

July 14, 1924

President Ernest D. Burton,
Faculty Exchange.

My dear President Burton:

Attached are memoranda bearing upon initial expenditures and capital funds necessary for the proposed Library School. It was assumed that the administrative office and limited classroom and other space for student use would be located downtown in connection with University College. It was further assumed that the present building program of the University would provide adequate administrative and instructional space to meet Library School needs at the University without rental payment and without an additional capital grant for the school.

Memorandum A is based on the assumption that adequate salaries must be provided if the necessary leadership is to be secured and retained for administration, research and instruction. This is highly important if any large fraction of the work is to be conducted on the graduate level.

This need for leadership and the corresponding need for uninterrupted service led to the recommendation of salaries for staff members well in advance of the salaries paid for service in university libraries. It is expected that the salaries suggested will attract professional service of a high order.

Memorandum B is based on data found in the Library School Correspondence, supplemented by limited information gathered from members of the University Library staff. This information was further supplemented by the report of the "Commission on the Future of the University Libraries".

It is expected that a large fraction of the total class work will be conducted in space provided by University College or by the University proper.

The space requirements for the American Library Association have been determined through a canvas of recent reports including staff membership and actual rentals paid for space now occupied in the Crerar Public Library Building. Rent-free space now occupied at the Chicago Public Library has been approximated.

Memorandum C draws attention to current and capital costs necessary to provide rent-free space for Library School activities proposed for the downtown district in Chicago.

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University of Chicago.

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Attached are memoranda bearing upon initial expenditures and capital funds necessary for the proposed library school. It was assumed that the administrative offices and limited classroom and other space for student use would be located downtown in connection with University College. It was further assumed that the present building program of the University would provide adequate administrative and instructional space to meet library school needs at the University without rental payment and without an additional capital grant for the school.

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Memorandum B is based on data found in the library school correspondence, supplemented by limited information gathered from members of the University library staff. This information was further supplemented by the report of the "Commission on the Future of the University Libraries".

It is expected that a large fraction of the total class work will be conducted in space provided by University College as by the University proper.

The space requirements for the American Library Association have been estimated through a survey of recent reports including staff membership and actual rentals paid for space now occupied in the Greater Public Library Building. Rent-free space now occupied at the Chicago Public Library has been approximated.

Memorandum C draws attention to current and capital costs necessary to provide rent-free space for library school activities proposed for the downtown district in Chicago.

President Burton

The current and capital costs necessary for support on a rental basis have been based on actual current rental charges for space in the Lakeview Building, 12th floor.

The capital cost of rent-free space on the basis of participation in the funding of a downtown building for The University of Chicago has been determined by computing the total cost of land, construction and operation for an economical unit, 80 ft. by 160 ft. by 14 stories with basement.

Memorandum D shows in detail the costs connected with a proposed downtown building for the University of Chicago. It is estimated that University College, the Library School, and the University departments would almost immediately require half of the space provided in such a building. Income for the remaining space would materially reduce the total capital fund necessary for tax-and-rent-free support of the building for educational purposes.

Rentals have been listed on a conservative basis, considering the type of construction provided in the estimates covering building costs, operating and maintenance.

The University of Chicago Business Office provided the information upon which this memorandum is based.

Memorandum E shows equipment needed for specialized administrative and instructional purposes in the Library School.

The "Technical Laboratory" is suggested as a convenient arrangement for all machines and mechanical appliances needed for training purposes in the school. This would be as a matter of fact, a workroom as well as a laboratory for formal instruction.

All estimates for equipment have been based as nearly as possible upon actual current costs for the type of equipment desired.

Memorandum F shows in summary form the total expenditures necessary for support of the Library School on the basis of current deficit payment and Memorandum G shows the Capital Fund necessary for permanent support.

I very much regret that the time limitations have not permitted a more complete analysis of the budget requirements of the proposed Library School. It is more than probable that some essential items have been overlooked, but I am sure they will be included when Mr. Hansen and Mr. Henry check this tentative report.

Very sincerely yours,

EF:EA

(SIGNED) Emory Filbey

President Burton

The current and capital costs necessary for support on a rental basis have been based on actual current rental charges for space in the Industrial Building, 12th floor.

The capital cost of rent-free space on the basis of partial position in the building of a downtown building for the University of Chicago has been determined by computing the total cost of land, construction and operation for an equivalent unit, 80 sq. ft. by 140 ft. by 14 ft. net clear height.

Memorandum 2 shows in detail the costs connected with a proposed downtown building for the University of Chicago. It is estimated that University College, the library school, and the University department would almost immediately require half of the space provided in such a building. Income for the remaining space would naturally reduce the total capital fund necessary for two-and-a-half-story support of the building for educational purposes.

Estimates have been listed on a conservative basis, considering the type of construction provided in the existing covering building costs, operating and maintenance.

The University of Chicago Business Office provided the information upon which this memorandum is based.

Memorandum 3 shows equipment needed for specialized administrative and instructional purposes in the library school.

The "Technical Laboratory" is suggested as a convenient arrangement for all machines and mechanical appliances needed for training purposes in the school. This would be on a matter of fact, a workshop as well as a laboratory for formal instruction.

All estimates for equipment have been based on nearly as possible upon actual current costs for the type of equipment desired.

Memorandum 4 shows in summary form the total expenditures necessary for support of the library school on the basis of current deficit payment and Memorandum 5 shows the Capital Fund necessary for permanent support.

I very much regret that the time limitations have not permitted a more complete analysis of the budget requirements of the proposed library school. It is more than probable that some essential items have been overlooked, but I am sure they will be included when Mr. Hansen and Mr. Henry check this tentative report.

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BUDGET MEMORANDUM -A- LIBRARY SCHOOL

ADMINISTRATION AND INSTRUCTION

I. Staff items

1. Director	\$ 8,000
(Should teach one class during year and one during summer quarter.)	
2. Vice-Director	6,000
(Should teach half time.)	
3. Instructional Staff	
One Professor	5,000
One Associate Professor	4,000
One Assistant Professor	3,000
4. Secretary and General Assistant	2,500
5. Assistant Secretary and Workroom Assistant (Downtown)	2,000
6. Stenographers (two)	<u>3,000</u>
7. Total for Administration and for Specialized Instruction.	\$33,500

Note: It is assumed that non specialized instruction will be self-supporting or nearly so. The above instructional items represent service of a specialized nature, much of it on the graduate or research level.

II. Summary Statement

1. Total Cost of specialized instruction and administration	\$33,500
2. Probable return from student fees for specialized instruction by members of "Instructional Staff" to the amount of 50% of salary item. (Total fees from 40 students.)	6,000
3. Total expenditure to be covered by capital grant	27,500
4. 50% allowance for growth of Library School	13,750
5. Total future expenditure over and above income from student fees	41,250
6. Capital fund required for permanent support of administration and instruction based on 5% return from investment	\$825,000

ADMINISTRATION AND INSTRUCTION

I. Staff Items	
1. Director	\$ 8,000
(Should teach one class during year and one during summer quarter.)	
2. Vice-Director	8,000
(Should teach half year.)	
3. Instructional Staff	
One Professor	8,000
One Associate Professor	4,000
One Assistant Professor	3,000
4. Secretary and General Assistant	2,000
5. Assistant Secretary and Women's Assistant (Domestic)	2,000
6. Stenographers (two)	2,000
7. Total for Administration and for Specialized Instruction.	\$22,000

Note: It is assumed that non-specialized instruction will be self-supporting or nearly so. The above instructional items represent services of a specialized nature, much of it on the graduate or research level.

II. Summary Statement

1. Total Cost of specialized instruction and administration	\$22,000
2. Probable return from students fees for specialized instruction by members of "Instructional Staff" to the amount of 50% of salary item (Total fees from 10 students.)	9,000
3. Total expenditures to be covered by capital grant	13,000
4. 50% allowance for growth of library school	13,000
5. Total future expenditures over and above income from student fees	26,000
6. Capital fund required for permanent support of administration and instruction based on 5% return from investment	\$52,000

BUDGET MEMORANDUM -B- LIBRARY SCHOOL.

I. Downtown Space. Requirements for proposed Library School.

1. Work room for advanced students. Individual desks for 30 students - 50 sq.ft. per student	1500 sq.ft.	
2. Reading room for less advanced students and for cooperating organizations. Tables and chairs for 50 students - 45 sq.ft. per student	2000 " "	1500
3. Technical laboratory equipped with machines, tables, and book repair equipment. 30 students 45 sq.ft. per student	1350 " "	1000
4. Stack space for Library School, 10,000 volumes 377 cubic feet, 12 ft. ceilings	300 " "	
5. Administrative offices		
Office for Director	225 sq.ft.	<i>Drop</i>
Assistant and service attendant	220 " "	
Stenographer	150 " "	<i>sup</i>
Conference rooms	380 " "	975 " "
		<i>Include</i>
6. Class rooms (2)		
For special Library School groups	600 " "	
For special collections, such as children's books	600 " "	
7. Storage and Supplies	350 " "	
		7,675 sq.ft.

II. Additional space if American Library Association is to be accommodated.

1. Administrative offices		
25 members (present staff)		
100 sq. ft. per member	2500 " "	
2. Work Rooms		
3 rooms 30 x 50	4500 " "	
3. Stack space		
40,000 volumes on basis of 377 cubic feet for each 1000 volumes	1200 " "	
		8,200 " "
4. Total for Library School and A.L.A.		15,875 " "
5. 50% allowance for growth		7,937 " "
6. Total requirement		23,812 sq. ft.

I. General Space Requirements for proposed Library School.

1. Work room for advanced students. Individual desks for 30 students - 50 sq. ft. per student	1500 sq. ft.
2. Reading room for less advanced students and for organizing organization. Tables and chairs for 50 students - 45 sq. ft. per student	2250 " "
3. Technical laboratory equipped with workbenches, tables, and book repair equipment. 50 students 45 sq. ft. per student	2250 " "
4. Stack space for library school, 10,000 volumes 275 cubic feet, 12 ft. ceilings	300 " "
5. Administrative offices	
Office for Director	200 sq. ft.
Assistant and service attendant	200 " "
Stenographer	150 " "
Conference room	250 " "
6. Glass room (2)	
For special library school groups	600 " "
For special collections, such as children's books	600 " "
7. Storage and supplies	250 " "
	<u>7,075 sq. ft.</u>

II. Additional space if American Library Association is to be accommodated.

1. Administrative offices	
25 members (present staff)	100 sq. ft. per member
	2500 " "
2. Work Room	
2 rooms 30 x 50	600 " "
3. Stack space	
40,000 volumes on basis of 275 cubic feet for each 1000 volumes	1500 " "
	<u>4,600 " "</u>
4. Total for library school and A.L.A.	12,675 " "
5. 50% allowance for growth	<u>7,312 " "</u>
6. Total requirement	<u>20,012 sq. ft.</u>

BUDGET MEMORANDUM -C- LIBRARY SCHOOL

CAPITAL GRANT REQUIRED TO PROVIDE RENT FREE SPACE

I. On Rental Basis - (Memorandum B)

1. Without space for A.L.A.	
a. First year 7,675 sq.ft. @ \$2.75	\$21,106.25
b. Providing 50% for growth, 11,512 sq.ft. @ \$2.75	31,659.37
2. With space for A.L.A.	
a. First year 15,875 sq.ft. @ \$2.75	43,656.25
b. Providing 50% for growth, 23,812 sq.ft. @ \$2.75	65,484.37
3. Capital Grant required to cover future space needs	
a. Without A.L.A.	\$632,185
b. With A.L.A.	1,309,685

II. On Basis of Participation in University of Chicago Downtown Building - (Memorandum D)

1. Total floor area in Building	134,400 sq.ft.
2. Library School requirements	
a. Without A.L.A.	11,512 or 8.5%
b. Including A.L.A.	23,812 or 17.7%
3. Library School share of capital cost of Buildings and Ground	
a. Without A.L.A.	.085% of \$3,345,500 - \$284,367
b. Including A.L.A.	.177% of \$3,345,500 - \$592,153
4. Library School share of Capital Cost for Operating and Maintenance	
a. Without A.L.A.	.085% of \$149,184 - \$12,680 - Capital \$253,600
b. Including A.L.A.	.177 of \$149,184 - \$26,405 - Capital \$508,100
5. Total capital grant needed for participation in building	
a. Without space for A.L.A.	\$ 537,967
b. Including space for A.L.A.	1,100,253

CAPITAL BUDGETING TO PROVIDE FOR THE YEAR

I. On Rental Basis - (Assessment 1)

1. Without space for A.L.A.	
a. First year 7,000 sq. ft. @ \$2.75	\$19,250.00
b. Providing 20% for growth	
11,000 sq. ft. @ \$2.75	\$30,250.00
2. With space for A.L.A.	
a. First year 10,000 sq. ft. @ \$2.75	\$27,500.00
b. Providing 20% for growth	
12,000 sq. ft. @ \$2.75	\$33,000.00
3. Capital Grant required to cover future space needs	
a. Without A.L.A.	\$11,000.00
b. With A.L.A.	\$1,300.00

II. On Basis of Participation in University of Chicago Downtown Building - (Assessment 2)

1. Total floor area in building	124,000 sq. ft.
2. Library School requirements	
a. Without A.L.A.	11,000 sq. ft.
b. Including A.L.A.	22,000 sq. ft.
3. Library School share of capital cost of building and ground	
a. Without A.L.A.	.0000 of \$2,240,000 - \$224,000
b. Including A.L.A.	.1775 of \$2,240,000 - \$395,100
4. Library School share of Capital Cost for Operating and Maintenance	
a. Without A.L.A.	.0000 of \$140,184 - \$14,018.40 - Capital
b. Including A.L.A.	.1775 of \$140,184 - \$24,700.00 - Capital
5. Total capital grant needed for participation in building	
a. Without space for A.L.A.	\$24,700.00
b. Including space for A.L.A.	\$1,100.00

MEMORANDUM -F- LIBRARY SCHOOL

SUMMARY OF BUDGET ITEMS

Covered in Memoranda on Proposed Library
School in terms of 1925-26 expenditures
with school housed in rented space.

1. Administration and Instruction	\$27,500
2. Rent (1½ floors Lakeview Building) On basis of 1924-25 rental values	18,750
3. Equipment	12,282
4. Supplies and Miscellaneous Expenses	<u>5,000</u>
Total expense first year	63,532

MEMORANDUM - 1- LIBRARY SCHOOL

SUMMARY OF BUDGET 1954

Covered in Memorandum on Proposed Library School in terms of 1954-55 expenditures with school housed in rented space.

1. Administration and Instruction	\$27,000
2. Plant (1) Floor Laboratory Building On basis of 1954-55 rental values	18,750
3. Equipment	12,300
4. Supplies and Miscellaneous Expenses	8,000
Total expense first year	\$66,050

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

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The bulk of the recitation periods in library science should be downtown, so also the preparation for these periods/ It would also seem feasible

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

The bulk of the instruction periods in library sciences should be downtown, as 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.

to have lectures and courses in certain natural subjects, especially for undergraduate students, given in the University College. On the other hand, graduate courses and seminars in paleontology, bibliography, history of printing, languages, literature, philosophy, and similar subjects, should be given largely at the University. Questions and field work in library science and bibliography would have to be divided between the University Libraries, the Public, the Library and the John Green Libraries.

2. General Outline of the Curriculum

A. General Courses

1. Paleontology, 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) Indexing
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 - a) General
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3. Probable Number of Courses per day

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

V. Work at the University

Additional space for practice work will have to be provided, as a rule minimum, 30 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.

3. Additional Staff Needed

For the library school, a director, Vice-Director, Secretary, and three full time instructors would be a minimum estimate. Two full time librarians, paid by the hour or vacation, 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.

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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 expending nearly one million dollars a year on the 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.

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.

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

4. The University Faculty includes, in especially 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.

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7. Assuming that the School decides to have its headquarters in the loop district, near the three large libraries - the Public, the John Carter 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 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.

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February 16, 1906
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BUDGET MEMORANDUM -D- LIBRARY SCHOOL

UNIVERSITY OF CHICAGO BUILDING - DOWNTOWN

I.	Tract for Building 80 x 160 ft. @ \$100	12,800 sq.ft. \$1,280,000.00
II.	Building, 14 stories and basement 12 ft. ceilings (13 ft. stories overall) Total Height Building Space Building cost @ .85 per cu.ft.	195 ft. 2,430,000 cu.ft. \$2,065,500.00
III.	Total capital cost of ground and building	\$3,345,500.00
IV.	Rentable or otherwise productive area 14 floors on basis of 75% of ground area	134,400 sq.ft.
V.	Annual rental value @ \$3.75 per sq.ft.	\$ 368,600.00
VI.	Annual Cost (based on unit of rentable area)	
1.	Operating	
	Cleaning	23.0¢
	Electricity and light (public space)	4.5
	Heat	10.0
	Plumbing and water	2.0
	Elevators	12.0
	General Expense	15.5
	Power	13.0
	TOTAL	78.0¢
2.	Maintenance	
	Alterations, repairs, decorations	10.5¢
	Insurance	5.0
	Tax	50.0
	Depreciation	17.5
	TOTAL	83.0¢
	Total for Operating and Maintenance	\$1.61 per sq.ft.
3.	Total Cost - Maintenance and Operating (134,400 sq.ft.)	\$216,384.00
4.	Less Tax if used for school purposes 50¢ per sq.ft.	67,200.00
5.	Total Tax Free cost for Maintenance and Operating	\$149,184.00
VII.	Summary Statement	
1.	Cost of Land	\$1,280,000
2.	Cost of Building	2,065,500
3.	Total annual cost of operating entire building on tax free basis	149,184
4.	Capital fund necessary to cover cost of operating if rent free space is to be provided	2,983,680
5.	Total capital cost for land, building and operating	\$6,329,180
6.	Annual rental value of half of building basis \$2.75 per sq.ft.	184,300
7.	Annual Cost of operating half of building on non tax free basis	108,142

BUDGET MEMORANDUM -D- LIBRARY SCHOOL.

VII. Summary Statement (continued)

8. Annual net income to offset operating cost of space used for educational purposes	76,158
9. Remaining operating cost to be provided for through capital fund	73,026
10. Capital fund necessary to provide one half of building on tax free and rent free basis	<u>1,460,520</u>
11. Total capital cost for land, building, and operating with half of building free from rental charge for educational purposes	\$4,806,000

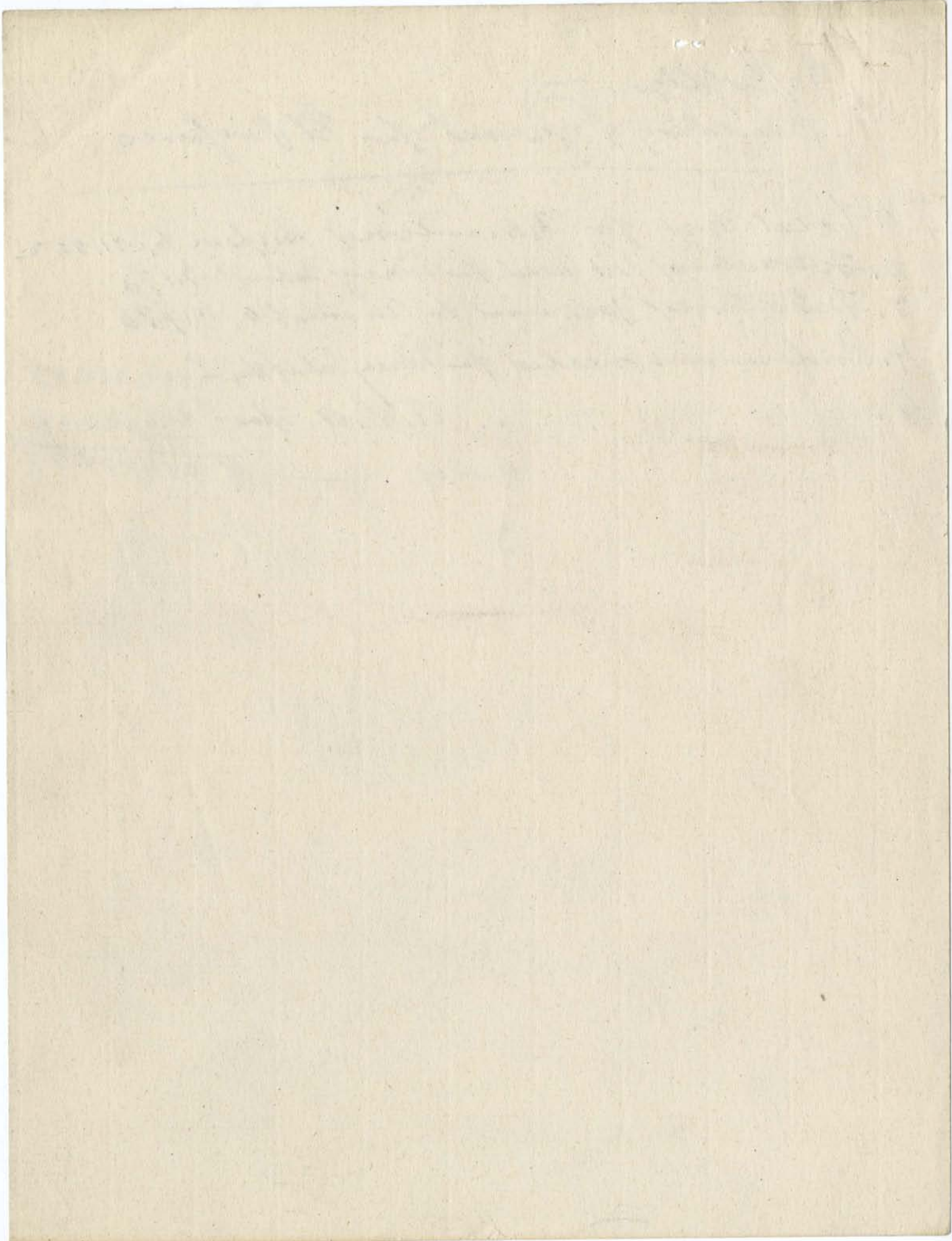
REPORT MEMORANDUM - D - LIBRARY SCHOOL

VII. Summary Statement (continued)

881.29	8. Annual net income to offset operating cost of space used for educational purposes
78,028	9. Remaining operating cost to be provided for through capital fund
<u>1,360,822</u>	10. Capital fund necessary to provide one half of building on one five and one five basis
64,803,000	11. Total capital cost for land, building, and operating with half of building five year rental charge for educational purposes

U. College
Building & Ground for Educational Purposes

1. Total Cost for Educational Purposes 6,031,952
 2. Fractional part used for Library School 7,170
 3. Fractional part used for American L.A. 14,270
 4. Endowment needed for Library School - 428,268,59
 5. " " " " A. L. A. Spec - 856,537,18
-
- Total 1,284,805.77



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21-9

GRADUATE LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO

SUGGESTIONS AND RECOMMENDATIONS

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of graduate standing and standards, in which college graduates who look to a library career may find the opportunity for the broadest possible professional education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

- 1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities.
- 2) which shall be open only to those who have a bachelor's degree from an approved institution, including or supplemented by a year's training in library science.
- 3) which shall offer in the field of library science the same opportunities for study and research, leading to advanced degrees, now open to advanced students in other fields.
- 4) which shall offer opportunities for study on a part-time basis to experienced librarians employed in the vicinity of the school.
- 5) which shall supervise research in library problems in Chicago and elsewhere, thus utilizing the facilities of the American Library Association and other library organizations as opportunities

REGULATIONS AND RECOMMENDATIONS

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of graduate standing and standards, in which college graduates who look to a library career may find the opportunity for the broadest possible professional education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service. To be more specific, there is needed a school:

- 1) which shall in its administration, faculty, curriculum, and requirements, correspond to the standards of professional schools of our leading universities.
- 2) which shall be open only to those who have a bachelor's degree from an approved institution, including or supplemented by a year's training in library science.
- 3) which shall offer in the field of library science the same opportunities for study and research, leading to advanced degrees, now open to advanced students in other fields.
- 4) which shall offer opportunities for study on a part-time basis to experienced librarians employed in the vicinity of the school.
- 5) which shall support research in library problems in Chicago and elsewhere, thus utilizing the facilities of the American Library Association and other library organizations as opportunities

for field work.

- 6) which shall train teachers for the faculties of institutions giving instruction in library science.

II. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO FOR A GRADUATE LIBRARY SCHOOL

- 1) Chicago is centrally located. It is the headquarters of the American Library Association, and the meeting place of the Council and various sections of that Association.
- 2) Chicago is a very important Library center with all types of libraries represented, including the Chicago Public, the John Crerar, the Newberry, the libraries of the Art Institute, the Chicago Historical Society and the Field Museum, two great university libraries, several large theological libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries and many scores of special business libraries. These libraries offer opportunity for study of many phases of library work.
- 3) Chicago offers exceptional opportunities for adult education and for the many other socializing activities of a public library. It is a great social laboratory for the study of the relation of books and libraries to people of varied classes and racial types.

III. ADVANTAGES AFFORDED BY THE UNIVERSITY OF CHICAGO FOR A GRAD-

for field work.

2) which shall train teachers for the teaching of

institutions giving instruction in library science.

11. ADVANTAGES ACCORDING TO THE VIEW OF CHICAGO FOR A GRADUATE

LIBRARY SCHOOL

1) Chicago is centrally located. It is the headquarters

of the American Library Association, and the meeting

place of the Council and various sections of the

Association.

2) Chicago is a very important library center with all

types of libraries represented, including the Chicago

Public, the John Carter, the Newberry, the libraries

of the art Institute, the Chicago Historical Society

and the Field Museum, two great university libraries,

several large theological libraries, the libraries of

the American Medical Association, the Chicago Law

Institute, the Western Society of Engineers, a num-

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and libraries to people of varied classes and racial

types.

12. ADVANTAGES ACCORDING TO THE UNIVERSITY OF CHICAGO FOR A GRAD-

UATE LIBRARY SCHOOL

- 1) The University of Chicago has graduate and professional schools of high standards.
- 2) The University of Chicago has the fourth largest university library in America and one of the best reference and bibliographical collections in the Central States.
- 3) The four quarter system at the University of Chicago makes it possible for librarians to take advantage of the opportunities of the Library School with great freedom as to periods of attendance.
- 4) The University of Chicago is primarily interested in research, and a Library School maintained in it will profit greatly by this dominant interest.
- 5) The University Press constitutes one of the divisions of the University and offers unique facilities for the dissemination of the results of the investigations carried on by the Graduate Library School.
- 6) The Graduate Schools of Arts, Literature and Science and the Professional Schools offer many courses which would be available for properly qualified students in the Graduate Library School.
- 7) Through cooperation with various other departments, a Library School at the University of Chicago could offer special courses, as for example courses in the laws affecting libraries or in the legal and business aspects of the control and use of endowment.

STATE LIBRARY SCHOOL

- 1) The University of Chicago has graduate and post-graduate schools of high standards.
- 2) The University of Chicago has the fourth largest university library in America and one of the best reference and bibliographical collections in the United States.
- 3) The four quarter system of the University of Chicago makes it possible for librarians to take advantage of the opportunities of the library school with great freedom as to periods of attendance.
- 4) The University of Chicago is primarily interested in research, and a library school maintained in it will profit greatly by this dominant interest.
- 5) The University Press considers one of the divisions of the University and offers unique facilities for the dissemination of the results of the investigations carried on by the Graduate Library School.
- 6) The Graduate School of Arts, Literature and Science and the Professional Schools offer many courses which would be available for properly qualified students in the Graduate Library School.
- 7) Through cooperation with various other departments, a library school at the University of Chicago could offer special courses, as for example courses in the laws affecting libraries or in the legal and business aspects of the control and use of documents.

IV. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP.

The Library School should be organized as a Graduate School of the University and the members of its staff should be members of the Graduate Faculty. It should have its own budget. The following administrative, instructional, and research personnel should be provided:

- 1) A dean of the School who shall be responsible for the general administration and for the organization of research work. The dean shall also be a professor of library science.
- 2) A secretary of the School (who may be an instructor in the School.)
- 3) Two professors (in addition to the dean)
- 4) One associate professor.
- 5) One assistant professor.
- 6) Research assistants and fellows.
- 7) Provision for a Research Institute.
- 8) Provision for fourth quarter instruction.
- 9) Clerical and stenographic service.

V. THE CURRICULUM

The following curriculum is based on the admission requirements already given on page 1 of this Report, namely a bachelor's degree including or supplemented by a year's training in library science. It is the opinion of the Committee that the School should not provide the preliminary year of library training since a year of such training is one of the requirements for admission. At the same time it recognized that some provision should be made to enable students whose preliminary course has not been complete in all respects, to make up their deficiencies. Such courses as

IV. ORGANIZATION AND FACULTY MEMBERSHIP

The Library School should be organized as a Graduate School of the University and the members of its staff should be members of the Graduate Faculty. It should have its own budget. The following administrative, instructional, and research personnel should be provided:

- 1) A Dean of the School who shall be responsible for the general administration and for the organization of research work. The dean shall also be a professor of library science.
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might be offered for this purpose would not be undergraduate courses.

The curriculum will fall into three divisions:

1. Professional Technical Courses:

- 1) Library architecture and building problems.
- 2) Filing methods.
- 3) Library administration (boards, staff, budget, etc.)
- 4) Relation of the library to its constituency (e.g. to college or university, town or city, professional groups, etc.)
- 5) Book acquisition and ordering (study of book reviews, sales catalogs, trade lists, bibliographies, purchase, exchanges, gifts.
- 6) Advanced classification (general history of classification, e.g., the Dewey system and those of the Library of Congress, the University of Halle, etc.)
- 7) Advanced cataloging (author catalog, subject catalog, combination or dictionary catalog.)
- 8) Advanced reference work (study of encyclopaedias, indexes, periodicals, bibliographies, catalogs, year books, biography, bio-bibliography, scientific and learned society publications, government publications, (national, state, and municipal)).
- 9) Copyright and copyright legislation.

2. Professional Cultural Courses:

- 1) History of the book in manuscript.
- 2) Paleography.
- 3) Arrangement of manuscripts.
- 4) Diplomatics and archives.

might be offered for this purpose would not be unduly burdensome.

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2) Filing methods.

3) Library administration (boards, staff, budget, etc.).

4) Relation of the library to its constituency (e.g. to

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from, e.g., the Dewey system and those of the library

of Congress, the University of Illinois, etc.).

7) Advanced cataloging (author catalog, subject catalog,

combination or dictionary catalog).

8) Advanced reference work (study of encyclopedias,

indexes, periodicals, bibliographies, catalogs, year

books, biography, etc.-bibliography, scientific and

learned society publications, government publications,

(national, state, and municipal)).

9) Copyright and copyright legislation.

2. Professional General Courses:

1) History of the book in manuscript.

2) Paleography.

3) Arrangement of manuscripts.

4) Disposition and archives.

- 5) History of Great Libraries.
 - 6) History of the printed book.
 - 7) History of paper and paper making.
 - 8) History of printing
 - (1) Block books
 - (2) First half century of printing.
 - 9) Book collections and book collectors.
 - 10) Bind, book illustration and decoration.
 - 11) Modern fine printing.
 - 12) Care of the book.
3. General Cultural Courses
- 1) Introduction to the Study of Language.
 - 2) Languages (ancient and modern).
 - 3) Survey courses in literature (classical, mediaeval and modern).
 - 4) Outline courses in history and geography.
 - 5) Survey of the physical and biological sciences.
 - 6) Survey of philosophy and psychology.
 - 7) History of religions.
 - 8) History of aesthetics (art and music).
 - 9) Anthropology and the history of society.
 - 10) Political economy, political science, and government.
 - 11) History of education.

VI. LOCATION

The administrative offices of the Library School together with suitable classrooms and workrooms should be as near to the General Library of the University as is practicable. It is recognized that this space must be provided by the University, preferably in a separate building. As a temporary measure, it seems desirable,

5) History of Great Libraries.

6) History of the printed book.

7) History of paper and paper making.

8) History of printing.

(1) Book books.

(2) Five half century of printing.

9) Book collections and book collectors.

10) Book, book illustration and decoration.

11) Modern time printing.

12) Use of the book.

3. General Cultural Courses

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3) Survey courses in literature (classical, medieval, and modern).

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in the present lack of space, to secure one of the houses now available on Woodlawn Avenue. It is imperative, in the interest of the unity of the organization, that the administrative offices and the students' workrooms and library should be under the same roof. In order to facilitate cooperation with the American Library Association and with libraries other than the University of Chicago Library, it is recommended also that workrooms be provided downtown, preferably near the quarters of the American Library Association.

VII. BUDGET MEMORANDUM

1. Personnel and Organization (Annual cost for first five years¹):

Dean of School (who is also a professor of library science)	\$10,000
Secretary of School (an instructor)	1,000
Clerical and stenographic service (12 months at \$150)	1,800
Printing and office supplies	2,500
Professor library science (the dean above)	
Two other professors of library science (at \$7000 each)	14,000
One associate professor	4,500
One assistant professor	2,500
Two research assistants (at \$1500 each)	3,000
Fourth quarter instruction	5,000
Fellowships and scholarships	4,500
Occasional lecturers of distinction	2,000
Organization and initiation of the work of a Research Institute ²	5,000
Total Annual Expenditure	55,800 ³

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4,500	One associate professor
3,500	One assistant professor
5,000	Two research assistants (at \$2500 each)
5,000	Fourth quarter instruction
4,500	Fellowships and scholarships
3,000	Occasional lecturers of distinction
5,000	Organization and initiation of the work of a Research Institute
55,800	Total Annual Requirements

2. For permanent Equipment:

1) Library	14,000
2) Furniture	<u>6,000</u>
Total Expenditure for permanent equipment	20,000

¹ As the School would doubtless grow, a larger endowment would be necessary for its maintenance in subsequent years. It does not, however, seem possible for the Committee to make a satisfactory estimate beyond the first five year period.

² The Research Institute is an organization designed to initiate and carry through research projects in the library field. Our inquiries lead us to believe that there are many problems confronting libraries the investigation and solution of which would prove of the utmost service not only to universities and colleges but also to the cause of adult education. The \$5000 appropriation which we suggest would of course be only a nucleus to which other sums could be added as the necessity of this or that investigation should be made clear. The Institute would be under the general direction of the Dean of the School, who would avail himself of the services of his staff and, as the occasion might arise, of the assistance of outsiders.

³

Of this sum five or six thousand dollars would come from students' tuition fees.

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*Preliminary
Wm. H. Schmitt*

LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO.

SUGGESTIONS AND RECOMMENDATIONS.

I. OBJECTIVES

Recent study of the Library situation in America has shown the urgent need for a school of library science of a somewhat different type from those already in operation, a school of high standing and standards, one in which men and women who look to a library career may find the opportunity for academic, as well as professional training and education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

- A. which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities;
- B. which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g. engineering, law, high schools, etc.;
- C. which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions;

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To be more specific, there is needed a school
A. which shall in its administration, faculty, curriculum, and requirements, correspond to the standards of the best professional schools of our leading universities;
B. which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g. engineering, law, high schools, etc.;

C. which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions;

- D. which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks;
- E. which shall offer correspondence study courses, organized and carried out according to well established standards;
- F. where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school;
- G. which shall direct special courses and research "in absentia";
- H. which shall train teachers
 - 1) for library school faculties,
 - 2) for instruction in library science in normal schools, schools of education, teachers' colleges, etc..

II. TYPE OF SCHOOL NEEDED

- A. The needs briefly summarized above seem to warrant the establishment of an advanced library school of the highest type, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public librarian, and on the other hand, the specialization required by the medical, theological, engineering, law, and business librarian.
- B. The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading professional schools.

D. which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks;

E. which shall offer correspondence study courses, organized and carried out according to well established standards;

F. where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school;

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B. The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading professional schools.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed Library School. In this connection the following facts should be considered in favor of Chicago as a desirable center

- A. Chicago is a great center of business, transportation, and education, and every indication points to the continued growth of these interests;
- B. Chicago is a very important library center with all types of libraries represented from the great Chicago Public Library to the smaller libraries of such cities as Evanston, Oak Park, Gary, and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.
- C. Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.

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D. Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED LIBRARY SCHOOL

- A. The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.
- B. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Middle West.
- C. The four quarter system at the University of Chicago makes it very easy for an active librarian to come in for any twelve week period of specialization along any line in which he wishes to improve himself. It also makes it possible for a student by either continuous quarters or any series of the necessary number of quarters to obtain either the Masters or the Doctors Degree. The University has had many students who have earned degrees in Education and in other fields by consecutive summer quarters of work.

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- D. The University of Chicago through its various faculties is so constantly engaged in research of many kinds that the spirit of research permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.
- E. For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials of instruction, moulding them into mimeographed sheets, later into "material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature including text and reference books.
- F. The University of Chicago has a well-established Correspondence Study Department through which the various faculties give or direct home-study instruction. A Library School located at the University of Chicago could through this department very advantageously
- 1) give advanced courses for librarians who could not get away for residence work at the University;
 - 2) give a part of the work leading to a higher degree (the general regulations covering such instruction are uniform throughout the University).
- G. In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department in which residence courses are offered during late afternoon and evening hours for

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- 2) Give a part of the work leading to a higher degree (the general regulations covering such instruction are uniform throughout the University).

G. In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department in which residence courses are offered during late afternoon and evening hours for

professional workers who are employed in Chicago or in nearby cities. It should be expected that this service would be extended to include training and research in library work.

H. Through cooperation with the School of Education of the University of Chicago every possible facility for the training of teachers could be offered. Such cooperation would also be of importance in the training of librarians for service in schools.

I. Through cooperation with various other departments, a Library School at the University of Chicago could offer many helpful courses such as training in the laws affecting libraries, the legal and business aspects of the control and use of endowment, the making and control of budgets and the various problems of accounting involved in library work.

V. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP

The Library School might well be organized as a division of the Graduate School of Arts and Literature just as the new Medical School is to be a division of the Ogden Graduate School of Science. The following administrative and instructional officers should be provided

A. Administration

1. A Director and Chairman of the Department of Library Science, the major portion of whose time would be occupied with the task of coordinating the Library School with other departments of the University and arranging the proper correlation of courses given by members of other faculties. Upon this director also will rest the responsibility of meeting, approving, and advising with the students regarding their work. He should teach not over two majors per year.

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2. A Vice-Director of the Library School who will assist the director in all administrative matters and assume responsibility for coordinating the research work, both in residence and "in absentia", of candidates for the advanced degrees. The Vice-Director should teach not over three majors during the year.
3. A Secretary and Assistant to the Director who will handle the routine of registration, keep all school records, manage the school office, but do no teaching. This secretary should be qualified to care for much of the school's correspondence.
4. An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.
5. Stenographers.

B. Instruction (specialized)

In addition to the instruction offered by members of the administrative staff the following instructional officers should be provided:

1. One Professor of Library Science.
2. One Associate Professor of Library Science.
3. Two Assistant Professors of Library Science.
4. Special lecturers and visiting instructors for Summer Quarter instruction, as needed.
5. In addition to the above instructional officers provision should be made for research assistants and fellows in order that important researches may go forward uninterruptedly.

VI. LOCATION

The administrative offices of the Library School together with suitable class room and workroom space should be immediately adjacent to if not under the same roof with the General Library of the University. However, there should always be in the University College building downtown a home room and headquarters for such students as might be carrying on research in connection with the various downtown libraries. Such a downtown center should also provide for employed students who desire to carry occasional courses in the Library School.

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The following space provision should be made

A. At the University -

1. Administrative and instructional offices -	1200 sq.ft.
2. Workroom-	3000 sq.ft.
3. Classroom -	1500 sq.ft.
4. Stacks-	1000 sq.ft.
5. Technical laboratory-	1000 sq.ft.
6. Conference and research rooms -	600 sq.ft.
	<u>8300 sq.ft.</u>

B. At the Downtown University College Center -

1. Office and conference rooms -	500 sq.ft.
2. Workroom for advanced students-	1500 sq.ft.
3. Reading room for special collections -	1500 sq.ft.
4. Stack space -	<u>500 sq.ft.</u>
	4000 sq.ft.

VII. BUDGET ITEMS

A. Administration-	\$16,200.00
B. Instruction—	
1) specialized (37 classes, 12.2 students)-	30,000.00
2) non-specialized (30 classes, 15 students) -	24,300.00
C. Housing - Rental charge for space to be provided in University College-	12,000.00
D. Supplies and miscellaneous including occasional publications -	5,000.00
E. Equipment -	12,000.00
F. Initial expenditure for reference collection for school use -	10,000.00
G. Total initial expenditure - items 5 and 6	22,000.00
H. Total annual expenditure during first years of school - items 1, 2, 4, and 5	87,500.00
I. Total annual income from student fees - 900 registrations @ \$25.00-	22,500.00
J. Part of annual budget to be provided through endowment -	65,000.00

The following space provision should be made

A. At the University -

1. Administrative and instructional	
offices - - - - -	1200 sq. ft.
2. Workroom - - - - -	3000 sq. ft.
3. Classroom - - - - -	1800 sq. ft.
4. Storage - - - - -	1000 sq. ft.
5. Technical laboratory - - - - -	1000 sq. ft.
6. Conference and research rooms - - - - -	800 sq. ft.
	<u>8300 sq. ft.</u>

B. At the Downtown University College Center -

1. Office and conference rooms - - - - -	800 sq. ft.
2. Workroom for advanced students - - - - -	1500 sq. ft.
3. Reading room for special collec- tions - - - - -	1800 sq. ft.
4. Stack space - - - - -	<u>800 sq. ft.</u>
	4000 sq. ft.

VII. BUDGET ITEMS

A. Administration - - - - - \$18,300.00

B. Instruction -

1. specialized (37 classes, 12.5 stu- dents) - - - - -	30,000.00
2. non-specialized (30 classes, 12 students) - - - - -	24,300.00

C. Housing - Rental charge for space to be
provided in University College - - - - - 12,000.00

D. Supplies and miscellaneous including oc-
casional publications - - - - - 5,000.00

E. Equipment - - - - - 12,000.00

F. Initial expenditure for reference collec-
tion for school use - - - - - 10,000.00

G. Total initial expenditure - items D and F 22,000.00

H. Total annual expenditure during first
years of school - items I, J, K, and L 87,500.00

I. Total annual income from student fees -
900 registrations @ \$25.00 - - - - - 22,500.00

J. Part of annual budget to be provided
through endowment - - - - - 65,000.00

- K. Allowance for growth (50%), 4th and 5th
years - items 1 and 2 - - - - - \$ 16,000.00
- L. Total income needed from endowment, 4th
and 5th years - - - - - 81,000.00
- M. Allowance for further growth, beginning
with 6th year - to accommodate 100 stu-
dents during each quarter of academic
year and 300 students during Summer
Quarter - items 1, 2, and 3 - - - - - 19,000.00
- N. Total income from endowment needed for
fully developed Library School- - - - - 100,000.00
- O. Total endowment needed on the basis of
5% endowment- - - - - -2,000,000.00

O. Total endowment needed on the basis of
\$2 endowment - - - - - \$2,000,000.00

N. Total income from endowment needed for
fully developed library school - - - - - 100,000.00

M. Allowance for further growth, beginning
with 6th year - to accommodate 100 stu-
dents during each quarter of academic
year and 300 students during summer
Quarter - items 1, 2, and 3 - - - - - 12,000.00

L. Total income needed from endowment, 4th
and 5th years - - - - - 81,000.00

K. Allowance for growth (80%), 4th and 5th
years - items 1 and 2 - - - - - \$ 12,000.00

early 1924

1924

LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO

SUGGESTIONS AND RECOMMENDATIONS.

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of a somewhat different type from those already in operation, a school of high standing and standards, one in which men and women who look to a library career may find the opportunity for academic, as well as professional training and education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

- 1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities.
- 2) which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g. engineering, law, high schools, etc.
- 3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions.
- 4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.

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4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.

- 5) which shall offer correspondence study courses, organized and carried out according to well established standards.
- 6) where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school.
- 7) which shall direct special courses and research "in absentia".
- 8) which shall train teachers
 - a) for library school faculties,
 - b) for instruction in library science in normal schools, schools of education, teachers' colleges, etc.

II. TYPE OF SCHOOL NEEDED

- 1) The needs briefly summarized above seem to warrant the establishment of ^{training} an advanced library school of the highest type, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public librarian, and on the other hand, the specialization required by the medical, theological, engineering, law, and business librarian.
- 2) The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading professional schools.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED.

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed Library School. In this connection the following facts should be considered in favor of Chicago as a desirable center:

- 1) Chicago is a great center of business, transportation, and education, and every indication points to the continued growth of these interests.
- 2) Chicago is a very important library center with all types of libraries

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represented including the great Chicago Public Library, the smaller libraries of such cities as Evanston, Oak Park, Gary, and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.

- 3) Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.
- 4) Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED LIBRARY SCHOOL.

1. The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.
2. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Middle West.

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4. The University of Chicago through its various faculties is so constantly engaged in research of many kinds that the spirit of research permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.
5. For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials of instruction, moulding them into mimeographed sheets, later into "material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature including text and reference books.
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- d) An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.
- e) Stenographers and Clerks

2. For instruction (specialized)

- a) One Professor of Library Science,
- b) One Associate Professor of Library Science,
- c) Two Assistant Professors of Library Science,
- d) Special lecturers and visiting instructors for Summer Quarter instruction, as needed,
- e) In addition to the above instructional officers, provision should be made for research assistants and fellows in order that important researches may go forward uninterruptedly.

VI. LOCATION

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room and workroom space should be immediately adjacent to it not under the same

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desire to carry occasional courses in the Library School.

The University of Chicago, if selected as the location of the library school

would be obliged to seek additional funds to provide necessary buildings and

equipment but would hope to do so successfully.

The following tentative provision should be made for the school during its developmental period:

1. At the University--

a) Administrative and instructional offices----	2900 Sq. Ft.
b) Workroom-----	3000 Sq. Ft.
c) Classroom-----	1500 Sq. Ft.
d) Stacks-----	1000 Sq. Ft.
e) Technical laboratory-----	1000 Sq. Ft.
f) Conference and research rooms-----	600 Sq. Ft.
	<hr/>
	10,000 Sq. Ft.

2. At the Downtown University College Center--

a) Office and conference rooms-----	500 Sq. Ft.
b) Workroom for advanced students-----	1500 Sq. Ft.
c) Reading room for special collections-----	1500 Sq. Ft.
d) Stack space-----	<u>500</u>
	<hr/>
	4000 Sq. Ft.

The following tentative provision should be made for the school during its developmental period:

1. At the University--

a) Administrative and instructional offices-----	2300 Sq. Ft.
b) Workroom-----	3000 Sq. Ft.
c) Classroom-----	1500 Sq. Ft.
d) Stacks-----	1000 Sq. Ft.
e) Technical laboratory-----	1000 Sq. Ft.
f) Conference and research rooms-----	500 Sq. Ft.
	<u>10,000 Sq. Ft.</u>

2. At the Downtown University College Center--

a) Office and conference rooms-----	500 Sq. Ft.
b) Workroom for advanced students-----	1500 Sq. Ft.
c) Reading room for special collections-----	1500 Sq. Ft.
d) Stack space-----	<u>500</u>
	4000 Sq. Ft.

BUDGET MEMORANDUM B.

Estimated permanent endowment needed for a Library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase- - - - -	\$24,300.00
2. Instruction - 75% increase - - - - -	95,025.00
3. Supplies and miscellaneous - 50% increase- - - -	7,500.00
4. Total items 1, 2, and 3 - - - - -	126,825.00
5. Income from tuition- - - - -	45,000.00
6. Total deficit- - - - -	81,825.00
7. Housing -	
a) Downtown - - 6,000 sq. ft. Endowment needed, for building, equipment and maintenance - -	\$250,000
b) At the University - 15,000 sq. ft. Endowment needed, for building, equipment and maintenance - -	\$456,000
c) Total for housing- - - - -	716,300.00
8. Endowment to cover item 6 - @ 5% - - - - -	1,636,500.00
9. Total endowment for all purposes - - - - -	2,352,800.00

BUDGET MEMORANDUM 2.

Estimated permanent endowment needed for a library
School at the University of Chicago with provision for one
hundred resident students during the academic year and three
hundred students during the summer quarter.

1. Administration - 50% increase - - - - -	\$24,300.00
2. Instruction - 75% increase - - - - -	35,025.00
3. Supplies and miscellaneous - 50% increase - - - - -	7,500.00
4. Total items 1, 2, and 3 - - - - -	126,825.00
5. Income from tuition - - - - -	45,000.00
6. Total deficit - - - - -	\$81,825.00
7. Housing - - - - -	

a) Downtown - - - - -	6,000 sq. ft.
Endowment needed, for building, equipment and maintenance - - - - -	\$250,000
b) At the University - 15,000 sq. ft.	
Endowment needed, for building, equipment and maintenance - - - - -	\$450,000
c) Total for housing - - - - -	716,300.00
8. Endowment to cover item 6 - @ 5% - - - - -	1,638,500.00
9. Total endowment for all purposes - - - - -	2,388,800.00

BUDGET MEMORANDUM C.

1. Administration

a) Director ($\frac{2}{3}$ of \$8000) - - - - -	\$6,000.00
b) Vice-Director ($\frac{1}{2}$ of \$6000)- - - - -	3,000.00
c) Secretary and assistant to the Director -	2,500.00
d) Assistant secretary and workroom attendant	2,000.00
e) Stenographers (two) - - - - -	<u>2,700.00</u>

Total for Administration- - - - \$16,200.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science ($\frac{1}{2}$ of \$8000)- - - - -	\$2,000.00
b) Vice-Director ($\frac{1}{2}$ of \$6000)- - - - -	3,000.00
c) Professor of Library Science- - - - -	6,000.00
d) Associate Professor - - - - -	4,500.00
e) Assistant Professors (two)- - - - -	7,000.00
f) Special lecturers and visiting instructors for the summer quarter -- - - -	5,000.00
g) Research Assistants and Fellows - - - -	2,500.00

Total for Specialized Instruction- - - \$30,000.00

3. Instruction (non-specialized)

- a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional Schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of - - - - - \$24,300.00

BUDGET MEMORANDUM

I. Administration

a) Director (1/2 of \$8000)	\$4,000.00
b) Vice-Director (1/2 of \$8000)	3,000.00
c) Secretary and assistant to the Director	2,800.00
d) Assistant secretary and workshop attendant	2,000.00
e) Stenographers (two)	2,700.00
Total for Administration	\$16,500.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science (1/2 of \$8000)	\$4,000.00
b) Vice-Director (1/2 of \$8000)	3,000.00
c) Professor of Library Science	6,000.00
d) Associate Professor	4,800.00
e) Assistant Professors (two)	7,000.00
f) Special lecturers and visiting instructors for the summer quarter	8,000.00
g) Research Assistants and Fellows	2,800.00
Total for Specialized Instruction	\$30,000.00

3. Instruction (non-specialized)

a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of \$24,000.00

The University of Chicago

~~The University Libraries~~

March 16, 1925.

Memorandum to Vice-President Tufts:

In order that you may be aware of matters under consideration, I am handing you herewith a proposal for a Library School to be located at the University of Chicago. I might add that the present demand for such a School arose through a resolution passed by the Chicago Library Club some four years ago, asking the Carnegie Corporation of New York to consider the possibility of establishing a Library School in Chicago. More recently the American Library Association has appointed a Board of Education for Librarianship which has submitted a provisional report indicating that there is very great need for a Library School which shall offer opportunities for research and work toward higher degrees. There is no such school in the country at the present moment. The document handed you herewith is the result of some fifteen months of work by President Burton, Associate Director Hanson, Dean Filbey and myself. This document has been submitted to a committee of the Chicago Library Club and to the members of the Board of Education for Librarianship and, with a few slight revisions resulting from these discussions, will probably be sent by President Burton to the Carnegie Corporation in the near future.

Very truly yours,

EAH*LS

Edward A. Hanson

The University of Chicago

The University of Chicago

March 10, 1925

Memorandum to Vice-President Talbot:

In order that you may be aware of matters under

consideration, I am handing you herewith a proposal for a library school to be located at the University of Chicago. I might add that

the present demand for such a school arose through a resolution passed by the Chicago Library Club some four years ago, asking the

Carnegie Corporation of New York to consider the possibility of establishing a library school in Chicago. More recently the American Library Association has appointed a Board of Education for Librarianship which has submitted a provisional report indicating that there is very great need for a library school which shall offer opportunities for research and work toward higher degrees. There is no such school in the country at the present moment. The document handed you herewith is the result of some fifteen months of work by President Burton, Associate Director Hansen, Dean Wiley and myself. This document has been submitted

to a committee of the Chicago Library Club and to the members of the Board of Education for Librarianship and, with a few slight revisions resulting from these discussions, will probably be sent by President Burton to the Carnegie Corporation in the near future.

Very truly yours,

William A. Wilson

WAW:js

LIBRARY SCHOOL AT THE UNIVERSITY OF CHICAGO

SUGGESTIONS AND RECOMMENDATIONS.

I. OBJECTIVES.

Recent study of the library situation in America has shown the urgent need for a school of library science of a somewhat different type from those already in operation, a school of high standing and standards, one in which men and women who look to a library career may find the opportunity for academic, as well as professional training and education, and where those already in the profession may be given opportunities for general or specialized courses which shall fit them for higher and more valuable service.

To be more specific, there is needed a school

- 1) which shall in its administration, faculty, curriculum, and requirements, correspond to the graduate professional schools of our leading universities.
- 2) which shall offer the best possible opportunities for acquiring the necessary cultural development and educational background and at the same time the professional, technical, and bibliographical training and experience required in libraries of scholarly character and in administrative positions of public libraries; also the training required in libraries of a specialized character, e.g. engineering, law, high schools, etc.
- 3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions.
- 4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.

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- 3) which shall offer to librarians the same opportunities for research work of high order, leading to advanced degrees, now open to advanced students in other learned professions.
- 4) which shall offer facilities for research on the part of both faculty and students and leading in special cases to the issue of bibliographical contributions and professional handbooks.

- 5) which shall offer correspondence study courses, organized and carried out according to well established standards.
- 6) where advanced residence instruction may be given on a part-time basis to experienced librarians employed in the immediate vicinity of the school.
- 7) which shall direct special courses and research "in absentia".
- 8) which shall train teachers
 - a) for library school faculties,
 - b) for instruction in library science in normal schools, schools of education, teachers' colleges, etc.

II. TYPE OF SCHOOL NEEDED

- 1) The needs briefly summarized above seem to warrant the establishment of an advanced library school of the highest type, which shall offer thorough courses in library science and bibliography, while affording also on the one hand, the best possible opportunities for that broad cultural development needed by the college, university, reference, and public librarian, and on the other hand, the specialization required by the medical, theological, engineering, law, and business librarian.
- 2) The requirements for admission to such a school should be similar in quantity and quality to the requirements in other leading professional schools.

III. ADVANTAGES AFFORDED BY THE CITY OF CHICAGO AS A CENTER FOR A SCHOOL OF THE TYPE PROPOSED.

If the above objectives are to be realized, it is imperative that special attention be given to the location of the proposed Library School. In this connection the following facts should be considered in favor of Chicago as a desirable center:

- 1) Chicago is a great center of business, transportation, and education, and every indication points to the continued growth of these interests.
- 2) Chicago is a very important library center with all types of libraries

6) which shall offer correspondence study courses, organized and carried out according to well established standards.

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- 2) Chicago is a very important library center with all types of libraries

represented including the great Chicago Public Library, the smaller libraries of such cities as Evanston, Oak Park, Gary, and Joliet, two great university libraries, two of the leading reference libraries of the country, several large theological libraries, three museum libraries, the libraries of the American Medical Association, the Chicago Law Institute, the Western Society of Engineers, a number of club libraries, several bank libraries and many scores of special business libraries. These working libraries offer opportunity for observation and for specialization in any one of many phases of library work.

- 3) Chicago is the headquarters of the American Library Association, of the midwinter meetings of the Council of the American Library Association with its various sectional meetings, and is also the home of the Chicago Library Club with some five hundred members including specialists in many phases of library work.
- 4) Chicago is a cosmopolitan, commercial, and industrial city, expanding rapidly and offering exceptional opportunities for adult education and for the many other socializing activities of a public library. It presents, perhaps, the greatest social laboratory in the country for the study of the relation of books and libraries to people of varied class, racial and national types.

IV. ADVANTAGES OFFERED BY THE UNIVERSITY OF CHICAGO AS A LOCATION FOR SUCH AN ADVANCED LIBRARY SCHOOL.

1. The University of Chicago has a number of graduate professional schools with the highest standards both for admission and graduation, hence offers the necessary background for a Library School of similar standards.
2. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Middle West.

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2. The University of Chicago has the fourth largest university library in America and owns one of the best reference and bibliographical collections in the Middle West.

3. The four quarter system at the University of Chicago makes it very easy for an active librarian to come in for any twelve week period of specialization along any line in which he wishes to improve himself. It also makes it possible for a student by either continuous quarters or any series of the necessary number of quarters to obtain either the Master's or the Doctor's degree. The University has had many students who have earned degrees in Education and in other fields by successive summer quarters of work.
4. The University of Chicago through its various faculties is so constantly engaged in research of many kinds that the spirit of research permeates the entire institution. With this spirit and with the opportunities offered by various libraries of Chicago, a Library School here would naturally lay great emphasis on research.
5. For a number of years various faculties of the University of Chicago have specialized in a technique for gathering materials of instruction, moulding them into mimeographed sheets, later into "material books" and finally into text books published by the University of Chicago Press. There is every reason to believe that a Library School at the University of Chicago could take advantage of this well-developed technique and produce the needed professional literature including text and reference books.
6. The University of Chicago has a well-established Correspondence Study Department through which the various faculties give or direct home-study instruction. A Library School located at the University of Chicago could through this department very advantageously
 - a) give advanced courses for librarians who could not get away for residence work at the University, and

3. The four quarter system at the University of Chicago makes it very easy

for an active librarian to come in for any twelve week period of

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Chicago could through this department very advantageously

a) give advanced courses for librarians who could not get

away for residence work at the University, and

- b) give a part of the work leading to a higher degree, the general regulations covering such instruction being uniform throughout the University.
7. In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department in which residence courses are offered during late afternoon and evening hours for professional workers who are employed in Chicago or in nearby cities. It should be expected that this service would be extended to include training and research in library work.
8. Through cooperation with the School of Education of the University of Chicago every possible facility for the training of teachers could be offered. Such cooperation would also be of importance in the training of librarians for service in schools.
9. Through cooperation with various other departments, a Library School at the University of Chicago could offer many helpful courses such as training in the laws affecting libraries, the legal and business aspects of the control and use of endowment, the making and control of budgets and the various problems of accounting involved in library work.

V. SUGGESTED ORGANIZATION AND FACULTY MEMBERSHIP

The Library School might well be organized as a division of the Graduate School of Arts and Literature just as the new Medical School is to be a division of the Ogden Graduate School of Science. The following administrative and instructional officers should be provided to accommodate 50 students during each of the three quarters of the academic year and 150 students during the Summer Quarter:

1. For administration

- a) A Director and Chairman of the Department of Library Science, the major portion of whose time would be occupied with

b) Give a part of the work leading to a higher degree, the general regulations covering such instruction being uniform throughout the University.

7. In addition to the extension courses offered through the Home Study Department, the University of Chicago supports a downtown department

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The Library School might well be organized as a division of the Graduate

School of Arts and Literature just as the new Medical School is to be

a division of the Ogden Graduate School of Science. The following

administrative and instructional officers should be provided to accommodate 80 students during each of the three quarters of the academic year and 150 students

during the Summer Quarter:

1. For administration

a) A Director and Chairman of the Department of Library Science,

the major portion of whose time would be occupied with

the task of coordinating the Library School with other departments of the University and arranging the proper correlation of courses given by members of other faculties. Upon this director also will rest the responsibility of meeting, approving, and advising with the students regarding their work. He should teach not over two majors per year.

- b) A Vice-Director of the Library School who will assist the director in all administrative matters and assume responsibility for coordinating the research work, both in residence and "in absentia", of candidates for the advanced degrees. The Vice-Director should teach not over three majors during the year.
- c) A Secretary and Assistant to the Director who will handle the routine of registration, keep all school records, manage the school office, but do no teaching. This secretary should be qualified to care for much of the school's correspondence.
- d) An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.
- e) Stenographers and Clerks

2. For instruction (specialized)

- a) One Professor of Library Science,
- b) One Associate Professor of Library Science,
- c) Two Assistant Professors of Library Science,
- d) Special lecturers and visiting instructors for Summer Quarter instruction, as needed,
- e) In addition to the above instructional officers, provision should be made for research assistants and fellows in order that important researches may go forward uninterruptedly.

VI. LOCATION

The administrative offices of the Library School together with suitable classroom and workroom space should be immediately adjacent to if not under the same roof with the General Library of the University. However, there should always be

the task of coordinating the Library School with other departments of the University and arranging the proper correlation of courses given by members of other faculties. Upon this director also will rest the responsibility of meeting, approving, and advising with the students regarding their work. He should teach not over two majors per year.

b) A Vice-Director of the Library School who will assist the director in all administrative matters and assume responsibility for coordinating the research work, both in residence and "in absentia", of candidates for the advanced degrees. The Vice-Director should teach not over three majors during the year.

c) A Secretary and Assistant to the Director who will handle the routine of registration, keep all school records, manage the school office, but do no teaching. This secretary should be qualified to care for much of the school's correspondence.

d) An Assistant Secretary and Workroom Attendant who will represent the Library School in the downtown University College and assume responsibility for such assistance as students may need in the workroom.

e) Stenographers and Clerks

3. For instruction (specialized)

- a) One Professor of Library Science,
- b) One Associate Professor of Library Science,
- c) Two Assistant Professors of Library Science,
- d) Special lecturers and visiting instructors for Summer Quarter instruction, as needed,
- e) In addition to the above instructional officers, provision should be made for research assistants and fellows in order that important researches may go forward uninterruptedly.

VI. LOCATION

The administrative offices of the Library School together with suitable class

room and workroom space should be immediately adjacent to it not under the same

roof with the General Library of the University. However, there should always be

in the University College building downtown a home room and headquarters for such students as might be carrying on research in connection with the various downtown libraries. Such a downtown center should also provide for employed students who desire to carry occasional courses in the Library School.

The University of Chicago, if selected as the location of the library school would be obliged to seek additional funds to provide necessary buildings and endowment but would hope to do so successfully.

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The University of Chicago, if selected as the location of the library school would be obliged to seek additional funds to provide necessary buildings and endowment but would hope to do so successfully.

The following tentative provision should be made for the school during its developmental period:

1. At the University--

a) Administrative and instructional offices-----	2900 Sq. Ft.
b) Workroom-----	3000 Sq. Ft.
c) Classroom-----	1500 Sq. Ft.
d) Stacks-----	1000 Sq. Ft.
e) Technical laboratory-----	1000 Sq. Ft.
f) Conference and research rooms-----	600 Sq. Ft.
	<hr/>
	10,000 Sq. Ft.

2. At the Downtown University College Center--

a) Office and conference rooms-----	500 Sq. Ft.
b) Workroom for advanced students-----	1500 Sq. Ft.
c) Reading room for special collections-----	1500 Sq. Ft.
d) Stack space-----	<u>500</u>
	<hr/>
	4000 Sq. Ft.

The following tentative provision should be made for the school during its developmental period:

I. At the University--

a) Administrative and instructional offices-----	2500 Sq. Ft.
b) Workshop-----	2000 Sq. Ft.
c) Classroom-----	1800 Sq. Ft.
d) Stacks-----	1000 Sq. Ft.
e) Technical laboratory-----	1000 Sq. Ft.
f) Conference and research rooms-----	800 Sq. Ft.
	<u>10,000 Sq. Ft.</u>

2. At the Downtown University College Center--

a) Office and conference rooms-----	800 Sq. Ft.
b) Workshop for advanced students-----	1800 Sq. Ft.
c) Reading room for special collections-----	1800 Sq. Ft.
d) Stack space-----	<u>800</u>
	4000 Sq. Ft.

BUDGET MEMORANDUM A.

Estimated budget for first three to five years with provision for fifty resident students during the academic year and one hundred and fifty students during the Summer Quarter.

1. Administration - - - - -	\$16,200.00
2. Instruction	
a) specialized (37 classes, 12.2 students)	30,000.00
b) non-specialized (30 classes, 15 students) - - - - -	24,300.00
3. Housing - Rental charge for space to be provided in University College- - - - -	12,000.00
4. Supplies and miscellaneous including occasional publications- - - - -	5,000.00
5. Equipment- - - - -	12,000.00
6. Initial expenditure for reference collection for school use - - - - -	10,000.00
7. Total annual expenditure during first years of school - items 1, 2, 3, and 4- - - - -	87,500.00
8. Total annual income from student fees - 900 registrations @ \$25.00 - - - - -	22,500.00
9. Part of annual budget to be provided through outside agencies - - - - -	65,000.00

BUDGET MEMORANDUM A.

Estimated budget for first three to five years with provision for fifty resident students during the academic year and one hundred and fifty students during the summer quarter.

1. Administration	\$16,200.00
2. Instruction	
a) specialized (37 classes, 12.2 students)	30,000.00
b) non-specialized (30 classes, 12 students)	24,200.00
3. Housing - Rental charge for space to be provided in University College	12,000.00
4. Supplies and miscellaneous including occasional publications	8,000.00
5. Equipment	12,000.00
6. Initial expenditure for reference collection for school use	10,000.00
7. Total annual expenditure during first years of school - items 1, 2, 3, and 4	87,800.00
8. Total annual income from student fees - 200 registrations @ \$25.00	25,000.00
9. Part of annual budget to be provided through outside agencies	62,800.00

BUDGET MEMORANDUM B.

Estimated permanent endowment needed for a Library School at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase- - - - -	\$24,300.00
2. Instruction - 75% increase - - - - -	95,025.00
3. Supplies and miscellaneous - 50% increase- - - - -	7,500.00
4. Total items 1, 2, and 3 - - - - -	126,825.00
5. Income from tuition- - - - -	45,000.00
6. Total deficit- - - - -	81,825.00
7. Housing -	
a) Downtown - - 6,000 sq. ft. Endowment needed, for building, equipment and maintenance - -	\$250,000
b) At the University - 15,000 sq. ft. Endowment needed, for building, equipment and maintenance - -	\$456,000
c) Total for housing- - - - -	716,300.00
8. Endowment to cover item 6 - @ 5% - - - - -	1,636,500.00
9. Total endowment for all purposes - - - - -	2,352,800.00

BUDGET MEMORANDUM B.

Estimated permanent endowment needed for a library school at the University of Chicago with provision for one hundred resident students during the academic year and three hundred students during the Summer Quarter.

1. Administration - 50% increase - - - - -	\$24,300.00
2. Instruction - 75% increase - - - - -	25,025.00
3. Supplies and miscellaneous - 50% increase - - - - -	7,500.00
4. Total items 1, 2, and 3 - - - - -	126,825.00
5. Income from tuition - - - - -	45,000.00
6. Total deficit - - - - -	81,825.00
7. Housing -	

a) Downtown - - - 5,000 sq. ft. Endowment needed, for building, equipment and maintenance - - - \$250,000	
b) At the University - 15,000 sq. ft. Endowment needed, for building, equipment and maintenance - - - \$450,000	
c) Total for housing - - - - -	716,800.00
8. Endowment to cover item 6 - 5% - - - - -	1,636,800.00
9. Total endowment for all purposes - - - - -	2,352,800.00

BUDGET MEMORANDUM C.

1. Administration

a) Director ($\frac{3}{4}$ of \$8000) - - - - -	\$6,000.00
b) Vice-Director ($\frac{1}{2}$ of \$6000) - - - - -	3,000.00
c) Secretary and assistant to the Director -	2,500.00
d) Assistant secretary and workroom attendant	2,000.00
e) Stenographers (two) - - - - -	<u>2,700.00</u>

Total for Administration- - - - \$16,200.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science ($\frac{1}{2}$ of \$8000) - - - - -	\$2,000.00
b) Vice-Director ($\frac{1}{2}$ of \$6000) - - - - -	3,000.00
c) Professor of Library Science - - - - -	6,000.00
d) Associate Professor - - - - -	4,500.00
e) Assistant Professors (two) - - - - -	7,000.00
f) Special lecturers and visiting instructors for the summer quarter - - - - -	5,000.00
g) Research Assistants and Fellows - - - -	2,500.00

Total for Specialized Instruction- - - \$30,000.00

3. Instruction (non-specialized)

- a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional Schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of - - - - - \$24,300.00

BUDGET MEMORANDUM 6.

1. Administration

a) Director (1/2 of \$8000)	\$4,000.00
b) Vice-Director (1/2 of \$8000)	4,000.00
c) Secretary and assistant to the Director	2,500.00
d) Assistant secretary and workroom attendant	2,000.00
e) Stenographers (two)	2,500.00
Total for Administration	\$15,000.00

2. Instruction (specialized)

a) Director and Head of Department of Library Science (1/2 of \$8000)	\$4,000.00
b) Vice-Director (1/2 of \$8000)	4,000.00
c) Professor of Library Science	4,000.00
d) Associate Professor	4,500.00
e) Assistant Professors (two)	7,000.00
f) Special lecturers and visiting instructors for the summer quarter	5,000.00
g) Research Assistants and Fellows	2,500.00
Total for Specialized Instruction	\$30,000.00

3. Instruction (non-specialized)

a) This instruction should be provided through departmental offerings in the College of Arts and Literature and in the various professional schools of the University. Assuming that 50% of the instruction would be of this type and that classes would average fifteen students, (this is somewhat above the present average in the Graduate School of Arts and Literature and in the School of Social Service Administration) it would be necessary to provide thirty classes at an approximate cost of \$24,300.00

Same to V. P. Tufts
& V. P. Arnett

March 16, 1925.

Memorandum to Dean Iaing:

In order that you may be aware of matters under consideration, I am handing you herewith a proposal for a Library School to be located at the University of Chicago. I might add that the present demand for such a School arose through a resolution passed by the Chicago Library Club some four years ago, asking the Carnegie Corporation of New York to consider the possibility of establishing a Library School in Chicago. More recently the American Library Association has appointed a Board of Education for Librarianship which has submitted a provisional report indicating that there is very great need for a Library School which shall offer opportunities for research and work toward higher degrees. There is no such school in the country at the present moment. The document handed you herewith is the result of some fifteen months of work by President Burton, Associate Director Hanson, Dean Filbey and myself. This document has been submitted to a committee of the Chicago Library Club and to the members of the Board of Education for Librarianship and, with a few slight revisions resulting from these discussions, will probably be sent by President Burton to the Carnegie Corporation in the near future.

Very truly yours,

EAH*LS

2
V. P. Bennett
to V. P. Bennett

March 16, 1923.

Memorandum to Dean Laing:

In order that you may be aware of matters under consideration, I am handing you herewith a proposal for a library school to be located at the University of Chicago. I might add that the present demand for such a school arose through a resolution passed by the Chicago Library Club some four years ago, asking the Carnegie Corporation of New York to consider the possibility of establishing a library school in Chicago. More recently the American Library Association has appointed a Board of Education for Librarianship which has submitted a provisional report indicating that there is very great need for a library school which shall offer opportunities for research and work toward higher degrees. There is no such school in the country at the present moment. The document handed you herewith is the result of some fifteen months of work by President Burton, Associate Director Hanson, Dean Filbey and myself. This document has been submitted to a committee of the Chicago Library Club and to the members of the Board of Education for Librarianship and, with a few slight revisions resulting from these discussions, will probably be sent by President Burton to the Carnegie Corporation in the near future.

Very truly yours,

EAH:LS

Li 3

The following resolution was passed by the Carnegie Corporation on March 23, 1925.

RESOLVED, That the Carnegie Corporation is interested and does hereby express its interest in the possibility of advancing the librarian's profession.

1. Through the support over a term of years, under conditions to be hereafter specified, of a system of scholarships and fellowships, and
2. In the establishment of a graduate school of librarianship to be an integral part of an American university. And

RESOLVED, That the Corporation express its desire to receive specific suggestions from qualified organizations or individuals as to these two enterprises, and will in due season take under consideration the possibility of grants in support of such enterprises within the limits of its financial resources.

Memo
From Mr. Henry

File under
Libr. School.

43
The following resolution was passed by the Carnegie Corporation on March 22, 1922.

RESOLVED, That the Carnegie Corporation is interested and does hereby express its interest in the possibility of advancing the Librarian's profession.

1. Through the support over a term of years, under conditions to be hereafter specified, of a system of scholarships and fellowships, and

2. In the establishment of a Graduate school of Librarianship to be an integral part of an American university, and

RESOLVED, That the Corporation express its desire to receive specific suggestions from qualified organizations or individuals as to these two enterprises, and will in due season take under consideration the possibility of grants in support of such enterprises within the limits of its financial resources.

Theresa
From Mr. Henry

for the
John. G. Wood

Libr School

The University of Chicago
The University Libraries

Li-3

April 1, 1925.

Memorandum to President Burton:

In reply to your note just at hand, I am quite sure that no further action on our part is necessary in connection with the Library School matter. The resolution, a copy of which I sent you, was the one which was drawn early in March at the suggestion of Mr. Milam. The document we have already filed is the only thing which will be necessary for the present at least.

You may be interested to learn that Mr. Milam is very sure that the matter is all sewed up for the University of Chicago, though of course no definite word was spoken by Dr. Keppel.

I think you have already been advised that there is a possibility of Dr. Keppel being in the city on April 16 with Colonel John Malcolm Mitchell of the Carnegie United Kingdom Trust and Mr. Robert Burns of the Carnegie Dunfermline Trust, both of whom are scheduled to speak at an opening meeting of the Board of Education for Librarianship upon that date.

Mr. Milam has also advised me that in all probability the Trustees of the Carnegie Corporation will devote a meeting in September to the consideration of appropriations for various library purposes. He thinks that you will probably be asked to appear before the Trustees at that time. Mr. Milam himself has already asked Mr. Harry A. Wheeler to appear on behalf of the American Library Association Endowment Fund of which Mr. Wheeler is a Trustee.

Very truly yours,

Edward A. Henry
Head of the Readers' Department.

The University of Chicago

The University of Chicago

April 1, 1933.

Memorandum to President Barton:

In reply to your note just at hand, I am glad to note that no further action on our part is necessary in connection with the library school matter. The resolution, a copy of which I sent you, was the one which was drawn early in March at the suggestion of Mr. Wilson. The document we have already filed in the only thing which will be necessary for the present at least.

It may be interesting to learn that Mr. Wilson is very sure that the matter is all saved up for the University of Chicago, though of course no definite word was spoken by Dr. Kappel. I think you have already been advised that there is a possibility of Dr. Kappel being in the city on April 14 with Colonel John Melville Mitchell of the Carnegie United Nations Trust and Mr. Robert Burns of the Carnegie Foundation Trust, both of whom are scheduled to speak at an evening meeting of the Board of Education for librarianship upon that date.

Mr. Wilson has also advised me that in all probability the Trustees of the Carnegie Corporation will devote a meeting in September to the consideration of appropriations for various library purposes. He thinks that you will probably be asked to appear before the Trustees at that time. Mr. Wilson himself has already asked Mr. Harry A. Wheeler to appear on behalf of the American Library Association Independent Fund of which Mr. Wheeler is a Trustee.

Very truly yours,

Head of the Research Department.

(1)

April 9, 1925.

Miss Sarah C.M. Bogle,
86 East Randolph St.,
Chicago, Illinois.

My dear Miss Bogle:

I have delayed writing you my criticisms of the recently circulated confidential document regarding the Board of Education for Librarianship until I might talk it over with Dean Filbey. He seems to be so occupied with our Development Campaign that I have been unable to arrange a conference with him. Hence I wish to state briefly the questions which I raised in our conference some ten days ago.

The administration of the University of Chicago feels that its courses of training should be complete. For example a man may pass from the Colleges directly to any of our graduate professional schools and complete his training. We feel that it would be a serious matter if a student who graduated from our College of Arts should be required to go to Urbana or Albany for a year of foundational training before he could enter our proposed Graduate School of Librarianship. In other words we feel that we must offer this first year of library training in connection with our more advanced work. The question then arises if one studies this schedule:-

In order to conform with the standards of the Board of Education would we have to organize two separate schools with separate faculty and administrative officers, a professional school giving the first year of work and a graduate school giving the advanced work?

Another question which I would like to raise is this. Suppose a graduate of Simmons College or Western Reserve comes who has his Bachelor's Degree which includes one year of library training, could he be admitted into a Graduate School which would conform to the standards fixed in this report?

If the answer is no, then one would ask what would such a student be required to do before he could enter the Graduate Library School? If the answer is that such a student might be admitted to the Graduate Library School then the question arises what fundamental distinction is there between the Senior Undergraduate Library School and the Professional School?

In other words, I seriously question (and here I am speaking personally only) the recognition of four types of schools. I see the need of what is called a Junior Undergraduate Library School which shall train assistants for clerical duties in libraries. I also recognize the need of an advanced School which shall train students for professional library positions in connection with college graduation. (I note that in your prefatory statement and also on page 5 you recognize the work of the "Senior Undergraduate Library School" as a professional curriculum preparing students for professional positions).

April 9, 1935.

Miss Sarah C.M. Boyle,
88 West Randolph St.,
Chicago, Illinois.

My dear Miss Boyle:

I have delayed writing you my criticisms of the recently circulated confidential document regarding the Board of Education for Librarianship until I might talk it over with Dean Wiley. He seems to be so occupied with our Development Campaign that I have been unable to arrange a conference with him. Hence I wish to state briefly the questions which I raised in our conference some ten days ago.

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I seriously question the logic of this division between Senior Undergraduate Library Schools and Professional Library Schools while at the same time I fully agree with you in insisting upon the widest possible foundation of training for the professional librarian.

I shall be very glad to take part in the discussion of this report at the open meeting and perhaps at that time I shall have further comments to make.

Very truly yours,

EAH*LS

- 2 -

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Very truly yours,

BAH*12

The University of Chicago

CHICAGO, ILLINOIS

Office of the President

L13

April 20, 1925.

My dear Mr. Henry:

The attached letter and memorandum from Mr. Keppel may be of interest to you. President Burton hopes to find time to discuss this with you in the near future.

Very truly yours,

William E. Scott

Mr. E. A. Henry.

Library School

Library School.

CARNEGIE CORPORATION
OF NEW YORK
522 FIFTH AVENUE
NEW YORK

OFFICE OF THE PRESIDENT

April 14, 1925

My dear President Burton

I let the golden moment in which I should have summarized our conversation slip by, and I am afraid that in my present effort I may overlook some of the matters that we then discussed. If so, won't you please come back at me?

Sincerely yours

J. P. Keppel

President Ernest D. Burton
University of Chicago
Chicago, Illinois

MEMORANDUM OF CONVERSATION WITH PRESIDENT BURTON
REGARDING HIS LETTER OF MARCH 17, 1925 AND ACCOMPANYING DOCUMENTS

GENERAL NOTES

1. The present policy of the Carnegie Corporation is to keep its grants as free as we can from the so called conditional gift. It would much rather leave the recipient entirely free from technical restrictions, merely assuring itself in advance that the grant, if made, would form part of a genuine cooperative effort.

2. There appear to be in the United States three possible loci for the library school: Chicago; New York, where some people are recommending a merger of the Albany Library School and the New York Public Library School and placing both under the educational direction of Columbia University; Washington, where the University situation is not strong, but where there are extraordinary library opportunities.

3. While the total amount which the Corporation can look forward to contributing for this particular purpose will depend upon the consideration of a forthcoming report from the librarians as to how a total of Five million dollars had best be divided, the tentative maximum figure which F.P.K. had been basing his plans on was a million and a quarter. He does not believe that the size of the school is nearly so important as the high quality of its work.

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4. In view of a \$5,000,000 grant voted to the Carnegie Institution of Washington, in annual increments of \$1,000,000 each, beginning 1926, it is not likely that such a capital sum could be turned over until 1927, the income or so much of it as might prove necessary would however be forthcoming meanwhile.

DETAILED NOTES

- Page 3 Par. 2 Query: Responsibility of Corporation for local part-time situation.
- Page 4 Par. 2 The University had better look elsewhere with reference to building construction while the Trustees of the Carnegie Corporation are in their present mood regarding grants for buildings.
- Memorandum I 2 Omit word "high schools" and perhaps add "library
page 1, last l. administration in public school systems."
- Memo. I 9 Suggest additional objective; viz: "which shall exert an influence throughout the University departments toward high bibliographic standards."
- Memo. V 2 e Query: The need of this provision in view of contemplated system of fellowships to be established by the Corporation.

Budget Memorandum A Sec. I	Query: The necessity or the wisdom of starting on so liberal a basis. Greatly question whether the right men could be found for all the positions included.
Bud. Memo. C	See General Notes, 3, above.
Bud. Memo. D Sec. 2 g	Omit assistants and fellows
Sec. 3	This item seems very heavy. Certain of this work will be given anyway and should not be charged against a new enterprise. In other cases the establishment of a formal course may not prove necessary, or where a course is desirable, it need not be given annually. In general this aspect of the problem would seem to be one of the points where, as in the case of housing, the University could make its contribution to the common purpose.

Budget Memorandum Query: The necessity or the wisdom of starting on
a Sec. I

so liberal a basis. Greatly question whether

the right man could be found for all the

positions included.

See General Notes, 3, above.

Only assistance and follows

Sub. Memo. C

Sub. Memo. D

Sec. 2

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University could make its contribution to the

common purpose.

The University of Chicago

University College

Li' 3

OFFICE OF THE DEAN

April 16, 1925

Mr. W. E. Scott
President's Office

My dear Mr. Scott:

Enclosed herewith is copy
of the American Library Association
bulletin for January which we used
in connection with the Library
School proposal. I am returning
it for your file.

Very truly yours,

Emery Talbot
Dean

EF/EL

BULLETIN

OF THE

AMERICAN LIBRARY ASSOCIATION

VOL. 19, No. 1

CHICAGO, ILL.

JANUARY, 1925

A. L. A. News
Seattle Conference
Mid-Winter Meetings
A Message from the President
Salary Statistics

PUBLISHED BIMONTHLY.

Entered as second-class matter December 27, 1909, at the Post Office at Chicago, Ill., under Act of Congress of July 16, 1894. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized on July 8, 1918.

BULLETIN

OF THE AMERICAN LIBRARY ASSOCIATION

VOL. 19, No. 1

CHICAGO, ILL.

JANUARY, 1925

To editors: The A.L.A. Bulletin invites reprinting of its articles in whole or in part. The material in the Bulletin is not copyrighted.

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The American Public Library and the Diffusion of Knowledge by Dr. Wm. S. Learned, recently issued under the auspices of the Carnegie Corporation, is undoubtedly one of the most important and effective contributions that has ever been made to the library cause in America. It is fine merely as a bit of library literature. It is equally fine as a masterly statement of the conditions and of the logic out of which the public library has thus far developed and which are now calling for further development. The library cause owes an immeasurable debt to Mr. Carnegie for the lavish use of his money in providing homes for libraries. It may be doubted whether any other use of his money has meant as much for real progress as its use in the preparation and publication of this illuminating and stimulating little book. It is all the more significant in that it comes not from a professional librarian but from one whose main interest has been that of an educator and who is able to speak as an authority in the educational world. It should be in the hands of every one who is at all interested either in the public library or in the present problem of adult education.—ASA WYNKOOP.

A. L. A. NEWS

FORTY-EIGHT percent of the people enrolled in library schools in October 1924 were college graduates; 82 percent had had at least one year of college work; and only 15 percent were without credit for a full year of formal education beyond the high school. These facts are drawn from data received from the library schools by the Board of Education for Librarianship.

The detailed figures follow:

Scholastic Preparation of Students Enrolled in 18 Library Schools, October 1924

College graduation	302	48%
Senior standing or 3 years of college work.....	79	13
Junior standing or 2 years of college work	94	15
Sophomore standing or 1 year of college work....	37	6
	512	82%
3 years of normal school work	3	
2 years of normal school work	8	
1 year of normal school work	5	
	16	3%
High school graduation or its equivalent	93	
Less than high school or its equivalent	0	
	93	15%
Total	621*	100%

Forthcoming A.L.A. publications are: *County library service*, by Harriet Long; \$1.75; ready early in March. *Viewpoints in modern drama*, by F. K. W. Drury; price to be

*522 of these students are expected to complete a curriculum in library science in June 1925.

announced; ready in March. *Booklist books 1924*; heavy paper cover, 45c; without cover (orders for the latter received only until March 1), 10 copies, \$2.50; 25, \$4; 50, \$7; 100 or more 10c each; ready in March.

Twelve specialists are being engaged to prepare twelve reading courses. Each course will consist of a carefully selected list of six or eight books arranged for consecutive study, preceded by a brief introduction to the subject. An effort has been made to choose authors who could prepare a course which would have a very wide appeal and still be fundamentally sound. Three of the authors have promised manuscripts for early publication:—W. N. C. Carlton, on *English literature*; Dallas Lore Sharp, on *American literature*; Edwin A. Slosson, on *The physical sciences*.

A.L.A. Catalog, 1926. A provisional prospectus sent to members of the Editorial Committee, state library commissions, library schools, librarians of small libraries and others has brought criticisms, suggestions and points of view from those best qualified to estimate the uses to which such a catalog is likely to be put. From all these comments definite plans are being made. Tentative lists will be ready in March for sending to specialists in certain fields of knowledge and to selected librarians. With satisfactory co-operation the manuscript should be ready for the printer in January, 1926.

Graded Book List. Dr. Carleton W. Washburne of Winnetka is having the co-operation of about thirty public schools and libraries in the collection of data on which his graded list of books is to be prepared. Each child who reports on a book he has read is given the Stanford Silent Reading Test. Children are asked to report on all books read. When

ballots on one book have been received from fifty children the book will be checked against certain approved lists. If found on those lists, or if it is not on the lists but is approved by a special judging committee, the book will be graded according to the children's recorded judgments. About thirty thousand copies of the Stanford Silent Reading Tests are being used and a considerably larger number of ballots.

An all day open meeting of the Board of Education for Librarianship will be held at the University of California, Berkeley, California, March 4, 1925, during the visits of the Board to the western library schools. Every one interested in the problems of education for librarianship is invited to attend. Definite information in regard to the program, time, and place of the meeting will be furnished on request by Sydney B. Mitchell, chairman, Department of Library Science, University of California, Berkeley, California.

About 150 new A.L.A. members have been enrolled since January 1, 1925, making a total membership of more than 6200.

Ernest J. Reece represented the American Library Association at the recent Conference on Health Book Promotion called by the National Health Council in New York, December 2. Health organizations and publishers with medical departments were represented.

An A.L.A. regional meeting will be held at Sioux City, Iowa, in October, 1925, at the request of the state library associations of Minnesota, South Dakota, Nebraska, and Iowa.

The Eunice Rockwood Oberly Memorial Prize, awarded every two years for the best original bibliography in the field of agriculture or the natural sciences, will be awarded to Max Meisel of New York for the first volume

of his extensive Bibliography on American Natural History, described as follows:
Meisel, Max.

A bibliography of American natural history; the pioneer century, 1769-1865; the role played by the scientific societies; scientific journals; natural history museums and botanic gardens; state geological and natural history surveys; federal exploring expeditions, in the rise and progress of American botany, geology, mineralogy, paleontology and zoology. Vol. 1. The Premier Publishing Co., Brooklyn, N. Y. 1924.

244p. 23½ cm. Cloth, \$5.

A Bibliography on the Marketing of Agricultural Products submitted by Emily L. Day, Katharine Jacobs, and Margaret T. Olcott, of the library staff of the Bureau of Agricultural Economics of the U. S. Department of Agriculture, received honorable mention.

The Committee on Schemes of Library Service met informally with Fred Telford of the Bureau of Public Personnel Administration during the Chicago Mid-Winter meetings, to discuss the tentative report prepared by Mr. Telford, based on the first 24 library personnel questionnaires received. Mr. Telford urges the taking of intelligence tests by librarians to determine a fair test for a working basis in future personnel work.

The thanks of all delegates were freely expressed to the Chicago Library Club for courtesies extended during the Mid-Winter Library Conference.

Extra copies of the *Handbook 1924* are obtainable at 75c each. The price of the *Proceedings 1924* is \$2 to non-members; members may secure extra copies at \$1.25.

Sections and groups meeting in connection with the Saratoga Springs conference have been invited to send full reports of their meetings to A.L.A. Headquarters (in addition to the condensed reports submitted for publication in the *Proceedings*). A number of these

reports have been received and are accessible in the A.L.A. files.

The franc account of the Paris Library School Fund was omitted through error from the financial reports published in the November *Bulletin*.

The annual financial reports and budgets have not yet been completed; they will probably appear in the March issue of the *Bulletin*.

Delegates to the A.L.A. Conference in Seattle are invited to visit Portland either before or after the Seattle meeting. It is possible that some special arrangements will be made to show to visitors the city and the Library. Persons interested in seeing Portland should communicate promptly with Anne M. Mulheron, librarian, Library Association, Portland, Oregon.

A *Bibliography of vocations for college women*, prepared by Fannie Dunlap and Alice Sarah Johnson of the University of Illinois Library, is now appearing serially in the bimonthly *News Bulletin* of the Bureau of Vocational Information (2 West 43rd Street, New York City), beginning with the issue of January 1, 1925. The A.L.A. may obtain reprints for distribution to libraries if sufficient interest is shown to justify the expense.

A meeting of the Fiftieth Anniversary Committee was held in the Hotel Sherman, Chicago, January 1, 1925. The Chairman, Carl B. Roden, reported that the *A.L.A. Catalog, 1926* and the Survey are going forward satisfactorily, and that some steps have been taken looking toward participation in the conference by foreign delegates.

Mr. Wheeler presented tentative plans and budgets for the 1926 conference exhibits, and his report was referred to the Executive Committee of the Fiftieth Anniversary Committee.

The hope was expressed that some means

would be found for having articles on library progress written for publication in the leading magazines.

The possibilities for meeting places in 1926 were stated to be Philadelphia, and Atlantic City with a Philadelphia day. The following sub-committee was appointed to assist in promoting the plans for the 1926 Conference: W. W. Bishop, Frank P. Hill, Herbert Putnam, E. C. Richardson, Carl B. Roden.

It is a far cry from the Gaikwar of Baroda to the humblest library assistant who has ever voiced her feelings in her state commission quarterly, but both of these and thousands of others are represented in Cannons' *Bibliography of library economy* to be published this year by the A.L.A. It indexes all library periodical literature in the English language from 1876 through 1920 and magazines published in all parts of the English speaking world, from England to Australia. The thoroughness of the work excites astonishment and admiration, while the fact that American library literature is as fully indexed as British gives assurance of the value of the work to American libraries.

The long-heralded textbooks are at last taking definite shape. Carl B. Roden reports progress on *Book selection*. John A. Lowe, Brooklyn, has assembled quantities of material for use in the preparation of *Public library administration* and has given special attention to the case method, seeking the advice of Dr. William Russell of Teachers College and Dr. W. W. Charters of the University of Pittsburgh. His outline has been discussed with the Association of American Library Schools and the Editorial Committee. Asa Wynkoop of Albany expects to complete his manuscript on *The American public library movement* about one year from now. Miss Isadore G. Mudge has agreed to prepare the fourth textbook which will be on *Reference work*.

The best seller among A.L.A. publications at present is Joseph L. Wheeler's *The library and the community*.

THE SURVEY

The Yankee curiosity which was displayed by the Survey Committee during the summer, is bringing excellent results. Every mail brings a new batch of answered questionnaires; the postman on the Union Boulevard route, St. Louis, Mo., is heartily in favor of the proposed pay increases for mail-carriers; and the Interrogation Office is busily engaged in the attempt to transform itself into an Information Bureau. The 400 or more librarians who have already cleared their desks of the questionnaire are undoubtedly chuckling as they think of the boomerang which they have hurled back to the senders. The 2600 who are still "doing" the questionnaire are respectfully asked to remember that, after all, it is not so very much worse than a daily cross-word puzzle; that replies from everybody are needed to make the work fully successful; and that they are needed as promptly as other duties will permit.

Requests are already beginning to come in, for advance information on various questions of administration and service. It is too early yet to meet such requests satisfactorily, but all are invited to make known to the director any points on which they would particularly like information. As soon as it may be possible, advance information will be sent to such inquirers, and such expressions of interest will help in giving practical value to the published reports. And that is what everyone wants.

BOARD OF EDUCATION FOR LIBRARIANSHIP

Members of the Board of Education for Librarianship visited the Library School of the Carnegie Library of Atlanta on December 19, 1924. An itinerary including the western schools is planned for February 23-March 9,

1925 and the visits will be completed by a trip to the University of Wisconsin school in April.

A study of library school curricula based upon official catalogs of the current year is in preparation.

The sub-committee on training class problems has been appointed: M. G. Wyer, chairman; Rena Reese, Ethel Sawyer, Marie A. Newberry, and Julia Hopkins. This committee will co-operate with the A. L. A. Training Class Section authorized by the Council on January 1.

The A. L. A. Education Committee has appointed Martha Wilson chairman of a sub-committee to work with the Board on standards for courses for school librarians.

Advantage is being taken of the offer of the Association of American Library Schools to co-operate through its committees.

In 1923 a tentative prospectus for a National School of Library Science in Washington, D. C., was issued by a group of local librarians who had organized for the purpose. The Chicago Library Club was occupied during the same period on a proposal for the establishment of a graduate school in Chicago. The Board conferred on December 17 with the Washington group and on December 30 with Chicago representatives.

An Advanced School of Librarianship was discussed on December 31 at an open meeting reported on another page. The program with notes on the questions presented was distributed widely. It is hoped that all who have access to this material will send in their comments before February 15.

PARIS LIBRARY SCHOOL

Mary Parsons, resident director of the Paris School, says, "We have had occasion to confer with two persons who are going to establish library schools in other countries, one in Europe and one in Asia, and the president of

the National Association of Librarians has come three times for consultation. The president of another association has asked that a representative of the School speak before the association, and an Inspector of Libraries came from another country to discuss the question of an international conference of librarians. A member of the Council of Administration of a large library in still another country has asked permission to send two assistants to be professionally trained, and has asked us to recommend to him a chief librarian.

"We have not only had visits from librarians from neighboring countries, such as Italy, Belgium, and Holland, but some have come to us from Rumania, Esthonia, and China. The librarian of the Library of the University of Jerusalem came to see us last summer, and has now sent one of his assistants to follow our course in order to aid in organizing the library at Jerusalem.

"This year we have admitted to the School only students who hold brevet superieur or baccalaureat diplomas, or who have passed satisfactory examinations. Next year to be admitted to the examination applicants must present diplomas showing completion of secondary studies, brevet superieur, baccalaureat or other higher degrees. Faculty action must be taken to admit exceptional students to the examination.

"It is interesting to note that in the present class one student has presented his thesis for doctor's degree at the University of Leopold, and another is a former student of Saint Cyr. One student reads easily eight languages and speaks five, and another reads seven languages and speaks five. Nearly all of the students speak at least three or more languages.

"The librarian of the Municipal Library of Montluçon has been sent by his Mayor to the School and his salary is paid during the course. One of the towns in the neighborhood of

Montluçon realized the opportunity too late so the young man who is appointed librarian there is following the course as an auditeur libre."

The Paris Library School announces the following scholarships, award being made by the Sous-comité d'Action du Comité français de la Bibliothèque Moderne (with the approval of the director and resident director):

The Indiana Scholarship of 1,000 francs monthly for 8 months to André Chamson, archiviste-paleographe, École Nationale des Chartes.

Overseas Scholarship of 150 francs monthly for 8 months to Marthe Charlot, who has the following diplomas: brevet superieur, certificat d'aptitude pedagogique, baccalaureat (latin-langues-philosophie) and who has organized libraries, in different "Foyers du Soldat de l'Union franco-americane."

Through gain in exchange on scholarship funds, it was possible also to award minor scholarships to the following:

Helene Zipper, who has already presented her these de doctorat at the University of Leopold. She was an assistant in the Jewish National Library at Jerusalem and was sent especially by the librarian to take this course.

Suzanne Smelten who has the diploma as "institutrice primaire," Brussels, and has been an assistant at l'Heure Joyeuse library in Brussels.

Nearly 200 libraries now have standing orders for all A.L.A. publications. More than half of these orders have been placed within the last few months.

A number of library commissions and public libraries have placed quantity orders for *Children's books for general reading*; the Massachusetts Library Commission, for example, having ordered 250 copies.

A. L. A. CONFERENCE, 1925

SEATTLE, WASHINGTON,

July 6-July 11, 1925

The FORTY-SEVENTH ANNUAL CONFERENCE of the American Library Association will be held at Seattle, Washington, July 6 to July 11, 1925. The Olympic Hotel will be headquarters.

TENTATIVE PROGRAM

Tentative plans of the Program Committee provide for four general sessions. The plan followed at Saratoga Springs, of allowing one period each day free from formal meetings was so approved and appreciated that it will probably be repeated this year.

It is expected that one general session will be devoted to school libraries. Another is to be a symposium on library extension, which will include a consideration of children's library work from the standpoint of library extension. A third general session will be on adult education, and another, the opening session, will be given over to the president's address.

An evening will be set aside for the groups which wish to arrange for dinner meetings—library schools and others.

Formal meetings will begin Monday and conclude Friday evening in order to permit delegates to start Saturday morning on the Alaska trip (see next page).

Many of the meetings will be held in the headquarters hotel, which has an assembly room seating 1200, and seven other meeting rooms accommodating 75 to 400 persons. The Seattle Chamber of Commerce, also available and close by, has an auditorium seating 300, so that there is ample space within, and in the immediate vicinity of, the headquarters hotel.

The Olympic is a new hotel. It has 600 guest rooms, spacious lobby, attractive res-

taurant, numerous private dining rooms, grill room and cafeteria. The hotel district of Seattle is in two well defined sections of the city; these two hotel areas are about three-fourths of a mile apart, and the Olympic is half way between, so that it is centrally situated with respect to other hotels.

A list of hotels with rates will be printed in the March *Bulletin*. Reservations will begin April 1. All requests for reservations should be addressed to Ralph Munn, Public Library, Seattle, Washington.

EXHIBITS

Arrangements will be made for commercial and official exhibits. All prospective exhibitors should communicate with E. O. Fontaine, 86 East Washington St., Chicago.

TRAVEL ANNOUNCEMENTS

The approximate prices of rail and pullman travel as given in the November *Bulletin* (page A20) are probably the rates which will prevail next summer for our trip.

The route of special party travel will be from New York over the Baltimore and Ohio R. R., via Washington to Chicago; the Burlington route thence to St. Paul-Minneapolis, where on the forenoon of July 1 the party will be entertained by the librarians of the Twin Cities. Special train will leave Minneapolis at 1:00 p. m. over the Great Northern Ry., due at Glacier National Park July 2 at 9:00 p. m., where the night will be spent at the Glacier Park Hotel, (room with bath). The two-day trip through the Park will be by auto to Many Glacier Hotel via St. Mary Chalets, where the second night will be spent and opportunity given during the afternoon for sight seeing there, (or for \$4.00 a saddle horse trip to Iceberg Lake). The second day includes automobile and launch to Going-to-the-Sun-Chalets,

and return to Glacier Park Hotel for evening dinner; our special train leaving the hotel at 7:00 p. m., due in Seattle Sunday night, July 5.

Register for the train as follows: New England delegates with F. W. Faxon, 83 Francis Street, Boston; North Atlantic States delegates with Franklin H. Price, Free Library, Philadelphia; Central States with John F. Phelan, Chicago Public Library; those from Missouri, Iowa and points west of Chicago, who will join party at St. Paul, register with Charles H. Brown, Iowa State College Library, Ames. Registration will be taken to include the Glacier National Park trip, and room mate should be named. Mr. Faxon will attend to the rooming on the Park trip. The latter costs \$32.50 including hotels, meals, auto and launch.

Post Conference Parties

A. Alaska (immediate registration necessary, with Mr. Faxon, depositing \$25.00).

B. Rainier National Park (register soon with C. W. Smith, University of Washington Library, Seattle, Washington).

Alaska

(About \$100.; \$35. extra for trip inland.)

The Alaska trip is now assured, about 80 already being registered. Others intending to go must notify Mr. Faxon at the earliest possible moment or space on the steamer will not be available.

The party will leave Seattle Saturday morning, July 11, for Vancouver, taking from there the steamer for Alaska Saturday evening. There will be two hours for sight seeing at Victoria en route to Vancouver. Formal meetings will be concluded Friday evening.

This never-to-be-forgotten 2000 mile cruise in land-locked waters with mountains on either side is an opportunity that we shall not have soon again. Glaciers, snow capped mountains, baby icebergs, quaint towns, Totem poles, and daylight until long after bed time, and many

beautiful summer flowers are some of the attractions. We shall see Alert Bay, Prince Rupert, Ketchikan, Wrangell, Juneau (Alaska's capital), and Skagway.

It may be possible to make a two-day excursion inland from Skagway (cost \$35. extra) which seems so well worth while that reservations are requested for it. The White Pass & Yukon Ry. takes a scenic course up over White Pass to the international boundary, thence for 27 miles along the shores of Lake Bennett to Carcross where transfer to a steamer is made. All the afternoon the trip leads inland giving wonderful views of high mountains and the primeval Alaskan interior. Night is spent on this steamer at West Taku Arm, and the trip back to the steamer at Skagway is made the next day. As the accommodations of the Taku Arm steamers are limited and bookings are already coming in for July, immediate payment of \$35. must be made with Mr. Faxon for this side trip.

Rainier National Park

Mt. Rainier is about 90 miles from Seattle, and a post-conference, three-day trip there is planned for those not going to Alaska. Party leaves Seattle July 11, 7:30 a. m. by train for Ashford, and goes thence by auto-stage into the Park to Paradise Inn, high on the side of the wonderful mountain. With the prospect of guidance by a professor of the department of Geology of Washington University, the A. L. A. party will have a most interesting and instructive trip, and a fine rest as well. The summer flowers beside the snow banks, the Nisqually Glacier, and opportunity to climb Mt. Rainier make such a trip alluring. Total expense from Seattle and return, July 11 a. m. to July 14, evening, about \$36. Register as soon as possible for this trip with Charles W. Smith, University of Washington Library, Seattle, Washington, as the tentative reservations now made must be definitely confirmed, that rooms may be had at Paradise Inn.

In General

Summer excursion rates to Seattle are good by any route, whether delegates go with special party or not. Stop-overs returning are liberally provided.

For details and reservations, address members of Travel Committee:

F. W. FAXON, 83 Francis St., Back Bay, Boston, Mass., Chairman.

FRANKLIN H. PRICE, Philadelphia Free Library, Philadelphia, Pa.

JOHN F. PHELAN, Public Library, Chicago.

CHARLES H. BROWN, Iowa State College Library, Ames, Iowa.

CHICAGO MID-WINTER MEETINGS

The Mid-Winter Library Meetings at the Hotel Sherman, Chicago, were attended by more than 400 persons.

The A.L.A. Council held three sessions, all open to members of the Association; Executive Board, four sessions; Board of Education for Librarianship, one open meeting and three executive sessions; Adult Education Commission, three meetings; university librarians, librarians of large public libraries, Editorial Committee, two sessions each; Association of American Library Schools, Bibliographical Society of America, catalogers, college librarians, Committee on Schemes of Library Service, Fiftieth Anniversary Committee, hospital librarians, League of Library Commissions, normal school librarians, Survey Committee, one session each.

COUNCIL

January 1-3, 1925

First Session

A meeting of the Council of the American Library Association was held in the Hotel Sherman, Chicago, Illinois, Thursday, January 1, 1925, at 10:15 a. m. H. H. B. Meyer, President, presided.

Standing Committees

C. B. Lester, chairman of the Committee on Committees, stated that Section 20 of the Constitution provides that the chairman of each standing committee shall be a member of the Council; that there has been no interpretation

or accepted definition of a standing committee, and that the matter of interpretation was referred to the Committee on Committees. He called attention to this statement in Carl B. Roden's report of 1921 (*Annual Reports 1921*, p. 27): "The common definition of a standing committee is one appointed for the consideration of an entire group or class of subjects as against a single or special topic or problem."

Mr. Lester and his Committee considered the rules of the House of Representatives and the Senate of the United States and Robert's Parliamentary Law and defined a standing committee as "one having indefinitely continuing functions in some general field." Mr. Lester offered a tentative grouping of the A.L.A. Committees (based on the information available as to their present functions) under two heads:—standing and special.

Discussion followed as to whether the following committees should be included in the list of standing committees:—Salaries Committee, Committee on Library Revenues, the Committee on Ventilation and Lighting of Library Buildings, Oberly Memorial Fund Committee and the Committee on Resources of American Libraries.

It was

Voted, That the Salaries Committee and the Committee on Library Revenues be added to the list of standing committees of the Association.

Voted, That the Committee on the Oberly Memorial Fund be omitted from the list of standing committees.

Voted, That the name of "Decimal Classification Advisory Committee" be changed to "Committee on Classification."

Voted, That the Committee on Resources of American Libraries be added to the list of standing committees.

Voted, That the list of standing committees presented by Mr. Lester be adopted as amended.

The standing Committees of the Association, according to this vote, are:

- Affiliation of Chapters with the A.L.A.
- Bibliography
- Board of Education for Librarianship
- Bookbinding
- Book Buying
- Cataloging
- Civil Service Relations
- Classification
- Committee on Committees
- Constitution and By-Laws
- Editorial
- Education
- Federal and State Relations
- Finance
- Hospital Libraries
- Institution Libraries
- International Relations
- Legislation
- Library Administration
- Library Co-operation with Hispanic Peoples
- Library Revenues
- Membership
- Public Documents
- Publicity
- Recruiting for Library Service
- Resources of American Libraries
- Salaries
- Ways and Means
- Work with the Blind
- Work with the Foreign Born

Training Class Section

A petition to the Council from training class instructors asking that a training class section be created was presented by George B. Utley, chairman of a special committee appointed to consider the petition. Mr. Utley recommended approval of the request.

Mary Eileen Ahern opened the discussion, in which Adah Whitcomb, Frank P. Hill, Joseph-

ine A. Rathbone and Purd B. Wright took part.

It was

Voted, That the request for a Training Class Section be granted.

German Book Exhibit

Theodore W. Koch announced an exhibit of 10,000 German books which was made under the auspices of the German publishers' association under the leadership of Dr. Edwin Schuler and four associates.

Mr. Koch stated that a catalog of the exhibit had been prepared from cards and printed in six days by reproducing the typewritten sheets in the same method as the *Literary Digest* was printed a few years ago during the printers' strike. Members of the Association were invited by the German visitors to see the exhibit.

A.L.A. Headquarters Building

Edward D. Tweedell, chairman of the Committee quoted the resolution adopted at Hot Springs: "That the Executive Board recommends to the Council that no further action be taken on this question until sufficient funds have been accumulated to indicate that the erection of a headquarters building may become a possibility," and stated that the question has arisen whether this is sufficient authorization for the accumulation of a building fund.

The following resolution was adopted:

Resolved, That the Council approve the accumulation of a fund for a future A.L.A. Headquarters building.

Brussels Institute

The chairman of the Committee on Bibliography, E. C. Richardson, made the following remarks:

"Pending more careful inquiry into the matter, let me say that the reorganization of June which appears to have resolved the Institute into a general organization which is to carry

out concrete work within the lines of the agreement with the League Committee, and various national sections or correspondents, seems quite in the right direction.

"The final working out of M. Godet's subcommittee of the League was highly intelligent and practical. It seemed to put things in shape for promotion.

"The proposed new organization was to be adopted by the League Committee as its agent and representative for bibliographical matters including a well defined group of operations taken over from the old Institute.

"The League was to make a very modest contribution to its budget, and offer the aid and encouragement of its prestige in the raising of funds, and the enlistment of concrete co-operation. If this is put into vigorous operation, there seems to be great potentialities in this. It seems to have actual relations with other international organizations—at least with the five that are printed on the cover of the *Bulletin*. From the circular which the President showed me, it would seem that the plan of re-organization is to have national sections and to parcel out certain enterprises among them.

"At this point there comes a difficulty or question as to what the relation of these national bodies is to the similar bodies which the League Committee is attempting to form, the League idea being to form a national centre, of which bibliographical research and educational associations should form part, and contradictory to the idea of a central bibliographical institution with national branches.

"No, I did not find that American libraries are really interested in the work of the Institut. Whether they should be or not, depends altogether, as it seems to me, on the question of effective operation. If it operates or can be made to operate effectively, it does work which ought to be done, and which can be done only by universal co-operation. American libraries are deeply committed to library co-operation on every scale. The coming anniversary accents the co-operative aspect of its foundation and world circumstances point to making this international. We have maintained international committees for half our existence as an Association. All of us, of whatever party, are committed to the idea that whether or not we can take an organic part in the League,

it is our business to do all that we can to promote international working together. Here there appears to turn up precisely the opportunity. By promoting the Institute, we co-operate with the League without working in it, and might do it in a very full way. With reasonable support and energy it could be certainly made practical and perhaps on a very large scale.

"The question of what our relations with it should be depends on what the facts prove to be. If it is made concrete in a practical working body, we should, as a profession, take it up as a matter to promote in every possible way. If it works, it should be made to do the whole thing as it ought to be done. If it is feeble or mediocre, it stands in the way of the solution of the general problem of organizing our chaos of book material. As representatives of the several libraries, we ought to at least be willing to do some concrete co-operation work as well as insist that this work be contributory to something real and not frittered on operations and inquiries which do not contribute directly to big and practical results. As a library association, I think that we might, at the present moment give very definite inquiry to the matter through the committees and then by discussion with the following program: 1. Find what the League Committee and the Institut, individually or jointly, are doing, proposing to do, or disposed to do; 2. Discuss in joint meeting of Committee and Executive Board, or in the Council, if practicable, what share in these plans we can take or what modification of them will enable us to co-operate with cordiality; 3. Get some provisional support from the Foundations conditioned on the international body making the adjustments which promise effective results; 4. Co-operate if they do, drop it if they don't. We might make an epoch of our fiftieth anniversary, if we could pull off an effective practical institution for actual and strictly international matters.

"(This memorandum is interim information only—not the Committee report asked.)"

After discussion and the presentation of a letter from Melvil Dewey the following resolutions were adopted:

Resolved: That the Council looks with cordial interest on all efforts to form a practical

working center for concrete undertakings in international library and bibliographical matters and regards with peculiar respect the unwearied effort of the Brussels Institute to realize certain sound and recognized ideals.

That in the adoption of the League Committee on Intellectual Co-operation of the re-organized Institute as its agent in certain matters, the Council recognizes also the possible opportunity for that co-operation with the League Committee and other European agencies, without political complications or question of membership in the League, for which Americans are confessedly on the alert.

That the Council therefore recommends to the Executive Committee expression of warm interest and approval in principal of the effort to organize practical international co-operation in concrete matters of library concern, and that the A.L.A. committees on Bibliography and on International Relations fully investigate the practical bearings of all the going efforts and the attitude of the British and Continental library associations toward these efforts and the general proposition; and, further, that these committees be asked to give diligent attention to the matter with a view to some early practical share by the A.L.A. in concrete plans for co-operation and in particular in those of the International Institute of Bibliography.

Legal Opinion on the Use of War Funds

J. I. Wyer, a member of the Committee on the Transfer of Library War Service Activities, presented briefly the history leading up to the resolution adopted by the Council: "That the Committee on the Transfer of Library War Service Activities inquire into the legality of appropriating a substantial sum from the balance now in the war funds to the rebuilding of the Louvain Library and report at the next annual A.L.A. meeting." He reported that the Executive Board formally expressed its belief "that expenditures from the balance of the War Work Funds must be governed by paragraph 4 of the memorandum of the Committee of Eleven which reads: 'The seven organizations shall severally assume as

nearly as may be their respective proportionate shares of responsibility for work to be done, and all expenditures of money shall be strictly in accord with their respective War Work activities and none of the Fund shall be expended for general non-war work or for permanent structures or establishments or for endowments,' etc." He then presented the legal opinion of the attorneys of the Association, Messrs. Chapman, Cutler and Parker of Chicago. The opinion, written by T. S. Chapman, based largely on the memorandum of the Committee of Eleven (quoted above), for funds, is in part as follows:

"I am familiar with the source of the War Work Fund, and am of the opinion that the Association can not with propriety make any grant of the nature suggested. Such funds were contributed for the purpose of enabling the Association to afford library facilities to American soldiers, sailors and marines during the world war. In so far as the specific purpose for which these funds were contributed has ceased to exist, the Association in duty and in good morals and in law is bound to apply any unexpended funds to a purpose as nearly similar as possible to the said primary purpose."

Mr. Wyer moved that this communication be taken as expressing the sense of the Council in the matter referred to it a year ago.

Frank P. Hill seconded the motion and in doing so submitted a legal opinion from T. L. Frothingham.

Mr. Frothingham based his opinion upon the original Charter of the United War Work Campaign which includes the following statement:

"To promote the mental, moral, and physical welfare of the military and naval forces of the United States and of the countries associated with the United States in the war of all persons aiding the United States and the countries associated with it in the prosecution of the war, and for such purposes to solicit, hold and disburse funds; to co-operate with and extend financial or other aid or assistance to such individuals, corporations, as-

sociations or institutions as are now or may hereafter be engaged in furthering the purposes above named, or any or either of them."

In his opinion the use of some of the War Funds for the rebuilding of the Library at Louvain would be entirely proper. Referring to the Charter Mr. Frothingham says:

"So far as I know there was no other formal statement of the purposes for which the War Fund was raised. If this be so, then each of the constituent organizations was and is at liberty to use the War Fund for any of the purposes above specified falling within the scope of its own particular activities."

The opinions in full are on file at A.L.A. Headquarters and are available upon request.

Dr. Hill offered the following substitute motion:

That both opinions be received and referred to the Executive Board.

The substitute motion was seconded and carried.

On motion by Dr. Hill, it was

Voted, That it is the sense of the Council that the work of the Executive Board and of this special committee is entirely satisfactory and that we approve of the conduct of that work and appeal to them to go on with it.

The motion was seconded and carried.

Evans Bibliography

Theodore W. Koch, chairman, reported that in the opinion of Charles Evans the Committee has practically completed what it was commissioned to do, namely, to secure enough subscriptions to Evans' *American Bibliography* to warrant the compiler's going ahead with preparations for the printing of volume 9. Mr. Evans wished to express his deep appreciation of the co-operation of the A.L.A. and the prompt response which a number of libraries have made to the Committee's appeal. He hopes the ninth volume will be published before the next annual meeting of the Association in July, 1925. Any subscriptions received from now on will be to the benefit of all sub-

scribing libraries by keeping down the cost of the new volumes as issued.

Sabin Bibliography

H. M. Lydenberg, speaking on behalf of E. H. Anderson, chairman of the Sabin Bibliography Committee, said that the Committee has secured action from the Carnegie Corporation by which \$7,500 is to be provided as a revolving fund to be administered by the Bibliographical Society of America for the promotion of bibliographical enterprises.

On behalf of Mr. Anderson he submitted his request that the Committee, on the completion of the Sabin Bibliography, be discharged. The report was received and President Meyer stated that the Executive Board had taken the necessary action.

Dictionary of American Biography

At President Meyer's request J. I. Wyer spoke of the gift by the editor and owner of the *New York Times* of funds sufficient to prepare a Dictionary of American Biography comparable to the *Dictionary of national biography* on the other side.

The following resolution was adopted:

Resolved, That the A.L.A. learns with keen interest and enthusiasm of the gift of Mr. Adolph S. Ochs of \$500,000 for the preparation of a scholarly and adequate Dictionary of American Biography. It desires to record its appreciation of this generous provision for an essential and much needed work of reference, and to assure the board of management and the editor of the new project of all possible co-operation from the American Library Association and from individual libraries and librarians.

The meeting adjourned.

Second Session

The second session of the Council was held in the Hotel Sherman, Friday, January 2, 1925, at 10:20 a. m.

President Meyer presided.

Board of Education for Librarianship

Adam Strohm, chairman of the Board, presented an informal report of the work of the Board since last July.

Mr. Strohm said, "The Board has held three regular meetings, the first in July at Saratoga Springs immediately after its appointment; the second on September 4 and 5 in Chicago; and the third December 30 in Chicago. Informal meetings have been held as opportunity offered during the visits to the library schools. At the September meeting, Adam Strohm was elected chairman for the year. Ballots drawn to fix terms of service resulted as follows: Member for one year, Malcolm G. Wyer; member for two years, Harrison W. Craver; member for three years, Elizabeth M. Smith; member for four years, Adam Strohm; member for five years, Andrew Keogh.

"Library school visits. Since the Board felt that it could not fairly go forward with its duties in respect to existing library schools without a more intimate acquaintance with them, it was decided that visits to all the schools should be made during the current year. Accordingly, during the past three months Board members have visited eleven schools and will cover the remaining ones as soon as the plans now under consideration can be concluded.

"The Board wishes to record its appreciation of the splendid spirit of helpfulness shown by the schools, the cordial reception given to the visitors, and the many arrangements made for their comfort. It is believed that the value of these visits to the future work of the Board cannot be over-estimated.

"An advanced school of librarianship. An interesting problem brought to the attention of the Temporary Library Training Board but of necessity deferred has pressed its claims upon the Board of Education for Librarianship. The need for a graduate school of librarianship may be debatable, but it has so impressed itself upon two organized groups of librarians as to produce in each case a formal document presenting more or less definite proposals. In 1923 a tentative prospectus for a national school of library science in Washington, D. C., was issued by a group of local librarians who had organized themselves for the purpose of forwarding such plans.

"The Chicago Library Club has given less publicity to its work, but while the Washington librarians were working out their scheme, this club was occupied on an equally serious proposal for the establishment of a graduate school in Chicago.

"For the purpose of securing a wider expression of opinion from the profession at large, the topic, An Advanced School of Librarianship, was selected for discussion at the open meeting of the Board last Wednesday. The serious consideration given at the meeting to all phases of the topic confirms the previous experience of the Board in according to such open meetings great value and significance.

"Job analysis. The Board has undertaken a careful investigation of the possible advantages to be derived from a job analysis of library work in respect to the problem of the Board. The advice of prominent librarians and educators and of disinterested experts has been sought, and as a result the Board has become a strong advocate of a job analysis. This analysis of library work would give the analyst a scientific basis for determining the entrance requirements, curricula, methods of instruction, nature and form of textbooks, etc., needed by library schools.

"Library schools. Changes in entrance requirements and curricula as reported by the library schools all point toward the adoption of higher standards as set forth in the Temporary Library Training Board report.

"Co-operation. The Board highly appreciates the offers and manifestations of co-operation coming from various organized groups and individuals. The duties of the Committee on Library Training and National Certification and Training have been transferred to the Board as authorized by the Council at the request of the Committees. The Education Committee has appointed a sub-committee to confer with the Board in regard to education for school library administration. Following the suggestion of the chairman of the Sub-committee of the Professional Training Section on Standards for Training Classes, the Board has appointed Malcolm G. Wyer chairman of a sub-committee of five members to study training class problems in preparation for the more intensive study to be made next year.

"A distinct effort is being made through the

A.L.A. Bulletin and library periodicals to keep members of the profession informed of the activities of the Board, and the expressed reaction of individual members to the problems under consideration is most heartily welcomed.

"We have heard some criticism implying that our library school visits are a little superficial. When we are through with our library school visits and our meetings, we will have given individually at least two months out of our time, which is really under contract with other public educational institutions. We endeavor to make the visits in a body, first, from the sense of importance of the undertaking; second, as a mark of respect to the schools; and finally for the greater benefit that can be derived from observations made from different points of view and from the subsequent discussion of the impressions gained. Although it is true that the Board actually spends one day only in each school, the number of minds present to record impressions must be considered. Most of us have had the privilege of knowing the directing powers of these schools for a good many years. That counts. We have had the benefit of dealing with the graduates from a good many of these schools. That again ought to count.

"We are thoroughly in agreement with the implied criticism that we did not see everything. Indeed, we could spend a week not only pleasantly but profitably in discussing matters with the faculties, in observing their methods, their resources, and in absorbing the forces and the spirit characteristic of the institution. It may be observed that the hospitality and courtesy of the schools in placing everything at our disposal was unlimited.

"We have heard that the Board should not dictate to the schools what they must teach. I am sure that we should not, and I am equally sure that we do not have it in mind. We are not going to prescribe any curriculum. The best that we can hope to do is to formulate minimum standards.

"One duty that we must discharge is to present a careful statement of the needs of the service, leaving that statement with the authorities of the schools to act upon as may seem expedient to them.

"We are under obligation to render an offi-

cial report to the Council. A confidential report of our findings in regard to each individual school will be sent to that school alone, as a matter of discharging our responsibility to that school. I may say that in regard to those schools which have been visited we have not yet finished our research work. We are trying to secure constructive criticism from other competent sources.

"May I give you some personal impressions? Every school that we visited was under-financed. I am approaching something like twenty-five years in library service. Looking back over those years, it is staggering to realize the tremendous amount of money invested in library service in America in mere physical, tangible things, personnel, books, and so forth. During this period of years, the number of library schools has increased, but their assets are pathetically behind the growth of resources in the service. It is regrettable in many ways, but latterly I have been thinking that perhaps it is a fortunate thing after all. It is not a great test to go ahead in a big drive when one has everything, plenty of people, plenty of money, and plenty of ammunition. The spirit developed by these little groups in holding ground has become one of their big assets. Indeed, I feel that this spirit evident in the leadership has imbued the students with self-forgetfulness in service. There seem to be better days coming. Some of these schools, it must be stated, keep afloat very much on the spirit, the experience, and the personality of the leaders. There is a limit, and the day of surrender may come. The Board of Education has attempted so far as it felt there was merit to impress these facts upon the powers connected with the schools.

"All of my observations lead up to the need which I feel with the deepest intensity, the need for an advanced library school. One feature of our visits convinced me of this need. On various occasions we were in conference with official and worthy representatives of the educational institutions with which the library schools are connected. Naturally during these conferences we met with no discourtesy, but we felt a reaction when we began to inquire whether or not they would give proper recognition to the library profession. We felt very quickly that some of them would not take the suggestion seriously. For in-

stance, one dean said, 'Why should librarians ask for recognition or why should we give it? Have they made the contributions which must be made by those of us who are accorded academic rank in universities and colleges?' I believe that we should have an advanced library school for the very reason that we need to improve our standing in the educational world.

"I feel that our recognition by municipal budget boards, our recognition in communities, our recognition outside of our own service must begin with recognition by other educational organizations. Until we get that we will not be taken very seriously by other elements in our communities or elsewhere, and if I am not mistaken, the only judgment that counts is the judgment of experts in educational matters.

"We shall need highly trained minds to apply the suggestions which the Commission on the Library and Adult Education recommends for developing this field of library service. Where are we going to get them? I think an advanced school would furnish a partial supply. Such a school would attract the best minds, students who are ambitious to reach the highest development. They will choose the institution, the school, which gives promise of developing the power and the mastery of students to the highest possibility, the school which tests one's stamina severely, the school which confers credentials of equal rank with those to be earned in academic and professional schools of the highest standing.

"Appropriations and foundations for the good of mankind are being made in startling figures, and if the library profession is to take its place among the forces devoted to directing human emotions and energy, and to bringing out the finer grain that may be in men, it needs leaders, leaders of that tested power and knowledge that approaches wisdom."

President Meyer: "The two topics of the morning, the Education of the Librarian and the Survey are of the most vital importance at this stage in the development not merely of the A.L.A. but of the library profession in the United States and Canada. Our budget this coming year will be one-quarter of a million. We want to spend this money to the best advantage. We now hope to have a free dis-

cussion from the floor on the topic of education for librarianship."

E. C. Richardson spoke of the necessity of an expert board gathering and applying the many ideas now in motion, and said that it is unimportant to the library profession whether other learned societies recognize it or not. The important matter is that the work shall be done.

Mary E. Downey spoke of the necessity of following new developments in the educational world.

Joseph L. Wheeler discussed the importance of giving attention to the existing library schools and suggested that the Board consider the kind of advanced courses which might be offered by the two-year schools.

Harriet E. Howe quoted from a definition which had been presented to the Board of Education for Librarianship but not officially adopted: "An advanced school of librarianship should differ from existing schools which require college graduation for entrance by providing more extensively for specialization. The requirements for admission shall be college graduation, one year of successful work in an accredited library school, and some experience." The statement of requirements for admission is qualified by two exceptions, the first to provide for the student of exceptional ability who does not meet the full requirements, the second to safeguard the school from accepting students who meet the requirements but do not show evidence of ability to carry the work satisfactorily.

C. W. Andrews said that the important question is not what the school teaches nor how it teaches but whom it teaches, that personality is far more important than mere instruction. He spoke heartily in favor of the graduate school from the recruiting standpoint, believing that the existence of such a school would give to college students a higher estimate of library work, and would attract to the profession men

and women of high calibre whose interest is not aroused by present facilities.

The Survey

Arthur E. Bostwick presented a statement about the report of the work which has been done.

Dr. Bostwick: "I think the Association is to be congratulated on the progress of this survey which has been needed for so many years and which heretofore could not be carried on rapidly and efficiently owing to lack of funds. We now have sufficient funds to proceed with some speed. The success of the Survey, as I have so often said, depends not upon the Committee or even upon the director and his staff, but it does depend upon the participation of every member of the American Library Association. It can be a success, but even with a most efficient committee and a most efficient director and staff it can result in failure if the proper interest is not taken by the whole profession.

"I have said that questions should be addressed to the director, but there are one or two practically universal questions which I perhaps ought to answer. This Survey is very largely and with one important exception a survey of facts. It has been my wish all the way through to approximate as nearly as possible an investigation of physical phenomena. The first thing we wish to do is to find out what the facts are; the formulation of laws and the application of the facts come afterwards. The most important thing is to find out the facts. This is in answer to many people who have said that we seem to be trying to get at a mass of trivial data and to be making no use of them. Of course there is no one on this earth who can tell beforehand whether a fact is going to be useful or not. The usefulness of facts that have revolutionized the history of the world could not have been judged in advance. The facts in regard to electricity, static, magnetism, etc., which were elicited in its early development seemed to be absolutely trivial, and yet they are the foundation of all the later developments in that field.

"We have proceeded to do all kinds of work in all kinds of fields without knowing the facts in advance. For instance, the number of births

during the year is recorded only in a limited number of states in this Union, and all health statistics for the country must therefore bear the qualifying phrase, 'The birth registration area of the United States of America,' meaning that matters of health cannot be discussed in terms of the entire country because only in a restricted area are the people sufficiently interested to record the elementary facts upon which all conclusions must be based.

"We do not wish to limit our deductions to the library registration area of the United States. We wish them to be based upon facts that are obtained from the whole area of the United States and from every important library in the country.

"I would urge every one of you to consider the questionnaires carefully, seriously, and to answer the questions as fully and as quickly as possible. I would particularly emphasize the importance of sending in the answers to the questionnaire of the Committee on the Classification of Library Personnel as soon as possible, because Mr. Telford wishes to draw deductions and conclusions from these facts for the compilation of a report to be presented to the Association at the Seattle conference.

"The complete printed report of the Survey cannot be presented until the 1926 meeting, and it now seems probable that all of the conclusions may not be ready even at that date, but we hope to present sufficient data to make you feel that the Survey has been valuable and that its results are something of which we can all be proud."

C. Seymour Thompson, director, stated that the content of the final report could not be determined until all the facts had been obtained. He spoke appreciatively of the response to the questionnaires and gave assurance that every effort would be made to produce published reports of such value as to cause each one to feel that the time given to answering the questions had been well spent. He explained that pure opinion would be excluded but that in case a bare statement of fact should fail to do complete justice to a given situation a qualifying explanation would be added.

In response to a question from Frank P.

Hill as to the relation between the two committees, Mr. Thompson stated that they are very closely connected and to a certain extent constitute a joint committee by reason of the joint chairmanship and of the fact that two or three persons are members of both committees. He explained that the two questionnaires approach the subject from different points of view and that the results will be published separately.

Fred Telford of the Committee on the Classification of Library Personnel, spoke briefly of the work on which this Committee is engaged and of the probable usefulness of the final results.

C. W. Andrews referred to his earlier suggestion that the report of the Survey should give information regarding the actual contents of the library.

Mr. Thompson replied that an effort had been made to conform with this suggestion and that the information obtained from the questionnaire would be supplemented by such further inquiry as might be needed.

In reply to an inquiry Mr. Thompson stated that he believed it would be impracticable to issue separate reports for different types of libraries and different sizes of libraries because the field is the same in so many respects, but that group distinctions would be brought out.

The meeting adjourned.

Third Session

The third session of the Council was held in the Hotel Sherman, Saturday, January 3, 1925, at 10:30 a. m.

President Meyer presided.

Provisional Report of the Commission on the Library and Adult Education

President Meyer called attention to the provisional statement concerning organized adult education service which had been distributed

in mimeographed form. (It is not incorporated here as it is to be printed soon as *Adult Education and the Library* Vol. 1, No. 3.)

In the absence of the chairman, the vice-chairman, M. S. Dudgeon, presented an informal report. After recalling the appointment of the Commission, July 1, 1924, and mentioning that three sessions had been held at Saratoga Springs and a two-days session in Chicago in October, Mr. Dudgeon said:

"The Commission disclaims any thought that adult educational work is entirely unheard of in the library world. We admit freely that all libraries have been doing work which is definitely educational. It is also clear to us that probably some individual library may have been doing in some form practically every kind of work that we will ultimately recommend to the profession.

"The Commission, as it sees itself, is to be a clearing house of information. Its first function is to collect information from many libraries as to the educational work they are doing; second, to study some of the newer and more unusual types of work, occasionally encouraging a tryout of some phase of educational work. Third, it wants to study the entire adult educational field in order that it may understand other educational agencies and be in a position to co-operate intelligently with them; and in order to determine whether or not there are in that field gaps which libraries as such can fill. Its fourth function will then be to select and make available to all libraries the definitely excellent things that it has discovered.

"The Commission has never defined the word 'adult' nor has it defined the word 'educational.' I would say that it regards as an adult candidate for adult educational work any person whether he is sixteen or sixty, who is not regularly enrolled in some full-time educational institution.

"The education which the Commission has in mind for libraries deals chiefly with print, and not so much with instructional work as the educational world knows it. There is no thought that library buildings are to be turned into school houses.

"As to the character of the libraries that

we feel can take up this work, it may appear to you as you read this memorandum that our considerations are centered largely around the work of the larger library. We are, however, making a special study of data gathered from small libraries and library commissions, and you will note that the three things which are definitely recommended in the report can be done by the smaller library as well.

"The three things are, first, the advising of readers in a personal and intimate way; second, offering information service which would probably be based upon a card catalog of all adult educational agencies available in the community; and third, making a definite effort to co-operate with all these other adult educational agencies.

"We feel that the library with very limited staff and a somewhat limited book collection can still give this intimate advice to readers. There is practically no community that has not some undiscovered educational opportunities which it would be well for the library to discover and list and be ready to give information about, and we believe that even the small library can co-operate with these other educational agencies.

"You may be interested in the relation which the Commission is establishing with other educational agencies. For example, in January or February the executive director of the Commission and one of its members will meet with U. S. Commissioner Tigert at Washington at his invitation to discuss Dr. Tigert's Home Education Service.

"The executive assistant and some members of the Commission have had repeated conferences with the directors of university extension work and with the officers of the University Extension Association, and have delegated to one member of the Commission, who is familiar with university extension work, a more intensive study of this work. It seems clear that the lack of co-ordination between libraries and extension work has been largely due to lack of knowledge of each other's work, and we hope by an intensive study and a report of findings, to secure better co-operation.

"Workers' education has been specially investigated, because it has attained a very definite place in the educational field and has its separate problems. The Commission has been

in conference with the leaders of the workers' educational movement repeatedly, and has delegated to the educational director and to a member of the Commission the duty of a more intensive study of the movement.

"Two bulletins have been issued. These bulletins are being sent to all members of the American Library Association, to libraries generally, and to individuals outside of the library profession who are interested in libraries and adult education. These bulletins, issued from time to time, will be reports of progress. A final report will be issued possibly in July, 1926."

Arthur E. Bostwick in opening the discussion stated his pleasure that the Commission was proceeding on essentially library lines and not on school lines.

F. P. Hill suggested the necessity for reaching the boys and girls who are leaving school.

W. W. Bishop stated that the concrete problems submitted to the Commission for detailed study are primarily library problems.

Purd B. Wright spoke of the work as a response to an urge from the outside.

G. F. Bowerman felt that the value of the Commission's work would consist in the formulation of a much needed program.

Ethel F. McCollough spoke of the need for simple books on technical subjects for those of limited education.

Almere Scott described the satisfactory way in which Wisconsin public libraries and the Library Commission are meeting the demand for books created by extension workers.

Samuel H. Ranck described the follow-up work in Grand Rapids with boys and girls who leave school to go to work.

Alice M. Farquhar of the Chicago Public Library described the work of the readers' service bureau. She said that most of the lists used are made for individuals.

Joseph L. Wheeler suggested that an exchange of lists might be effected through the A.L.A.

W. H. Kerr spoke of the attention some

colleges are giving to providing reading courses for their alumni.

Mrs. Isaac Caldwell, librarian of Jennings County Library, Indiana, described her use of A.L.A. pamphlets in preparing for three county papers a weekly column which had created a large demand for reading courses.

Film Councils of America

President Meyer introduced Mrs. Charles E. Merriam of the Film Councils of America, who appealed to the A.L.A. Council to co-operate in organizing in every community groups of people interested in the improvement of films.

Library Extension

M. J. Ferguson opened the discussion of the question: What can the A.L.A. do to assist in the development of libraries for the fifty or sixty millions of Americans who are now without them?

"The library situation in this country is on the up grade, it is being driven by a seventy horse-power, six cylinder engine if not by a twin six, and we have every reason to anticipate with pleasure what may happen in the library world in the next few years.

"I suggested to President Meyer that if the Association could get in touch with some of the interests which are devoting funds to educational matters, it might be a highly interesting thing from a library standpoint and a highly profitable thing for the people of this country if a demonstration of the value of the library could be made in one of the states where library resources and activities are in the sub-basement.

"There is plenty of money in the world. We might come into a state such as Illinois where certain prohibitions prevent the fullest and freest development of the county library idea; we might pick out a county with sufficient money and for a period of years demonstrate to the people of that county and to the state as a whole the advisability of changing the laws so that county libraries could be established throughout the territory.

"We might go further, with all apology to

New England, to those states which claim a library in every town, and strengthen the service by centralized administration, continuing to use existing libraries as distributing centers.

"We believe that the library is the great institution of informal education. If we cannot make it as all-inclusive in its service as is the school system, if we cannot make it as generally used and accepted as the banking system of this country, there must be something wrong with the principles upon which we are building, or there is something wrong with us.

"The work before us is a constructive work and if it were brought properly before the people of this country it would surely be supported."

Mary U. Rothrock, speaking on the need for library development in the South, said: "Our response to the question under discussion might be something like this: Let the A.L.A. send a field secretary to the South, someone to represent the professional interests of the Association and act as an executive secretary and director to the library people, to the educational people, to the social workers, and to the leaders of the political life."

Miss Rothrock stated as essentials for the success of the plan: that the individual charged with the investigation should live within the region determined upon, for a sufficiently long period to learn conditions and to gain the confidence of the people, identifying himself thoroughly with the region; that he should enter upon the work with an open mind; that the needs of the communities must determine the development of the work.

Mary L. Titcomb spoke of the need for a county home library demonstrator in Maryland and described the regional training class for county library assistants at Hagerstown.

M. G. Wyer emphasized the importance of demonstrating to rural communities that library service can be provided for them through the county library. As an example of the value of demonstration he cited the

recent rapid library development in two or three states where tax supported libraries had been organized in most of the towns able to support them largely because libraries in adjacent towns had so thoroughly proved their value to the community.

Upon motion of Mr. Kerr, it was

Voted, That the Executive Board appoint a standing committee on library extension.

The meeting adjourned.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS

A meeting was held on Thursday, January 1 at 2:30 p. m. Susie Lee Crumley of the Library School, Carnegie Library of Atlanta, presided and Marion Fair of the Wisconsin Library School acted as secretary. Other schools represented were: Carnegie Library School of Pittsburgh; Library School of the New York Public Library; New York State Library School; Pratt Institute, School of Library Science; St. Louis Library School; Simmons College, School of Library Science; University of Illinois Library School; Western Reserve University, School of Library Science.

No formal program had been planned, the feature of the meeting being the presentation by John A. Lowe of his plans for a text book on the administration of a public library. The Secretary of the American Library Association and the Editorial Committee were in attendance for this report and an interesting discussion by members of the Association and members of the Editorial Committee followed the report.

SUSIE LEE CRUMLEY,
President.

BIBLIOGRAPHICAL SOCIETY OF AMERICA

A meeting was held on Saturday, January 3, at 2:30 p. m., President A. S. Root in the chair.

H. M. Lydenberg reported on the presenta-

tion of a memorial volume to Wilberforce Eames of the New York Public Library on the occasion of his seventieth birthday. The President was directed to send a letter of congratulation to Mr. Eames.

The President read a letter from the Carnegie Corporation offering to give the Society a revolving publication fund of \$7500. It was voted to accept this generous gift and to authorize the President to express to the Carnegie Corporation the thanks of the Society. It was voted further that the President express to R. R. Bowker of the *Library Journal* and E. H. Anderson of the New York Public Library the Society's appreciation of their services in bringing about the bestowal of this gift.

J. C. M. Hanson of the University of Chicago Library presented a report from the Committee on Raising Funds for the Publication of the German Catalog of Incunabula. Discussion followed, after which it was voted that Mr. Hanson associate two others with himself and raise such funds as can be obtained by solicitation.

Mr. Hanson then presented a paper on the Books relating to Pseudonyms, with special reference to the recently published volume of Hjalmar Pettersen, entitled *Dictionary of anonyms and pseudonyms in Norwegian literature*. W. W. Bishop of the University of Michigan Library then presented a paper discussing the recent extensive additions of papyri fragments, Greek manuscripts and other manuscripts to the Library of the University.

A. G. S. Josephson of Fair Hope, Alabama, was made an honorary member of the Society as a recognition of the very active part taken by him in the establishment of the Society and of its predecessor, the Bibliographical Society of Chicago.

The meeting was then adjourned.

AZARIAH S. ROOT, President.

BOARD OF EDUCATION FOR LIBRARIANSHIP

The topic of the open meeting Wednesday afternoon, December 31, was An Advanced School of Librarianship, the need, recruiting of students, curriculum, entrance requirements, length of curriculum, degrees, instructional staff.

Chairman Strohm opened the meeting and called upon the executive assistant to read the following definition of an advanced school of librarianship which had been contributed:

1. An advanced school of librarianship should differ from existing schools which require college graduation for admission by providing more extensively for specialization. It should prepare students to fill such positions as

- Administrators of
 - small or medium-sized public libraries
 - large public libraries
 - regional or county libraries
 - elementary and high school libraries
 - normal school and teachers' college libraries
 - university, college, and technical school libraries
 - special libraries
- departments of large libraries of all kinds
- Secretaries and organizers for commission work
- Directors and teachers for library schools and training classes
- Supervisors of work with children
- Bibliographic experts
- Research workers

2. It should require for admission college graduation, one year of satisfactory work in an accredited library school, and some experience except

(a) that the faculty may admit students who do not have the full qualifications indicated above, but who satisfy the faculty that the advanced work for which they enroll can be carried satisfactorily without lowering the standards of instruction in the school;

(b) that the faculty may refuse to admit any applicant who fails to give evidence that he can carry the advanced work satisfactorily.

Discussion was open to all but, since it seemed appropriate to have an expression of

opinion from the alumni of the library schools, the president of each alumni association was asked to name a representative. The alumni present in response to this request were Bessie Sargeant Smith (Albany), Susie Lee Crumley (Atlanta), Emma Felsenthal (Illinois), Marie A. Newberry (New York Public), Adah Whitcomb (Pittsburgh), Constance Bement (Pratt), Irma Snyder (Simmons), Martha Wilson (Western Reserve) and Alice Farquhar (Wisconsin).

President Scott of Northwestern University gave a short address on Selection Tests in connection with the discussion of entrance requirements.

Representing the library profession in China, T. C. Tai (Albany), librarian of Tsing Hua College, Peking, at present a graduate student at the University of Iowa, read a paper which will appear in the February issue of *Public Libraries*. He will present for his doctor's degree a thesis on Current Theories of Professional Education for Librarianship.

Mary Eileen Ahern, Constance Bement, W. W. Bishop, Alice P. Bixby, G. F. Bowerman, W. O. Carson, June R. Donnelly, Linda A. Eastman, Alice Farquhar, Alice I. Hazeltine, Mary E. Hazeltine, E. A. Henry, F. P. Hill, Mrs. Jennie T. Jennings, J. B. Kaiser, H. M. Lydenberg, H. H. B. Meyer, Marie A. Newberry, E. C. Richardson, A. S. Root, C. E. Rush, G. B. Utley, F. K. Walter, Adah Whitcomb, Martha Wilson and P. D. Wright contributed to the discussion.

SARAH C. N. BOGLE, Secretary.

CATALOGERS' CONFERENCE

The first Mid-Winter Catalogers' Conference (about seventy-five present) was held Friday, Jan. 2, at 4:30 p. m. In the absence of Phillip S. Goulding, University of California, Southern Branch, chairman of the A.L.A. Catalog Section, Mrs. J. T. Jennings, St. Paul Public Library, acted as chairman,

with J. B. Childs, John Crerar Library, as secretary.

Preliminary committee reports by Eliza Lamb, University of Chicago Library, on the registration of catalogers; by Ruth Wallace, Indianapolis Public Library, on music cataloging; and by Mrs. Jennings on the organization of regional groups, were presented followed by questions and discussions.

Lillian M. Carter, Milwaukee Public Library, presented the problems of reclassification in libraries and the difficulties arising from the use of two classifications at the same time. Esther A. Smith, University of Michigan library, Laura Smith, Public Library of Cincinnati, and others gave their experience in dealing with two classifications. It was suggested that during reclassification only one classification be used on open shelves while in the stacks two classifications are not so objectionable. Reclassification is a long and costly process and libraries should consider carefully before undertaking the work.

Susan G. Akers, instructor in cataloging at the University of Wisconsin Library School, asked for suggestions as to possible points for special emphasis in a one-year cataloging course. Serials, government documents, more emphasis on the principles of cataloging with less drill in form, the encouraging of catalogers to cultivate specialized fields of knowledge were among the suggestions offered. J. I. Wyer mentioned that no library school had a second-year course in cataloging covering in detailed fashion the points emphasized in the discussion, and that such a tentative plan in detail would probably be much appreciated by the Board of Education for Librarianship in its consideration of an advanced school. The meeting adjourned with the following resolution:

Resolved, That the A.L.A. Catalog Section recommend to the consideration of the Board of Education for Librarianship definite special courses in cataloging for the

curriculum of an advanced school of librarianship.

J. B. CHILDS, Secretary.

COLLEGE LIBRARIANS OF THE MIDDLE-WEST

At the meeting Friday afternoon, January 2, Rose Ball, of Albion College, Michigan, the chairman, presided. About 70 were present.

John F. Lyons, McCormick Theological Seminary, spoke on Book Purchases, Allowances, and Methods of Ordering Books on approval. Some institutions have department allowances; others have no budget for departments, the librarian making all the selections, anticipating the needs of the faculty and their classes.

A. S. Root, of Oberlin, gave a presentation of Adult Education in the College Library. "First of all," he said, "educate the faculty; not in their own field, but along other lines of knowledge, and especially in how to use a library." Study your community, search out the people who do not come to the library, consider their special interests, and prescribe a book, and in this way the library may soon greatly increase its sphere of service, and aid in the adult education of its locality.

Mary E. Downey, Denison University, Granville, Ohio, discussed the collecting of debate material. Points emphasized were: Exhaust every possible resource in securing material in advance, either through purchase or gift or interloan. The librarian rather than the student should collect the material. This should be placed on reserve and fair play in its use should be the practice of all who use it.

W. H. Kerr, Kansas State Teachers College, adapted his "Measuring stick" to college libraries, in Attainable Standards for College Libraries. Under this topic the various items included in the A.L.A. report form were discussed. Hours of staff service vary from 38 to 48, in the different libraries, the tendency being towards shorter hours and better serv-

ice. Ranking of college librarians and salary vary from that of instructor to dean of the college.

G. F. Bowerman, District of Columbia Library, urged college librarians to make a careful reply to the Questionnaire on Library Personnel, reporting to Mr. Telford at 26 Jackson Place, Washington, D. C., who would upon request send blank forms to any who had not received them.

The importance of a required course in library methods, especially in the use of reference works, with credit, was set forth by Iva M. Butlin, Beloit College, Wisconsin. Lillian M. Guinn, of Bradley Polytechnic Institute, spoke on the subject of Student Help. These papers will appear in the library periodicals.

A motion was unanimously carried which provided that the Committee for next year take up the matter of a required course, in the college curriculum, in the use of reference works, and that the Committee formulate a statement to be sent to all the college presidents of the Middle-West with the request that they present the matter to their curriculum committees for serious consideration.

The new Committee members appointed for the coming year are Mary E. Downey, chairman; and Edward W. King, Miami University, Oxford, Ohio. The present secretary-treasurer was urged to continue in office for another year.

ANNETTE P. WARD,

Secretary-Treasurer.

COMMITTEE ON EDUCATION

A meeting was held at 2:30 p. m., January 1. Members or substitutes present were Nell Unger, Rachel Baldwin, May Ingles, Mary J. Booth, Harriet K. Avery, Martha Wilson, Willis H. Kerr, Alice I. Hazeltine, Della F. Northey, Adah F. Whitcomb, Gratia Countryman, Lucile Fargo, Julia Wright Merrill, Waller Bullock, and the chairman. Rachel Baldwin served as secretary.

The Committee on Education has been enlarged and includes regional representatives as well as elementary, high school and normal school groups. The regional heads are to gather the reports of progress from their districts and distribute the results of the work of the Committee.

After the general session at which the work for the year was outlined, the various groups began work on a course of study in Teaching the Use of Books and Libraries covering the minimum essentials for various schools, and it is hoped that this course will have a wide circulation. President Meyer desires the Committee to stress the organization of state committees on education and teaching the use of the library. The latter is vital to the new program of adult education. A letter in regard to these points was sent to all state presidents during the fall to which there has been an excellent response.

Miss Baldwin suggested the question of demarcation between the course given in the elementary, high and normal schools. Miss Countryman suggested that duplication will have to occur, but that review is desirable. Miss Fargo asked what credit is generally given for library instruction. Miss Whitcomb reported separate credit given in "Library Work" in Chicago elementary schools. Miss Wood reported that in Minnesota credit is given in English for each day's work. Miss Countryman brought up the need of trained teachers to teach library work.

Miss Wilson described the proposed compilation of articles on school libraries to be published by the Wilson Company. Miss Whitcomb asked if it would be possible to have more educational magazines indexed in *Readers Guide*. Mr. Kerr reported having taken up the question of an education index with Mr. Wilson. The Committee felt the need of such an index.

The urgent need of having the directory of

school librarians, which the A.L.A. School Libraries Section compiles with the assistance of the Committee, published regularly by the Bureau of Education as a part of the *Educational Directory* or by the A. L. A. or the N. E. A., was thoroughly discussed.

Mr. Kerr asked the Committee to endorse the plan for a quarterly bulletin on school libraries which the N. E. A. Library Department is planning to issue, possibly jointly with the A. L. A. School Libraries Section, one issue to be a yearbook. The Committee voted to favor the joint publication if it met with the approval of the proper authorities of the A. L. A. This approval was given later.

HARRIET A. WOOD, Chairman.

HOSPITAL LIBRARIANS

For the first time in the history of the Chicago mid-winter conference a meeting was scheduled for hospital librarians, January 3, 1925. A few notable hospitals long ago made the step of undertaking the unit library, the exigencies of the war brought out latent possibilities in the way of administration and popularized the idea, and now it is high time for the public library to incorporate such service in its program. This point was clearly made in a paper on *Why Include Hospital Service in Public Library Activities?* by C. W. Sumner of Sioux City, a head librarian who has placed his hospital department on an equal footing with his children's department or reference department and as such it receives its financial quota.

Helen Beckley, medical social worker, Michael Reese Hospital, Chicago, spoke very sanely on the necessity of the whole personnel of the hospital working together. Ellis J. Walker, a public health nurse from Kalamazoo, though not on the program was requested to speak at its close. A timely and able plea for imagination on the part of all hospital librarians to help the nurse interpret

her job was the trend of Miss Walker's witty remarks.

Under the able guidance of F. K. Walter of the University of Minnesota, Miss Hickman of Rochester, Minn., Mrs. E. B. Bailey of Minneapolis, Mrs. G. H. Birdsall of Lakeside Hospital, Cleveland, and Rose O'Connor of Sioux City, such matters as the new training course at the University of Minnesota; practical questions such as loss of books, schedule, etc.; the inclusion of nurses and internes in the scheme; the possibilities in the unit plan; were presented and discussed.

Helen Seymour of the A.L.A. gave a demonstration of the Brayco Projector, suggesting its possibilities both in hospitals for recreation and at medical and other meetings for publicity.

At the close of the meeting many crowded forward for folders, bulletins, and information, and to look at the miniature hospital set, showing a hospital room with beds, patients, hospital librarian, book truck and books, which will be turned over to the A.L.A. hospital exhibit. Most of the work of this set was done under the supervision of the Occupational Therapy Department of the Ancker Hospital, St. Paul.

The attendance of the meeting was approximately 75.

PERRIE JONES,
Chairman.

LEAGUE OF LIBRARY COMMISSIONS

The twenty-first annual meeting of the League of Library Commissions was held January 2, 1925, the President, Milton J. Ferguson, presiding.

The following states responded to the roll call: California, Indiana, Illinois, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New York, North Dakota, Ohio, Oklahoma and Wisconsin.

The program was opened by C. Seymour

Thompson, representing the Survey Committee. He thanked the League for its co-operation and asked for continued assistance. The questionnaire has not been issued to libraries of less than 5000 volumes. Mr. Thompson suggested that commission secretaries provide lists of school libraries to which questionnaires should be sent. He inquired the best method of getting essential information from small libraries. The desirability of the questionnaire returning through the library commission offices in order to insure accuracy and to minimize misleading statements was discussed.

M. S. Dudgeon spoke on What can the League do for Adult Education? He welcomed the opportunity to enlist help of the League as he thought library commissions could perhaps be more effective than the Adult Education Commission itself. He referred the League to a tentative report and outline for organized adult education service in libraries to be presented to the Council the following morning. The Commission disclaimed any thought that its work is new. It is trying to collect from libraries outlines of typical and established work, to study the new and unusual, to know the active agencies and to assemble data and information. Mr. Dudgeon said the interest has been unduly centered in the large libraries. The problem is what can be done where there is only a small library or no library at all? There, he said, is where the state commission can do effective work. He called for endorsement of the efforts of the Adult Education Commission and for assistance in collecting information of the activities of small agencies. The fifteen state commissions represented volunteered aid in collecting and reporting data from small agencies.

The remainder of the program was devoted to an informal discussion of library problems and a comparison of policies.

A. R. Curry spoke on the Relationship in Small Communities between the School Li-

brary and the Public Library, the proper utilization of the school library and the extent to which school requests should be supplied by the commission, using Indiana as an illustration. He especially stressed the close co-operation between the Indiana Library Commission and the Department of Public Instruction. The Library Commission is allowed to set the standard for the school reading courses, and it is endeavoring to meet the obligation and to raise the library standard in the schools.

Mr. Jackson, superintendent of schools in Wisconsin, said there was a difference between the book habit and the library habit and that school children must be sent to the public library if the library habit is to be formed.

Julia A. Robinson spoke on Library Visits. Miss Robinson said as no questionnaire had been issued her talk would apply especially to Iowa. She said that library visits are of two kinds, first, those of supervision and advice made generally by the secretary, including conferences with the librarian and library board and a general survey of library problems; second, those for organizing made by the regular organizer to libraries just beginning and to libraries where trained librarians are not employed. This aid includes in addition to organizing and cataloging, instruction to the librarian. The length of the visit depends upon the need of the library. How much help is given depends upon the ability of the librarian to carry on the work, the need and the appropriation of the library. The library commission is not warranted to give organizing help where a trained librarian is employed or where the library is able to pay for temporary trained assistance. Tax supported libraries are entitled to aid first, but help is given to small libraries making a beginning under library associations and without tax support. Aid is also given in organizing school libraries. This is done not only to raise the standard but to create a sentiment for a school library super-

visor under the Library Commission rather than under the Department of Public Instruction.

Clara F. Baldwin spoke on Fixed Groups versus Open Shelf Collections for Loans through Traveling Libraries. Miss Baldwin said of the 28 states reporting, one has fixed groups only, 10 have entirely open shelf collections, and 17 fixed groups supplemented by open shelf collections. Seven states have changed from fixed groups to open shelf collections. Two are gradually changing. Miss Baldwin's conclusions were that fixed groups have the advantage of speed and economy in handling requests, are less work and can be operated with small clerical force, and they preclude the demand for nothing but fiction. The disadvantages are that they do not always fit the need of the community, there is no freedom of choice and they are more expensive to the borrower, books cannot be kept in circulation as constantly and libraries must be broken up and revised frequently. Open shelf collections give the borrower freedom of choice, are adaptable in size and content to special as well as general needs, do not duplicate local collections, are up to date, and books can be rebound without keeping other books from circulation. Disadvantages: they take more time to operate, require more expert help and more shelving space, more money for books and fail to call attention of the community to books of which they know nothing.

Anna May Price spoke on Library Meetings. She commented on the function, the relative importance and the mutual helpfulness of the district, the state and national meetings. Miss Price said that district meetings increase attendance at the state meetings and help the program of the state meetings by relieving them of small technical questions. She said that as state associations become stronger the attendance increases at the national meetings.

Mrs. Charles E. Merriam was given time to

speak for the Film Councils of America. She urged that film councils be organized in every community in order to mobilize for the production of wholesome motion pictures.

Isabella M. Cooper consulted the League on the form, contents and treatment of the new edition of the *A.L.A. Catalog* to be issued in 1926.

Julia W. Merrill asked for the publication of a simple handbook on rural library service for the use of national social workers.

The following officers were elected: President, Milton J. Ferguson; First vice president, C. B. Lester; Second vice president, Louise Jones; Executive Board, Leona T. Lewis.

FANNIE C. RAWSON, Secretary.

LIBRARIANS OF LARGE PUBLIC LIBRARIES

A meeting was held Thursday evening, January 1, and a breakfast meeting, Friday, January 2. A report of the meetings will be separately issued by this group.

NORMAL SCHOOL AND TEACHERS COLLEGE LIBRARIANS

The Normal School and Teachers College group met Saturday afternoon, January 3, presided over by Gertrude Buck, of Milwaukee.

The group went on record as favoring the publication of an index to all educational material. H. W. Wilson stated that he would be glad to comply with that request providing that the obstacles incident to duplication and expense could be removed.

Miss Buck gave a hopeful report of the Library Training Board meeting in New York in April, indicating that the normal school courses in library methods are becoming more efficient. She urged teachers colleges to encourage recruits to library schools so as to provide the growing demand for school librarians.

W. H. Kerr in his paper, *Adult Education in Teacher Training Libraries*, pointed out

many possibilities for broadening services in that field. His main points were:

1. Resourcefulness in meeting assigned readings.
2. Duplication of books to care for interrelation of knowledge.
3. Use of imagination in book selection to anticipate need before it arises.
4. Consulting with faculty for opinions of books described in publishers' circulars.
5. Using classification and cataloging devices that will insure finding the book when needed.
6. Making available to the specialist the best in his field.
7. Systematically distributing book lists to faculty.
8. Providing browsing and reading nook containing permanent non-circulating collection, duplicated in the circulation department.
9. Showing the research student how to use and make reference lists.
10. Working specifically with the students termed through intelligence tests either specially gifted or subnormal.
11. Taking individual interest in each student, thereby
12. Lessening mass instruction in library use and greatly increasing individual instruction.

"Most of these items," said Mr. Kerr, "mean better prepared and better paid librarians and staff members, more and better equipment, more room, more books, more money, more freedom to make and execute library policy, and more intellectual and academic recognition. But having caught the vision and set ourselves the task, who shall say we cannot achieve?"

Library Training of the Elementary School Teacher was the subject of a talk by Harriet Wood of St. Paul. Miss Wood stated that since the book is the chief teaching tool of the teacher and the chief learning tool of the pupil, as great care should be taken to have expert teaching of methods in book use as in methods of teaching geography. A special teacher should be provided.

Miss Wood suggested a curriculum of three

units of two consecutive weeks each, making 30 lessons in all. The details have not all been worked out but it may be possible to give the first unit in connection with the English composition classes. This unit should establish individual skills in the use of the dictionary, encyclopedia, and indexes. The second unit should come with the practice teaching, showing how to use the book with the child. There should be demonstration lessons, observation and participation. The third unit given in the last term of student teaching, should be a part of the general course in children's literature. This should involve definite contact with the children to develop skill in presenting literature for appreciation.

Jessie G. Van Cleve of *The Booklist*, Chicago, gave an impromptu talk indicating what is good among the new things in children's literature.

Della F. Northey of Indianapolis outlined briefly the results of a library demonstration in several counties in Indiana. The standards for school library service were perceptibly raised in the state following this experiment, thereby bringing favorable results to the entire state.

The nominating committee recommended Mary Josephine Booth of Charleston, Illinois, as chairman for next year. The report was adopted. STELLA H. PIERSON, Secretary.

SURVEY COMMITTEE

The report made by the director of the Survey at a meeting of the Committee on the Library Survey, held in Chicago Wednesday evening, December 31, during the mid-winter meetings, showed that satisfactory progress has been made to date, and that the early response which the questionnaire has met is most encouraging. More than 3,000 questionnaires were sent in November to as complete a mailing list as it had been possible to obtain of the public and college libraries of

the country, containing more than 5,000 volumes. Replies are now coming in at a satisfactory rate, mainly from the smaller libraries, and reports seem to indicate that the larger libraries are at work on their replies, and it is expected that during the next few weeks a great many of these will be received.

Although no definite time limit has been established for the return of the questionnaire, librarians are asked to get their replies completed at as early a date now as possible. This is most important, as there is a tremendous amount of work to be done in the studying and tabulating of the replies before the reports can be written. It is also necessary that the director should have all replies in as soon as possible, in order that plans for the completion of the work may be intelligently made.

It was decided by the Committee, at its recent meeting, to abridge somewhat the field to be covered in the investigation by making a selective rather than an all-inclusive study of the school library field, and the field of special libraries. Instead of issuing separate questionnaires to be sent to all school and special libraries, the general questionnaire will be sent to a selected list, with the hope of making a study which shall be representative of these special fields.

Plans for the general nature of the published reports were discussed, especially in regard to the fear which has been expressed by many librarians that a mere tabulation of the facts would overstress the purely quantitative, and ignore many of the conditions which must enter into consideration for any fair and useful presentation of the actual facts. It is the policy of the Committee to endeavor to include all such supplemental information as may be needed to insure correct interpretation of the facts, and to make it easy for librarians to make practical use of the information presented insofar as it may be applicable to their

institutions. As has been stated from the outset, the Survey has been planned as a fact-finding Survey, and not an attempt to set up standards and to express judgments. Facts, however, are not necessarily figures, and there is no intention to make the reports purely or even mainly quantitative. Whenever any librarian feels that explanatory comment is necessary for a full understanding of the facts which he reports, such explanatory comment is desired by the Committee, and will be utilized in setting forth the facts for publication.

It was decided by the Committee to proceed with the intention of preparing the reports of the Survey in divisions, with the idea of publishing as much of the whole as may be possible in advance of the 1926 conference of the A. L. A., and with the hope of continuing the work in order to complete as soon thereafter as possible all that it may not be possible to publish in advance of the semi-centennial.

ARTHUR E. BOSTWICK, Chairman.

UNIVERSITY LIBRARIANS

The sessions were held at the Hotel Sherman on Thursday and Friday afternoons, January 1 and 2. The chairman, Olive Jones of Ohio State University, opened the first session with a preliminary statement as to the form of the program which was to be gathered about two somewhat interrelated problems, instead of being devoted to open discussion of numerous unrelated subjects. The subject of the first session was departmental libraries. At the request of the chairman, E. A. Henry, University of Chicago, made a brief historical statement regarding the situation at Chicago, in which he showed that the departmental system there arose not by studied design but because there was no time for the organization of an adequate general library when the University opened.

F. K. Walter, University of Minnesota, read

a paper based on twenty replies to a questionnaire sent out by the secretary of the section. A lack of uniformity in the understanding of terms made generalizations difficult. Every university reporting showed some departmental libraries, those for law and medicine usually being the largest. Some universities had twenty or more departmental libraries. Harvard has almost half its books outside of the college library. Generally at least a part of the expense of the departmental system was carried on departmental budgets. In some cases all is carried on departmental budgets. In only a few is the entire expense carried on a general library budget as at Chicago.

John B. Kaiser, University of Iowa, then read a very interesting paper on *The Teaching Function of a University Library*. He argued that in addition to its present status a university library should be designated as a teaching department of the university with a staff large enough to give the necessary elementary courses and in addition advanced courses in bibliography. All education students should be required to take some courses in the use of libraries and bibliography. The university library might very well direct the use of the leisure time of the student. Unfortunately the discussion of this paper took up only the teaching of freshmen in the use of the library and wholly missed its larger and more important aspects.

The second session opened with a presentation by Wm. W. Bishop, University of Michigan, of a proposal for a division of the field of purchase. The discussion brought out the idea that instead of asking various institutions not to purchase in certain fields, they should be asked to specialize in certain fields.

The meeting then turned to the chief subject of the afternoon: Building Plans. Posted upon the walls were blueprints or drawings from Harvard, Minnesota, Michigan, Iowa State College, Washington State University, University of North Carolina, and Queens University, Kingston, Ontario. In addition the respective librarians gave somewhat extended descriptions of the new buildings at Illinois and Johns Hopkins. Andrew Keogh, Yale University, told us something of the general lines on which Yale's new plans are being worked out but regretted that the plans are not yet available. The discussion brought out many interesting and valuable points which cannot be reported in brief form.

J. T. Gerould for the nominating committee recommended as officers for the next year, E. A. Henry, Chicago, chairman; Olive Jones, Ohio, and Charles H. Brown, Iowa State College, secretary. The report was adopted.

OLIVE JONES, Chairman,
E. N. MANCHESTER,
E. A. HENRY, Secretary.

EXECUTIVE BOARD ACTION

The Executive Board held four meetings during the Mid-Winter conference.

By unanimous vote the Executive Board expressed the gratitude of the officers and members of the American Library Association to the Chicago Public Library, its librarian, staff and Board of Directors for their courtesy in providing an A.L.A. headquarters office without charge from August, 1909, to August 16, 1924.

Favorable action was taken on a joint request from the Minnesota, Iowa, Nebraska and South Dakota Library Associations asking that an A.L.A. regional conference be held in Sioux City, Iowa, in October, 1925.

A letter received by the Executive Board suggesting the election of honorary officers for the 1926 conference was discussed. The Board voted to submit the suggestion to the Fiftieth Anniversary Committee with a view

to the possible selection of an honorary president and honorary vice-presidents of the 1926 conference by the next Executive Board.

On the recommendation of the Committee on Committees the Executive Board voted to continue the Committee on Hospital Libraries and the President was authorized to make the appointments.

A grant of \$6,000 was made from the War Funds to the Navy for use in maintaining the library work in the Navy Department.

The Treasurer's Report for 1924 and the budgets for 1925 were submitted for discussion and were referred to a committee consisting of Mr. Roden, chairman of the Finance Committee, and Mr. Tweedell, treasurer, for consideration and report. They will later be submitted to the Executive Board for action by correspondence.

The President was asked to communicate to Dr. James F. Jameson, the keen interest of the American Library Association in the recent press announcements of the new project for an authoritative and adequate dictionary of American biography and to offer the cordial co-operation of the A.L.A.

A communication was received from E. H. Anderson, chairman of the Sabin Bibliography Committee, stating that the Carnegie Corporation had voted a grant of \$7,500 to the Bibliographical Society of America as a revolving fund to be used in completing the Sabin Bibliography and for other similar purposes in the future and recommending that the work of the Committee be turned over to the Bibliographical Society and the Committee discharged. The Board approved the recommendation of Mr. Anderson.

SEASONAL READING

Library publicity planned in line with seasonal interests is easy and successful for the librarian and of special service to the reader, since a large part of a book's value is its timeliness. The following calendar is based on that of the National Association of Book Publishers. Write them for further suggestions and material, 334 Fifth Avenue, New York.

February

Books on American history, biography, and citizenship. Co-operate with schools and patriotic societies. Lincoln's birthday, Washington's birthday. A.L.A. reading lists: *The United States, Men who have succeeded.*

Books as Valentines. A.L.A. lists: *Books as gifts, Gifts for children's book shelves.*

Home reading and study. A.L.A. reading courses: *Accounting; Business; Journalism; Home economics; House planning, interior decoration and furniture.* The "Viewpoints" series: *Biography, Modern drama* (in press), *Essays, Travel.* Short reading lists: *100 Worth-while books; Wanderlust book shelf.*

March—April

Religious books during Lent. 1925 marks the 400th anniversary of Tyndale's translation of the New Testament, an anniversary of which the Federal Council of Churches urges recognition and observance. Churches and Sunday schools will probably be glad to participate. Exhibits of editions and books about the Bible and of books for church workers will attract people to the library. See reading list on Reading the Bible, *Publishers' Weekly*, January 17, 1925, p. 201.

The National Health Council and National Association of Book Publishers are co-operating in promoting books on health and books on the out-of-doors—trees, flowers, birds, gardening. April 19-25 is Garden Week, under the auspices of the General Federation of Women's Clubs, 1734 N. Street, Washington, D. C. May 1, is National Child Health Day, under the auspices of the American Child Health Association, 370 Seventh Avenue, New York. A home health library listing and describing about 20 books appeared in the *Woman Citizen*, Sept. 6, 1924, pp. 26-8.

BULLETIN

OF THE

AMERICAN LIBRARY ASSOCIATION

Issued in
January, March, May, July, September and
November

There is no subscription price and the *Bulletin* is sent only to members of the Association

AMERICAN LIBRARY ASSOCIATION

President—H. H. B. Meyer, Library of Congress, Washington, D. C.

First Vice-President—Margaret Mann, Engineering Societies Library, 29 W. 39th St., New York City.

Second Vice-President—John Adams Lowe, Public Library, Brooklyn, N. Y.

Treasurer—Edward D. Tweedell, The John Crerar Library, Chicago.

Executive Board—The president, vice-presidents, treasurer and Charles F. D. Belden, William W. Bishop, Charles H. Compton, Anne M. Mulheron, Ernest J. Reece, Carl B. Roden, Frank K. Walter, James I. Wyer.

Secretary—Carl H. Milam, 86 E. Randolph St., Chicago.

Executive offices—86 E. Randolph St., Chicago.

SEVERAL new activities were begun by the A.L.A. in 1924. Some work begun in other years received new impetus. The Association's income was increased by many thousands of dollars, through gifts and membership dues. More members are now serving on committees and boards than ever before, and many of them are giving weeks of their time each year to the Association. More persons are employed by the A.L.A. than at any time since the days of the war service. Some important reports and publications which are to grow out of the work now being done will not be ready until 1926 or later; others may be expected in 1925. In the meantime it is fortunate that several committees and boards are able to release from month to month interesting and helpful preliminary reports and provisional recommendations.

IT is a matter of congratulation to libraries that the monumental work *The mythology of all races* is to be completed under the direction of the Archaeological Institute of Amer-

ica. Seven of the thirteen volumes were issued before the war interfered, and only now have funds been provided by friends of the Institute to insure the completion of the publication. Price per volume: Buckram \$8.00; Half Morocco \$15.00; full American Levant \$35.00. Please send your order to Rollin H. Tanner, General Secretary of the Archaeological Institute of America, New York University, University Heights, New York, N. Y.

The work is of such importance that it is deemed advisable to call attention to it here.

THE attention of members of the A. L. A. is called to the educational posters originated and distributed by the National Child Welfare Association, Inc., 70 Fifth Avenue, New York City. Five hundred subjects are covered, including practically all phases of health, character and citizenship training. The posters are hand colored, 17 x 28 inches in size, making a valuable decoration for the children's room or for the bulletin board in connection with book-lists, etc. The Grand Rapids Public Library maintains a loan exhibit of these posters for the benefit of schools, settlements and social workers throughout the community. A price list and small black and white reproductions of the posters may be had upon request.

THE editor of the *A. L. A. Catalog 1926*, when beginning work at Chicago Headquarters, looked upon the undertaking with all due respect and earnestness but did not expect to realize any more enthusiasm than is the usual accompaniment to the preparation of a much needed aid in professional work of any kind. The project, however, has developed in such a way that it has become most absorbing and is compact with diversified interests which reach out in many directions. The response of committees, commissions, library schools and individual librarians to the provisional prospectus sent out some weeks ago

has brought forth the expression of many points of view as to what should be the content, format and prospective use of this new edition of the 1904 *Catalog*. It is proven that the older edition is used now most constantly all over the country and in truth it is considered, with its two supplements, invaluable as an aid in book selection and purchase for rounding out collections, an ever present help in preparing reading lists for organizations and individuals, and a guide for full author entries and subject headings in cataloguing. The L. C. numbers, which have become an indispensable part of *The Booklist*, will also be given.

The mid-winter meetings were a source of inspiration because of the very real and anxious interest on the part of many librarians who have realized or experienced the value of the *Catalog*. The editor put herself in touch with the representative library workers by gaining entry to as many meetings as it was physically possible to cover, at all of which the attitude met was one of courteous personal and genuine professional interest in the work of compilation.

The conclusion which the editor has drawn from her survey is that there can be no doubt concerning the very great value which the *Catalog* will have for hundreds of librarians in all parts of the country. Every endeavor will be made to produce the best possible volume both from the point of view of inclusion of material in which the aid of specialists and librarians is being sought, and from that of practical utility.

It is impossible to get in touch with every individual who has worth while suggestions to offer, but the editor will be most grateful for any communications which may be sent to the A. L. A. Headquarters.

I. M. C.

HOW much time is spent in your libraries in poster making? Is the time spent justified by the results? Do you prepare

posters for holidays, for seasons, for the county fair, for shop window exhibits?

Would you like to have your posters supplied by the A.L.A. for a fee?

There is a young artist in Chicago who is particularly deft in poster work, whose posters are on constant display in the Chicago Public Library and its branches. Through Mr. Roden it has been suggested that the A.L.A. take over the production and distribution of these posters to librarians on a large scale. They are skillfully drawn, happy in color, spirited in conception. They are suitable for use anywhere. They could be printed in outline on a good grade of heavy durable cover paper and then colored by hand.

If enough librarians show interest in this matter the A.L.A. is willing to undertake the service. Would you be willing to subscribe for a series of hand colored posters, let us say a series of twelve, with one to be delivered each month for a year? Some would be for holidays, some for classes of literature (Indian stories, travel books, etc.) and at least one simply to advertise the service of the library and to be used in connection with displays away from the library itself.

The price would of course be regulated by the number of posters ordered and for a poster 12 x 18" size would probably be in the neighborhood of \$1.50 each. Larger posters have also been prepared by the artist but it is believed that the size mentioned above would be most satisfactory for general purposes.

We shall welcome at Headquarters a free expression of opinion as to the feasibility of this project which, it appears to us, would be found highly satisfactory to the subscribing libraries since much library time would be saved thereby and much better results obtained except in those libraries fortunate enough to have unusual talent on the staff.

FACTS FOR TRUSTEES

UNDER modern conditions of civilization, mankind at large is being provided with more and more leisure time. The question as to what shall be done with this new-found leisure is one of the most vital which faces the world to-day; and it breaks up into component parts which are not only of great importance but of fascinating interest. By the studies through which it is endeavoring to find a basis for co-operation in the fields of library service, in education and appreciation of the arts, in modern languages and literatures, and in adult education, the Corporation is endeavoring to determine its own contribution toward a satisfactory reply, or rather to a series of satisfactory, if partial, replies to this question."—*Report of the President and the Treasurer, The Carnegie Corporation, November 21, 1924, p. 13.*

EVERY child in Los Angeles upon entering the third grade is taught how to borrow books from the library and how to take care of books. The children's librarian visits each third-grade room and explains to the pupils the use of the library. Her aim is to arouse an interest in reading and teach the children to care for the books. Following this a letter is written to the parents urging their co-operation in the correct use of the library. In addition a leaflet, entitled "How to borrow books," is distributed among the library's patrons.—*School Life, October, 1924.*

ONLY the surface of the problem of adult education has yet been scratched," says Dr. Nicholas Murray Butler in his annual report as President of Columbia University. "Co-operation of the home, the library, the school and the university," he continues, "are essential if the minds of mature men and women are not to be starved through lack

of intellectual nourishment and stimulus. . . After the work of the continuation school is ended, the field of adult education begins. Its instrument of greatest usefulness is the public library, and its organizing and directing force should be the scholarship of the university. Carefully planned courses of reading, attendance upon well-ordered series of lectures on subjects drawn from science, letters, art, politics, and the practical business of life, systematic visits to museums under competent guidance and direction, and groups formed for the study and discussion of particular topics of intellectual or ethical interest, are all agencies not only useful but indispensable if the mind of the adult is to be kept open, alive and truly informed."

The Permanent Blind Relief War Fund, financed by contributions from all nations, has recently issued the following titles which are distributed free to libraries maintaining departments for the blind, the only condition being that in circulating them the requests from the war-blind shall have precedence over all others. In Braille, grade 1½, *The three musketeers*, by Dumas, in 10v. has been embossed. *The brushwood boy*, by Kipling; *Short story writing*, by Barrett, 2v; *Captain Desmond V. C.*, by Diver, 4v; *Four feathers*, by Mason, 4v; *The growth of the soil*, by Hamsun, 5v; and the *Mystic isles of the South Seas*, by O'Brien, 6v. have been put into Braille, grade 2. Between 40 and 50 French titles have also been published and will be sent to libraries upon request. Lists of these may be had from the Permanent Blind Relief War Fund, 730 Fifth Ave., New York City.

The books being embossed by the United States Veterans Bureau in co-operation with the American Foundation for the Blind are

being distributed in a somewhat different way. Fifteen copies of each title are embossed for the use of the blind veterans who are now a part of the civilian population and for their convenience these copies are placed in five widely separated libraries. Additional copies are available for purchase from the American Printing House for the Blind, Louisville, Kentucky. About thirty titles have been put into circulation and thirty-five more are to follow. The selection is varied and forms a most important addition to the literature in Grade 1½. The first book to be embossed was the

second part of Page's *Letters*, the first part having been put into Braille through the American Library Association.

The International Institute of Agriculture at Rome has appointed James G. Hodgson, former reference librarian at the University of Arizona, as librarian; and Mlle. Denise Montel, former librarian of the Institut Colonial de Marseilles, as assistant librarian, to take charge of its library work, beginning January 1925. Mr. Hodgson is a graduate of the New York State Library School.

SALARY STATISTICS

UNIVERSITY AND COLLEGE LIBRARIES

The A. L. A. Committee on Salaries presents the following table of salary statistics for University and College libraries. Figures for last year will be found in the A. L. A. *Bulletin* for May, 1924. The present list consists of the same thirty libraries appearing in the 1924 list.

It should be noted that these statistics have been collected on the basis of salaries actually being paid. In a number of libraries on this list salary schedules have been adopted which provide for maximum salaries above those shown here. Maximums in these libraries have not as yet been reached but will be as increases are made according to schedules.

The work of compilation this year as last has been done by Sydney B. Mitchell of the Salaries Committee.

An analysis by Mr. Mitchell of the figures sent by the 30 reporting libraries shows only 5 libraries with any decreases. Including all grades 6 reductions in minimums are to be found listed, but an explanation appended by one library would indicate that two reported are only apparent, leaving 4 real decreases in minimum salaries. In maximum salaries, 5 decreases are listed, in 3 institutions. These are far more than counterbalanced by the

large number of increases in the various grades, there being 32 of these among the minimum salaries and 34 among the maximum salaries, a very encouraging showing even though the amount of increase is not startling. Details follow.

Department heads:

Minimum—no decreases; 7 increases.

Maximum—1 decrease; 9 increases.

Professional assistants:

Minimum—3 decreases; 5 increases.

Maximum—1 decrease; 8 increases.

Non-professional assistants:

Minimum—1 decrease; 10 increases.

Maximum—3 decreases; 9 increases.

Cataloguers:

Minimum—2 decreases; 10 increases.

Maximum—no decreases; 11 increases.

Of the 28 budgets reported, 22 show increase over previous year and of the salary totals 23 are higher than last year. The amount of increase in many budgets is considerably over the proportionate increase in salary totals indicating probably that librarians are trying to get their book funds up to something like their pre-war purchasing ability.

C. H. COMPTON, Chairman.

SALARY STATISTICS 1924-25

UNIVERSITY AND COLLEGE LIBRARIES

Library	Department Heads		Professional Assistants		Non-Professional Assistants		Catalogers		Budget	Salaries	Library
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.			
Harvard	4000	4500*	1200	1950	720	1140	1080	1740	138,785 ¹	102,017	Harvard
Yale	3250	3250	900 ²	2250	900	1700	900 ²	2250	132,008	100,924	Yale
Princeton	3000	3000	1500	2100	600	1200	1500	2100	150,455	81,153	Princeton
Cornell	2000	2500	1200	1600	750	900	1400	1600	97,323	54,987	Cornell
Stanford	2300	3500	1320	2000	900	1300	1320	2000	97,000	58,410	Stanford
U. of Chicago	1800	3300	1140	2700	720	1800	1140	2100	239,664	173,969	U. of Chicago
U. of California	2800	2800	1200	2200	1140	1620	2000	2200	177,663	118,300	U. of California
U. of Illinois	1700	2800	1140	2000	960	1200	1140	2000	219,830	114,480	U. of Illinois
U. of Michigan	2000	2700	1200	1800	1000	1200	1100	1800	253,900	139,050	U. of Michigan
Ohio State	2400	2400	1080	2250	1020	1500	1080	2250	.....	46,460	Ohio State
U. of Iowa	1500	2400	1200	1620	660	1200	1600	1800	104,332 ²	47,332 ²	U. of Iowa
Iowa State	1800	2200	1320	1800	720	1200	1320	2100	81,210 ³	46,210 ¹	Iowa State
U. of Kansas	1200	2000	1200	1900	720	1200	1000	2000	58,380	33,480	U. of Kansas
Kansas Agr.	1800	2000	1600	1800	1000	1300	1600	2000	29,500 ²	17,500	Kansas Agr.
U. of Missouri	2000	2400	1200	1900	900	1000	1300	1900	41,500	32,750	U. of Missouri
U. of Nebraska	2500	2500	1200	1500	720	1100	1800	1800	80,740	35,740	U. of Nebraska
U. of North Carolina	1750	2000	1500	1600	1400	1500	1600	2000	63,708	27,883	U. of North Carolina
U. of North Dakota	1800	2000	1500	1800	.....	.....	.....	1800	17,975	9,800 ¹	U. of North Dakota
U. of Oregon	1500	2000	1260	1400	1080	1200	1260	2000	58,260	37,060	U. of Oregon
U. of Texas	1800	2400	1380	2000	1000	1500	1380	1800	84,413	43,240	U. of Texas
Amherst	.....	2000	.....	2000	900	1500	960	1440	28,497	16,260 ³	Amherst
Bowdoin	.....	.....	1300	1300	728	936	1200	1200	18,476	8,461 ¹	Bowdoin
Brown ⁴	1800	2000	1200	1700	840	1200	1080	1800	63,806	33,658	Brown
Bryn Mawr	1800	2000	1400	1800	624	1200	1400	1500	23,156 ³	13,400 ¹	Bryn Mawr
Dartmouth	1800	2000	1300	1500	780	1320	1380	1500	65,500	28,560	Dartmouth
Northwestern	1400	2550 ³	1100	1350	900	1000	950	2400 ³	76,193	31,594	Northwestern
Purdue	.....	.....	1320	1500	880	1080	1500	1500	22,810	12,105	Purdue
Rochester	.....	.....	1260	1800	960	1320	1300	1900	70,550	31,826	Rochester
Syracuse	1200	2400	1020	1500	900	.....	1020	1500	.....	18,880	Syracuse
Washington U. (St. Louis)	1100	1650	900	1200	680	1000	1050	1500	64,000 ³	30,000 ³	Washington U. (St. Louis)

¹Exclusive of student assistants.

²Exclusive of departmental library assistants now being paid by departments.

³Three assistant librarians each in charge of a separate administrative department.

⁴Includes salaries, books, periodicals, binding, and other miscellaneous expense, but not heat, light and janitor service.

⁵Approximate figures all schools.

⁶Excludes janitor service, heat, light, telephones, etc.

⁷Includes revisers, catalogers and assistant catalogers in training.

⁸Exclusive of John Carter Brown Library.

⁹Includes departmental libraries.

The dates March 27-28, 1925, have been decided upon by the Pennsylvania Library Club and the New Jersey Library Association for the Atlantic City meeting; the place, as usual, the Hotel Chelsea.

Does the woman who works for her living have one job or two? Does she put in a full day and then, as no business man would think of doing, care for most of her own cooking, laundry, housework? These are questions asked by the Women in Industry department of the W.C.T.U. of professional and non-professional groups throughout smaller cities and towns. Replies are helping form an opinion which will be the basis of a plan to alleviate conditions. Will you as a librarian add your experience? Write the director, Mrs. Laura Miller, 108 E. 17th Street, New York City.

The Seattle Public Library has just ordered 500 copies each of the *A.L.A. reading courses* on *Business, Journalism, and House planning, interior decoration and furniture*; 300 copies of the *A.L.A. reading course on home economics*; 500 copies of the short reading lists, *Business books for profit and pleasure, Home planning, Men who have succeeded*; and 1000 copies of the *Wanderlust bookshelf*.

Correction

It was mistakenly stated in the November *Bulletin* that the new film (of "still" pictures) *Boys and girls and books* can be used in a moving picture machine. The film is of standard size and can be shown in other still picture projecting machines beside the Brayco projector, but not in a moving picture projector. The film comprises 64 pictures and "titles," is non-inflammable; price \$1. Distributed by the Bray Screen Products, Inc., 130 West 46th Street, New York City.

Orders have recently been coming in for the *Harvey Dunn poster*, in quantities of 25 to 200 copies, from public libraries of moderate size.

WANTS—OFFERS

Any institutional member of the Association may insert, without cost, a ten-line notice of books or periodicals wanted or offered for sale or exchange.

Wants

American Library Association, 86 East Randolph St., Chicago, wants Frances Simpson's *History of the evolution of the library*. D. H. Lloyd and Son, Champaign, Illinois, publishers.

Providence Public Library, 229 Washington Street, Providence, R. I., William E. Foster, librarian, wants *Childhood Education*, Sept., Oct., Nov., 1924; *Elementary English Review*, March, 1924.

Offers

Spring Hill College, Mobile Co., Alabama, Rev. C. A. Carbajal, librarian, offers for sale: *Notes on the State of Virginia*, by Thomas Jefferson, 2d American ed.; printed for Mat. Carey, Philadelphia, Nov. 12, 1794. Very good condition; *Young's Night thoughts*, Rev. Geo. Gilfillan, D. Appleton & Co., New York, 1854, perfect condition, handsomely bound in leather; *A tale of a tub*, published by Wm. Durrell & Co., C. S. Van Winkle, printer, 1812, New York, good condition.

B. Steward, Steward, Illinois, offers free to any library which will pay transportation: *Harpers Magazine*, about 1884 to date, the series in whole or in part.

The University of Wyoming Library, Laramie, Wyoming, Reba Davis, librarian, offers for sale *American Mathematical Society Bulletin* Vol. 11-13, 15-17, *General Index* 1891-1904 and *General Index* Vol. 11-20.

POSITIONS OPEN

Any institutional member of the Association may insert, without cost, a brief notice of library positions open.

Wanted: Competent librarian, possessing good health, initiative and energy. Experienced in technical business library work. Well founded in cataloging. Address X, American Library Association, 86 E. Randolph Street, Chicago.

Ready in March

County Library Service

By Harriet C. Long of the Wisconsin Free Library Commission. A history and manual of county library service. Describes county libraries at work in varying communities. Tells what steps to take to establish and develop a smoothly working system. Discusses practically every problem likely to confront the community or worker interested in developing rural book service.

Illus., cloth, \$1.75. May be ordered at once.

Booklist Books 1924

A selection of 200 titles and notes from the 1924 *Booklist*. Represents the librarians' final verdict as to the best books of the year for public library use. Valuable to women's club groups, teachers and other library patrons. Published as usual in two forms to meet the demand for circulation copies as well as copies for the librarian's desk.

Prices: In heavy paper cover, 45c. Without cover (for advance orders only) 10 copies, \$2.50; 25, \$4; 50, \$7; 100 or more, 10c each. Advance orders, for edition without cover, accepted only until March 1.

Ready in March or April

Viewpoints in Modern Drama. By F. K. W. Drury of the Brown University Library. A list of 368 plays with sprightly annotations and with all the acting facts needed by amateur producers. Uniform with but somewhat longer than others of the "Viewpoints" series. Price to be announced.

American Library Association

86 East Randolph Street

Chicago, Illinois

A Message from the President

To the Members of the American Library Association:

The activities of the A.L.A. are of vital interest to every working librarian however humble the position he or she may occupy. We are all now using tools and methods that have resulted from previous activities of organized librarianship as represented by the A.L.A. and other associations. But never in its past history has the A.L.A. had such a tremendous opportunity for improving our tools and methods as is now before it, and when the thoughtless librarian asks the questions, why should I join the A.L.A.? what do I get out of it? it should be made clear to him that the instruments and methods used by him in earning his living have very largely been brought into existence through the A.L.A. and that it is his duty to support the Association by active membership so that he can help to hand on to his successors better tools and better methods than he is now using. Even those who are in the service temporarily, for a short period, should during that period become members of the A.L.A. and to that extent bring a little nearer the objectives of organized librarianship, and pay a little of the debt they too owe to organized librarianship.

H. H. B. MEYER

Copy - President's Office (WES)
James H. Tufts
E. A. Henry

Li 3
From - Harold H. Swift

CARNEGIE CORPORATION
of New York
522 Fifth Avenue
NEW YORK

June 6, 1925.

Mr. Harold H. Swift,
President of the Board of Trustees,
University of Chicago,
Chicago, Illinois.

Dear Mr. Swift:

I am very much obliged for your letter of the 4th. President Burton's death is a loss that all of us have to share in common, though I confess that in planning the details of a library school project to be submitted to our Board, I was counting more than I realized on his personality and what seemed to me his peculiar competence in this field. I hope during the summer to be able to devote a considerable part of my time to the study of this whole question, and will be very glad in doing so to keep in touch with Professor Tufts and Mr. Henry.

Sincerely yours,

(Sgd.) F. P. KEPPEL

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