

The University of Chicago

The University Libraries

September 4, 1924.

MEMORANDUM TO PRESIDENT BURTON.

The day that I left Chicago for Saratoga I had a conference with you in which the matter of library salaries was mentioned. I have two reports regarding the same which I would like to lay before you.

The graduating class of the New York State Library School's two year course numbered 13.

3 went to public libraries.

1 as department head of a public library	\$1800
1 as assistant in x New York Public Library	\$1800
1 as head cataloguer in Utica Public Library	\$1800

1 girl became librarian of a High school library	\$1875
--	--------

2 went to normal schools both in New York state

1 as assistant librarian	\$2200
1 as librarian	\$2000

5 went to college libraries

1 is head of a department in California	\$1800
1 is assistant in an Ohio college	\$1600
1 as head of a department in a Carolina college	\$1800
1 as librarian of a woman's college in Missouri	\$2300
1 as librarian in the School of Commerce, Ohio State U.	\$2000

1 received a position as organizer of State Library Commission	\$2220
--	--------

1 was appointed instructor in a library school at	\$2400
---	--------

Note. The salary of \$1600 mentioned above went to a daughter of a professor in an Ohio college who was unwilling to leave her parents. Since she took the only position open in her Alma Mater her salary rather damaged the average of the class, but including her salary in the list, the 13 graduates are receiving an average salary of \$1970 the first year they are out of school against \$1920 which we are paying to Miss Ver Nooy who has had exactly the same training and has been our most faithful assistant for more than 7 years.

September 1, 1904

MEMORANDUM TO PRESIDENT HARRISON

The day that I left Chicago for Saratoga I had a conference with you in which the matter of library salaries was mentioned. I have two reports regarding the same which I would like to lay before you. The graduating class of the New York State Library School's two year course numbered 13.

3 went to public libraries.

1 as department head of a public library
1 as assistant in a New York Public Library
1 as head cataloger in a New York Public Library

1 girl became librarian of a high school library

2 went to normal schools both in New York State

1 as assistant librarian
1 as librarian

2 went to college libraries

1 as head of a department in California
1 as assistant in an Ohio college
1 as head of a department in a Carolina college
1 as librarian of a women's college in Missouri
1 as librarian in the School of Commerce, Ohio State U.

1 received a position as organizer of State Library, Connecticut

1 was appointed instructor in a library school at

Note. The salary of \$1500 mentioned above was to a daughter of a professor in an Ohio college who was unwilling to leave her parents. Since she took the only position open in her State for salary, she managed the average of the class, but including her salary in the list, the 13 graduates are receiving an average salary of \$1170. The first year they are out of school against \$1050 which we are paying a Miss V. P. who has had exactly the same training and has been on our staff for an-
stant for more than 7 years.

The other matter which I wish to bring to your attention is as follows:

Personnel

After a long investigation and discussion the Classification Board of the Federal Government in Washington has transferred librarianship from the class of clerical employments to that of a profession. The grades are as follows, P indicating professional, and S.P. sub-professional. The new grades went into effect July 1, 1924 and since that date all librarians in government employ are paid according to this scale, except chiefs like Mr. Putnam who are under special contracts.

- P5 Senior librarians (administrative head of a library or of a very large department in a large library) \$5200-\$6000
(Mr. Martel, Mr. Hanson's successor at Washington, is the only man in this classification)
- P4 Librarian (General administrative supervisor) \$3800-\$5000
(The heads of most of the other departments in the Library of Congress and a number of departmental librarians in Washington are in this group)
- P3 Associate Librarian (Under general supervision but with considerable latitude for executive and independent judgment.) \$3000-\$3600
(Miss Lamb would be in this classification today had she remained at Washington)
- P2 Assistant Librarian (Under immediate supervision with limited opportunity for independent judgment.) \$2400-\$3000
(All senior cataloguers and revisors are included in this group)
- P1 Junior Librarians (Under immediate supervision with no opportunity for independent judgment but thoroughly trained) \$1860-\$2400
(Ordinary good cataloguers fall in this group)
- SP7 Principal library assistant (Takes care of untrained but experienced people) \$2100-\$2700
- SP6 Senior library assistant (Good general knowledge of library principles, long experience but no training) \$1860-\$2400
- SP5 Main library assistant (Really the next grade below P 1)
(Fair good cataloguers) \$1680-\$2040
- SP4 Library assistant \$1500-\$1860
- SP3 Jr. library assistant (Apprentices) \$1320-\$1680

The other matter which I wish to bring to your attention is as follows:
Personnel

After a long investigation and discussion the Classification Board of the Federal Government in Washington has transferred librarianship from the class of clerical employees to that of a profession. The grades are as follows:
P indicating professional, and S.P. sub-professional. The new grades went into effect July 1, 1924 and since that date all librarians in government employ are paid according to this scale, except chiefs like Mr. Putnam who are under special contracts.

P5 Senior Librarian (Administrative head of a library or of a very large department in a large library)
\$3200-\$6000
(Mr. Marfel, Mr. Hanson's successor at Washington, is the only man in this classification)

P4 Librarian (Generally administrative supervisor)
\$3800-\$5000
(The heads of most of the other departments in the Library of Congress and a number of departmental librarians in Washington are in this group)

P3 Associate Librarian (Under general supervision but with considerable latitude for executive and independent judgment.) \$3000-\$3600
(Miss Lamb would be in this classification today had she remained at Washington)

P2 Assistant Librarian (Under immediate supervision with limited opportunity for independent judgment.) \$2400-\$3000
(All senior cataloguers and revisors are included in this group)

P1 Junior Librarian (Under immediate supervision with no opportunity for independent judgment but thoroughly trained) \$1800-\$2400
(Ordinary good cataloguers fall in this group)

SP7 Principal library assistant (Taken care of untrained but experienced people)
\$2100-\$2700

SP6 Senior library assistant (Good general knowledge of library principles, long experience but no training)
\$1800-\$2400

SP5 Main library assistant (Really the next grade below P 1)
\$1500-\$2000
(Fair good cataloguers)

SP4 Library assistant
\$1200-\$1800

SP3 Jr. library assistant (Apprentices)
\$1000-\$1200

EDB

- SP2 Under library assistants \$1140-\$1500
(Takes care of low grade help that are not planning a real apprenticeship for the profession. Chiefly clerks for charging and discharging, ordinary typists, etc.)
- SP Minor library assistants \$900-\$1320
(This includes the lowest grade stack boys, labelers, stampers, and sorters. Not even a high school training is required. This will be the lowest salary paid any employee in any library in government service.)

The general feeling seems to be that this has set a standard which sooner or later all of us must meet if we are going to be able to keep good employees.

Very truly yours,

Edward A. Henry

EAH:MS

108

Under library assistance 372
 (Taken care of low grade help that are not planning a real
 apprenticeship for the profession. Chiefly clerks for carrying
 and dispatching, ordinary typists, etc.)

Minor library assistance 37
 (This includes the lowest grade stock boys, label, stamping, and
 sorters. Not even a high school training is required. They will
 be the lowest salary paid any employee in any library in government
 service.)

The general feeling seems to be that this has not a standard which sooner
 or later all of us must meet if we are going to be able to keep good employees.

Very truly yours,

James A. Hargis

108

The University of Chicago
DEPARTMENT OF
ROMANCE LANGUAGES AND LITERATURES

April 4, 1923

Professor J. H. Tufts
Faculty Exchange

Dear Professor Tufts:

The Commission on the future policy of the University Libraries, of which Mr. Harold Swift is Chairman, would be greatly obliged if you would send to me as full a statement as you may find it convenient to prepare with regard to

(1) the respects, if any, in which the present library facilities for graduate students in the Department of Philosophy are now unsatisfactory; and

(2) the respects in which you would suggest improvement or expansion of those facilities, in view of the prospect that the graduate work of the Department will steadily increase.

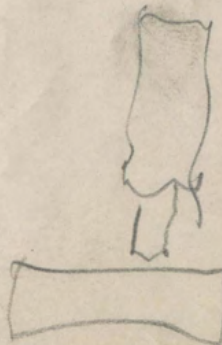
Kindly note that the present inquiry refers to the work of graduate students only.

Very truly yours,

Ernest H. Wilkins

EHW:P

Vice-Chairman of the Commission



THE UNIVERSITY OF CHICAGO
DEPARTMENT OF
ROMANCE LANGUAGES AND LITERATURES

April 4, 1923

Professor J. V. Miller
Faculty Exchange

Dear Professor Miller:

The Commission on the future
policy of the University Libraries, of which
Mr. Harold Swift is Chairman, would be greatly
obliged if you would send to me as full a state-
ment as you may find it convenient to provide
with regard to

(1) the respects in which in
which the present library facilities for graduate
students in the Department of Philosophy are now
unsatisfactory; and

(2) the respects in which you
would suggest improvement or expansion of those
facilities. In view of the prospect that the grad-
uate work of the Department will steadily increase.

Kindly note that the present
inquiry refers to the work of graduate students
only.

Very truly yours,

Ernest H. Williams

Vice-Chairman of the Commission

EHW:p

Mr. Martin A. Reardon

15

7.

The University of Chicago
The University Libraries

Library School

OFFICE OF THE DIRECTOR

June 30, 1921.

My dear Mr. President:

There is one more matter on which I should at least leave with you a record of the situation. For years there has been considerable interest among the Librarians of Chicago in the development of a Library School in the city. We all feel keenly the lack of a sufficient number of people properly trained for library service. I have several times given study to the matter, but have each time come up against some sort of a stone wall.

There has been a growing feeling among the Librarians that the school when established ought to be of high grade and thoroughly equipped, no mere unimportant annex to something else.

Recently the Chicago Library Club, of which most of the Librarians of the city are members, has appointed a committee consisting of Mr. Roden, of the Chicago Public Library, Mr. Koch of Northwestern University, and Mr. Hanson of our own University, to study the matter. Mr. Roden as Chairman of the Committee has been in correspondence with Mr. Williamson of the Carnegie Fund or Foundation. Mr. Williamson, I understand, has given special attention to library matters. He has visited

June 30, 1921

My dear Mr. President:

There is one more matter on which I should at

least leave with you a record of the situation for your

reference. There has been considerable interest among the librarians

of Chicago in the development of a library school in the

city. We all feel keenly the lack of a sufficient number

of people properly trained for library service. I have

several times given study to the matter, but have each time

come up against some sort of a stone wall.

There has been a growing feeling among the

librarians that the school when established ought to be of

high grade and thoroughly equipped, no more important annex

to something else.

Recently the Chicago Library Club, of which most

of the librarians of the city are members, has appointed a

committee consisting of Mr. Hobson, of the Chicago Public Library,

Mr. Koch, of Northwestern University, and Mr. Hanson, of our own

University, to study the matter. Mr. Hobson is Chairman of the

Committee and has been in correspondence with Mr. Williamson of the

Carnegie Fund or Foundation. Mr. Williamson, I understand, has

given special attention to library matters. He has visited

H.P.J. - 2.

Chicago, and, I am informed, seemed much impressed with the need of developing a Library School here.

The general sentiment of the Club and on Mr. Williamson's part, as I understand, seems to be favorable to the association of such a school with a University rather than its establishment as a separate institution. Mr. Roden apparently leans toward Northwestern, as of course Mr. Koch would. Mr. Hanson and I have taken no partisan attitude in the matter, and have made no particular effort to put forth the claims of the University of Chicago. I should like, however, to raise with you the question whether the University would look with favor upon the establishment of a Library School as a department of the University, if the means for its maintenance were furnished by the Carnegie Foundation.

My impression is that if the University became interested in it, it might be found best to locate the school downtown in connection with the University College rather than on the main quadrangles. For one thing, it would be quite impossible at present, until we get new buildings, to take care of it here, and for another, the practice work could perhaps be done quite as well in connection with the Public Library and John Crerar as at the University. The general educational courses, however, such as those in history, languages and literature, might,

Chicago, and, I am informed, seemed much impressed with the
need of developing a library school here.

The general sentiment of the Club and on Mr.

Williamson's part, as I understand, seems to be favorable to

the association of such a school with a University rather
than its establishment as a separate institution. Mr. Hobson

apparently leans toward Northwestern, as of course Mr. Koch

would. Mr. Hanson and I have taken no partisan attitude in

the matter, and have made no particular effort to put forth

the claims of the University of Chicago. I should like,

however, to raise with you the question whether the University

would look with favor upon the establishment of a library

School as a department of the University, if the means for its

maintenance were furnished by the Carnegie Foundation.

My impression is that if the University became

interested in it, it might be found best to locate the school

downtown in connection with the University College rather than

on the main quadrangles. For one thing, it would be quite

impossible at present, until we get new buildings, to take

care of it here, and for another, the practice work could perhaps

be done quite as well in connection with the Public Library and

John D. Warner as at the University. The general educational courses,

however, such as those in history, languages and literature, might

H.P.J. - 3.

however, be given at the University. All this is quite indefinite as yet, but I mention it because it is possible that the school could be established in rented quarters downtown without the necessity of providing additional space in our buildings on the quadrangles.

I am writing this letter, first, in order that I may, if practicable, get from you your general impression of the situation, and in order that if the matter comes up in my absence, you may have some information upon it in advance.

Very truly yours,

Ernest D. Burton

President Harry Pratt Judson,

The University of Chicago.

EDB-LN

H.P.L. - 3.

however, be given at the University. All this is quite indefinite
as yet, but I mention it because it is possible that the school
could be established in rented quarters downtown without the
necessity of providing additional space in our buildings on the
quadrangle.

I am writing this letter, first, in order that I
may, if practicable, get from you your general impression of the
situation, and in order that if the matter comes up in my absence,
you may have some information upon it in advance.

Very truly yours,

Ernest R. Underhill

President Harry Pratt Judson,

The University of Chicago.

HPS-LH

July 5, 1921

Dear Dr. Burton;

Yours of the 30th of June with regard to the Library Schools is received. I have never been very enthusiastic about that kind of organization. I can readily see how Northwestern might be anxious to get it. If one could be provided so that the present budget should incur no responsibility I should be interested in considering the matter.

Very truly yours,

Dr. Ernest D. Burton,
Faculty Exchange.

HPJ:JH

July 8, 1921

Dear Mr. Burton:

Yours of the 25th of June with regard to the
Library School is received. I have never been very
enthusiastic about that kind of organization. I can
readily see how Northwestern might be anxious to get
it. It would be provided so that the present budget
should have no responsibility I should be interested
in considering the matter.

Very truly yours,

Dr. Ernest D. Burton,
Faculty Exchange.

EPJ:JH

Feb. 28, 1923

Memorandum

On the Establishment of a School for Librarians
In the City of Chicago.

It is proposed to prepare a Memorial setting forth the needs of a school for the education of librarians, to be situated in the City of Chicago, and to submit the same to the Trustees of the Carnegie Corporation as the basis for a request for a grant in aid, or for the maintenance, of such a school.

As a condition precedent, it is proposed to secure for this project the approval of the authorities or representatives of all of the principal public and university libraries in Chicago and its immediate vicinity, and this Memorial will not be prepared and submitted unless or until such approval has been given.

It is proposed to recommend the establishment of the School for Librarians under the authority of the trustees of one of the universities in Chicago or its immediate vicinity, or under a separate directorate to be created by said trustees.

The purpose of such a school is not in any sense to be restricted to, or designed for, the uses of the libraries of Chicago alone; nor to supply librarians trained especially or exclusively for these libraries. On the contrary, the plan and purpose of such a school must be conceived upon very much broader lines, and must contemplate an organization capable of offering systematic and thorough instruction in two separate

Memorandum

On the Establishment of a School for Librarians
in the City of Chicago.

It is proposed to prepare a Memorial setting forth the needs of a school for the education of Librarians, to be situated in the City of Chicago, and to submit the same to the Trustees of the Carnegie Corporation as the basis for a request for a grant in aid, or for the maintenance, of such a school.

As a condition precedent, it is proposed to secure for this project the approval of the authorities or representatives of all of the principal public and university libraries in Chicago and its immediate vicinity, and this Memorial will not be prepared and submitted unless or until such approval has been given.

It is proposed to recommend the establishment of the School for Librarians under the authority of the Trustees of one of the universities in Chicago or its immediate vicinity, or under a separate disbursement to be created by said Trustees. The purpose of such a school is not in any sense to be restricted to, or designed for, the use of the libraries of Chicago alone; nor to supply Librarians trained especially or exclusively for these libraries. On the contrary, the plan and purpose of such a school must be conceived upon very much broader lines, and must contemplate an organization capable of offering systematic and thorough instruction in two separate

though related fields:

First, in the field of practical librarianship, comprising the several subjects commonly included in the curriculum of a modern library school.

Second, in the far more important field, for which no satisfactory provision has hitherto been made, of the cultural, literary, bibliographical and sociological aspects of librarianship as a learned profession built upon ideals and charged with responsibilities as definite and as vital in their implications as those of any other learned profession, and requiring similar academic preparation to ensure its highest development. It is obvious that, to fulfill these functions adequately, the School for Librarians must become an organic member of a university group, with the background, atmosphere, resources and equipment afforded by such affiliations. It is proposed, in this connection, to call attention to the generally recognized need for the extension of library training along lines that lead to the establishments of higher standards and a wider realization of the inter-relations of librarianship with the other learned professions, especially with that of Education. It is further proposed to point out the widespread influence that the establishment of courses of study and research along these lines, offered to librarians as well as to library students in the form of supplemental or graduate work, must inevitably have upon the whole structure and trend of modern library administration.

though related fields:

First, in the field of practical librarianship, comprising the several subjects commonly included in the curriculum of a modern library school.

Second, in the far more important field, for which no satisfactory provision has hitherto been made, of the cultural, literary, bibliographical and sociological aspects of librarianship as a learned profession built upon ideals and charged with responsibilities as definite and as vital in their implications as those of any other learned profession, and requiring similar academic preparation to ensure its highest development. It is obvious that, to fulfill these functions adequately, the School for Librarians must become an organic member of a university group, with the background, atmosphere, resources and equipment afforded by such affiliations. It is proposed, in this connection, to call attention to the generally recognized need for the extension of library training along lines that lead to the establishments of higher standards and a wider relation of the inter-relations of librarianship with the other learned professions, especially with that of Education. It is further proposed to point out the widespread influence that the establishment of courses of study and research along these lines, offered to librarians as well as to library students in the form of supplemental or graduate work, must inevitably have upon the whole structure and trend of modern library administration.

Attention will be called to the peculiar fitness of Chicago as the place for such a school, which would be unique in character, aims and organization. Exceptional wealth in the materials of research, as offered by three large and splendid public libraries, two university libraries, and a multitude of smaller specialized institutions; the presence of two great universities, one of which is about to establish a campus of professional schools in the heart of the city upon a scale of unprecedented completeness, and an extraordinary variety of public foundations and institutions for the promotion and cultivation of the arts and sciences combine with its commanding geographical and commercial position to make this city the logical and natural site for a school designed to afford proper facilities for the development and study of the principles composing a body of professional doctrine as a basis for the practice of librarianship upon a plane of professional dignity.

It will be submitted that, with the exception of the library schools on the Pacific Coast, whose appeal is of necessity purely local, there is no institution west of Chicago offering instruction, however elementary, in the processes of library management, and that the two schools nearest to Chicago are admittedly inadequate to supply the constant demand for trained library personnel in the Middle West. Moreover these two schools, in common with all other

Attention will be called to the peculiar fitness of Chicago as the place for such a school, which would be unique in character, aims and organization. Unquestioned wealth in the materials of research, as offered by three large and splendid public libraries, two university libraries, and a multitude of smaller specialized institutions; the presence of two great universities, one of which is about to establish a campus of professional schools in the heart of the city upon a scale of unprecedented completeness, and an extraordinary variety of public foundations and institutions for the promotion and cultivation of the arts and sciences combine with the commanding geographical and commercial position to make this city the logical and natural site for a school designed to afford proper facilities for the development and study of the principles comprising a body of professional doctrine as a basis for the practice of librarianship upon a plane of professional dignity.

It will be submitted that, with the exception of the library schools on the Pacific Coast, whose appeal is of necessity purely local, there is no institution west of Chicago offering instruction, however elementary, in the processes of library management, and that the two schools nearest to Chicago are abjectly inadequate to supply the constant demand for trained library personnel in the Middle West. Moreover these two schools, in common with all other

existing library training schools, have been impelled, by the very exigency of this demand, to place greatest emphasis upon purely technical processes in order to equip their graduates with a maximum of practical proficiency in a minimum period of time. The development of a library school curriculum upon broad lines of cultural and theoretical principles remains to be undertaken. The need for such a course has long been obvious and is daily growing more insistent. Granting the truth of this assertion and assuming the propriety and practical wisdom of making proper provisions for meeting that need, it is submitted that no other place offers so many advantages, so many favorable conditions and so strong a probability of success in the conduct of a School of Librarianship as outlined above, as are offered by the City of Chicago.

existing library training schools, have been impelled, by the very exigency of this demand, to place greatest emphasis upon purely technical processes in order to equip their graduates with a maximum of practical proficiency in a minimum period of time. The development of a library school curriculum upon broad lines of cultural and theoretical principles remains to be undertaken. The need for such a course has long been obvious and is daily growing more insistent. Granting the truth of this assertion and assuming the propriety and practical wisdom of making proper provisions for meeting that need, it is submitted that no other place offers so many advantages, so many favorable conditions and so strong a probability of success in the conduct of a School of Librarianship as outlined above, as are offered by the City of Chicago.

Li 3

The University of Chicago

The University Libraries

OFFICE OF THE ASSOCIATE DIRECTOR

December 13, 1923.

MEMORANDUM FOR DR. BURTON. IN RE: LIBRARY SCHOOL.

In case the Carnegie Corporation decides to assist in the financing of a library school in Chicago, and the University College is by that time in a position to offer accommodations for such a school, there will be certain relationships between the proposed school, the University proper and its Libraries, which it may be well to consider. Some of the points which occur to me are as follows:

1--The University of Chicago Libraries now contain nearly one million volumes and pamphlets, catalogued and classified according to the most advanced system now in use--that of the Library of Congress, an institution which is spending nearly one millions dollars a year on its Library. There is a complete and full Dictionary Catalogue, a systematic or Classed Catalogue, and a very extensive Depository ^{or} Union Catalogue, embracing all the cards printed by the Library of Congress and the John Crerar Library, and also a great many printed by Harvard College, the University of Michigan, the University of Illinois, the University of California and the British Museum. It has, in addition to these, special catalogues for a number of departments.

December 18, 1923.

OFFICE OF THE ASSOCIATE DIRECTOR

MEMORANDUM FOR DR. HURTON, IN RE: LIBRARY SCHOOL.

In case the Carnegie Corporation decides to assist in the financing of a library school in Chicago, and the University College is by that time in a position to offer accommodations for such a school, there will be certain relationships between the proposed school, the University proper and its libraries, which it may be well to consider. Some of the points which occur to me are as follows:

- 1--The University of Chicago libraries now contain nearly one million volumes and pamphlets, catalogued and classified according to the most advanced system now in use--that of the Library of Congress, an institution which is spending nearly one million dollars a year on its library. There is a complete and full Dictionary Catalogue, a systematic or Classed Catalogue, and a very extensive Depository Union Catalogue, embracing all the cards printed by the Library of Congress and the John Carter Library, and also a great many printed by Harvard College, the University of Michigan, the University of Illinois, the University of California and the British Museum. It has, in addition to these, special catalogues for a number of departments.

December 13, 1923.

2--It has a Bibliographical and Reference Section located in the main Reading Room, and in the Cataloguing and Acquisition Departments of Harper Library, which I have reason to believe is exceeded only by that of two or possibly three other libraries in America.

3--It has on its Staff a number of assistants of exceptionally thorough training and of unusual scholarly attainment, particularly in the Cataloguing and Classification Departments.

4--~~As regards the University Faculty, it is only necessary for me to call attention to the fact that it~~ includes, especially in the Historical Group, the Language and Literature Departments, and the Divinity School, men with more than ordinary experience in bibliography, paleography and related subjects.

5--The equipment and resources of the University along other lines more indirectly affecting a library school are, ^{also my pleasant} ~~no doubt, far in advance of other universities located in or near Chicago.~~

6--Assuming that the School decides to have its headquarters in the Loop district, near the three large libraries--the Public, the John Crerar and the Newberry--it is well to remember that transportation facilities between the University Campus and the Loop

2--It has a Bibliography and Reference Section located in the main Reading Room, and in the Catalogue and Reference Department of the Library, with 1 have reason to believe is extensive only by that of the or possibly three other libraries in America.

3--It has on the staff a number of assistants of an exceptionally thorough training and of unusual scholarly attainment, particularly in the Catalogue and Classification Department.

4--As regards the University Faculty, it is necessary for me to call attention to the fact that it includes, especially in the Education Group, the Law, Arts and Literature Departments, and the Divinity School, and with more than ordinary experience in bibliography, pedagogy and related subjects.

5--The equipment and resources of the University among other things have recently effected a library school are maintained for the purpose of other educational aims located in the Chicago.

6--According to the school building in the large buildings in the city of Chicago, near the large libraries--the Public, the Law School and the University--it is well to remember that transportation facilities between the University Campus and the city

December 13, 1923.

are good and constantly improving. The Illinois Central, Elevated and Surface Lines, and also various 'Bus Lines run near the University, one of the 'Bus Lines only half a square from Harper Library. The proposed Subway, when it becomes a reality, will, no doubt, run near the University Campus.

omit
The only other University in Chicago which can well be considered in this connection is Northwestern, which has only a small library, classified and catalogued on a system which, no doubt, will some day have to be changed. Its bibliographical collections are very limited. Its main Campus and Library are located more than twice as far from the center of the City as is the University of Chicago.

In case the School is located at the University College downtown, the bulk of the more technical instruction, so also the administration of the School will, undoubtedly, be carried on there. Much of the practice work, however, for advanced students would be transferred to the University proper, where the facilities referred to under 1-5 above, would constitute a great asset and furnish unusual advantages for the successful prosecution of such work.

Courses given on the Campus in Languages, Literatures, History, Philosophy, Economics, Sociology and many other subjects,

are good and constantly improving. The Illinois Con-
tral, Elvestad and Hartman lines, and also various
other lines run near the University, one of the
lines only half a square from Harbor Library. The
proposed line, when it becomes a reality, will be
to run near the University Center.
The only other University in Chicago which can well be
considered in this connection is Northwestern, which has only a
small library, classified and cataloged on a system which, no
doubt, will some day have to be changed. Its bibliographical col-
lection are very limited. Its main College and Library are lo-
cated some three miles or far from the center of the City as is the
University of Chicago.
In case the school is located at the University College
downtown, the bulk of the new technical instruction, as also the
administration of the school will, undoubtedly, be carried on
there. Much of the present work, however, for advanced students
would be transferred to the University proper, where the facilities
referred to under I-5 above, would constitute a great asset and
furnish unusual advantages for the successful prosecution of such
work.
Courses given on the College in Languages, Literature,
History, Philosophy, Economics, Sociology and many other subjects

December 13, 1923.

should be open to students of the Library School. Like the practice work, attendance on such courses would necessarily require their presence on the Campus. The same would hold true as regards the study of the History of Printing of MSS. and Paleography, a part of which would be conducted on the Campus, a part, perhaps, in the Newberry Library, which is specializing in early books and specimens of typography. The University of Chicago has already a good collection of MSS., to which important additions are constantly being made.

omit
At the present time, the lack of space for books and workers in the University Libraries constitutes a serious handicap. The situation with respect to space is not, however, quite as serious here as at Northwestern, and it is hoped that new construction during the next few years will tend to relieve the present congestion.

I enclose copies of certain tentative outlines, drawn up some years ago, in connection with our study of an evening library school at the University. Some of the information contained in these rough drafts may be of interest in connection with the new proposal.

J. C. M. Hanson

should be open to students of the Library School. Under the present
side work, attendance on such courses would necessarily require
their presence on the Campus. The same would hold true as re-
gards the study of the History of Printing of 1822 and 1823. In-
stead, a part of which could be conducted on the Campus, a part
perhaps in the Library School, which is especially in order
books and specimens of typography. The University of Chicago
has already a good collection of 1822, to which important addi-
tions are constantly being made.

At the present time, the lack of space for books and
workers in the University Library constitutes a serious handicap.
The University is fortunate in that it is not, however, hindered
as serious here as at Northwestern, and it is hoped that new
construction during the next few years will tend to relieve the
present congestion.

I enclose copies of certain tentative outlines drawn
up some years ago, in connection with our study of an evening
library school at the University. Some of the information con-
tained in these rough drafts may be of interest in connection
with the new proposal.

Yours very truly,
C. M. Hurd

File

MEMORANDUM IN REGARD TO A POSSIBLE LIBRARY SCHOOL IN CHICAGO

LI 3

I. Reasons for a school in Chicago.

1. Chicago as a business, transportation and educational centre is growing rapidly. The outlook for the future indicates a continuation if not an acceleration of that growth.
2. There is a large demand for trained library assistants in the many libraries in Chicago and in the middle west.
3. Chicago is a very important library center with all types of libraries from the great Chicago Public Library to the smaller city libraries of Evanston, Oak Park, Gary, etc., two great University libraries, two of the leading reference libraries of the country, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, several great bank libraries and many scores of special business libraries. This offers opportunity for specialization in many phases of library work.
4. Chicago is the headquarters of the American Library Association with its large reference collection in the Booklist Department, the opportunity of meeting and hearing eminent librarians who visit headquarters and the contacts of the mid-winter meetings of the Council and the various sectional meetings.
5. The Chicago Library Club with its membership of about five hundred includes many specialists and hence offers varied opportunities for professional acquaintance.

II. Type and Grade of the proposed school.

1. The opportunities briefly summarized above seem to warrant the establishment of a library school of the highest type, preferably a graduate school leading to graduate degrees. Since it is starting de novo it is in a position to take full advantage of the Williamson Report, the Report of the Temporary Library Training Board and any advice which the Board of Education for Librarianship is able to give.
2. The requirements for admission to such a graduate professional school should include a broad foundation of general knowledge. Experience in library work while not an entrance requirement, should nevertheless receive consideration in the selection of students for admission. Instead of prior library experience certain vocational training courses in library fundamentals might be given as extra courses without credit toward higher degrees as is now the practice in the Divinity School of the University of Chicago where in addition to the regular credit courses every student is required to do a certain amount of vocational work.
3. The curriculum of the school might very properly include, besides the professional courses designed to give every student a general knowledge of the various divisions of work in the library fields, also an opportunity for specialization in any one of these divisions. It should also include a large number of bibliographical courses similar to those now offered by the regular University faculty in many departments of the University.

MEMORANDUM IN REGARD TO A POSSIBLE LIBRARY SCHOOL IN CHICAGO

I. Reasons for a school in Chicago.

1. Chicago as a business, transportation and educational center is growing rapidly. The outlook for the future indicates a continuation of not an acceleration of that growth.
2. There is a large demand for trained library assistants in the many libraries in Chicago and in the middle west.
3. Chicago is a very important library center with all types of libraries from the great Chicago Public Library to the smaller city libraries of Evanston, Oak Park, Gary, etc., two great University Libraries, two of the leading reference libraries of the country, three main libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, several great bank libraries and many scores of special business libraries. This offers opportunity for specialization in many phases of library work.
4. Chicago is the headquarters of the American Library Association with its large reference collection in the Booklist Department, the opportunity of meeting and hearing eminent librarians who visit headquarters and the contacts of the mid-winter meetings of the Council and the various sectional meetings.
5. The Chicago Library Club with its membership of about five hundred includes many specialists and hence offers varied opportunities for professional acquaintance.

II. Type and Grade of the proposed school.

1. The opportunities briefly summarized above seem to warrant the establishment of a library school of the highest type, preferably a graduate school leading to graduate degrees. Since it is starting to move it is in a position to take full advantage of the Williamson Report, the Report of the Temporary Library Training Board and any advice which the Board of Education for Librarianship is able to give.
2. The requirements for admission to such a graduate professional school should include a broad foundation of general knowledge. Experience in library work while not an entrance requirement, should nevertheless receive consideration in the selection of students for admission. Instead of prior library experience certain vocational training courses as in library fundamentals might be given as extra courses without credit toward higher degrees as is now the practice in the Divinity School of the University of Chicago where in addition to the regular credit courses every student is required to do a certain amount of vocational work.
3. The curriculum of the school might very properly include, besides the professional courses designed to give every student a general knowledge of the various divisions of work in the library fields, also an opportunity for specialization in any one of these divisions. It should also include a large number of bibliographical courses similar to those now offered by the regular University faculty in many departments of the University.

4. Students who complete courses in this school should receive graduate degrees comparable to those awarded in other graduate schools of the University.

III. Advantages offered by the University of Chicago as a location for a graduate library school.

1. The University of Chicago has a number of strictly graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a graduate library school of the type briefly described above.
2. Such a school might be located either in the University College building downtown or on the main campus as seemed best. Probably its headquarters should be on the main campus either in the central library building or in an adjoining building with a work-room at the University College Building which would serve as headquarters for advanced students engaged in research work in libraries located in or near the business section.
3. The University of Chicago Library is the fourth largest university library in America. It has one of the best reference and bibliographical collections in the middle west.
4. The University of Chicago has several well developed lines of activity which are urgently needed in the library profession and which could be easily coordinated with a library school as they are now coordinated with our other professional schools.
 - (a) The four equal quarter system by which a student may enter the University at the beginning of any quarter and graduate at the end of any quarter or may complete the course in summer quarters only or in any series of twelve week leaves from the library in which he is employed.
 - (b) A well established Home Study Department through which correspondence courses may be given by members of the faculty.
 - (c) A long experience in the gathering of materials of instruction in new fields, moulding them into mimeographed sheets and finally into standard text books published by the University of Chicago Press.
 - (d) A School of Education of high rank, actively cooperating with the professional schools in the training of teachers.
5. The University of Chicago library system includes every grade of school library, an elementary school library, a high school library, several college libraries and several professional school libraries in addition to the general library.
6. The University of Chicago has two groups of well established clubs into which students would be welcomed.

4. Students who complete courses in this school should receive graduate degrees comparable to those awarded in other graduate schools of the University.

III. Advantages offered by the University of Chicago as a location for a graduate library school.

1. The University of Chicago has a number of strictly graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a graduate library school of the type briefly described above.
2. Such a school might be located either in the University College building downtown or on the main campus as seemed best. Probably its headquarters should be on the main campus either in the central library building or in an adjoining building with a work room at the University College Building which would serve as headquarters for advanced students engaged in research work in libraries located in or near the business section.
3. The University of Chicago Library is the fourth largest university library in America. It has one of the best reference and bibliographical collections in the middle west.
4. The University of Chicago has several well developed lines of activity which are urgently needed in the library profession and which could be easily coordinated with a library school as they are now coordinated with our other professional schools.
 - (a) The four equal quarter system by which a student may enter the University at the beginning of any quarter and graduate at the end of any quarter or may complete the course in summer quarters only or in any series of twelve week leaves from the library in which he is employed.
 - (b) A well established Home Study Department through which correspondence courses may be given by members of the faculty.
 - (c) A long experience in the gathering of materials of instruction in new fields, moulding them into mimeographed sheets and finally into standard text books published by the University of Chicago Press.
 - (d) A School of Education of high rank, actively cooperating with the professional schools in the training of teachers.
5. The University of Chicago library system includes every grade of school library, an elementary school library, a high school library, several college libraries and several professional school libraries in addition to the general library.
6. The University of Chicago has two groups of well established clubs into which students would be welcomed.

- (a) Graduate departmental clubs such as the Graduate History Club, the Graduate Classical Club, Kent Chemical Society, etc., etc., where problems in connection with advanced study in the various fields are discussed.
 - (b) Several Language Clubs, such as Der Deutsche Sprachverein, Le Cercle Francaise, El Circulo Espanol, etc., which offer lectures and opportunity for conversation in the various modern languages.
7. The University has many other advantages for a library school which are too obvious to need mention such as large numbers of special lectures by visiting scholars, good housing facilities, and large club houses and gymnasiums for both men and women students.

IV. Estimates of Costs.

The following figures are a summary of very detailed estimates made by Dean Filbey of the University College.

A. Administration and Instruction.

Salaries for Director, Vice-Director, one professor, one associate professor, one assistant professor, one secretary and general assistant, one assistant secretary and work room assistant, two stenographers	\$ 33,500
Probable return from student fees	6,000
Total expenditures to be covered by capital grant	27,500
50% allowance for growth of library school	13,750
Total future expenditure over and above income from student fees	41,250
Capital grant required for permanent support of Administration and Instruction based on a 5% return from investment	825,000

B. Space requirements for proposed school.

Workroom for advanced students. Individual desks for thirty students - 50 square feet per student -	1500 Sq. Ft.
Reading room for less advanced students and cooperating organizations	2000 " "
Technical Laboratory equipped with typewriters, multi-graph machines, book repair equipment, etc.	1350 " "
Stack space for library school reference collection	300 " "
Administration offices	975 " "

(a) Graduate departmental clubs such as the Graduate History Club, the Graduate Classical Club, Kent Chemical Society, etc., etc., where problems in connection with advanced study in the various fields are discussed.

(b) Several language clubs, such as Der Deutsche Sprachverein, Le Cercle Francaise, El Circulo Espanol, etc., which offer lectures and opportunity for conversation in the various modern languages.

7. The University has many other advantages for a library school which are too obvious to need mention such as large numbers of special lecturers by visiting scholars, good housing facilities, and large club houses and gymnasiums for both men and women students.

IV. Estimates of Costs.

The following figures are a summary of very detailed estimates made by Dean Wiley of the University College.

A. Administration and Instruction.

Salaries for Director, Vice-Director, one professor, one associate professor, one assistant professor, one secretary and general assistant, one assistant secretary and work room assistant, two stenographers \$ 33,500

Probable return from student fees 5,000

Total expenditures to be covered by capital grant 37,500

50% allowance for growth of library school 13,750

Total future expenditure over and above income from student fees 41,250

Capital grant required for permanent support of Administration and Instruction based on a 5% return from investment 825,000

B. Space requirements for proposed school.

Workroom for advanced students. Individual desks for thirty students - 50 square feet per student - 1500 sq. ft.

Reading room for less advanced students and cooperative organizations 3000 "

Technical laboratory equipped with typewriters, mimeograph machines, book repair equipment, etc. 1350 "

Stack space for library school reference collection 300 "

Administration offices 975 "

Two Class rooms	600 Sq. Ft.
Special collections	600 " "
Storage and supplies	<u>350 " "</u>
Total	7675 " "
C. Equipment	
Furniture for student workrooms	\$ 3,800
Furniture for general reading room	2,100
Furniture and equipment for technical laboratory	2,820
Book stacks	500
Office equipment for Director and staff	2,184
Classroom chairs, desks, etc.	<u>878</u>
Total	\$12,282
D. Summary of budget items for first year.	
Administration and instruction	\$27,500
Equipment	12,282
Supplies and miscellaneous expenses	<u>5,000</u>
Total	\$44,782
E. Summary of capital grants needed for the permanent establishment of the school.	
For administration and instruction	\$825,000
For publication, supplies and miscellaneous expense	<u>200,000</u>
Total	\$1,025,000

To this must of course be added a capital grant necessary to provide rent free space for the library school. Dean Filbey estimates that if this space is all to be provided in the University College Building downtown, a capital grant of \$633,185 will be needed for the school alone. If the American Library Association were to have quarters in connection with the school, a total grant of \$1,309,685 would be necessary to provide rent free space for both the school and the American Library Association. If the school is located on the main campus as it probably should be, the amount of this capital grant will be considerably reduced.

Two Class rooms	600 20. 75.
Special collections	600 "
Storage and supplies	350 "
Total	750 "

Furniture for student workrooms	2,800
Furniture for general reading room	2,100
Furniture and equipment for technical laboratory	2,850
Book stacks	500
Office equipment for Director and staff	2,184
Classroom chairs, desks, etc.	678
Total	\$12,382

Summary of budget items for first year.	
Administration and instruction	\$27,500
Equipment	12,382
Supplies and miscellaneous expenses	6,000
Total	\$45,882

Summary of capital grants needed for the permanent establishment of the school.	
For administration and instruction	\$625,000
For publication, supplies and miscellaneous expense	200,000
Total	\$1,025,000

To this must of course be added a capital grant necessary to provide rent free space for the library school. Dean Filby estimates that if this space is all to be provided in the University College Building downtown, a capital grant of \$625,182 will be needed for the school alone. If the American Library Association were to have quarters in connection with the school, a total grant of \$1,309,682 would be necessary to provide rent free space for both the school and the American Library Association. If the school is located on the main campus as it probably should be, the amount of this capital grant will be considerably reduced.

COMMISSIONERS
DIVIE B. DUFFIELD
DR. J. B. KENNEDY
CHARLES R. ROBERTSON
ALLAN CAMPBELL, EX-OFFICIO

OFFICERS
PAUL R. GRAY, PRESIDENT
JOHN A. RUSSELL, VICE-PRESIDENT
CLARENCE A. LIGHTNER, SECRETARY

Library School

THE PUBLIC LIBRARY
DETROIT, MICH.

ADAM STROHM, LIBRARIAN

7. 13
January 7, 1924

Mr. Ernest D. Burton,
President, University of Chicago,
Chicago, Illinois.

My dear President Burton:

The Board of Education for Librarianship is very deeply impressed with the recommendation expressed in many quarters that the advanced library school of graduate character should be identified with a university of high reputation. We have, however, not put the question to a vote. Mr. Keogh is charged with the responsibility of outlining such a graduate school and his conception will be available for examination before very long. *1-*

The Board plans to undertake its final inspection trip at the end of February and it will involve a trip to the Pacific Coast. I am hoping that it will afford us opportunity for discussion and final conclusions in regard to the very important point you present. The conclusions will take the form of an official report to the Executive Board of the American Library Association. ✓

I do not believe that I am warranted in making any statement of more positive nature at this date.

Recording our appreciation of the privilege extended to us of conferring with you last week, I remain

Very truly yours,

Adam Strohm

Chairman, Board of Education
for Librarianship

PAID BY GRAY BROTHERS
JOHN A. BARNETT, V.P. & TREASURER
CLARENCE A. LINDHOLM, SECRETARY

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-14-01 BY 60322 UCBAW

THE PUBLIC LIBRARY
DETROIT, MICH.

ADAM STROMM, LIBRARIAN

January 7, 1934

Mr. Ernest D. Burton,
President, University of Chicago,
Chicago, Illinois.
My dear President Burton:

The Board of Education for librarianship is very
deeply interested with the recommendation expressed in many
quarters that the advanced library school of graduate character
should be identified with a university of high reputation.
We have, however, not put the question to a vote. Mr. Keogh
is charged with the responsibility of outlining such a graduate
school and his conception will be available for examination
before very long.

The Board plans to undertake its final inspection
trip at the end of February and it will involve a trip to the
Pacific Coast. I am hoping that it will afford an opportunity
for discussion and final conclusions in regard to the very
important point you present. The conclusions will take the
form of an official report to the Executive Board of the American
Library Association.

I do not believe that I am warranted in making any
statement of more positive nature at this date.
Regarding our representation of the privilege extended
to us of conferring with you last week, I remain

Very truly yours,

Chairman, Board of Education
for Librarianship

January 22, 1925.

My dear Mr. Strohm:

This is to acknowledge with thanks your communication of January 7th. I shall await with interest Mr. Keogh's outline of his conception of a graduate library school and also the conclusions of the Board after its final inspection trip to the Pacific Coast.

Very truly yours,

Mr. Adam Strohm,
The Public Library,
Detroit, Mich.

Mr. Adam Stromm,
The Public Library,
Detroit, Mich.

Very truly yours,

inspection trip to the Pacific Coast.
conclusions of the Board after its final
graduate library school and also the
Keogh's outline of his conception of a
Yth. I shall await with interest Mr.
thanks your communication of January
This is to acknowledge with

My dear Mr. Stromm:

January 22, 1925.

252

The University of Chicago

The University Libraries

OFFICE OF THE ASSOCIATE DIRECTOR

January 19, 1924.

My dear Mr. President:

My familiarity with library schools is, as you know, very limited, and I had hoped to secure some more authoritative answers to the questions contained in yours of January 11th than I can put down from my own knowledge. Not having had time to consult with any of the heads of library schools, I beg to submit the following tentative answers:

1. The Grade of the School.

A purely graduate school would be very desirable. *It is* doubt^{ful}, however, whether it will be possible to begin on that basis. The demand of local and near-by public libraries is in part for assistants of a lower grade, who do not require university or college education, but must have considerable technical or professional training. In order to accommodate this demand, it would be safest to provide a junior or undergraduate department to which students with high school education, or its equivalent, might secure admission. The main courses, however, and the main function of the school should be to train graduate students.

2. Conditions of Admission.

It has been the aim of most library schools to secure as many students as possible with some previous library training. ~~I do not~~ *Probably no* believe that any school has so far been able to make such training a condition for admission. In the present case, it would also seem best, while urging prospective students to secure all the technical or professional

January 18, 1934

My dear Mr. President:

My familiarity with library schools is, as you know, very limited, and I had hoped to secure some more authoritative answers to the questions contained in yours of January 15th than I can put down from my own knowledge. Not having had time to consult with any of the heads of library schools, I beg to submit the following tentative answers:

1. The Grade of the School.

A purely graduate school would be very desirable. It is doubtful, however, whether it will be possible to begin on that basis. The demand of local and near-by public libraries is in part for assistants of a lower grade, who do not require university or college education, but must have considerable technical or professional training. In order to accommodate this demand, it would be safest to provide a junior or undergraduate department to which students with high school education, or its equivalent, might secure admission. The main courses, however, and the main function of the school should be to train graduate students.

2. Conditions of Admission.

It has been the aim of most library schools to secure as many students as possible with some previous library training. I do not believe that any school has so far been able to make such training a condition for admission. In the present case, it would also seem best, while urging prospective students to secure all the technical or professional

training possible before entering the school, not to make such training an absolute requirement.

3. Nature of the Curriculum.

Undergraduate for students of the junior or undergraduate section; graduate for the school proper, with some elective courses, particularly during the second year.

4. The bulk of the recitation periods in library science should be downtown, so also the preparation for these periods. It would also seem feasible to have lectures and courses in certain cultural subjects, especially for undergraduate students, given in the University College. On the other hand, graduate courses and seminars in paleography and manuscripts, bibliography, history of printing, languages, literatures, philosophy, and similar subjects, should be given largely at the University. Practice and field work in library science and bibliography would have to be divided between the University Libraries, the Public, the Newberry and the John Crerar libraries.

5. General Outline of the Curriculum.

In addition to the outline of courses in library science and bibliography appended to this memorandum, I would specify cultural courses as follows:

1. Paleography, Manuscripts, History of Printing.
2. Languages, Ancient and modern.
3. Literature.
4. Philosophy.
5. History and Political Science.
6. Economics and Sociology.
7. Education.
8. Science and Medicine.

training possible before entering the school, not to make such training an absolute requirement.

3. Nature of the Curriculum.

Undergraduate for students of the Junior or undergraduate section; graduate for the school proper, with some elective courses, particularly during the second year.

4. The bulk of the instruction should be in library science and should be downtown, so also the preparation for these periods. It would also seem feasible to have lectures and courses in certain cultural subjects, especially for undergraduate students, given in the University College. On the other hand, graduate courses and seminars in paleography and manuscripts, bibliography, history of printing, languages, literatures, philosophy, and similar subjects, should be given largely at the University. Practice and field work in library science and bibliography would have to be divided between the University libraries, the Public, the Newberry and the John Carter libraries.

5. General Outline of the Curriculum.

In addition to the outline of courses in library science and bibliography appended to this memorandum, I would specify cultural

courses as follows:

1. Paleography, Manuscripts, History of Printing.
2. Languages, Ancient and Modern.
3. Literature.
4. Philosophy.
5. History and Political Science.
6. Economics and Sociology.
7. Education.
8. Science and Medicine.

6. Probable Number of Courses per Day Downtown.

Probably
~~I should estimate two recitation periods per day, but~~
A study room would also be necessary
~~would provide also a place for preparation. It is estimated that a student~~
~~requires approximately two hours to prepare for one class or recitation.~~

7. Work at the University.

Additional space for practice work will have to be provided. As a safe minimum, ~~I would say~~ 50 square feet per student. To begin with, new lecture courses should be added only as the development and requirements of the library school showed the need for such courses.

8. Additional Staff Needed.

For the library school, a Director, Vice-Director, Secretary, and three full time instructors would be a minimum estimate. Part time instructors, paid by the hour or recitation, may be secured from local libraries. Occasional lectures by librarians from out of town libraries should be provided for in the budget. New instructors in courses not strictly dealing with library science to be added only as the need arises.

9. Tuition.

~~Not less than \$100.00 a year.~~

At regular Univ. rate.

10. Number of Students.

Estimate between 30 and 40 for the first year.

11. Use of Library Courses by Students in the University.

There has been considerable demand for library courses on the part of teachers in attendance during the Summer Quarter, also in other quarters by students who are preparing to teach in high schools and

6. Probable Number of Courses per Day

I should estimate two recitation periods per day, but would provide also a place for preparation. It is estimated that a student requires approximately two hours to prepare for one class or recitation.

7. Work at the University

Additional space for practice work will have to be provided. As a safe minimum, I would say 20 square feet per student. To begin with, new lecture courses should be added only as the development and requirements of the library school showed the need for such courses.

8. Additional Staff Needed

For the library school, a Director, Vice-Director, Secretary, and three full time instructors would be a minimum estimate. Part time instructors, paid by the hour or recitation, may be secured from local libraries. Occasional lectures by librarians from out of town libraries should be provided for in the budget. Now instructors in courses not strictly dealing with library science to be added only as the need arises.

9. Tuition

Not less than \$100.00 a year.

10. Number of Students

Estimate between 30 and 40 for the first year.

11. Use of Library Courses by Students in the University

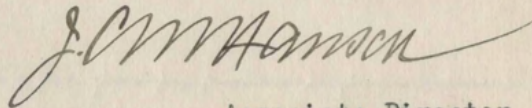
There has been considerable demand for library courses on the part of teachers in attendance during the summer quarter, also in other quarters by students who are preparing to teach in high schools and

E.D.B. - 4.

normal schools. Occasionally teachers from schools in Chicago and vicinity make inquiry about library courses.

Regretting my inability in the short time at my disposal to give a fuller or more authoritative answer to your questions, I am

Yours very sincerely,

A handwritten signature in cursive script, appearing to read "J. C. Mahan".

Associate Director

President Ernest D. Burton,
The University of Chicago.

JCMH-N

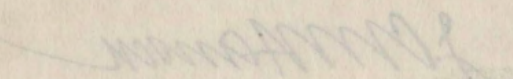
normal schools. Occasionally teachers from schools in Chicago and vicinity

make inquiry about library courses.

Regretting my inability in the short time at my disposal to give

a fuller or more authoritative answer to your questions, I am

Yours very sincerely,



Associate Director

President Ernest D. Burton,

The University of Chicago.

10M-11

Li 3

A Tentative Plan for an
Evening School of Library Science in Chicago.

JAN 23 1924

I. TIME.

Let instruction be given in the evening, from 7:30 to 9:30, five days in the week.

II. LOCATION.

Let the instruction be given in the rooms on the second floor of the Harper Memorial Library of the University of Chicago, using, if necessary, for lectures a class room on the first floor. Table work could be done in rooms M.28 and E.20.

III. INSTRUCTION

Employ as instructors men or women selected from the staff of the libraries of the city. Find one competent person who will take undertake general supervision and management of details.

IV. FINANCIAL RESPONSIBILITY.

Ask the University to include the courses in the curriculum of the University College, assuming financial responsibility, including the provision of rooms and collecting of tuition in accordance with the regular rules of the College. This would be \$13.33 per major course.

V. CURRICULUM

Let the instruction be organized in the three or four "major" courses. An ordinary University major consists of 45 - 60 hours of classroom work and, theoretically at least, 90 - 120 hours of preparation. It is proposed that each of the "Library" majors shall include 60 hours of lectures and classroom practice and 120 hours of outside study or practice

A Tentative Plan for an
Evening School of Library Science in Chicago.

JAN 23 1924

I. TIME.

Let instruction be given in the evening, from 7:30 to

9:30, five days in the week.

II. LOCATION.

Let the instruction be given in the rooms on the second floor

of the Harper Memorial Library of the University of Chicago, using, if

necessary, for lectures a class room on the first floor. Table work

could be done in rooms M.28 and E.20.

III. INSTRUCTION.

Employ as instructors men or women selected from the staff of the

libraries of the city. Find one competent person who will take undertake

general supervision and management of details.

IV. FINANCIAL RESPONSIBILITY.

Ask the University to include the courses in the curriculum of

the University College, assuming financial responsibility, including the

provision of room and collecting of tuition in accordance with the regular

rules of the College. This would be \$13.33 per major course.

V. CURRICULUM.

Let the instruction be organized in the three or four "major"

courses. An ordinary University major consists of 45 - 60 hours of class-

room work and, theoretically at least, 90 - 120 hours of preparation. If

is proposed that each of the "library" majors shall include 60 hours of

lectures and classroom practice and 120 hours of outside study or practice

work.

Course I. Bibliography, Reference work, Book selection:

General bibliography

National and subject bibliography

Trade bibliography

Other reference books, e.g. Encyclopedias,

yearbooks, etc.

Reference work

Selection of books

Government documents

a) Students in the colleges of the University who are looking
Periodicals.

Course 2. Cataloguing, classification, indexing.

Cataloguing

b) Students in the College of Education, who, expecting to be
Classification

teachers, wish this amount of instruction in Library Science in order to
Indexing.

Course 3. Administration, purchasing, etc:

c) Graduates of the University of Chicago who, looking forward
Ordering

to library work, wish to give a graduate year to special preparation and
Accessioning

to include these courses in such preparation. Such students could obtain
Book buying

a Master's degree if their courses were properly organized.
Book binding and repair work

d) Members of the staff of any of the libraries of the cities who
Visits and inspection of local libraries

are able to fulfill the conditions of admission to the University and whose
Study of library reports and history

duties in their libraries do not exclude the possibility of their giving
Children's libraries

practically all of their time to the prosecution of the courses
Study of buildings

Plans and equipment

The assigned practice work might be done in any of the libraries
Printing, proofreading

of the city, as agreed upon. In the case of students in Class
Typewriting

Course I. Bibliography, Reference work, Book selection:

General bibliography

National and subject bibliography

Trade bibliography

Other reference books, e.g. Encyclopedias,

yearbooks, etc.

Reference work

Selection of books

Government documents

Periodicals

Course 2. Cataloguing, classification, indexing.

Cataloguing

Classification

Indexing

Course 3. Administration, purchasing, etc:

Ordering

Accessioning

Book buying

Book binding and repair work

Visits and inspection of local libraries

Study of library reports and history

Children's libraries

Study of buildings

Plans and equipment

Printing, proofreading

Typewriting

Delivery Desk

Loan work

Charging systems

Fines

Branch Libraries

School Libraries

VI. CONDITIONS OF ADMISSION

Students should be admitted to the school on the same conditions as those specified for the University College (see Annual Register of the University of Chicago, pp. 339, 93 and 109). This would open the courses to the following classes of students:

- a) Students in the colleges of the University who are looking forward to library work and wish to include this amount of instruction in Library Science in their undergraduate course.
- b) Students in the College of Education, who, expecting to be teachers, wish this amount of instruction in Library Science in order to prepare them to conduct the libraries of the schools in which they teach.
- c) Graduates of the University of Chicago who, looking forward to library work, wish to give a graduate year to special preparation and to include these courses in such preparation. Such students could obtain a Master's degree if their courses were properly organized.
- d) Members of the staff of any of the libraries of the cities who are able to fulfill the conditions of admission to the University and whose duties in their libraries do not exclude the possibility of their giving practically one-third of their time to the prosecution of the courses above outlined.

The assigned practice work might be done in any of the libraries of the city, as may be agreed upon. In the case of students in Class

Delivery Desk
Loan work
Charging systems
Fines
Branch libraries
School libraries

VI. CONDITIONS OF ADMISSION

Students should be admitted to the school on the same conditions as those specified for the University College (see Annual Register of the University of Chicago, pp. 338, 93 and 109). This would open the courses

to the following classes of students:

a) Students in the colleges of the University who are looking forward to library work and wish to include this amount of instruction in library science in their undergraduate course.

b) Students in the College of Education, who expect to be teachers, wish this amount of instruction in library science in order to prepare them to conduct the libraries of the schools in which they teach.

c) Graduates of the University of Chicago who, looking forward to library work, wish to give a graduate year to special preparation and to include these courses in such preparation. Such students could obtain a Master's degree if their courses were properly organized.

d) Members of the staff of any of the libraries of the cities who are able to fulfill the conditions of admission to the University and whose duties in their libraries do not exclude the possibility of their giving practically one-third of their time to the prosecution of the courses above outlined.

The assigned practice work might be done in any of the libraries of the city, as may be agreed upon. In the case of students in Class

(d), it would of course be done in the library in which they were employed.

VII. CREDIT.

Credit would be given for the courses according to the regular rules of the University College.

EDB-K

of the city, as may be agreed upon. In the case of students in classes

The required practice work might be done in any of the libraries

practically one-third of their time to the presentation of the courses

entire in their libraries do not exclude the possibility of their giving

are able to fulfill the conditions of admission to the University and whose

(d) members of the staff of any of the libraries of the cities who

a master's degree if their courses were properly organized.

to include those courses in such preparation. Such students could obtain

to library work, which to give a graduate year to special preparation and

(c) Graduates of the University of Chicago who, looking forward

teachers, with this amount of instruction in library science in order to

(b) Students in the College of Education, who, expecting to be

in library science in their undergraduate course.

to the following classes of students:

University of Chicago, pp. 118, 119 and 120. This would open the courses

as those specified for the University of Chicago (see Annual Register of the

Students should be admitted to the school on the same conditions

VI. REQUIREMENTS OF ADMISSION

rules of the University College.

Credit would be given for the courses according to the regular

VII. CREDIT.

General bibliography

Branch libraries

National and subject bibliography

School libraries

Library science

Other reference books, e.g. Encyclopaedia

employed. I. Library, Reference work, Book selection

(d), it would of course be done in the library in which they were

Delivery Desk

Library Sch.

JAN 23 1924

Li 3

X

<u>Course</u>	<u>Subject</u>	<u>Hours</u>	<u>Instructor</u>
I.	Bibliography (to include in part reference books)		
	a) General and national.		
	b) Trade.		
	c) Subject.		
	1) History and Social Sciences.		
	2) Philology and Literature.		
	3) Philosophy and Education.		
	4) Art, including Music.		
	5) Religion. Theology.		
	6) Science. Technology. Medicine.		
	d) Book selection.		
II.	Reference Books.		
	a) General encyclopedias, year books, indexes, periodicals.		
	b) Biography, general and national.		
	c) Special subjects (May be combined with I.(c).)		
	d) Government documents.		
III.	Technical.		
	a) Cataloguing.		
	1) Author.		
	2) Subject.		
	b) Classification.		
	1) Decimal.		
	2) Library of Congress and others.		
	c) Indexing.		
	d) Bookbinding and repair work.		
	e) Printing, multigraphing, typewriting, proofreading.		
	f) Loan work, delivery, charging.		

JAN 23 1924

Instructor

Hours

Subject

Course

I. Bibliography (to include in part reference books)

a) General and national.

b) Trade.

c) Subject.

- 1) History and Social Sciences.
- 2) Philology and Literature.
- 3) Philology and Linguistics.
- 4) Art, including Music.
- 5) Religion, Theology.
- 6) Science, Technology, Medicine.

d) Book selection.

II. Reference Books.

a) General encyclopedias, year books, indexes, periodicals.

b) Biography, general and national.

c) Special subjects (May be combined with I.(c).)

d) Government documents.

III. Technical.

- a) Cataloging.
 - 1) Author.
 - 2) Subject.

b) Classification.

- 1) Decimal.
- 2) Library of Congress and others.

c) Indexing.

d) Bookbinding and repair work.

e) Printing, multigraphing, typewriting, proofreading.

f) Loan work, delivery, charging.

<u>Course</u>	<u>Subject</u>	<u>Hours</u>	<u>Instructor</u>
IV.	Administrative.		

- a) History of libraries, library reports.
- b) Library architecture, plans and equipment.
- c) Ordering, purchasing, gifts and exchanges.
- d) Library visits and inspection.
- e) Children's libraries.
- f) Branches. School libraries.

Alternative Plan.

Combine Courses I and II, making three main courses instead of four.

Course Subject Hours Instructor

IV. Administrative.

- a) History of libraries, library reports.
- b) Library architecture, plans and equipment.
- c) Ordering, purchasing, gifts and exchanges.
- d) Library visits and inspection.
- e) Children's libraries.
- f) Branches. School libraries.

Alternative Plan.

Combine Courses I and II, making three main courses instead of four.

Feb. 1924

A Tentative Plan for a Library School
in connection with University College
of the University of Chicago.

I. General Plan

1. The Grade of the School.

A purely graduate school would be very desirable. It is doubtful, however, whether it will be possible to begin on that basis. The demand of local and nearby public libraries is in part for assistants of a lower grade, who do not require university or college education, but must have considerable technical or professional training. In order to accommodate this demand, it would be safest to provide a junior or undergraduate department to which students with high school education, or its equivalent, might secure admission. The main courses, however, and the main function of the school should be to train graduate students.

2. Conditions of Admission.

It has been the aim of most library schools to secure as many students as possible with some previous library training. Probably no school has so far been able to make such training a condition for admission. In the present case, it would also seem best, while urging prospective students to secure all the technical or professional training possible before entering the school, not to make such training an absolute requirement.

3. Nature of the Curriculum.

Undergraduate for students of the junior or undergraduate section; Graduate for the school proper, with some elective courses, particularly during the second year.

4. The bulk of the recitation periods in library science should be downtown, so also the preparation for these periods. It would also seem feasible to have lectures and courses in certain cultural subjects, especially for undergraduate students, given in the University College. On the other hand, graduate courses and seminars in paleography and manuscripts, bibliography, history of printing, languages, literatures, philosophy, and similar subjects, should be given largely at the University.

A Tentative Plan for a Library School
in connection with University College
of the University of Chicago.

I. General Plan

1. The Grade of the School.

A purely graduate school would be very desirable. It is doubtful, however, whether it will be possible to begin on that basis. The demand of local and nearby public libraries is in part for assistants of a lower grade, who do not require university or college education, but must have considerable technical or professional training. In order to accommodate this demand, it would be safest to provide a junior or undergraduate department to which students with high school education, or its equivalent, might secure admission. The main courses, however, and the main function of the school should be to train graduate students.

2. Conditions of Admission.

It has been the aim of most library schools to secure as many students as possible with some previous library training. Probably no school has so far been able to make such training a condition for admission. In the present case, it would also seem best, while urging prospective students to secure all the technical or professional training possible before entering the school, not to make such training an absolute requirement.

3. Nature of the Curriculum.

Undergraduate for students of the junior or undergraduate section; Graduate for the school proper, with some elective courses, particularly during the second year.

4. The bulk of the recitation periods in library science should be downtown, so also the preparation for these periods. It would also seem feasible to have lectures and courses in certain cultural subjects, especially for undergraduate students, given in the University College. On the other hand, graduate courses and seminars in paleography and manuscripts, bibliography, history of printing, languages, literatures, philosophy, and similar subjects, should be given largely at the University.

Practice and field work in library science and bibliography would have to be divided between the University Libraries, the Public, the Newberry and the John Crerar libraries.

5. General Outline of the Curriculum.

A. Cultural Courses.

1. Paleography, Manuscripts, History of Printing.
2. Languages, Ancient and Modern.
3. Literature.
4. Philosophy
5. History and Political Science.
6. Economics and Sociology.
7. Education.
8. Science and Medicine.

B. Technical Courses.

1. Cataloguing.
 - a) Author
 - b) Subject
2. Classification.
 - a) Decimal
 - b) Library of Congress and others.
3. Indexing.
4. Bookbinding and repair work.
5. Printing, multigraphing, typewriting, proofreading.
6. Loan work, delivery, charging.

C. Administrative Courses.

1. History of libraries, library reports.
2. Library architecture, plans and equipment.
3. Ordering, purchasing, gifts, and exchange.
4. Library visits and inspection.
5. Children's Libraries.
6. Branches, School libraries.

6. Probable Number of Courses per Day Downtown.

Probably two recitation periods per day. A study room would also be necessary.

7. Work at the University.

Additional space for practice work will have to be provided as a safe minimum, 50 square feet per student. To begin with, new lecture courses should be added only as the development and requirements of the library school showed the need for such courses.

Practice and field work in library science and bibliography would have to be divided between the University Libraries, the Public, the Newberry and the John Crerar Libraries.

5. General Outline of the Curriculum.

A. Cultural Courses.

1. Paleography, Manuscripts, History of Printing.
2. Languages, Ancient and Modern.
3. Literature.
4. Philosophy.
5. History and Political Science.
6. Economics and Sociology.
7. Education.
8. Science and Medicine.

B. Technical Courses.

1. Cataloguing.
 - a) Author
 - b) Subject
2. Classification.
 - a) Decimal
 - b) Library of Congress and others.
3. Indexing.
4. Bookbinding and repair work.
5. Printing, multigraphing, typewriting, proofreading.
6. Loan work, delivery, charging.

C. Administrative Courses.

1. History of libraries, library reports.
2. Library architecture, plans and equipment.
3. Ordering, purchasing, gifts, and exchange.
4. Library visits and inspection.
5. Children's libraries.
6. Branches, School libraries.

6. Probable Number of Courses per Day Downtown.

Probably two recitation periods per day. A study room would

also be necessary.

7. Work at the University.

Additional space for practice work will have to be provided as a safe minimum, 50 square feet per student. To begin with, new lecture courses should be added only as the development and requirements of the library school showed the need for such courses.

8. Additional Staff Needed.

For the library school, a Director, Vice-Director, Secretary, and three full time instructors would be a minimum estimate. Part time instructors, paid by the hour or recitation, may be secured from local libraries. Occasional lectures by librarians from out of town libraries should be provided for in the budget. New instructors in courses not strictly dealing with library science to be added only as the need arises.

9. Tuition.

At regular University rates.

10. Number of Students.

Estimate between 30 and 40 for the first year.

11. Use of Library Courses by Students in the University.

There has been considerable demand for library courses on the part of teachers in attendance during the Summer Quarter, also in other quarters by students who are preparing to teach in high schools and normal schools. Occasionally teachers from schools in Chicago and vicinity make inquiry about library courses.

II. Facilities which the University of Chicago could furnish.

1. The University of Chicago Libraries now contain nearly one million volumes and pamphlets, catalogued and classified according to the most advanced system now in use - that of the Library of Congress, an institution which is spending nearly one million dollars a year on its Library. There is a complete and full Dictionary Catalogue, a systematic or Classed Catalogue, and a very extensive Depository or Union Catalogue, embracing all the cards printed by the Library of Congress and the Hohn Crerar Library, and also a great many printed by Harvard College, the University of Michigan, the University of Illinois, the University of California and the British Museum. It has, in addition to these special catalogues for a number of departments.

2. It has a Bibliographical and Reference Section located in the main Reading Room, and in the Cataloguing and Acquisition Departments of Harper Library, Which is probably exceeded by that of only two or possibly three other libraries in America.

8. Additional Staff Needed.

For the library school, a Director, Vice-Director, Secretary, and three full time instructors would be minimum estimate. Part time instructors, paid by the hour or recitation, may be secured from local libraries. Occasional lectures by librarians from out of town libraries should be provided for in the budget. New instructors in courses not strictly dealing with library science to be added only as the need arises.

9. Tuition.

At regular University rates.

10. Number of Students.

Estimate between 30 and 40 for the first year.

11. Use of Library Courses by Students in the University.

There has been considerable demand for library courses on the part of teachers in attendance during the Summer Quarter, also in other quarters by students who are preparing to teach in high schools and normal schools. Occasionally teachers from schools in Chicago and vicinity make inquiry about library courses.

12. Facilities which the University of Chicago could furnish.

1. The University of Chicago Libraries now contain nearly one million volumes and pamphlets, catalogued and classified according to the most advanced system now in use - that of the Library of Congress, an institution which is spending nearly one million dollars a year on its library. There is a complete and full Dictionary Catalogue, a systematic or Classed Catalogue, and a very extensive Depository or Union Catalogue, embracing all the cards printed by the Library of Congress and the John Greer Library, and also a great many printed by Harvard College, the University of Michigan, the University of Illinois, the University of California and the British Museum. It has, in addition to these special catalogues for a number of departments.

2. It has a Bibliographical and Reference Section located in the main Reading Room, and in the Cataloguing and Acquisition Departments of Harper Library, which is probably exceeded by that of only two or possibly three other libraries in Amer-

3. It has on its Staff a number of assistants of exceptionally thorough training and of unusual scholarly attainment, particularly in the Cataloguing and Classification Departments.

4. The University Faculty includes, especially in the Historical Group, the Language and Literature Departments, and the Divinity School, men with more than ordinary experience in bibliography, paleography and related subjects.

5. The equipment and resources of the University along other lines more indirectly affecting a library school are also very extensive.

6. Assuming that the School decides to have its headquarters in the Loop district, near the three large libraries - the Public, the John Crerar and the Newberry - it is well to remember that transportation facilities between the University Campus and the Loop are good and constantly improving. The Illinois Central, Elevated, and Surface Lines, and also various 'Bus Lines run near the University, one of the 'Bus Lines only half a square from Harper Library. The proposed Subway, when it becomes a reality, will, no doubt, run near the University Campus.

In case the school is located at the University College downtown, the bulk of the more technical instruction, so also the administration of the School will, undoubtedly, be carried on there. Much of the practice work, however, for advanced students would be transferred to the University proper, where the facilities referred to under 1 - 5 above, would constitute a great asset and furnish unusual advantages for the successful prosecution of such work.

Courses given on the Campus in Languages, Literatures, History, Philosophy, Economics, Sociology, and many other subjects, should be open to students of the Library School. Like the Practice work, attendance on such courses would necessarily require their presence on the Campus. The same would ~~XX~~ hold true as regards the

3. It has on its Staff a number of assistants of exceptionally thorough training and of unusual scholarly attainment, particularly in the Cataloguing and Classification Departments.
4. The University Faculty includes, especially in the Historical Group, the Language and Literature Departments, and the Divinity School, men with more than ordinary experience in bibliography, paleography and related subjects.
5. The equipment and resources of the University along other lines more indirectly affecting a library school are also very extensive.
6. Assuming that the School decides to have its headquarters in the Loop district, near the three large libraries - the Public, the John Crerar and the Newberry - it is well to remember that transportation facilities between the University Campus and the Loop are good and constantly improving. The Illinois Central, Elevated, and Surface Lines, and also various Bus Lines run near the University, one of the Bus Lines only half a square from Harper Library. The proposed Subway, when it becomes a reality, will, no doubt, run near the University Campus.
- In case the school is located at the University College downtown, the bulk of the more technical instruction, as also the administration of the School will, undoubtedly, be carried on there. Much of the practice work, however, for advanced students would be transferred to the University proper, where the facilities referred to under 1 - 5 above, would constitute a great asset and furnish unusual advantages for the successful prosecution of such work.
- Courses given on the Campus in Languages, Literatures, History, Philosophy, Economics, Sociology, and many other subjects, should be open to students of the Library School. Like the practice work, attendance on such courses would necessarily reduce their presence on the Campus. The same would hold true as regards the

study of the History of Printing, of MSS. and Paleography, a part of which would be conducted on the Campus, a part, perhaps, in the Newberry Library, which is specializing in early books and specimens of typography. The University of Chicago has already a good collection of MSS., to which important additions are constantly being made.

February 16, 1924.

Southern Pines, N. C.

study of the History of Printing, of MSS. and Palaeography, a part of which would be conducted on the Campus, a part, perhaps, in the Newberry Library, which is specializing in early books and specimens of typography. The University of Chicago has already a good collection of MSS., to which important additions are constantly being made.

February 16, 1924.
Southern Pines, N. C.