

lent to any major work which I have ever done in any other department of the university.

I have written this note to you thinking perhaps your attention has never been called to this matter before by any other student in this particular department and thinking too, you will see the justice of my claim when the matter is laid before you.

Very sincerely yours,
Cora M. Lettys

5855 Normal Ave., Chicago, Ill.
Nov. 2, 1901.

Dr. Wm. R. Harper,

The University of Chicago, City.

Dear Dr. Harper:-

I am writing as a student in library economy at the University in regard to the value of the credit given to the course Mrs. Dixon gives at the University.

I was informed recently much to my surprise, that the whole work in library economy

is given only four majors credit.
 I graduated from the university
 in 1896 with the degree of A. B.
 and I have since been studying
 almost every year at the uni-
 versity college. I commenced
 my study in library economy
 in 1899, and I will have almost
 completed the course in the
 spring.

If you will allow me the privi-
 lege of speaking my thought in
 the matter, it seems to me this
 course in library economy is not

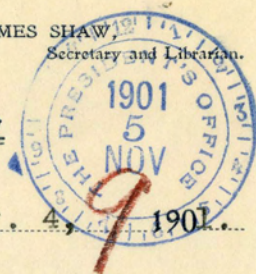
given its full value by the university. The
 course I have taken in the university
 has required more original work or been
 fitted me more than this course in li-
 brary economy. It requires three years
 to complete the course and at the uni-
 versity of Illinois, this course took six
 quarters to six years of regular college
 work.

I spent one major work in the de-
 partment of library economy at the University
 of Chicago, seems to me in every way equiva-

W. A. COLLEDGE, D. D.,
President Board of Directors.

JAMES SHAW
Secretary and Librarian.

Dixon
Jan
PUBLIC LIBRARY,



Aurora, Ill., Nov. 4, 1901.

President W. R. Harper,
University of Chicago:

Dear Sir:--

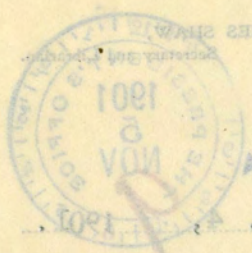
I beg leave to submit for your consideration the following facts and conclusions in regard to the results of the study of Library Economy by the assistants in the Aurora Public Library.

Classes in Library Science were conducted here in 1897 and 1898, by Mrs. Zella Allen Dixon, under the auspices of the Extension Division of the University of Chicago. The courses embraced twenty-six lessons of two hours each, given weekly. The aim was to make the courses consecutive and harmonious, and the aim was fairly well attained, considering that the membership of the class was not the same throughout. Three of the young lady assistants of the Aurora Public Library attended the class both years; another member of the class, who pursued further studies in Library Economy at the University, has since become a member of the Library staff. The results of this instruction may be summarized as follows:

Handwriting. Our assistants now write the Library hand, with consequent neatness and uniformity in all our records.

Bibliography. Their knowledge of Bibliography has been greatly enlarged, and this has been made serviceable in--

Reference Work, in which very great improvement has been noticeable. This branch of Library work has never been so well done in Aurora as since our Library classes; and, as a consequence of this, we each year have more and more of this work to do. Classification and Cataloguing. Perfection in these lines of Library work is not to be achieved in two or three dozen lessons; yet a good working knowledge was imparted to Mrs. Dixon's pupils; and one of our assistants, who has had no other technical instruction than that received from Mrs.



AURORA PUBLIC LIBRARY

W. A. COLLEGE, D. D.
President Board of Directors

Aurora, Ill. Nov. 1901

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University of Chicago;

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I beg leave to submit for your consideration the following facts and conclusions in regard to the results of the study of Library Economy by the assistants in the Aurora Public Library. Classes in Library Science were conducted here in 1897 and 1898, by Mrs. Selia Allen Dixon, under the auspices of the Extension Division of the University of Chicago. The courses embraced twenty-six lessons of two hours each, given weekly. The aim was to make the courses consecutive and harmonious, and the aim was fairly well attained, considering that the membership of the class was not the same throughout. Three of the young ladies assistants of the Aurora Public Library attended the class both years; another member of the class, who pursued further studies in Library Economy at the University, has since become a member of the Library staff. The results of this instruction may be summarized as follows:
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PUBLIC LIBRARY,

Aurora, Ill., 190.....

Dixson, now does all the cataloguing and classification required in the Library.

General Results. The broadening of the view of Library work, and the quickening of enthusiasm were, after all, perhaps the greatest benefits that our assistants received from Mrs. Dixon's lessons. They saw their work in a new light, and ever since have taken greater interest in it, and the result has been that they have served the public more efficiently than before.

My conclusion is that the instruction received by our assistants was in every respect beneficial to them, and contributed in a high degree in making our library more useful to the public than it was before.

Very respectfully,

James Shaw

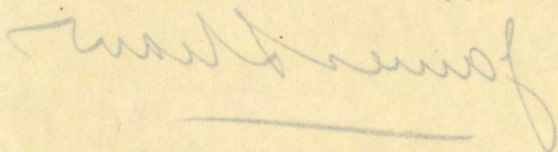
PUBLIC LIBRARY,

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Aurora, Ill.

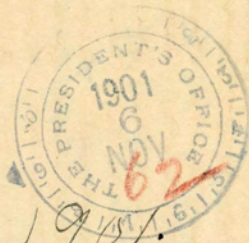
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Very respectfully,



is a very different personage from his predecessor of a century ago who regarded himself as a sort of machine whose business it was to dole out the books that were called for and to care for them when they were returned. The estimate of the volume was all that concerned him. Why should bother himself about its contents since no one ever dreamed of asking him for the best article on ancient mss. or the latest treatise on the "germ theory of disease"? But that was before the day of library schools. Now rather more is expected of the professional librarian. In addition to some

Mrs. Dixon



November, 4, 1901.

My dear Mr. Harper,

at Mrs. Dixon's request I am going to write you in behalf of our "Library School". Believing that its merits can be judged best by one who has benefited by them, she has asked me, as a member of her senior class, to "stand and deliver" any opinion I may have formed of the work we have done during the past year.

Perhaps I had better state in the very beginning, Mr. Harper, that we library students take ourselves and our work very seriously. For, whatever else the study of library science may have done for us, it has certainly impressed upon us, for all time, the importance and dignity of the profession that we are going to enter. As we study the history of libraries, the causes that have produced them and the effects they in turn have produced, we realize more clearly every day their important part they play in the development of a higher and better civilization. Not very long ago the two great social forces were the church and the school. Today a third great force is recognized and it is to the library as well as to the church and school that society looks for the uplifting of her intellectual and moral standard.

Now as the degree of usefulness of a library and its power for good in its community, depends largely upon the librarian, this responsibility is not a light one. The ideal librarian of today

stitution. But perhaps I can do that better by telling a few of the things that the course does for the students. I remember that one of the first impressions that I received upon entering the class was that the course in library science certainly could not be classed with those commonly called "snaps." It is not one that a student would select merely to make up a deficiency in credits. No, it is not in any sense an "easy" course and the half-hearted student soon finds that he has lost his way, that there is no room for him there. The work demands an earnestness of purpose and an enthusiasm that can be given only by those thoroughly



natural ability, to an inexhaustible store of patience and an infinite amount of tact. The librarian to be master of his own trade must be jack of many others. He must have at least a bowing acquaintance with all the great classes of knowledge; his knowledge of books must be very wide; he must be a good organizer, a good manager and of course a good financier. He must be something of a linguist as well as something of an architect and if he has a talent for oratory and even for carpentry - why so much the better for him!

In short there is no ability of any kind, no talent or power that he may bring to his work, that will be wasted. But above and beyond all this he must come with a heart filled with that deep and abiding love for his neighbor that "suffereth all things and is kind." That, as I understand it is the ideal that the department of library science at the University of Chicago is doing its utmost to impress upon its students. How well we learn our lesson and how nearly we approach this ideal in the future, now depends upon ourselves. Mrs. Hixson sows the seed, and she is a famous gardener, Mr. Harper. The rest depends upon the quality of the ground upon which the seed has fallen and must be left to the wind, and the rain and the sunshine of experience.

How our department of library science compares with those of other institutions I can give no personal opinion for I know very little about the others. I might honestly add that I have no desire to know more for I am very well satisfied with our own and I think that every member of our class would echo the statement. But having studied a little in other departments of our university I feel that I can at least express an opinion as to the place that library science should occupy in that in-

part of the university and not
more outside. We see no rea-
son why our credits in library
science should not count towards
a degree as well as those of any
other department. The standard of
our department is as high, I think,
as others and it seems to me that
it ought to have an equal chance.
And, though each one of us, as
individuals may fail to meet the
requirements, we feel that at least
we should be given the opportunity
to succeed if we can.

I hope I have not presumed
too much upon your kindness, Mr.
Harper. If I have spoken too warmly
upon this subject, please put it
down to the fact that I feel very earnestly.
Sincerely yours
Sherley M. Maxigan.



in earnest. Much is required of
him but more is given in re-
turn. After a short time student
in library science is amazed at
the great capacity for work that
has been developed in him. He
has acquired an independence
and a power of selfhelp that he
had never possessed before. His
point of view is changed and things
have assumed new proportions.
The large and important things
of life seem to have become larger
and of greater value while the little
things seem to have dropped
away into utter insignificance.

His horizon has receded miles and his eyes see distances he never dreamed of before. His knowledge of books is broader; indeed, he feels that, with his new power for independent research, he has in a way, become their master. Their secrets can not be hidden so well but that he will find them. But with all this he is more practical, too, for he has acquired a certain amount of skill in the technical and mechanical part of his work and he feels the better for it. These are some of the things that library science has done for us and we feel Mr. Harper.

that a course of study, in which the quality of instruction given and the work demanded in return is as high as ours, ought to be considered an important part of the institution to which it belongs. It may be that other library schools are as well qualified for their work as ours but we do not think so for there is but one Mrs. Hixson and we have her!

Now, as I said before, Mr. Harper, we library students take ourselves very seriously. Like the small boy, we feel that we want to be in the main ring of the circus not in a small tent as a side show. We want to feel ourselves a vital

Ms. Dixon
file



Mon. Nov. 12 1901

President W. R. Harper

My dear Sir.

It is my wish to testify as to the value of my library training to me in my present position. I am but a humble worker in this broad field but thus far my experience as a library assistant only strengthens my convictions that special training should be the rule and not the exception. Although owing to my home training I perhaps had a wider outlook over the fields of literature than some, I had but little conception of

of the tasks before me. My work
has been thus far, for the most
part, of a general nature - now
at the counter in the circulat-
ing department, then doing
reference work and finally back
to my desk where my scrap-book
work might be called my special
department. In each and every
place I have found need for the
knowledge gained in my study.
Under the guidance of such a
teacher as Mrs Dixon, who
kept ever before us the highest
ideals, it would be a dull pupil
indeed who would not become
enthused with library work.

Yours most respectfully

Kate E. Marshall

289 S. Lake St. Aurora Ill

THE LIBRARY

ZELLA ALLEN DIXSON, A.M.
Catalogue Department
JOSEPHINE CHESTER ROBERTSON, A.B.
LOUISE DICKINSON
RUTH EDNA MORGAN
Accession Department
CORA BELLE PERRINE, A.B.
ANNA SOPHIA PACKER, A.B.
Loan Department
FRANK LELAND TOLMAN, PH.B.
Departmental Libraries
WILLIAM ISAAC THOMAS, PH.D., *Supt.*
CLARENCE ALMON TORREY, PH.B., *Inspector*
Traveling Libraries
MARGARET A. HARDINGE

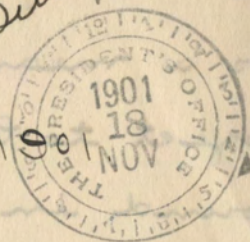
The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO

Nov. 18, 1901



*Put next subject
letter (18)*

My dear Pres. Harper:-

Mrs. Dixon has told me about the correspondence relating to Mr. Dewey's criticism of her work. As I have followed the case for many years I take the liberty to write you, as in an investigation of this nature I take it for granted that it is desirable to get at the situation from every standpoint.

Librarians may be divided into three schools. The "popular" class, or those who do not attempt the scholarly work, but do everything in the quickest easiest possible way. This is the general class of work found in public libraries, useful, in its place, like the ready reference book.

Then there is the other extreme, or those who like Mr. Dewey have worked out an elaborate scheme with almost endless details. Among this class the system is often more of a hindrance than help to those seeking information. Useful, perhaps, in library schools to show what can be evolved, but not often practicable.

The third class, of which Mrs. Dixon is a type

is a modification of the first + a second. The scholarly^{and} is made practical also, + system is used simply as a means to an end, but not considered the main object to be emphasized. This sort of work is to be found in our college + university libraries, where the needs are quite different from the public library or the laboratory. If the object for which each is working were remembered much criticism would be saved. In order to carry out Mr. Dewey's scheme in its entirety, it would require an unnecessarily large staff + the expense in running such a library would be far greater than the results would justify.

Knowing of Mr. Dewey's attitude toward Mrs. Dixon, I took no little pains before accepting a position on the staff here to investigate the different systems + to compare Mrs. Dixon's work with that of other prominent librarians. It was my opinion formed then, + which I have never changed, that the general principles of library science for which Mrs. Dixon stands adapt themselves most perfectly to the management of a university library.

This particular charge in regard to incompetence is only a part of a long standing effort which has been made to unsettle Mrs. Dixon in her position. In 1893 while studying up the work in Albany of the Library school, I was told that Mrs.

Dipson's position in the University was only temporary, & from later developments it would seem that they had done what was in their power to make it such.

All of the criticisms which I have heard of this nature have been traced directly, or indirectly through many channels back to Mr. Dewey, or to some one having a personal prejudice. If Mr. Dewey's statements were true, her work could not possibly have stood the strain of this underlying opposition for the past ten years. It has been less noticeable since her promotion, but I take it that there will be a final rally before the new building is occupied to gain at least indirect control of this most desirable vantage ground.

The library schools like the one at Champlain & the summer school at Madison are branches of the Albany school. They feed each other. So that Mr. Dewey is hardly in a position to speak from an entirely unselfish standpoint when he commends their work.

The success of Mrs. Dipson's students should prove the point in question. The very fact of this success has drawn students from the neighboring library schools. This has increased the spirit of opposition which one cannot fail to notice even in escorting the visiting library classes through our library year after year.

As regards the lecture I gave, that I am a

position to judge as being her operator I have heard
more of them than any one else. Her no. 1 lecture
course is unique, + I do not think that it can
be equalled in any library school in the country.
Much of her material is not to be found in the
"market", but is the result of careful study along
the lines of a specialist.

It is hard, therefore, to find any explanation
of Mr. Dewey's attitude except from the fact
that Mrs. Dixon does not yield allegiance to
him + the school which he represents. Whatever
criticism might be made, Mr. Dewey has certainly
missed the mark in trying to tear down work
which has stood the test of time.

Respectfully,

Josephine C. Robertson.

1.

THE LIBRARY

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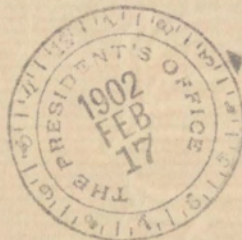
The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

WILLIAM R. HARPER, PRESIDENT

CHICAGO

Feb. 17th. 1902.



My Dear President Harper;

An apology is certainly due you for the delay in answering your question in regard to what I think it would be necessary to add to our present arrangements to have a thoroughly good Library School. I have been exceedingly busy & as you were East I thought I might wait until you were with us again.

In two very important points, our present arrangement of teaching Library Science is ahead of any other Library School. We have a larger attendance & we have had better success in placing our students after they were trained. Perhaps the latter explains the former. Moreover we have never had one of our library students lose a position through lack of training or dissatisfaction with the kind of training, which is more than the School at Albany can say. At present the teaching is being done by three individuals: my self, Miss Robertson & Miss Downey. The latter was added this fall to assist Miss Robertson as her end of the work became too much for her, with her regular work.

In all of the other Schools the same plan of having the regular members of the library staff do the work in the school is in force & there seems reasons, which I am sure will occur to you, why this is better for the students. In quality & length of time we are already the equal of any of the other schools with the possible exception of the School at Florence, Italy, which gives a course equal to a foreign doctorate to its library students. Miss Robertson & I hope to visit this school this summer & see how

2.

its methods may be incorporated with our own.

There are some points in which we are falling far short of what I should consider a first-class Library School. One is that we have had no laboratory facilities. The very cramped condition of the present library quarters has made it impossible to add this very important feature to the work. The students have had to use their own private libraries as working laboratories, & as a matter of course have lost the greater variety of material that a proper laboratory could not fail to furnish. With our occupancy of our new quarters this will be at once a possibility. If you are willing I should add this feature to the course, I feel sure we can have the best Library School in the country & at the same time greatly increase the amount of work done on the University collections. My idea of organization for such a laboratory would be to arrange a place in the work-room of the staff for the students of the Library school; to require of them an attendance of at least six hours a day & to have them practice their lessons by doing the work for the University. This laboratory work could be taken through all of the departments from the loan desk to the cataloguing department. It could be so arranged that every department would gain by the work of the students. By having the students who are taking their second year in the Library School, correct the work of those in the first year this could be carried on with only a slight increase in the work of those now giving the instruction.

Another point that seems to me very important, is that at present every other such School of Library Science has the one who has organized the work & is in charge of it occupy the position of "Professor of Library Science & Director of the Library School". This gives dignity to the course & makes the students who are taking it, feel that full college work will be required & nothing less accepted.

I believe also that such work should be allowed to count towards the degree work of the University. The fact that many students desire to take the work & cannot

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There are some points in which we are falling far short of what I should consider a first-class library school. One is that we have had no laboratory facilities. The very poor condition of the present library quarters has made it impossible to add this very important feature to the work. The students have had to use their own private libraries as working laboratories, & as a matter of course have found the greater variety of material that a proper laboratory would not fail to furnish. With our deficiency of space, however, this will be at once a possibility. If you are willing should we have the present library school to the present library to the course, I feel sure we can have the best library school in the country. At the same time greatly increase the amount of work done on the University collection. My idea of organization for such a laboratory would be to arrange a place in the room of the staff for the students of the library school; to reserve of them an attendance of at least six hours a day & to have their practice their library in the work for the University. This laboratory work could be taken up on all of the departments from the local level in the cataloging department. It could be so arranged that every department would gain by the work of the students. By having the students who are taking their second year in the library school, correct the work of those in the first year this would be carried on with only a slight increase in the work of those now giving the instruction.

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I believe also that such work should be allowed to count towards the degree work of the University. The fact that many students desire to take the work & regard

because they have time, to take only those studies that will count on the degree they are working to obtain, is a hardship that the University will someday see unworthy of its wide opportunities & broad liberality in other subjects.

No brain worker can really do the best work possible, until there is added to the technical knowledge, a wide & general acquaintance with the tools of mental work & a skill in the technical methods^{of} research investigation. At present we are not only not urging our students to this knowledge but we are holding over it a sign of "Hands off" by with-holding it from all who are not planning to make the library work a profession.

I have been teaching Library Science in the University now for seven years & I have never yet had a class that did not contain some students, who did ^{neither} ~~not~~ expect nor desire to be trained for the profession of Librarianship, but who took the course for its general culture: because they loved books & wished to know how they were made & their history: because they were to enter professions that required research & they wanted to know how to hunt down their own subjects without the aid of the librarian. But not every student has the time to turn aside from his required or allow work to take this training, even if he desires it. I wish that the next class that registers next fall might be told that it would count on their regular college work, just as any work done in the University.

In the Albany School they have ^{had} in their Library course both Language & Literature. As our students have these close at hand, we do not offer special courses in the library School for them.

These are the points, that in my opinion, need your kind & always consideration.

Respectfully,

Fella A. Dixon.

21.11

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Respectfully,

John A. Birney

5600 MONroe Ave.

Oct. 7th. 1902.

My dear Dr. Harper,

You will recall that the last matter of this kind was a letter from Dr. Dewey written under the inspiration and representation -or misrepresentation- of Miss. Sharp, the librarian of the University of Illinois who was at that time a visitor at Albany to arrange with Mr. Dewey some way to prevent the close competition our library classes are making the classes in the same subject at the Illinois school. The same hand is in this matter.

Made bolder by the attention granted the matter when it first came to your office she has now stirred up this small body of a dozen persons with a big name and asks once more to have our work stopped.

Personally I do not care how you finally decide the matter. I took up the work in obedience to your orders and shall be ready to lay it down in the same way. In the mean time we have made a decided success of the work, have placed most of the students taking the course and have carried much extra work in the library by means of the students apprenticed there.

For the present I do not see what you can do to stop the work as the classes for this year are all registered and well started on their work. October first fifty-six majors were registered including all of the student that took the work last year except two persons, one of whom is a regular student in the University of Chicago and could not carry any more work and the other found the work too hard and has taken up the manual training work.

There have been paid into the University from this registration, \$1120.00 This would need to be returned to the students if the work is stopped and in addition we would need at least a half dozen assistants added at once to the staff to do the work I am now having done by using the library students as apprentices. To do this would need, it seems to me a better excuse than the unreasonable envy of Mr. Dewey the president and founder of the College section of the A.L.A. and Miss Sharp, who hates every thing connected with the University of Chicago.

It has been only my own personal regard for you and my desire to do what you want done that has made me willing to have this extra work. Personally I very much prefer to use my private time for my own private work but I realized that the one in charge of the library should be the one to have the direction and oversight of the library training. On account of the money, I would never consent to do the work for the University, as I can employ the energy and ability I am putting in these classes in ways that will bring better results to me financially.

So please feel perfectly free to decide it any way you please that will not be unjust to the Trustees who have hired our trained workers; to the students we have trained and the officers who have faithfully given the instruction.

If I thought that my resignation would help you to be rid of this petty dictation, you should have it today; but I know that every thing you yield to this faction will only be used to demand something more. Nothing will satisfy them but to have Mr. Dewey and his friends in charge of the library administration. If there is some way to have them understand that you prefer to run the

Library

5800 Monroe Ave.
Oct. 7th. 1902.

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Made bold by the attention granted the matter when it first came to your office she has now stirred up this small body of a dozen persons with a big name and asks once more to have our work stopped.

Personally I do not care how you finally decide the matter. I took up the work in obedience to your orders and shall be ready to lay it down in the same way. In the mean time we have made a decided success of the work, have placed most of the students taking the course and have carried much extra work in the library by means of the students apprenticed there.

For the present I do not see what you can do to stop the work as the classes for this year are all registered and well started on their work. October first fifty-six majors were registered including all of the student that took the work last year except two persons, one of whom is a regular student in the University of Chicago and could not carry any more work and the other found the work too hard and has taken up the manual training work.

There have been paid into the University from this registration, \$1120.00 This would need to be returned to the students if the work is stopped and in addition we would need at least a half dozen assistants added at once to the staff to do the work I am now having done by using the library students as apprentices. To do this would need, it seems to me a better excuse than the unreasonable envy of Mr. Dewey the president and founder of the College section of the A.L.A. and Miss Sharp who hates every thing connected with the University of Chicago.

It has been only my own personal regard for you and my desire to do what you want done that has made me willing to have this extra work. Personally I very much prefer to use my private time for my own private work but I realized that the one in charge of the library should be the one to have the direction and oversight of the library training. On account of the money I would never consent to do the work for the University, as I can employ the energy and ability I am putting in these classes in ways that will bring better results to me financially.

So please feel perfectly free to decide it any way you please that will not be unjust to the Trustees who have hired our trained workers; to the students we have trained and the officers who have faithfully given the instruction.

If I thought that my resignation would help you to be rid of this petty dictation, you should have it today; but I know that every thing you yield to this faction will only be used to demand something more. Nothing will satisfy them but to have Mr. Dewey and his friends in charge of the library administration. If there is some way to have them understand that you prefer to run the

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University to suit yourself I think that is the only thing that will settle it.

To pay attention to them is simply to change the point of attack but to keep it up as long as you will stand it.

Yours sincerely,

Fella Allen Dixon

(2)

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Yours sincerely,

John Oliver Barker

FIELD COLUMBIAN MUSEUM,
CHICAGO.

Oct. 29, 1902.

President W. R. Harper,
University of Chicago.

*file
Mrs. Dixon*



My dear President Harper:

Mrs. Dixon tells me that you are interested to know how the students who have taken the course in Library Science under her instruction regard the course now that they are in positions where they are able to judge whether the course really fits librarians for their positions. For myself I am glad to have an opportunity to write to you in regard to it for I have long wished you to know what the course has done for me.

I have an A. B. from Denison University and am thus accustomed to college work. I consider the course graduate work as it is superior to any University course I have had. I regard all my study and experience previous to my Library course as only serving to aid me in that work. I can truly say that no University course has required more study or scholarship than this one in Library Economy nor has any teacher inspired me to such effort as Mrs. Dixon. The enthusiasm, inspiration, devotion to work and feeling of efficiency which she imparts to her students has been a source of constant amazement to me. I cannot say too much in praise of her methods and results.

When I decided to take up library work I carefully looked over the field for library training and chose the University of Chicago course because it was more practical than those of Albany, Champaign, Pratt or Drexel. Nor have I had any cause to regret it for the course has given me the ability to meet every requirement of my position in the Field Columbian Museum Library which I have held since last November.

Yours very sincerely,

Mary E. Downey.

Oct. 29, 1902.



Handwritten signature: Mrs. Dixon

President W. R. Harper,
University of Chicago.

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Yours very sincerely,

Handwritten signature: Mary E. Bowring

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

✓
CHICAGO

Oct. 19, 1903.

My dear President Harper:

I have not sent you the letters we had concerning our dropping the ~~library courses~~ because I did not think you would care to be bothered with them. This one I send just for courtesy's sake because it is somewhat representative.

As far as I can tell, the immediate problems involved in satisfying the students have all been solved and nothing but the general question is left to us.

Very sincerely yours,

W.D. MacClintock

The University of Chicago
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Very sincerely yours,

W. A. MacChesney

OTTUMWA PUBLIC LIBRARY.

Ottumwa, Iowa.

Sept. 23, 1903.

Dean W. D. McClintock,

University of Chicago.

Dear Sir:

As President of the University of Chicago Library Students Club I write to protest against the University giving up its courses in Library Science. I feel as though some one were stealing away my birthright. Certainly some consideration is due the many students who in good faith have taken the courses in Library Science offered by the University of Chicago. If this work stops there will be nothing for them to hold to. No just excuse can be given for giving up the courses since they have been started and gone so far. It is a great wrong- a most dishonorable injustice. There is no reason why the University of Chicago should not have a strong Department or School of Library Science. In view of the humiliation suffered by the students, especially in this last year, from schools of Library Science elsewhere, and in consideration of the loyalty of its students, it is certainly up to the University of Chicago to have a Department or School of Library Science second to none. Read "Library Journal" July, 1900, page 83-101. For the sake of the University, for the sake of its students I beg of you not to see the work drop. The enemies of the work there will claim such an act as a complete victory and it will be a dishonor to the University of Chicago. It will certainly be a very serious mistake to give up the work. The courses have been given so far without recognition in a regular degree by the University which is a secondary matter and is no excuse for dropping the work. How can any University of Chicago library student ever be able to answer the thrusts given if the work is dropped. Certainly the University itself should be more loyal- the thing drilled into us there from beginning to end. Dont give up the courses in Library Science.

Yours very sincerely,

Mary E. Downey

