the Navy V-12 unit when it arrived on the River Campus in July of 1943, keeping the library open to 10 P.M. weekdays and providing some Sunday service. Considerable reference service was provided for the naval students; and the reserve reading room, which had been closed because of staff shortages, was reopened for use as a study hall for the Navy men, under the supervision of Navy staff. More recreational reading was provided for the trainees, and the entire library building and its tower were regular ports of call for trainees when entertaining their families and friends on tours of the campus. The library was doing its best to make the young men feel welcome, and at one time serious consideration was given to a plan for adapting the library's first floor reserve reading and lecture rooms for use as dormitory space. It was estimated that 300 men could be accommodated in those two library areas.

The war years hurt the university budget and, in turn, the library budget. Staff salaries were not cut, but they were kept at such a low level that adequate and able staff could not be attracted to the library. There were repeated urgings from university administrators to limit expenses. Treasurer Raymond L. Thompson pleaded for a 10% saving in operational costs, suggesting to employees that they turn off lights, turn off faucets, turn off radiators, conserve paper (typing the file copy of an answer on the back of letter received), and when using the telephone, "cut your conversation short!"

The library was also put to some strange and wonderful uses during the war. In September 1943, a cafeteria was opened in the library basement. The cafeteria advertised breakfast for 30 cents, lunch for 50 cents, and dinner for 75 cents. It also appealed for the business of special dinners and banquets. Much to the relief of the librarians, who were grim about the cooking smells and the sight of cockroaches and rats that were attracted to the building, the cafeteria was closed in November 1944.

Considerable library space was devoted to experiments related to war research programs. The tower was used by the Psychology Department and by the Optics Department for lighting experiments. The Physics Department conducted some of its work in a third-floor storeroom. The optics shop moved into the library basement (and stayed there until the 1960s), and one psychology professor used an elevator shaft for his work on sea sickness.

Another unusual tenant in the library was one of the male librarians. For health reasons the librarian would not have been able to continue work in the library if he had to live off campus. Russell recommended to President Valentine that because the librarian was an essential employee and because of the extraordinary conditions created by the war, the librarian be allowed to live in a fifth-floor study until some other space could be found for him.

Most trying to the librarians may have been the operation of the university switchboard, in tiny quarters adjacent to the reserve reading room on the first floor of the library. Before the war, university authorities thought nothing of asking young women on the library staff to take turns operating the switchboard to relieve the regular operators on noon hours. During the war, however, the administration asked for more and more overtime work on the switchboard, and Russell's patience was strained. His solution, until the day this practice was abandoned, was to have the library staff operate the switchboard as part of their regular hours instead of on an overtime basis.

Many of the librarians, of course, contributed much of their own time to the war effort. One of the projects in which several of them participated was to help harvest local farm crops. The late Arthur J. May (history professor and later university historian) often told about how a delegation of women librarians presented themselves for work at a tomato farm on which university professors had previously worked. According to Professor May, "The farmer eyed them warily and blurted out that he didn't know whether he ought to allow the ladies to gather his crops, because all his workers before had been Ph.D.'s!" (14).

In 1940, before the full impact of the war was felt, the total enrollment of the university was 5,208, with 660 men on the River Campus. The River Campus enrollment dropped to 483 in 1943, and to a low of 250 before the war was over. For many of these students, who were to face induction into military service, accelerated programs were instituted, which were generally geared to standard undergraduate subjects. Candidates for graduate degrees declined sharply after Pearl Harbor. During the war registration in the graduate schools sank to less than 300. In 1943 only seven Ph.D.'s were conferred and they were all in the natural sciences. In 1944 seven doctorates were awarded in the sciences and one in music; and in 1945, only six of these degrees were conferred. While the pressures mounted on the library to provide supporting materials for the accelerated undergraduate programs, there was a lessening in the demand for materials to supply the needs of advanced research.

In the late 1940s President Alan Valentine pushed for increased faculty appointments in scholarly specialities, with a view to preparing for new doctoral programs. The various faculties approved an increasing number of new and especially advanced courses, and there were additional pressures from the government, the military, and Rochester industries for research projects. By 1951, 24 Ph.D.'s were conferred, all in the sciences and music, however. But a doctoral program for history had been approved, and there was a growth in graduate work in education, business and economics, and physics and engineering. In the academic year 1950-1951, 30 departments in the university were offering graduate work, with 668 candidates enrolled, 415 in the master's program and 253 in the doctoral. The year 1950 marked the 100th anniversary of the university, and it was noted by those interested in developing the graduate schools that only 2,423 master's degrees and 310 doctorates had been awarded in those 100 years.

All of this activity created acquisition and service problems for the library, problems which were to mount in their severity as the university broadened its horizons

and expanded its curriculum throughout the 1950s. First, however, Russell was concerned with the library's recovery from the effects of the war. The end of the conflict did bring some improvement in the availability of scholarly materials, especially foreign materials. Periodicals and monographs published during the war years and since the end of the war in Germany, France, Italy, Belgium, and the Netherlands arrived in increasing numbers. The Library of Congress made arrangements for the library to get from Germany the back volumes of periodicals to which the library had subscribed during the war but had not received. An agent was engaged to make contacts throughout the European countries for other materials which were essential to a scholarly collection but which had been unobtainable.

With the war over and his first 10 years at the university coming to a close, Russell faced serious problems with library staffing and space. He had grappled with these problems during the war years, concentrating his efforts on raising the level of salaries and creating new areas for the storage of books, especially in the Women's College Library. The increasing number of students, especially those attending University School sessions, put tremendous pressures on the facilities of the women's library. Russell urged that a campaign be started to obtain additions to the buildings, or to build completely new structures for the Women's College Library and for the art and medical libraries.

During the 1940s Russell initiated new programs to improve the cultural aspect of the libraries. In the fall of 1945 he launched a new library publication, *The University of Rochester Library Bulletin*, which replaced the *Fortnightly Bulletin*, an essentially informal publication. The new bulletin was edited by and written, in part, by Russell. Over the years the *Bulletin* contained scores of interesting articles based on the significant book and manuscript collections of the university libraries. Another of Russell's successful innovations was a weekly series of coffee hour discussions for students in the Welles-Brown Room. Books and current topics of interest were discussed by a series of prominent speakers, and refreshments were served.

In Russell's first decade, the collections were expanded considerably despite the severe limitations imposed by the war. When Russell arrived in 1940 the university libraries had a total of 376,660 volumes in their combined collections. In 1950 the total was 514,575. The growth was carefully spread throughout the system. In 1940 Rush Rhees library had 216,133 volumes; in 1950, 296,190. The Women's College Library grew from 60,033 to 86,227; the Art Library, from 8,062 to 11,556; the Sibley Music Library, from 45,200 to 63,578; the Medical Library, from 46,453 to 55,637; and the School of Nursing Library, from 779 to 1,387.

Russell's library budget also increased notably. In 1940-1941, the total budget was \$108,838. Four years later the figure was up to \$151,111, with \$91,760 for salaries, \$43,200 for books, \$10,100 for binding, and \$6,057 for other expenses. The 1950-1951 figures showed a total budget of \$247,270, of which \$150,364 was spent for salaries, \$66,950 on books, and \$14,100 on other expenses.

As the university entered the 1950s it chose a new president, Cornelis W. de Kiewiet, and it elected to combine its men's and women's colleges on a single campus. It was under de Kiewiet's leadership that the image and character of the uni-

versity changed vastly in the decade of the '50s, from an essentially undergraduate institution to one with a growing concern for graduate teaching and research. At an extremely rapid pace, there was a growth in postbaccalaureate commitments; and before the merger of the two colleges was fully completed, professional colleges of engineering, education, and business administration were instituted. President de Kiewiet and other university leaders pressed for additional programs in these specialties, and also for the development of new and advanced programs in the humanities and social sciences. Curriculum offerings were also enriched by the introduction of special studies on Canada and the non-Western civilizations. All of this activity was given impetus by new faculty appointments in special fields, and by financial grants from government agencies, foundations, and industry. The full-time faculty at the River Campus nearly doubled, and 90% of the entire teaching staff held earned doctorates. By the end of the decade there were 1,200 full-time graduate students enrolled, almost double the number of 1950. These developments and special programs in turn created new demands on the library system; and Russell reported increased buying, not only in Canadian and non-Western civilization studies, but also in anthropology, brain research, medical engineering, education, English, economics, Russian history, and many other areas. In addition to these pressures for new purchases, Russell had to stretch his book budget to cope with the postwar explosion in book publishing.

When plans were made to merge the two university campuses in 1955, abandoning the Prince Street campus for women, Russell initiated his plans for the transferral of books from the Women's College Library to Rush Rhees, and for the expansion of Rush Rhees to accommodate the approximately 100,000 volumes to come from Prince Street. To prepare for these additional volumes, the university provided funds to equip seven more levels in the River Campus library stacks, and to install a second elevator to serve the increased stack space. The library's total book capacity was thus brought to more than 600,000 volumes. For a brief time it was thought that this expansion would provide adequate library space. Russell and two faculty members estimated that "our space will last eleven years." What these three men did not anticipate was that in the years immediately following the merger the collection would grow by between 20 and 25 thousand volumes per year, instead of by only 15,000, as they had estimated. They also had hoped that certain nonlibrary departments using space in the library would be moved to other buildings, but that hope was not to be realized. It appeared that there would be an earlier day of reckoning in regard to new library expansion, and by 1960 Russell told President de Kiewiet that a library addition would be a "necessity within five years."

The 1950s also saw for the first time the formal creation of a department for the care and service of the library's growing collections of significant rare books, historical and literary manuscripts, local history books and manuscripts, and the University Archives. This unit was then known as the Department of Special Collections. Starting in 1969 it was referred to as the Department of Rare Books, Manuscripts and Archives.

Little had been done in the first 70 years of the library's existence to actively

collect rare books and manuscripts. Rare books and manuscripts in the library's possession were acquired piecemeal, by gifts presented through the years. Also, little had been accomplished in establishing a formal program for the care and preservation of archives. Archival materials were accumulated somewhat casually and stored in university attics and basements.

Gilchrist had instituted the first directed changes in the acquisitions of these materials during his administration in the 1920s and '30s. One of his concerns was with the trend toward dispersal of local history collections outside of the Rochester area, some going to New York City and Washington, D.C., others being scattered through public auction. To prevent this, Gilchrist started to purchase local history collections of books and manuscripts, and he encouraged the acquisition of others by gift.

After 1930, with a new library and its physical facilities for the care of rare books and manuscripts, Gilchrist devoted much time to encouraging friends of the library and alumni to give their significant book and manuscript collections to the library. He also initiated the organization and cataloging of some of the archives, and he appointed part-time assistants for archives and rare books and literary manuscripts.

Thus, a start had been made in collection and preservation by the time Russell was appointed librarian in 1940. Russell, who was experienced in archival work, soon recommended that archives be given official status in the library. A series of archival regulations, which made the library the official depository and which designated the director of libraries as the archivist, was then approved by the Board of Trustees.

An active program for collecting historical manuscripts was carried on in the 1940s by President Valentine and by Russell. The two men, with the assistance of Glyndon C. Van Deusen, professor of history, wrote and visited many people in the Rochester area, New York State, and in other parts of the country, who had collections of historical significance. Russell continued this policy in the 1950s and 1960s and attracted to the library, manuscript collections important to the study of 19th- and 20th-century social and political history, along with fine acquisitions in literary and theater manuscripts and rare books.

Among the most significant collections held in the Department of Rare Books, Manuscripts and Archives are the public papers of William Henry Seward, Thurlow Weed, David Jayne Hill, Susan B. Anthony, Thomas E. Dewey, Marion Folsom, and Kenneth B. Keating; and the scientific papers of Lewis Henry Morgan, Herman LeRoy Fairchild, Henry A. Ward, and Carl E. Akeley. There is considerable material relating to Robert Southey and 19th- and 20th-century theater manuscripts; and also to the history of settlement and land development in New York State, to Indians, to early upstate printing, and to upstate industry and business. Papers also are preserved for Rochesterians Adelaide Crapsey, noted American poetess, and Claude Bragdon, widely recognized architect and stage designer.

All of the library's collections were acquired and developed by Russell without the benefit of a major source of income devoted to rare books and manuscripts. One of the few funds Russell did have to work with was one contributed by Mrs. Charles Hoeing, who in 1941 began a series of gifts to provide a special collection

of rare books in memory of her husband, former dean of the College for Men. Not until the mid-1960s did the library have the benefit of endowed funds specified for the collection of rarities. Some of these moneys were part of funds established by the estate of George F. Bowerman, a personal friend of Russell's and former librarian of the Washington, D.C., public library; by the estate of Vera Tweddell, former circulation librarian of the University of Rochester; and from a university fund established by Trustee and Mrs. Joseph C. Wilson.

As he surveyed the condition of the university libraries in 1960, Russell may have been reminded of a bookman's comment that:

the most conspicuous feature of our college library service . . . has been its devoted sacrifice. Librarians have been making bricks without straw . . . have been all things to all men, but with the usual result of satisfying no one—themselves included. . . . Most conspicuously have the librarians of colleges been obliged to lag behind . . . chiefly because of lack of funds. . . . (15).

The years had taken their toll: the severe restrictions of the war years of the 1940s and '50s, the impact of the merger, and the meager annual budgets—plus rising prices and living costs—had combined to hamper the growth of the library. Library buildings were beginning to show their inadequacies; in only a few years the lack of library space for books and readers would be critical in the medical and music libraries and in Rush Rhees. Staffs were inadequate and far too scanty to meet the demands of the fast-developing academic and research programs and the increasing undergraduate and graduate enrollments. Russell, who had made do with all of these inadequate resources for 20 years, voiced his alarm, and in the ensuing years he doggedly persisted in his efforts to create new building programs and to bring about an upgrading of library funds.

As each year of the early 1960s passed, the desperate space situation in all library buildings became more and more apparent. In 1961 the total holdings of the library system amounted to 721,119 volumes. From 1962 to 1967 the number of volumes in the library system increased from 749,217 to 1,048,429, not counting the multiplying of the library's holdings in manuscript collections and uncataloged government publications. Space for readers dwindled as enrollments rose.

Between 1962 and 1965 there was some success at Rush Rhees and the Medical Library. An addition to the Medical Library was completed in 1962. At Rush Rhees some space being used for nonlibrary purposes was converted to library use. A small addition was constructed to house the offices of the president, the provosts, and their staffs, but this was reassigned to library purposes. A storage library was established, which was soon filled with some 50,000 volumes from Rush Rhees library. And in 1964 work began on a preliminary building program for Rush Rhees library. There were budget improvements too, notably in the book budget, which was boosted from an awkward low of \$83,700 in 1960 to a more flexible \$200,700 in 1965. However, all was not on the bright side; the space situation at Sibley music library was still critical and continued in that state throughout the 1960s, and the science libraries on the River Campus outgrew their accommodations.

The university administration had opted in favor of a building addition to Rush

Rhees instead of an entirely new structure, and at last, in 1965, the firm of Murphy and Mackey of St. Louis, architects, was chosen for the addition and remodeling projects. Their plans were completed in November 1966, and ground for a \$7,000,000 addition to Rush Rhees library and a remodeling project was broken in February 1967. The following 2½ years were a series of such routine hazards as dirt, noise, relocations, fires, floods, excessive heat, and chilling cold; but the library staff, the students, and the faculty valiantly attempted to conduct business as usual. There was despair, but by the spring of 1969 there were obvious results, and various library departments began to move into new quarters. All of the departments were relocated by the end of 1969 and all initial furnishings were in place.

The story of the 1960s was not all space problems, construction, and money, however. There were other developments, possibly just as significant, in the areas of automation and cooperative library programs. Russell, aware of the demand for more sophisticated library operations and techniques, established in 1966 an Information Systems Office which was to be concerned with any methods, equipment, theory, or practice involving mechanization or improvement of library functions through the use of modern scientific and technical approaches. Technological advances were also noticeable at the Medical Library, where that library system was linked via leased telephone line and IBM communication terminals to 11 other medical libraries in the State University of New York Biomedical Communication Network, the system providing a computerized information retrieval system. Russell also saw to it that the community served by the University of Rochester libraries was greatly expanded in 1966 and 1967 by virtue of the library's joining in two new cooperatives, the Rochester Regional Research Library Council and the Five Associated University Libraries.

John Russell retired in 1968 after 28 years as director of the University of Rochester libraries. Though his years were marked by struggle in the face of low budgets, shrinking library space, and inadequate staff, he was a make-do man in the same sense as were the early founders of the university—he created from very little the essentials of a fine university library. Despite budgets which at best could be described as barely adequate, he patiently applied what funds he did have in such a fashion that depth was added to the collections, making them more responsive to the increasing research and scholarship of the university. His active role in attracting friends for the library was rewarded by the accumulation of a great number of gifts, particularly in the area of rare books and manuscripts, which provide original source materials so essential to advanced students in many fields of study. He surrounded himself with able librarians, he developed their interest in professional education and methods, and he fought for their increased salaries and benefits, inspiring an unusual degree of loyalty and respect from them.

His vacancy was filled by the appointment of Ben Cook Bowman, formerly chief librarian at Hunter College in New York City. Bowman, a native of California, was educated at the University of Oregon and the University of Chicago. From 1948 to 1961 he was on the staff of Chicago's Newberry Library, where he was head of the reference department and later assistant librarian. In 1961 he was appointed director of libraries at the University of Vermont and from there he went to Hunter College.

During Bowman's 7 years at Rochester new directions were set for utilizing computer technology and in collection development. The library, through its affiliation with the Five Associated University Libraries, contracted with the Ohio College Library Center for its computerized cataloging services, and in 1976 it developed new information retrieval capabilities by utilizing machine-readable data base services in the many academic subject areas.

In the 1970s reference librarians and other staff were assigned bibliographic areas of responsibility for book selection. A collection development officer was appointed, to coordinate their efforts in these new activities.

Also during this period, considerable effort and interest on the part of the staff was devoted to a management self-study as part of the Management Review and Analysis Program of the Association of Research Libraries.

Finally, with Bowman's support, the many persons who had demonstrated an interest in the university libraries over a period of years—during which they had contributed to the libraries' development and collections—were formally organized as Friends of the University of Rochester Libraries.

Bowman retired as director in 1976. For the next year and one-half the university conducted a nationwide search for the new director. Finally, in December 1977, Alan Robert Taylor, associate librarian at Johns Hopkins University, was appointed to succeed Bowman.

Taylor, a native of England, came to the United States in 1963 as librarian for African Studies at Indiana University. He also served as bibliographer and instructor in the African Studies Program and as visiting lecturer at Indiana's Graduate Library School until 1973, when he became assistant director of libraries for reader services at the University of Maryland. He went to Johns Hopkins in 1974. After completing library studies in England in 1953, Taylor had become assistant librarian of the National Archives of Rhodesia and Nyasaland in Salisbury, Southern Rhodesia, and he was chief librarian from 1956 to 1963.

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