

*Professional Journals:* From one to twenty professional journals are taken by these college teachers, with a median of four to five taken by members of the first group and of three in the second group. The number taken increases with rank from a median of three to four for instructors to eight for professors in the first group. Is the present supply of journals adequate for these teachers' needs? Only twenty-three of fifty-three in the first group and fifteen of thirty-nine in the second group, or 41 per cent. of both groups, find their present contact with journals adequate. Fifty-nine per cent. of the groups desire from one to twelve additional journals, enough to raise the median desired to six journals for the first group and four journals for the second.

The teacher may of course use journals in the institution library, but usually only at a cost both of time and convenience that makes it a poor kind of economy. Are the institution library's journals adequate in the particular fields concerned? Thirty-two per cent. of the first group and 48 per cent. of the second suggest that more journals are needed in their fields at their college libraries.

Viewing private budget needs, it is always a fair question, can needs be met more adequately by a group service? Could books and journals be circulated from college libraries into offices and laboratories so that these would become working centers of library extension, and could private cost for books and journals be thereby lessened? Probably private cost could not be lessened as far as books and journals are concerned—the testimony of these correspondents is that private expenditures for both these professional needs should be much increased. Private professional libraries of a limited size probably meet practical needs, especially if new books can be secured freely, and teachers seem to favor using the institution library for that reserve collection of books which the scholar of an earlier day would have had in his home.

Professional books, just as the journal, are absolutely essential to the college teacher. Members of both groups own libraries that range from ten or fifteen to 2,000 volumes, with a median of 250 professional books, and they bought up to 110 professional books a year with a median of ten or fifteen professional books purchased. In the first group the median library of the instructor is one hundred books; of the assistant professor and of the associate professor, 250, and of the professor, 500 books. Some private collection every teacher needs, but much increase in it would probably show diminishing returns unless library service could be provided. The housemaid who served this notice when the library reached about 1,500 volumes, "Tell the professor if I have to dust

any more books, I'll get another job," struck at about the maximum reported by these correspondents. The question was asked, assuming that the number of books available for personal use were to be increased, what per cent. of the increase should go into the private library and what per cent. into the institution's library? The median preference for the two groups was that 20 per cent. to 25 per cent. of the increase should go into the personal library and 75 per cent. to 80 per cent. into the college library. Less than one fourth of these teachers would want over one half of such a hypothetical increase in their own libraries.

Are college teachers in touch with all the book resources needed for their work? Asked how much they could wisely increase personal purchases of professional books, the median opinion of both groups was for a doubling of present purchases of personal professional books and for the same doubling in the institution's purchase of books in their special field. A fourth of the group would add 200 per cent. to their own book purchases if possible. This indicates that present book allowances are inadequate in personal budgets.

Does the institution library need more books or better service? The answer, of course, is both, but, assuming that the institution were contemplating library expansion, how should the expansion be distributed between purchasing more books, and increasing service and efficiency? The opinions of the two groups on this question varied from a ratio of 0 per cent. for book increase and 100 per cent. for service increase, through a middle point of 50 per cent. for book expansion and 50 per cent. for service expansion, to 100 per cent. for book increase and 0 per cent. for service increase. The first group's median opinion was 50 per cent. for books and 50 per cent. for service; members of the other group in all three colleges had a median choice of 75 per cent. for book expansion and 25 per cent. for service expansion. This point of interrelationship of the teacher's and the institution's book and journal resources is one that merits detailed study. College book collections commonly need expansion, but also the library can come into closer service relations with student and staff and such an expanded service might possibly relieve a little the pressure on the teacher's budget at this point or rather allow for its expansion for other books and journals needed.

*Other Professional Expenditures:* What personal expenditures are there for professional needs, in addition to books, associations and meetings and journals? The correspondents report personal expenditure for assistance, for research, for equipment, committee work, etc.