PROFESSIONAL LIBRARY EDUCATION

Introducing the Library

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FOREWORD

The increasing importance of the library in modern society has increased the demand for well-qualified persons to serve in various types of libraries with their numerous specialized departments. Librarianship, in common with other professions, has its distinctly specialized fields. The purpose of this bulletin is to give the prospective library school student information about libraries and the library profession that will help him to determine for himself the vocational possibilities in the library field and the kinds of preparation required for the various fields of service. Counselors in high schools and colleges, library trustees, and others who wish to inform themselves of the place and varied functions of the library in modern society may also find material of interest in the following pages.

Grateful acknowledgment is made to R. B. Downs and L. R. Wilson, for reading the manuscript and making constructive suggestions. Appreciation is also expressed to the following individuals and organizations for supplying photographs and other illustrative materials: Lewis W. Hine; Akron Public Library; Wilmington Public Schools; Des Moines Public Library, and to the American Library Association and other publishers for permission to reprint materials.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

PROFESSIONAL LIBRARY EDUCATION

THE MODERN LIBRARY

It is becoming more and more apparent that the library is an indispensable social institution in a democracy. Schools cannot and do not supply the books that the members of a dynamic society require to meet the needs of a rapidly and constantly changing world. The library provides readers of the different educational levels with books throughout life. Some library patrons follow the prescribed program of formal education from elementary school through college into the graduate school and the professional school, while others never enter the formal school and still others drop away from the school at every level of its organization.

The books provided by libraries may be for individual or for group study of a formal or informal type. In one instance, the material may concern itself with a model of a galley that a high-school lad wishes to make. In another instance, the material may concern itself with the making of costumes for an Elizabethan play requested by a little theater group. Again the material may concern itself with the water supply for a metropolis that is being investigated by a city engineer. Still another subject for study could be the financing of a possible art center. The books that satisfy the requests may be written in elementary, popular, scholarly, or technical style depending upon the type of information that the reader wishes and his experiences with the subject.

Many times readers do not wish to study a subject. They wish facts. In its reference service the library provides valuable specific information for inquiries gleaned from books about such topics as public forums, employment statistics, literary prizes, biographical facts, etc.

The economic status of readers desiring the aforesaid information has the possibility of range from end to end of the economic scale. Each request is seriously considered and filled by a designated service of the modern library.

A vast store of library materials is loaned for purely recreational ends. Here again a great range of books is included. One reader might select André Maurois' *Miracle of England*, another, Paul Green's *Johnny Johnson*, another, a volume of Robert Frost's poems or James Jean's *The Mysterious Universe*, and still another, a book of hobbies or perhaps the latest mystery story. Increased leisure for apparently all ages furthers the opportunity to develop a variety of interests and avocations.

Books are a source of inspiration to innumerable individuals. It may be a volume of Aristotle or Kant or Phineas Barnum or a biography of Andrew Carnegie or Alice Freeman Palmer or Hans Christian Andersen or a book of fiction by Thomas Hardy or Rosamond Lehmann. The wide range of choice of subject matter and style of book in this field may depend upon nationality, environment, tastes, abilities, sex, and age of the reader.

The modern library makes available books, clippings, abstracts, pamphlets, monographs, manuscripts, documents, maps, music scores,

The businessman uses the library

periodicals, proceedings, pictures, photostat copies and films of material not easily accessible, books in braille, phonograph records, globes, charts, stereographs, movie reels, stereopticon slides, etc., through services performed by such staff members as librarians of public, college, university, government, and special libraries; reference librarians; readers' advisers; children's, school, and young people's librarians; circulation, periodical, and special collections librarians; library editors; and librarians assigned to special subjects; publicity; clubs; hospitals; penal institutions; industrial, professional, civic,

parent-teacher, little theater, forum, and adult education groups. Open shelves in libraries, browsing rooms, special collections, children's and young people's departments, card catalogs, book lists, exhibits, story telling, teaching the use of the library, all assist the library staff in serving their clientele effectively. The addition of branch and sub-branch libraries, stations, county, and region-wide service, inter-library loans, book trucks, and messenger service make for more nearly adequate book service to a greater number of readers.

> The modern American library is not merely a place to get a book to while the hours away or to copy an article from the encylopedia as the backbone of a club paper. It is handy for both purposes. But it begins with the child in his very tender years. By means of story hours, by picture books artistically praiseworthy and psychologically sound, by exhibits suited to childish interests and comprehension, and by individual assistance given by librarians trained in acceptable practices and sound methods, his interest is caught and his loyalty assured. During his advancement through school the library has something to offer at every stage. And upon his graduation from college he may well find himself at the peak of his power to use what the library provides. Thereafter whatever his business, his hobby, or his profession, a good public library can be his greatest aid. The reporter in search of a feature story can find it every day in the week in the mother at the public library delving into the problems of child psychology, or trying to understand better methods of housekeeping, or seeking what the authorities can tell her about foods and their best preparation; or giving her fancy wing with the poets and romancers of the ages, or finding some handle by which to grasp the responsibilities of citizenship in a new land, or in a thousand ways following the instincts of a human being. The man, the boy, the girl—each is touched in his keenest interests.[1]

It is significant to read in *Middletown in Transition*, one of the most thorough analyses of the activities of a midwestern town since the depression, that the town's library is described thus:

> * * * Clearly, Middletown's library has been filling a larger place in the city's life during the depression, as an agency serving the people's leisure, providing morale-building interests, vital information, and, if we are to believe a local editorial, providing an indispensable check to local radical tendencies. In May 1933 when the fear of radicalism was at its height, this editorial commented on the closing of the public library in a neighboring city for reasons of economy, and added: "It cannot be doubted that the public libraries in Middletown have proved a safety valve for the insurgent spirits of thousands in Middletown. * * * The last public institution ever to be closed, except those which supply food and warmth and shelter to the needy, should be the public library."[2]

The functioning of the modern library depends to a large extent upon the librarian who has charge of the institution. As the character of the library has changed through the ages from a storehouse for books

[1] Ferguson, Milton J. Libraries—yesterday and today. Library Journal, 61: 872-73. November 15, 1936.
[2] Lynd, Robert S. and Lynd, Helen Merrell. Middletown in Transition. New York, Harcourt, Brace & Co., 1937. p. 256-257.

Blind readers

to a dynamic social agency, so has the modern librarian emerged from "the keeper of books" to the scholarly administrator who uses scientific methods in making available and distributing library materials.

> The library profession is so varied in its motives, its interests, and its methods, that it offers an unusual fascination and stimulation to those who engage in it. Fundamentally it is founded upon the knowledge and love of books, or the strong belief that good books, widely read, will produce an intelligent people. Predominant in some librarians are this knowledge and love of books and an insatiable interest in their qualities. Some have a fondness for the physical book, for its age, its beauty, its rarity, its possession; some are content with the pleasure of handling the new volumes as they arrive like so many Christmas packages; the hearts and minds of some respond to the incidents, characters, word pictures, and sentiments of the books; some are perennially moved by the power of each book to make one reader, one village, or one city better and happier than before.[3]

L. R. Wilson has made a coordinated statement of modern trends in libraries in his excellent introduction to *Library Trends*. In the following quotation he refers to the constructive work that has resulted from a restatement of the objectives of the American Library Association. He outlines resulting national, regional, State, and local activities. The new devices that have increased the resources of

[3] Wheeler, Joseph L. The library and the community. Chicago, Ill., American Library Association, 1924. Preface.

American scholarly libraries, the development of union catalogs and bibliographical apparatus, and the publication of a dozen or more intensive studies of current library subjects are presented for consideration. The papers included in *Library Trends* and the studies referred to in the introduction are of importance to librarians. The student who is attempting to understand the library of today will find them invaluable.

* * * In 1934, through its executive board, the American Library Association appointed a planning committee to formulate a new statement of objectives for libraries as a whole, and to assist planning committees in the various State library associations in developing State plans. As a result of this committee's activities, the council, or policy-making body, of the association has adopted a national plan, including a restatement of general objectives and specific recommendations concerning Federal aid to libraries, the establishment of a Federal library agency, State participation in local library support, regional library development, the certification of librarians, and other matters of equal importance. Within the 2-year period the association has developed and approved a general plan of Federal aid to libraries, and has been instrumental in establishing a Federal library division in the United States Office of Education. These general activities of the association have been supplemented by State plans drawn up by State committees in 45 States. The entire library field has been re-surveyed in these studies; legislation embodying important features of the various plans is being drafted in several States, and in others, legislation concerning certification of librarians has been enacted and appropriations for library support have been passed. The literature emanating from these activities is now available for review by the library profession and other interested organizations and individuals.

Planning in the library field, as might be expected, has been principally concerned with the public library. College, university, and special libraries, however, have been confronted with considerations of corresponding importance. In the first rank of these may be placed the development of the film and the photostat as means of tremendously increasing the resources of American scholarly libraries. Through the use of the 16- and 35-mm. film and the development of reading devices and projectors, the range of materials which formerly could not be secured at all or only in very limited quantities and at prohibitory prices, has been greatly increased. The development of new devices, both for the reproduction and reading of these materials, has brought about changes in the organization and administration of libraries, which, in turn, have given rise to an entirely new set of administrative and educational problems.

A second change in the field of scholarly libraries is to be noted in the development of union catalogs and bibliographical apparatus for the use of scholars. This development is particularly notable in those regions where concentrations of more than 500,000 volumes are to be found. Within the past 12 months the scholarly libraries of Philadelphia, Cleveland, Chapel Hill-Durham, Nashville, and Denver have begun this cooperative activity which involves the use of Library of Congress cards, various filming and recording mechanisms, the employment of W. P. A. workers, and the assistance of librarians and scholars not only in the cities indicated but in the regions surrounding them as well. This movement, which is destined to grow, has occasioned changes in a number of fundamental library practices and has given rise to many questions. It has also been accompanied by

another movement aimed at describing the book, manuscript, and other materials of university and special libraries in such a way as to facilitate the work of scholars in locating and using unusual materials.

The publication within the past 2 years of a dozen or more volumes presenting the results of demonstrations, experiments, surveys, and investigations in the library field constituted the third consideration for the Institute. Almost for the first time in the history of librarianship, librarians and students of library problems, in an effort to understand library activity more fully and to adapt library service more effectively to new conditions attendant upon social change, have undertaken to study library problems intensively and to report their results to the profession. Convinced that advance in the physical, biological, and social sciences has been made possible by means of experimentation, careful analysis, and exact measurements, they have applied these methods to the study of varying phenomena of librarianship with the result that the biennium 1934–36 has witnessed the publication of an array of important studies dealing specifically with library subjects from an objective point of view never approximated before. *The Government of the American Public Library*, by C. B. Joeckel; *County Library Service in the South*, by Wilson and Wight; *The Library* and *National Libraries and Foreign Scholarship*, by Douglas Waples; *What Makes a Book Readable*, by Gray and Leary; *Woodside Does Read*, by Grace O. Kelley; *The Portrait of a Library*, by Quigley and Marcus; *Who Reads What*, by Charles H. Compton; *Library Service in a Suburban Area*, by Wight and Carnovsky; *Preparation for School Library Work*, by Lucile F. Fargo; *Living with Books*, by Helen E. Haines; *The Curriculum in Library Schools*, by Ernest J. Reece; *Reading Habits of Adult Non-users of the Public Library*, by Helen A. Ridgway; and others have been added to the body of library literature within the period. To this list must also be added the theses prepared by graduate students, publications in allied fields such as *The American Way*, by J. W. Studebaker; *Adult Education*, by Lyman Bryson; *Ten Years of Adult Education*, by Morse A. Cartwright; *Southern Regions of the United States*, by H. W. Odum, and notable publications such as *Library Cooperation in Europe*, the *Report on Public Libraries in England and Wales*, and *Rôle et Formation du Bibliothecaire*, which deal with important library developments in foreign countries. In both number of studies and method of treatment a new and distinctive "high" had been reached, and it seemed desirable that librarians should be given a special opportunity to become acquainted with the publication.[4]

[4] Wilson, Louis R., *ed.* Library trends. Chicago, University of Chicago Press, 1937. P. viii-xi, Introduction.

HISTORICAL BACKGROUND

Though the library as a social institution of primary importance is a product of modern times, still it must be remembered that there is a collection of clay tablets found in Babylonia dating back to the twenty-first century B. C. that record the first-known library. The library of the Assyrian Monarch, Asser-bani-pal in Nineveh, dating from approximately 626 B. C. was the most famous of antiquity until the library in Alexandria founded in the third century B. C. by the Ptolemies. This library grew into the largest collection of books made before the invention of printing.

The first Roman libraries of considerable size were brought there as the spoils of war. In the time of Emperor Hadrian (second century A. D.), there were approximately 29 public libraries. During the Middle Ages, the monks were the chief guardians of libraries. In 1295, the Vatican Library, the oldest existing public library in Europe, was formed. The thirteenth and fourteenth centuries saw the establishment of famous university libraries. Among the greatest modern libraries are the Bibliothèque Nationale, Paris; the British Museum, London; the Bodleian, Oxford, England; the Publichnaye Biblioteka, Leningrad, U. S. S. R.; and the Preussische Staatsbibliothek, Berlin.

The greatest American library, the Library of Congress, was founded by the United States Congress in 1800 by an act providing for the establishment of a library of the two Houses, under a joint committee, at an initial cost of $5,000. In 1864, the Library had only 82,000 volumes and these were a legislative collection.

> In 1897 the Library possessed no system of classification, no shelf list, no catalog beyond an author shelf list on cards, and a numerically inadequate and untrained staff.[5]

Since 1897 the beautiful new building has been enlarged; the card catalog has been perfected; other reforms and activities have been carried on. The Library now contains more than 5 million books. A vast collection of photostats of historical documents on America from foreign archives has been formed.

The Library of Harvard College, the oldest American college library, dates from 1638 when John Harvard bequeathed all of his books to the college. The first printed catalog was issued in 1723 with about 3,500 volumes listed. Today there are more than 3 million volumes in the libraries at Harvard. A large part of the Library's resources are the result of gifts and bequests of libraries or collections of books.

[5] Esdaile, Arundell. National libraries of the world. London, Grafton & Co., 1934. p. 100.

A recent treasurer's report shows the expenditure of $2,600,000 for the purchase of books during the last 100 years.

Examples of other types of noteworthy libraries in the United States follow: The New York Public Library formed by the consolidation of the Astor, Lenox, and Tilden libraries in 1895 and later provided with municipal support and that of additional private benefactors is probably the finest public library system in the world. The number of cataloged volumes and pamphlets in the reference department alone leaving out of consideration several hundred thousand prints, manuscripts, sheets of music, and uncataloged pamphlets, amounts to almost exactly 2,500,000. The figures represent not only size but excellence of selection in the research collection. The Newberry Library at Chicago founded in 1887 has an outstanding collection of material in music, history, literature, and religion. The Frick Art Reference Library at New York houses almost a quarter million of photographs and 50,000 books covering European and American art. The John Crerar Library, Chicago, Ill., established in 1894, serves in general those classes of citizens who are interested in the exact, natural, social, and medical sciences and their practical applications, though seekers of general knowledge are welcomed. The Henry E. Huntington Library, at San Marino, Calif., is intended to serve research workers in the fields of incunabula, English and American literature, and American history. The exhibitions on these subjects attract large groups of visitors, although publishing is among the chief activities of the library. The Pierpont Morgan Library, New York City, established in 1924, is housed in a building of architectural beauty. The collection is not "confined by any phase of art, literature, or political history * * *. This library is one of the most significant collections of interrelated original material now in America." The Folger Shakespeare Library located in Washington, D. C., formerly a private library, now "administered as an institution for promoting and diffusing knowledge of the writings and history of Shakespeare" is more than a library as it has many different types of materials that illustrate the poet and his age.

Public libraries, in the sense of collections of books purchased and maintained wholly or in part by public taxation for the free use of the people, are a development of the last half of the nineteenth century.

> The town of Peterborough, N. H., lays claim, and perhaps with some justice, to having been the birthplace of the public library. In 1833 that town voted to use a certain sum of money received from the State as the proceeds of a general taxation of banks for the purchase of books for a town library to be free to the people of the town. Since this was 16 years before a law was passed in any State providing for a library tax, it is probable that it was not only the first publicly supported library in the country, but also in the world.[8]

[8] Dexter, Edwin G. History of education in the United States. New York, The Macmillan Co., 1904. p. 481.

The marked success of the subscription library, organized by Benjamin Franklin and some of his friends in Philadelphia in 1731 and incorporated in 1832, was an impetus to the establishment of similar libraries in other American cities. The first legislation promoting public libraries was passed by New York State establishing such libraries under school administration in 1835. In 1848 the residents of Boston voted to tax themselves in order to open a free public library. The Boston Library which exerted a great influence in fostering the growth of public libraries was opened in 1854. A natural development from these successful libraries was the passage of laws exempting them from taxation. In 1849 New Hampshire passed a law enabling municipalities to establish and maintain public libraries. Massachusetts, Maine, Vermont, Ohio, New York, Illinois, Wisconsin, and Colorado soon followed with similar legislation. Today every State has library legislation. Andrew Carnegie's gift of $60,000,000 for more than 3,000 municipal library buildings is noteworthy. According to Dr. Reuben Gold Thwaites, libraries received more than $25,000,000 in private donations during the period from 1890 to 1900. They continued to be favorite beneficiaries of private bequests.

The American Library Association was organized in Philadelphia in 1876 in connection with the Centennial Exposition. The leaders in this conference, at which 82 persons were present, were Justin Winsor, William F. Poole, Charles A. Cutter, R. R. Bowker, and Melvil Dewey. An earlier conference of "librarians and others interested in bibliography" had been held in New York City in September 1853. This convention was regarded as preliminary to the formation of a permanent librarians' association.[7]

The year 1876 saw the publication of the United States Bureau of Education report on *Public Libraries in the United States of America.* William F. Poole said in 1876 that—

> The rapid increase in the number and importance of public libraries, both in this country and in England, is perhaps the most marked feature of educational development during the past 25 years; for within that brief period the first of them was opened to the public.[8]

His conclusion was based on the following quotation from the abovementioned report:

> The increasing rate of growth of public libraries in the last 25 years is well exhibited by the table, which shows that 20 libraries were formed from 1775 to 1800, 179 from 1800 to 1825, 551 from 1825 to 1850, and 2,240 from 1850 to 1875. It is altogether probable that nearly all the 688 libraries, the dates of organization of which are not reported, were also begun within the last 25 years.[9]

[7] Norton's Literary Educational Register, 1: 49-94, 1854.
[8] Library Journal, 1: 45, November 30, 1876.
[9] United States Bureau of Education. Public libraries in the United States of America. Washington, D. C., Government Printing Office, 1876. Pt. 1, p. XVI.

The history of the growth and development of the modern library movement between the first and second conventions of librarians is thus reported in concrete form. Here, too, is found the combined experiences and manual of the profession during the first period of growth.

The first bound copies of the first part of this report were brought from Washington to the conference of librarians at Philadelphia. The second part of the report consisted of *Rule for a Printed Dictionary Catalogue*, by Charles A. Cutter.

The year 1876 was noteworthy for still other progress. The *Library Journal* was established and began publication from the office of the *Publishers' Weekly* before the end of the year 1876. Melvil Dewey published the first edition of his *Decimal Classification and Relative Index* in 1876. Soon after (1878) there appeared the Supply Department for the American Library Association which advertised library equipment and supplies in the pages of the *Library Journal*. This company was later succeeded by the Library Bureau. Frederick Leypoldt's bibliographical work, *American Catalogue of Books in Print and For Sale in 1876*, was another important enterprise. This was continued with supplements until 1910.

The first library school was successfully opened in January 1887 at Columbia College. The profession owes much to Melvil Dewey for the establishment of the school.

The development of the public library movement in the United States during the middle of the nineteenth century is ascribed by some to purely social causes. L. R. Wilson sums up three current views in the following statement:

> Three young librarians who have recently had the daring to record their views on the subject have ascribed the rise of the public library in America to three entirely different causes. Borden, with a penchant for philosophic statement and an outlook that is distinctly social, finds that the influences which brought the library into being were largely democratic, educational, and social. The library grew out of America's demand for educational opportunity and the necessity of training citizens for effective participation in a democracy. Wellard, a keen observer from England, and influenced somewhat by the possibly different causes leading to the establishment of libraries in that country, associates the development of the American public library with the growth of philanthropy and the reform movement which undertook to improve the general lot of the laboring class. Orman, younger than the other two, and looking at the question from the distance of the North Pacific coast, sees the American public library springing from an economic demand—the desire on the part of an economic order to secure a body of workers trained in part by the library who could produce goods effectively, a desire, he contends, that has grown more feeble in the past decade and is reflected in smaller support to libraries now that the machine has been brought to such a degree of perfection that it is no longer necessary to make special provision for the education of the worker through the library.[10]

[10] Wilson, Louis R. The next 40 years. Library Journal, 61: 255, April 1, 1936.

RANGE OF THE MODERN LIBRARY

Libraries in the United States may be considered as belonging to the following types: (1) Public library—large city, medium city, town, village, and county or regional; (2) School library—college, university, teachers college, secondary, and elementary; and (3) Special library—business, professional, governmental, institutional, and private.

LARGE PUBLIC LIBRARIES

Public libraries in the United States may be regarded as municipal libraries organized according to State laws and supported in whole or in part by government taxation. The large city system of libraries may be made up of a central building, branch libraries, sub-branches, stations, and various types of special collections. The central building usually houses the chief librarian; assistant chief librarian; administrative office assistants; department heads; division heads; supervisor of branch and sub-branch librarians; professional, subprofessional, and clerical staff; and other employees necessary to carry on the work. Each branch is staffed by a branch librarian with at least one full-time assistant. The sub-branches, stations, and special collections are in charge of one or more assistant librarians who may be serving in more than one agency because of the brevity of hours of opening.

It is interesting to note the volume of books circulated by some of the largest public libraries during 1936. The New York Public Library has 149 branches and sub-branches, 3,093,290 books, and 1,604,849 borrowers to whom were circulated 20,614,004 books. The Chicago Public Library has 55 branches and sub-branches, 1,612,121 books, 606,183 borrowers to whom were circulated 10,378,024 books. The Cleveland Public Library has 68 branches and sub-branches, 2,082,080 books, 317,125 borrowers to whom were circulated 9,131,224 books.

67761°—38——3

Librarian notes new books

CHIEF LIBRARIAN

Many different types of work are being carried on in the large public library systems. Mr. Reece has given a comprehensive statement of the activities that the chief librarian participates in or delegates to members of his staff.

> The head of a public library, or he and his associates, must select books with reference to their content, authority, permanence, and cost, and with regard to the clientele concerned and to the housing available; and he must buy them advantageously, subject to the routines necessary in a specialized purchasing office. He must place the books acquired in a classification scheme and list them in a catalogue, each of which processes calls alike for an educated intelligence and for facility and sense of proportion in handling minutiae; and he must maintain records as to their whereabouts—not so much to safeguard them as to assure their accessibility when needed. He must arrange for their display and provide as occasion requires for inventory, binding, repair, cleaning, replacement, and for their security from insects and elements. As part of the problem of housing he must give attention to building construction and maintenance and to fire protection and insurance; in order to lay his plans effectively he must be familiar with the laws of his commonwealth and the ordinances of his municipality as they concern libraries, with the political conditions in both state and city, with the social facts and traditions governing his community, with the educational preconceptions prevailing in it, with the institutions entering into his library's environment, and with the personalities likely to affect and be affected by his enterprise; as furthering his program he must be prepared to attend legislative sessions and hearings, committee gatherings, organization conferences, group assemblies, civic mass meetings, round tables and panels, and to address schools, clubs, conventions, classes, and forums. He must read in order to participate in building the stock of books, and must write and speak in order to convince committees, trustees, executive officers, and perhaps investigators; he must formulate budgets and check expenditures, and on occasion be prepared to inspect heating plants before recommending an installation; he must choose associates, plan their work, train them if necessary, supervise their performance, and commend, discipline, promote, retard, or dismiss as each case may require.[11]

According to the present threefold motive of the American Library Association, the objectives of librarianship are "The best reading for the largest number at the least cost." Asa Wynkoop said:

> The old-time librarian was proud and complacent in his possession of books. The present-day librarian smiles at this barren conception and bases his pride on the number of books distributed and the number of readers enrolled. The librarian of tomorrow will look on both conceptions as about equally crude

[11] Reece, Ernest J. The curriculum in library schools. New York, Columbia University Press, 1936. p. 6-7.

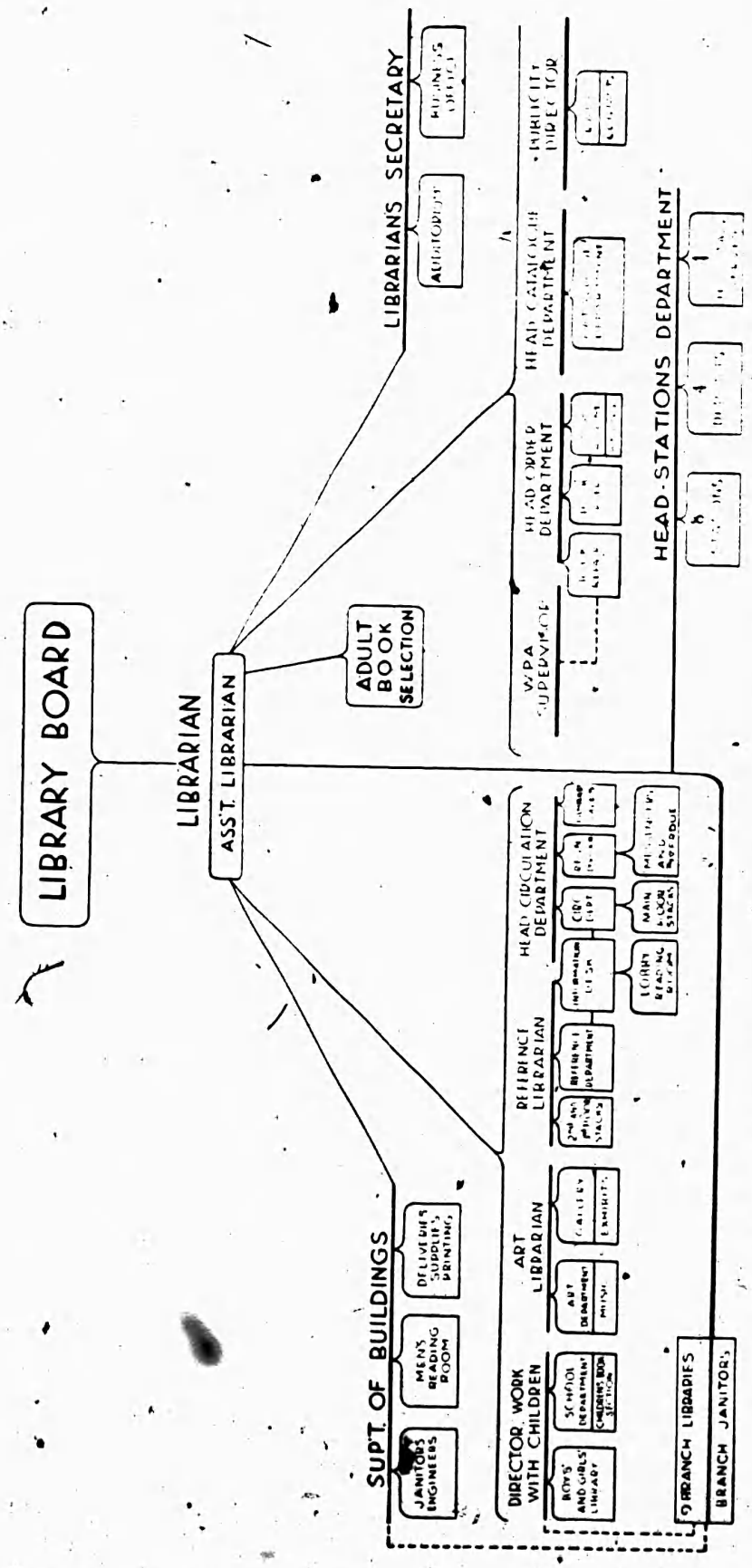

CHART OF ORGANIZATION - DES MOINES PUBLIC LIBRARY - 1938

and unworthy and will base his pride on the aid his library can give in making the use of books a means of positive educational and cultural advance. * * *[12]

If the successful librarian could be described in general terms, scholarship, professionalism, social consciousness, imagination, sense of humor, and an acceptable personality would be requisite.

2. Librarian orders

ORDER DEPARTMENT

The department heads share with the chief librarian and assistant chief librarian the responsibility of formulating and carrying on the policies of the library. Each department head has his staff of workers. The order department is concerned with a technical side of library work. The chief function is buying the books for the library. The order librarian must be an accurate worker. It is necessary to have all orders of books checked to see if the library has a copy, otherwise, a second copy may be ordered unintentionally. The edition of the volume desired must be carefully verified in an authoritative bibliography. Publishers' lists must be watched for pre-publication prices or change of prices. The comparison between English and American editions must be made, for often the library buys more advantageously from England. Reprint editions must be considered. Discounts allowed by book jobbers are important to watch. Remainder and second-hand book sales often save the library hundreds of dollars if the information is known to the order librarian. Bookkeeping ability is essential, e. g., in the recording of orders charged to the various departments and divisions, etc. Large sums of money are handled by the order department. Detroit spent $100,237 for books during the last fiscal year (1936); Los Angeles (city) spent $118,924; New York Public Library Circulation Department spent $133,084.

The order department sometimes has charge of accessioning or adding the incoming volumes to the library records. Books that are permanently withdrawn from the library are also duly recorded. Equipment and supplies of library material are purchased through this department or a division of it, depending upon the size of the library. The head of the department must have considerable executive ability, if the work is to be carried on efficiently.

[12] Wheeler, Joseph L. The library and the community. Chicago, American Library Association, 1924. p. 11.

Making the wheels go round

Librarian catalogs

CATALOG DEPARTMENT

The catalog department is another section of the library where technical skill is essential though that is not the only necessary character trait as will be seen in the following list: *Character Traits of a Cataloger*[13] (Prepared by the Library Curriculum Study with the assistance of Emily H. Kenagy, from interviews with 23 librarians and catalogers.)

1. Accuracy
2. Adaptability
3. Belief in work
4. Dependability
5. Forcefulness
6. Health
7. Imagination
8. Industriousness
9. Initiative
10. Intelligence
11. Judgment
12. Memory
13. Mental curiosity
14. Neatness
15. Patience
16. Pleasantness
17. Professional knowledge
18. Speed
19. System

[13] Mann, Margaret. Introduction to cataloging and classification of books. Chicago, Ill., American Library Association, 1930. p. 399.

The catalog is the key to the library's resources. There are two processes involved in cataloging—assigning of classification number and determining the other information that is to be on the catalog cards, namely, author's name, title, publisher, subject under which the book is assigned, etc. The patrons of the library go to the catalog to find books under the author's name. They may seek to locate the book under its title. Often they wish material about a subject such as internationalism, recreation, or education. These are all large subjects that have been treated from various points of view, e. g., industrial, legal, social, etc. The cataloger examines each volume critically to see how the material is presented and with what subjects the contents of the book may be identified. Research skill is necessary to evaluate the volume as an individual book and also to associate it with all books treating of similar subjects, so that there may be consistency in the arrangement of books by class numbers on the shelves and in materials assigned to the same subject in the catalog.

Another important duty of the cataloger is to adapt the class number of the book and the subject on the catalog card to the particular needs of the clientele. In a public library books may be thought of as being important in relation to group demands, such as municipal reference, adult education, etc. In a college or university library, books are often thought of as belonging to departments such as social science or mathematics. There could easily be more than one classification number assigned to a book, if it were to be made readily available to the various patrons who think of the book from the point-of-view of their own need. The subjects assigned to books may also differ according to the amount of material that the library has, e. g., if there is much material about the drama the subjects used would be more minute than if there were little material, and also according to the type and needs of the reader if, e. g., the drama were being studied as literature by students, the subjects used would differ from those used if many professional actors used the catalog.

The process of cataloging entails much bibliographic skill. Scholarship and accuracy are essential here. The cataloger interprets the book to the readers through classification number and subject heading. It is imperative for catalogers to know the types of people who are to use the catalog if they are to render the best possible service. In fact, the cataloger's work resembles that of the reference librarian in many respects. It is an error to think that catalogers spend their time in typing and filing cards. This kind of work is done by subprofessional and clerical assistants in large libraries. Even comparatively small libraries relieve catalogers of routine that can be assigned to less skilled workers.

Librarian confers with club helpers

REFERENCE DEPARTMENT

The reference department is the center of the fact-finding section of the library. Borrowers come to the reference department for information that can be quickly located in almanacs, handbooks, or encyclopedias, e. g., population facts, literary characters, or historical events. The reference librarian is often asked to compile a bibliography of a subject such as health insurance or juvenile delinquency when the subject is to have serious consideration by an individual or group served by the library. The questions that come to the reference librarian may often be time-consuming because of the amount of material requested or the difficulty in locating it. The reference librarian performs the services of a teacher in directing patrons to material and its use. Though it is customary to allocate books that are most frequently consulted for information to the reference department, still the reference librarians frequently consult every type of book that the library has to obtain the desired information. Reference work demands research interests as well as scholarship and an abundance of information. Helen L. Purdum describes the qualities of a reference librarian thus:

> I take pleasure in using so bold a term as initiative as the qualifications for reference work frequently recited are disappointingly passive; patience, tact, poise, sympathy. Necessary as the qualities are, cannot we add sociability, response, good humor, good nerves, the ability to sense the possibilities of questions and the initiative to see them through. I seem to have omitted intellect which of course must be included, although I no longer feel that intellect heads the list.[14]

A few definitions may clarify the situation:

> A professional assistant is a member of the professional staff performing work of a professional grade which requires training and skill in the theoretical or scientific parts of library work as distinct from its merely mechanical parts and includes all the professional staff except the chief librarian or director, assistant chief librarian, department heads, division heads, branch librarians, and first assistants.
>
> To be classed as a professional assistant, the person should have:
>
> (*a*) At least a bachelor's degree which includes 1 year of professional education in the 4 years which lead to the bachelor's degree; or
>
> (*b*) An informal education considered by the chief librarian as the real equivalent of 4 years of college work plus 5 years' experience in a library of recognized professional standing. (This provision is to take care of those

[14] Purdum, Helen L. The reference librarian and her public. Library Journal, 61: 630-31, September 1936.

already in the profession who are performing duties which require a knowledge of books and library technique as taught in a library school.)

A subprofessional assistant is a person who performs, under the immediate supervision of professional staff members, work largely concerned with the higher routine processes which are peculiar to library work and which require some knowledge of library procedure. (No assistant paid on an hourly basis should be included here.)

A subprofessional assistant should have had at least brief elementary training in library work as taught in a library summer session or a training class.

A clerical assistant is a person such as a typist, etc., who performs, under immediate supervision, processes which may require experience, speed, accuracy, and clerical ability of a high order but do not require knowledge of the theoretical or scientific aspects of library work.

High school graduation is presupposed for this classification.[15]

These definitions apply to workers in all departments in the library. They are not intended to show merely the differences in education, training, skill, and experience of workers in a reference department.

There may be separate divisions of a reference department in the large library, namely, a municipal reference division, an art division, a literature division, an applied science or technical division. Each division would then be in charge of an expert in the particular field with professional, subprofessional, and clerical assistants. If the reference department is not divided into departments, the staff is composed of workers who have specialized in the various fields of knowledge together with necessary assistants.

Librarian aids in use of the library

PERIODICAL DEPARTMENT

Periodicals are often the materials of a separate department. The number and the importance of periodicals have greatly increased with the publication of standard indexes. The six leading periodical indexes make the contents of a large and varied collection of publications easily available to the general reader and the specialist. Libraries have been forced to double and triple their subscriptions in an effort to supply the information demanded by readers.

Professionally trained workers and assistants are needed for the work of selecting and housing the materials of this department. Some of the problems are the binding of periodicals; completing broken sets of magazines; and the handling of exchanges, if the library publishes material or is connected with an institution that issues publications.

[15] Bulletin of the American Library Association, 31: 241, 264, April 1937.

The recording and the circulation of periodicals must be taken care of, and the number of copies to be bought must be decided.

Librarian circulates books that catch them on wing

CIRCULATION DEPARTMENT

The circulation department is the center from which the library patrons borrow and return their books. This is the only department of the library known to many of its clientele. It is the middle man operating between books and borrowers. The library like any business wishes to have satisfied customers. Prompt, accurate, intelligent service must be maintained in the actual charging and discharging of books; in the searching for material on the shelves; in the sending of overdue book notices; in the keeping of statistics; in the arrangement of books on the shelves; in sending books in need of mending to the bindery or to the discard. In addition to the technical services performed by the assistants in the circulation department the staff members must be constantly on the alert to see if the patrons are finding what they desire in the general circulation department, or if the material the borrower wishes is in the reference department, or in the popular fiction division, or the science division, or the readers' advisory service.

When there is no definitely defined departmentalized organization, it falls to the lot of the circulation assistant to answer the questions that he can and refer other requests to the attention of staff members who have the necessary information. The circulation assistant often acts as an informal readers' adviser and host for the library.

The circulation staff keeps the catalog department informed of requests that may influence the choice of subjects to be used in cataloging books. It is necessary that readers find the subjects they seek in the catalog, if it is to be used as an index to the library.

The staff at the circulation desk may influence the reading public positively. The book stock of the library must be familiar to them. Book reviews, tasting and skimming books, and the thorough reading for appreciation of some few books should all enter into the reading course followed by the librarian. The study of human nature and a keen interest in the events of mankind play a large part in getting the right book to the right person.

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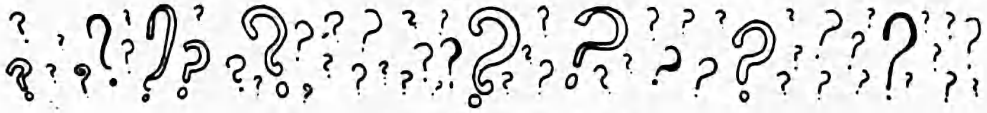
A Busy Day

J. Periam Danton, librarian of Temple University, reports a busy day:

1,185 students and faculty members came to the library. 26 used the Browsing Room, 232 the Reference Room, 124 the Periodical Room, 144 the Business Library, and 659 the Reserve Book Room.

826 books were lent to them; 56 periodicals were called for at the desk



85 questions were answered

22 more questions were answered by telephone

52 new books were added to the library; purchase orders for 20 new books were sent out

19 books were bound or repaired

133 catalog cards were filed

1 book was sent to another library on interlibrary loan; 16 letters and 25 notices were sent

47 books were placed on the Reserve

Information kept at the circulation desk is used when selecting books for purchase. Requests for new books and unfulfilled requests for books owned by the library are filed. Research in finding what books are read and by whom is carried on through records kept by the circulation desk. Book selection in the more progressive libraries is now being based on scientific study of books and borrowers.

Librarian initiates newcomers

CHILDREN'S DEPARTMENT

The children's department of the library grew out of the modern conception that the child must be considered seriously as an individual. The first children's library of which there is a record was established in 1835 by a physician in Massachusetts who left a bequest of $100 to children for the diffusion of "useful knowledge and the Christian virtues."

In the 1876 special report on *Public Libraries in the United States*, W. I. Fletcher wrote:

> If there is any truth in the idea that the public library is not merely a storehouse but also and especially an educational institution which shall create wants where they do not exist, then the library ought to bring its influence to bear on the young as early as possible.

Some 20 years later Mary Wright Plummer made the following emphatic statement as to policies:

> Educators have for sometime seen the mistake of putting the cheapest teachers over the primary schools, and it remains for the library to profit by their experience without going through a similar one. If there is on the library staff an assistant well read and well educated, broad-minded, tactful, with common sense and judgment, attractive to children in manner and person, possessed, in short, of all desirable qualities, she should be taken from wherever she is, put into the children's library, and paid enough to keep her there.[16]

The work of the children's department involves the same type of technical processes that are carried on in serving the adult public, namely, the purchase, the cataloging, the classification, and the circulation of books. The juvenile circulation of books in Cleveland, Ohio (1936), was 3,507,929 out of a total of 9,131,224. New York City circulated (1936) 6,356,091 juveniles out of a total of 20,614,004, while Kansas City circulated 1,104,288 juveniles out of a total of 2,226,852. But the numerical circulation of books in the children's department, as in the adult department, is not the primary objective of the work. The members of the children's department seek to give the best books to their readers, "best" meaning the type and kind that most nearly fills the individual needs of the children who make up the reading public. Various methods and devices are used to bring the right book to the right child at the right time. In this connection, much attention is given to the appearance of the room.

[16] Sawyer, Harriet P. The library as a vocation. New York, H. W. Wilson Co., 1933. p. 127.

The youngest reader

The decorations should appeal to children and radiate cheerfulness and good taste. The physical equipment and furnishing should be adequate for carrying on the work of the department. Story-telling clubs, work with parents and teachers, the playground, the making of lists, vacation reading, and teaching the use of the library, are all activities used to stimulate the best reading for children.

But better than all methods and devices is the personal work of the children's librarian who strives to know the best material available and then in turn knows the time when the individual child is ready to appreciate it.

What type of person is suited to do this work? All who are associated with the department, professional, subprofessional, and clerical staff, must strive to understand children and permit the children to understand them. Marion Ewing describes the children's librarian in the following:

The Ideal Children's Librarian

There are certain basic attitudes and personal qualities without which it would be well for a young woman not to attempt library work with children, but to seek some less exacting field for her labors. First, she must have a genuine liking for children based on knowledge of, and interest in, their problems. As an older sister in a large family, I consider the knowledge gained through the family relationship a tremendous asset. Observation of

the play of personalities one upon another in the informal and unrestrained atmosphere of the family group unconsciously creates and develops a sensitiveness to attitudes seldom attained in any other way.

Second, she should have a respect for each child as an individual. In matters of discipline, she will find that this attitude does more than any other one thing to make it difficult for serious problems to arise—or, once apparent, to continue. Unlimited patience is required to maintain this attitude, but I shall speak of that later, as I believe most of you will agree with me that patience is usually an acquired virtue.

Third, she should be neat in person and attractive in manner; a personality whose roots are natural cheerfulness, vitality, and responsiveness to all sorts of stimuli, or as one writer has put it, "awareness."

Fourth, and last, she should have a love of good literature with the urge to pass it on to others.[17]

Librarian attends curriculum meeting

YOUNG PEOPLE'S DEPARTMENT

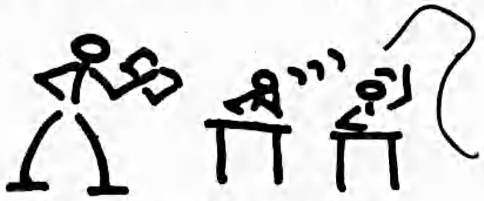
The department of work with young people is a more recent development than work with children. The young children including those of junior high school level have in general received careful attention in the matter of book selection and specialized service from librarians who are interested in the younger age group even though not always especially trained. A definite place has been allocated to the work for children in public libraries. It has been common practice in libraries to send the children who feel that they want material that is more advanced than the children's department can supply directly into the adult department. Boys and girls of 14 are treated as adults in relation to the library's book collection. The young people leave the guidance of the children's room to be confronted by the book collection of the adult department. It is necessary for adult departments to cater to the interests of a wide variety of readers who may range from the immigrant who is beginning his reading of English to the sophisticated reader of fiction and the specialist in science or engineering. Many young readers are completely lost in these large collections.

It has been found that young people welcome further guidance when their interests are considered. There are many so-called adult books that meet the needs of young people in their teens. Mabel Williams of the New York Public Library and her staff of workers compile a list of books that appears in the January issue of the *Branch Library Book News* of the New York Public Library. This list is an

[17] Ewing, Marion. Working with older boys and girls. Wilson Bulletin, 10 : 244, December 1935.

excellent illustration of the type of literature that is found in adult departments and should be called to the attention of young people. These books are often lost to young readers, because they are distributed through the entire adult circulating collection.

Twenty cities reported specialized service to young people in a questionnaire sent out in April 1937 by the Young People's Reading Round Table of the American Library Association. There are many possibilities in this service to youth. The recreational reading problem, the vocational reading problem, and the creative reading problem all deserve serious consideration in the services that libraries should give to youth.



Librarian pays visits to classrooms

SCHOOLS' DEPARTMENT

The schools' department may be a division of the children's department in a large library or it may be a separate department, or the city school system may employ its own school librarians. There are still other satisfactory types of administrative control, but the essential consideration is the service to the child and the teacher. A detailed account of the school librarian's activities follows:

> The librarian is responsible first of all for providing the books and selections to which the pupils are referred in the various classes. She should also aid the members of the faculty in securing new books relating to their respective fields as soon as they are published. She should keep records of the withdrawals of books by individual pupils and from time to time should make studies of the amount and character of their reading. The information secured through such studies should be referred to the appropriate teachers with suggestions concerning types of material in which the pupils should be interested. She should also endeavor to extend the reading interests of these pupils by acquainting them with new and interesting books and to modify their tastes where such changes are desirable through suggestions offered in individual conferences. Finally, she should observe continuously the reading habits of pupils, make specific suggestions to individual pupils, and refer to the reading teacher those who give evidence of serious difficulties.[18]

Desirable traits and activities of school librarians are concisely stated by Miss Fargo:

> It is probably evident to most readers why broad culture is needed and why there are required such oft-mentioned personal traits as enthusiasm, approachability, tact, poise, understanding, and the like. But at the risk of repetition and summarizing from previous chapters it can be said that all these traits are necessary because the school librarian: (*a*) carries on professional and administrative work in an educational institution; (*b*) serves every school department from history, English, and languages to art, home economics, mechanics, and commerce; (*c*) meets boys and girls on every plane of interest from dress designing to archaeology, from rabbit breeding to show card writing, from mechanical invention to creative writing; (*d*) must be an expert bibliographer and literary guide, techniques for both of which are rooted in extensive knowledge of literature and frequently of language; (*e*) must be a student of educational method and philosophy to the extent of being able to interpret teaching methods and to follow up and vitalize the classroom experiences of pupils; (*f*) is a liaison officer operating between the school and varied outside agencies of culture and scholarship such as public libraries and museums; (*g*) should be qualified to take a place beside the professional staff of the progressive public library or of the school.[19]

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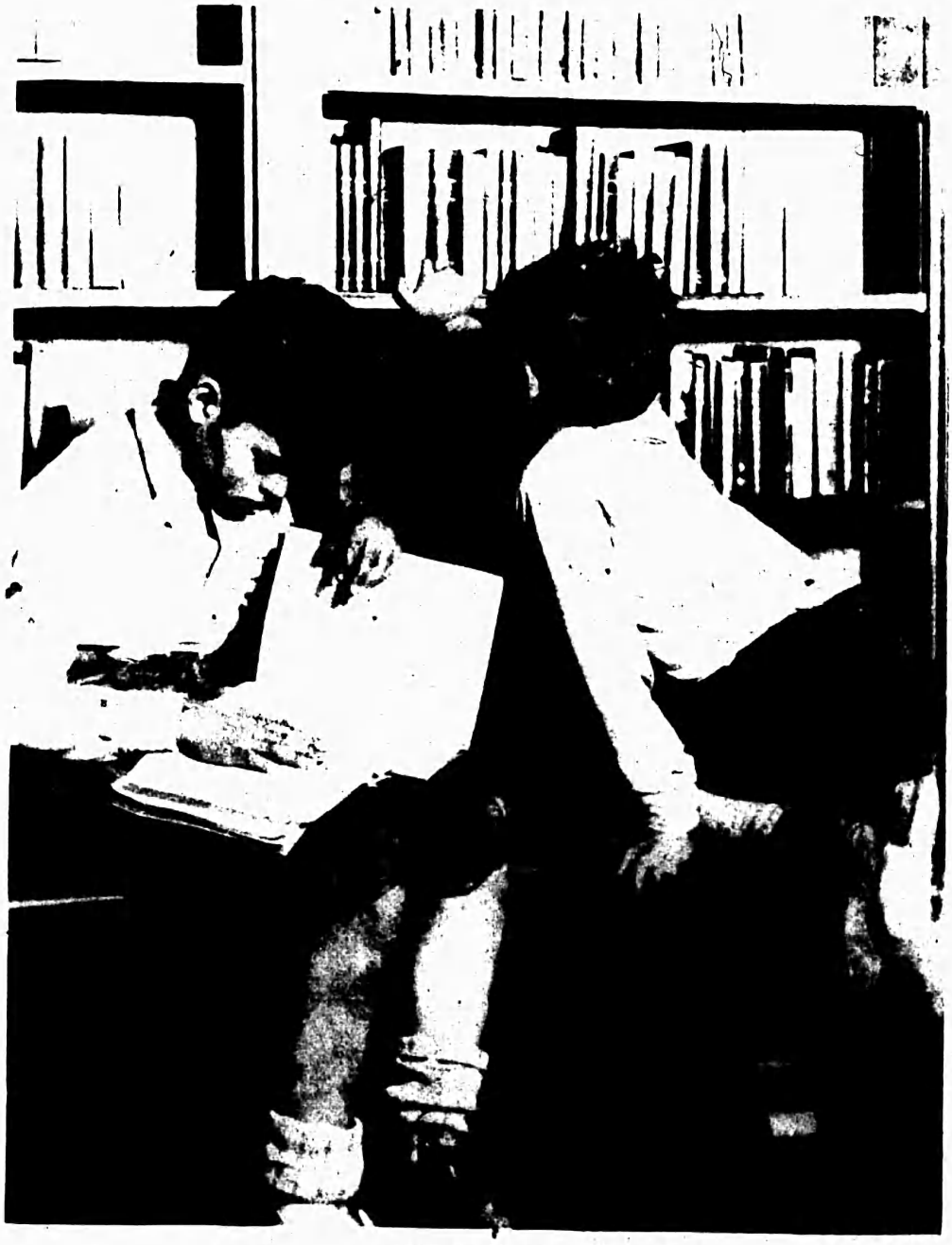
[18] National Society for the Study of Education. 24th Yearbook. Bloomington, Ill., Public School Publishing Co., 1925. p. 73.

[19] Fargo, Lucile F. Preparation for school library work. New York, Columbia University Press, 1936. p. 99-100.



After school hours

Recent trends in school work emphasize the importance of the librarian and the teacher working together to secure the best possible use of the best materials for each child's development. Some schools accomplish this by having the class and the teacher visit the library while other schools believe that the librarian should spend a great deal of time in the classroom. There may of course be a combination of these procedures. The important factor is the outcome—the realization of the worth of books.

12. Librarian finds books on a hobby

READERS' ADVISORY SERVICE

Readers' Advisory Service is one of the most recent developments of the library. The New York Library began its department in 1929. The increased leisure of adults, the work of the American Association for Adult Education, the increased production of factual books for the layman, the wide publicity given to Thorndike's experiments with adult learning, and perhaps the individual library service that the present generation had in its youth, have contributed to a demand for more specialized reading guidance than can be given by the staff of a busy circulation department.

The readers' adviser and her staff compile individual bibliographies for a wide variety of readers seeking self-education through the library. Some may have had little formal education while others are specialists and scholars who need advice that this library service is equipped to give. Bibliographies, courses of study, club programs, educational literature, accounts of activities in the various fields of adult education are collected and classified for reference use. Sometimes collections are made of key books of various types and subject fields that may be introduced to the clientele.

The qualifications for this service must include proficiency in interviewing, an approachable personality, a wide knowledge of books, the ability to suggest the right book to the right person, skill in guidance, knowledge of how adults learn, and information about the services of other adult educational agencies. There is an analogy between the services of the university professor and the readers' adviser. The youth who have left school turn to this service as a continuance of teacher guidance in the best sense of the word.

Librarian arranges exhibits

EDITORIAL AND PUBLICITY DEPARTMENTS

The editorial and publicity departments perform an important function in the library today. It would be impossible for the library to be a living force for social, economic, and cultural betterment, if it did not consistently strive to be aware of and understand the community and in turn keep the community informed of the possibilities of its many services. Many methods and devices are used to discover and retain the important place that the library holds as a social institution of the first rank.

Community surveys, reading studies, newspapers, lectures, exhibits, book lists, posters, the radio, the motion pictures, campaigns, bulletins, reports, open forums, work with special groups are some of the activities of this department that further the coordination of the library and the community.

The special qualifications for this department are keen understanding of the library as a social institution, the ability to write and to speak, knowledge of advertising techniques, and a personality that can win friends for the library.

Librarian sends collections to classrooms

BRANCH DEPARTMENT

The Branch Department of the library is the means by which library service is made more easily accessible to the various sections of a city. The branch of the public library has a permanent collection of books and regular hours of opening. The technical work of book ordering, classification and cataloging is usually carried on in a central department for the whole city system, but the branch must be administered by the branch librarian who directs the reference, circulation, readers' advisory, children's, and young people's departments. A close relationship exists between the supervisor of branches, the branch librarians, and the central library. Branches vary in size from those employing two people to organizations of 50 or more.

The branch librarian has the opportunity to be a leader in the section of the city that her branch serves. The library may correlate and originate educational, civic, and recreatory activities. Usually the branch organization is small enough for the librarians to enjoy the library as a whole rather than highly specialized departments. Some workers prefer this more general work.

MEDIUM AND SMALL PUBLIC LIBRARIES

The medium-sized library has much the same organization as the large city library. The difference is often mostly in the area and amount of library service. The town and village libraries have a different personnel problem because the funds and demand for services are so small that specialists are not employed. The potentialities, however, of many types of library work are found in the small town. The librarian is often the only worker who has the education and training to do the administering, cataloging, reference work, buying, children's and young people's work, readers' advisory service, and publicity. The problem is that of a small business versus a large business. The librarian in the medium and small library may not handle as much money or direct the building of large structures, or have the supervision of special services and special collections, but to be successful the medium and small town librarian must be well versed in many techniques; she must be resourceful, scholarly, and of a social mind.

After school

COUNTY, REGIONAL, AND TVA LIBRARIES

The county and regional libraries present special problems of organization and distribution. The county library service may be a part of the extension service of a large city system or it may be an entirely separate service carried on by the county. The county system resembles the city system in that it has various reservoirs through which it serves, namely, the branches, subbranches, stations, and schools. The technical and more specialized work is usually done at the center of the system. County service, with its large taxing base, transcends distances and inaccessibility. The modern idea is book service to all ages and all groups for the vast rural areas of the United States.

Regional service that disregards county lines may supersede the earlier type of extension work, since recent trends in other forms of social activity have demonstrated the advantage of working with larger units.

The Tennessee Valley Authority's libraries may be used as demonstrations of a large scale library organization that is working hand in

hand with the other social groups of the region. Mr. Chancellor shows how these libraries are successfully organized and staffed for informal education:

(a) *Small quality units for individualized service.*—The TVA community libraries, at the several main construction centers, provide high quality facilities—both in personnel and book stock—to a relatively small population group. In such small library units the more intimate, personalized service needed in informal education becomes possible. The disadvantages of forbidding routines, formality, restrictions, regulations, mass handling methods—inevitable to a degree in the large metropolitan library—are largely obviated. The TVA community library affords the equivalent of a village browsing room supervised by an education-minded readers' adviser type of librarian, where the book collection is a choice selection suited to the interests and needs of the special local clientele. It is supplemented by being allied to other larger book reservoirs, both inside and outside the TVA organization, which put practically unlimited choices in reading matter at the service of each individual student. * * *

(b) *A special type of library for a special service.*—The interlibrary loan mechanisms—particularly with the TVA Technical Library at Knoxville—the small relatively homogeneous public to be served, the facilities of the nearby community school library, and other factors make unnecessary the accumulation and preservation of material for research, the provision of special costly service to the scholar, executive, or researcher, and allow it to be a library purely for popular education and recreation.

(c) *Informal atmosphere.*—Both the physical aspects and the routines of the community libraries reflect the policy of informality which experience has shown to be so essential in adult education. The reading rooms and their furnishings are at once unpretentious, artistic, and simple. A man in overalls would feel no hesitancy in entering. On the other hand, the atmosphere of simple beauty and restfulness would be refreshing after a day in a shop or in outdoor construction work. Everything is open, available, and inviting. Smoking and a reasonable amount of conversation are permitted. The librarian and his desk are likewise readily accessible and informal. Most of these community libraries have been located in the community recreation buildings or "centers" which contain the auditoriums (for movies, dramatics, lectures, etc.), the post offices, the recreation rooms, the refreshment stands, etc.

(d) *Making the opportunity to read convenient and easy.*—The TVA librarians employ the policy of taking reading matter to the people rather than waiting for the people to come to the library to get it. They arrange for deposit stations in classrooms, trades shops, country stores, homes, post offices, newspaper offices, mobile medical units, and even in the woods with the toolkeepers of crews clearing land. The county agricultural agents have been enlisted as traveling library agents, carrying books in the backs of their cars. Advertisement of the opportunity to learn through reading is broadcast with like thoroughness. Book displays, posters, etc., are maintained in office lobbies, time offices, cafeterias, lecture halls, community motion picture shows, etc. * * *

(f) *Quality personnel and personnel cooperation.*—High quality personnel has been recognized as a first essential in the TVA library program. The library workers have had to be educator-librarians, able to visualize the distinctly educational challenge of their work and to participate and lead in certain phases of planning for the whole educational program. At the

same time these librarians have had to be capable of a sympathetic understanding of the points of view and educational capacities of their clientele, many of them persons of mature minds but underprivileged and inexperienced readers.[20]

Books and tools for Boy Scouts

LIBRARY COMMISSIONS

Library commissions may be created by State governments. At the present time there are commissions or some type of extension agency in 46 States (September 1937). The librarian who directs the commission together with the other members of the staff works to increase the interest in libraries in the State and further their development. The following measuring stick for State library extension service was presented at a meeting of the League of Library Commissions in Montreal, June 29, 1934:

Status of service:

- Percent of State population not served by public and county libraries.
- Percent of counties with county library service (A. L. A. standard).
- Percent of public and county libraries with at least $1 per capita.
- Active certification laws.
- Provision for regional library service.
- Coordination of school and public library programs.
- Laws—including county, State, and regional library establishment and maintenance.

[20] Chancellor, John. The library in the TVA adult education program. Chicago, Ill., American Library Association, 1937. p. 59-61.

Organization:
- Board:
  - Active or passive.
  - Meetings.
- Staff: Percent trained.
- Director:
  - Training and experience.
  - Vision and enthusiasm.
  - Executive ability.

Activities:
- (a) Extension:
  - Field visits.
  - Publicity.
  - Institutes or district meetings.
  - County or regional demonstrations started or completed in last year.
  - Book truck owned by commission.
  - Contacts with organizations.
  - Bulletin—frequency or regularity.
- (b) Book service:
  - Libraries.
  - Communities.
  - Individuals.
  - Special groups:
    - Prisoners.
    - Negroes.
    - Foreigners.
    - Institutions.
    - The blind.
  - Reading courses.
  - Book collection:
    - Children's books.
    - Recreational and informative.
    - Reference aids.
    - Clipping, picture, and pamphlet collections.
    - Book selection aids.
    - Professional material.
- (c) State aid.
- (d) Citizens' library movement.[21]

This indicates the activities of State library commissions and the importance of adequate education, training, experience, and personality for commission workers if desired objectives are to be attained.

COLLEGE, UNIVERSITY, AND TEACHERS' COLLEGE LIBRARIES

College, university, and teachers' college libraries serve the students and faculty with the books that are definitely related to the curriculum, with books that may be associated with the curriculum, and with reading materials that may be thought of in the light of service to the members of the group as individuals of society. As in the public

[21] Bailey, Louis J. League of library commissions. Bulletin of the American Library Association, 28: 749-50, September 1934.

library, these books are made available through the catalog, the circulation department, the reference librarian, and sometimes the readers' adviser. The reserve book room or section circulates the books that are definitely referred to by the instructors in association with the college curriculum.

Librarian distributes books that aid in seeing things at night

COLLEGE LIBRARIES

College libraries are taking a more active part in the educative process than formerly. Browsing rooms where students can follow their own cultural tastes in reading are being inaugurated. Talks on books and reading are being sponsored by librarians. Book lists and bulletins are being published to keep the students informed of literature, old and new. More books that are not directly associated with the curriculum are being bought. The librarian suggests possible purchase of books to faculty members and is concerned with making the library indispensable to every member of the faculty and student body.

> The organization and administration of this unit (the college library) in the educational apparatus are the responsibility of the college librarian. His is the task of satisfying this great group of students, by the utilization not only of the book resources of the college (these are, after all, only a part of the necessary total equipment) but also by the skillful management of library personnel, physical plant, bibliographic aids, and by the enlistment of the intelligent cooperation of the members of the faculty. It is his task to provide the necessary books; to make sure that the physical plant is planned and constructed and administered in such a way that it will yield a maximum of service and comfort at a reasonable cost; to surround himself with the necessary assistance in the form of a personnel trained in the particular skills required; to furnish the interpretative apparatus in the form of catalogs, classification systems, and bibliographic aids which will lead the questing student to the information and knowledge he seeks; and, finally, to integrate all of the activities of the library with the teaching process of the college and with its objectives. Obviously the person who is to perform these things must be far more than a clerk; he must be far more than a technician, although a complete knowledge of library techniques will be essential to him if he is to manipulate his organization to the best advantage.[22]

As to the qualifications of college librarians, there is need of scholarship, technical skill, and administrative ability.

[22] Randall, William M. *and* Goodrich, Francis L. D: Principles of college library administration. Chicago, Ill., American Library Association and the University of Chicago Press, 1936. p. 6-7.

It is possible that one of the most distinctive services that the library schools could render to higher education would be in the selection and direction of a limited number of persons who might become teaching adjuncts of the institution in such a way as to insure that the institution's library resources be so used and enjoyed as to make the library an indispensable element in the education of every student. This means competence rather than training. This means more than good housekeeping and a smooth-running routine with the volumes all accounted for. Such an end cannot be attained by a high and aloof library potentate whose mind is on what librarians in other institutions are thinking of his collections; it will be accomplished by a person who is able to secure the cooperation of the teaching and research staff in the use of the library as a living force in higher education.[23]

The question of the qualifications of the assistants is answered in the following:

Are the same qualifications to be expected in the full-time library assistants as are required of the head librarian? The answer is in the affirmative, and yet an assistant who lacks administrative ability and even education may be very efficient and acceptable in some points. Some of the personal qualifications which should be looked for in an assistant are enthusiasm, loyalty, discretion, industry, neatness, accuracy, meticulous care without fussiness, a friendly dignity, and a keen sense of humor.[24]

UNIVERSITY LIBRARIES

The university librarians add to the functions of the college library that of serving graduate students, professional school students, and research students, though some universities do not have graduate work while graduate study is carried on in some colleges. The university library is primarily a reference and a research institution. Special collections that consist of materials that scholars and research students need are assembled in university libraries. Learned journals, documents, and manuscripts, and other source material are important items in the university library. The cataloging and reference service is adapted to meet the needs of the university library's clientele.

Dr. Keogh describes the type of scholar who is needed in the university library:

Hitherto the line of promotion in our profession has led to an administrative position; it will soon be necessary to combine scholarship with executive ability.

The scholar I have in mind is not the one pictured in the comic papers, who has no common sense; nor the pedant who is unduly formal or subtle; nor the specialist who learns "more and more about less and less," and who, when he produces a dissertation showing a mastery of method and of the content of a small enclave of knowledge, thinks that he has made a contribu-

[23] Jessup, Walter A. Memorandum from Walter A. Jessup. *In* Ralph Munn's Conditions and trends in education for librarianship. New York, Carnegie Corporation of New York, 1936. p. 44.

[24] Randall, William M. *and* Goodrich, Francis L. D. Principles of college library administration. Chicago, Ill., American Library Association and the University of Chicago Press, 1936. p. 136.

tion of moment to the world's knowledge; nor the man who has learned all about a subject, and has become what is known as a "monument of erudition." The true scholar is he who has learned thoroughly all that a school can teach him, but who still has the characteristics of a student; who has not only attained precise and accurate knowledge, but has had his judgment matured and his taste corrected. Scholarship is not knowledge, said Mark Pattison, but discipline; not science, but scientific habit.[25]

[25] Keogh, Andrew. Scholarship in library work. Bulletin of the American Library Association, 24: 309 September 1930.

Librarian supplies books that make gardening for fun easy

TEACHERS COLLEGE LIBRARIES

In teachers colleges the librarian serves as a college librarian, as a professional school librarian, and as elementary and secondary school librarian. In this position the librarian can do much in furthering the idea that books are necessary throughout life. The practice school library, which is used by the boys and girls in the elementary and secondary school, and by teachers in their preparation for elementary and secondary school work, is becoming in some instances a model school library that teachers in training may use as a measuring stick for the libraries that they would like to have in their own schools.

The educational world has accepted the concept that the library is the heart of the school, but administrators have not yet seen to it that the teachers are equipped with a thorough knowledge of the place of the library in the elementary and secondary school. It is impossible for teachers to [illegible] libraries or to encourage the use of libraries by their students, [illegible]ey themselves have not been instructed and had experience in the best use of the library. Instruction in the use of the library and knowledge of the place of the library in the elementary and secondary school, as well as information regarding the relation of the library to the newer forms of curricula should be presented by the teachers college librarian or some other well-qualified member of the instructional staff to all prospective teachers.

The teachers college librarian has the opportunity to influence the students in their recreational, inspirational, and informational reading. This library experience acquired by prospective teachers should be so rich and so vital that those in training will have the desire and the knowledge to transmit to their students in the grades or the high school, similar experiences through cooperative effort with the school librarian. The teachers college librarian holds a key position. The library must be adequate and efficiently administered, if teachers in the making are to improve and use the libraries that they find in the communities in which they carry on their profession.

Colorado State College of Education has set up the following specific objectives for integration of the library and instruction after conferring with leaders in the library field, particularly the secretary of the A. L. A., Dr. Waples, of the Graduate Library School of the University of Chicago, and Dr. Johnson, of Stephens College:

Settling the dispute

1. To make the library function as the center of the curriculum and instruction by providing collateral readings for courses, particularly sufficient duplicate copies in the large orientation and professional courses.

2. To set up the administrative organization in such a way as to give the Librarian and his staff intimate contact with the curriculum and instructional program of the college.

3. To lead students to love books by providing well selected collections of recreational reading.

4. To make books and periodicals accessible to students in the library, classrooms, and residence halls.

5. To work with the faculty to get their cooperation in encouraging and guiding the reading of the students.

6. To work through the extra-curricular organizations of the college.

7. To encourage the faculty and students to come to the library as individuals and as groups learn more directly the resources of the library and how to use them.

8. To consult division heads and instructors as to syllabi, teaching techniques, and assignment practices.

9. To teach students how to use books and periodicals through a course in library usage.

10. To make studies of the use of the library, reading ability and interests of students, and the like.

11. To promote a training program by which prospective teachers in sparsely settled states such as those in our placement area may make their communities "library-minded."

12. To improve the mechanical administration of the library.[26]

[26] Rugg, Earle U. Coordination and integration of the library and instruction in college. Bulletin of the American Library Association, 29: 689, September 1935.

Librarian helps groups of debaters

SECONDARY AND ELEMENTARY SCHOOL LIBRARIES

The school library has been referred to in connection with the public library but school libraries independent of public libraries have arisen to an important place in elementary, secondary, and teacher-training institutions. However, it must be remembered that the majority of the school children in the United States attend schools of relatively small size. These schools all need librarians and books. But there is a lack of necessary funds for library materials and equipment and of teachers with a library education. Some teachers and superintendents are aware of the opportunity that the library may contribute richly to the goal of the school, namely, a way of life.

The specialization of the work of the librarian to meet the needs of the curriculum, the students, and the teachers in each of these educational levels, has led to some speculation as to whether the librarian is primarily a librarian or a teacher. However, it is quite generally agreed that the librarian in the school gives greatest satisfaction if her library training is based upon experiences and education that have given her an appreciation of the school of today.

The responsibilities of the school librarian are enumerated in the public library section as are also the desirable traits and activities. It is sometimes thought that if the school librarian works from the school as a center independent of public library control that better results are achieved for the school system. The question of best service cannot be answered solely from the point of administrative control. In each community the character of the public library system and the character of the school system must be studied before determining what administrative methods best suit the fulfillment of the objectives of the school library. The question of finances is not to be ignored in the decision.

The elementary school libraries are the last type to be recognized for their importance in the life of the child. In many schools even today there are only scattered classroom libraries without a central organization. Sometimes these individual libraries are administered by the teachers of the several rooms, again a teacher who may or may not have had a few weeks', a few months', or a full year's training in library science, may make the collection a vital part of the school.

There is, however, a definite tendency to make more and better books available to children in the school and to have the collection

Charles B. Love (Platoon) Elementary School Library, Wilmington, Del.

serve the school by employing a librarian who knows the school curriculum, knows the books, knows children, and knows the teachers, and further, has the happy faculty of bringing them all together in the library.

The junior high school and the high-school libraries, too, are often unorganized or administered by teachers who have little knowledge of library techniques or are inexperienced and inadequately trained librarians. Here again educators are recognizing the importance of a well-qualified librarian to take charge of the activities and resources of the library. The librarian in the school is being recognized as an important member of the faculty. In this position, the librarian is being given the time and the assistance, the space and the money that are essential if the library is to function as an integral part of the school.

Librarian has information too new for books in pamphlets

SPECIAL LIBRARIES

Special libraries may be described as those that gather library materials about a special subject or group of subjects in order to serve a special or limited group of individuals. The public library has the entire reading population as a possible clientele. Individual service that involves considerable research and the gathering together of clippings, abstracts, and statistics in specialized fields is the legitimate function of the special librarian. This type of service cannot be given in public libraries, except under unusual circumstances for a limited number of individuals, for example, the mayor of the town or the college president may expect specialized service that will be of assistance in serving the entire community or the institution, but usually public library service is limited in amount by resources and size of staff.

Librarians of special libraries may be grouped according to the 10 following fields: Biological Sciences, Commerce, Finance, Insurance, Museum, Newspaper, Public Business, Science-Technology, Social Science, and University and College Departments.

Libraries of business and professional organizations, manufacturing concerns, banks, investment houses, insurance companies, law firms, newspapers, advertising agencies, transportation companies, research organizations, museums, business branches and other departments of public and university libraries, government bureaus, associations and other organizations in the fields of business, sciences, technology, social welfare, and the arts are classed with special libraries.

Specialization in all fields and the necessity of being aware of the latest and best information has furthered the development of this type of library. The following quotation gives an excellent idea of the status and value of these libraries:

> In speaking of how the special librarian can help the business man, it may be well to define just what is meant by "special librarian" and how a "special" is different from a public librarian. A special library is devoted to a special subject serving a special group, doing intensive research work in highly specialized fields, thus differing from a public library in that a public library must necessarily cover a great number of subjects and must serve a great number of clients with a wide variety of interests, thus narrowing the service supplied to the clients.

The research man at work

"There are now in the United States some 1,500 business organizations maintaining libraries within their own organization. The staffs of these libraries range from 4 or 5 to 45 or 50 in the larger libraries. To these firms the library is as an integral part of their office set-up as their accounting or sales department, as a new business or trust department of a bank, or as the actuarial department of an insurance company. * * *

Perhaps a few examples to show just how a librarian can and does help a firm will illustrate my topic. One of the oldest and largest manufacturers of a basic commodity decided to find new uses for their product and to make a survey of all industries using this particular raw material. This firm has no library; therefore it sent its research man into the field to make the survey. After traveling hundreds of miles and spending several weeks of valuable time as well as some of the firm's money, he landed in a large fact-finding organization. He was immediately directed to its library and as a result of a few minutes' conversation in which he stated his problem, the resources of this library were placed at his disposal. The material in question happened to be a 10-year record of production and sales of about 100 commodities using his firm's product. He stayed a week and worked every day from 9 to 5, at the end of which time he had his survey practically completed. He expressed his gratitude and also his amazement that he could find in any one place, and so readily accessible, so much information—information that he and his firm had expected to spend months of time and hundreds of dollars in compiling. Had this large organization had a library, the research man need not have left his own building.

In another instance, an executive of the concern, together with a representative of the employees' union of this organization, called on his library to get "cost of living figures" to be used as a basis of wage adjustment. Two days later the same officer called the librarian to say that thanks to the information with which he had been supplied, a strike had been averted.

One firm, through data supplied by its library, recently changed its fuel-buying policy, thereby saving $10,000 a year.[27]

Though special libraries use books, they differ from public libraries in the amount and importance of so-called ephemeral material that is used with their clientele. The use of this material is illustrated as follows:

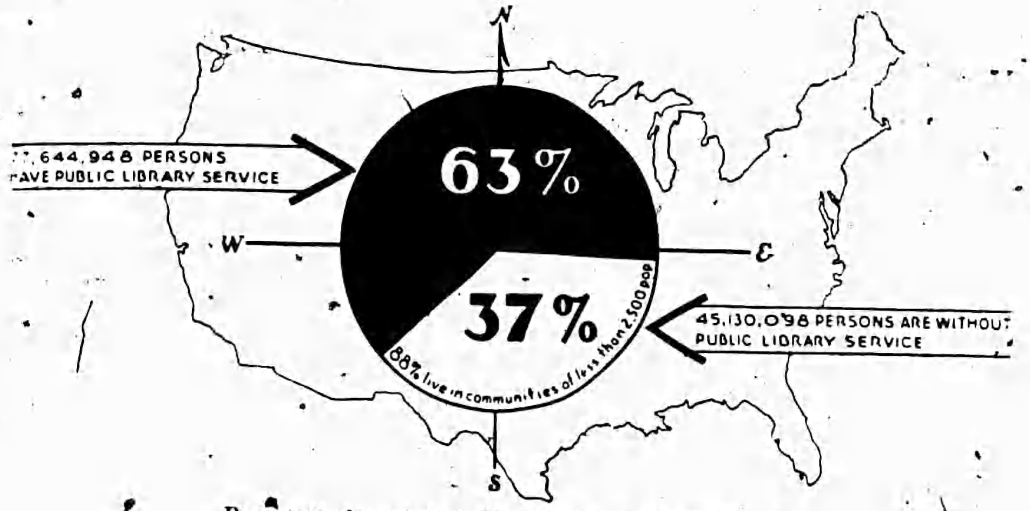
Library B. In addition to daily reference research, numerous bibliographies are prepared, translations made or secured, and current periodicals indexed for various members of the staff. Any day the work may include a laborious hunt to identify a vague, elusive reference, and endeavors to satisfy requests for books still in press or in preparation, or which may involve search of the nation's libraries with pleas for loans. Outside individuals or institutions may want a list of articles on, say, experimental cancer or diphtheria immunization, the serum treatment of psittacosis, or the nutritive value of kelp. Some one may request an analysis of a certain drug or the trade name and manufacturer of a proprietary remedy, or perhaps the official status and address of a foreign correspondent.

Library C. Charging and discharging of books, pamphlets, and periodicals. Routing of periodicals to members. Correspondence with outside librarians, health workers, nurses, ministers, students, etc. Reference telephone calls—about 30 per day. Typical questions: Development of public health in the United States; recent material on drinking fountains; insurance against tuberculosis in Denmark; dentistry in the past 100 years; negro health data; mental problems of adolescents; relation of economic depression to public health with special reference to children. * * *

Library F. At this library there is no typical day. One day or more may be devoted to translation, one to making a bibliography, to collating a new set of periodicals or books, or to cataloguing. Sometimes a day is spent in another library trying to locate out-of-the-way material.[28]

[27] Cavanaugh, Eleanor S. How the special librarian serves the business man. Special libraries, 27: 181-82, July-August 1936.

[28] Macrum, Adeline. The special library profession and what it offers 13 medical and public health libraries. Special libraries, 27: 15, January 1936.



Percentage of population with and without library facilities

LIBRARY ORGANIZATIONS

AMERICAN LIBRARY ASSOCIATION

From the time of the convention of "librarians and others interested in bibliography" in 1853, library organizations have been responsible for accelerating the library movement in the United States. Charles Coffin Jewett, librarian of the Smithsonian Institution, president of the convention, advocated the building of a great national library at the Smithsonian Institution, the printing of catalogs of the different libraries of the country cheaply, and the making of a complete catalog of all the books in those libraries at the Smithsonian Institution. Mr. Jewett's plans were unanimously approved by the members of the convention. Though the efforts of Mr. Jewett were unsuccessful, his objectives were aimed at desirable results.

The conference of 1876 in Philadelphia was found so mutually beneficial in the exchange of ideas, papers, discussions, conferences, and pleasure of acquaintanceship that a permanent organization, the American Library Association, was established. A brief sketch of the organization follows:

> The American Library Association is an organization of libraries, librarians, library trustees, and others interested in libraries. It was founded in 1876 as the immediate result of a 3 days' conference held in connection with the centennial exhibition in Philadelphia. It functions through a headquarters staff, through voluntary boards and committees, and through sections and round tables devoted to group interests. The work of the association is centered at 520 North Michigan Avenue, Chicago.
>
> International in character from the beginning, the Association today has representatives from every major country in the world among its 14,000 members. Most of its members live in Canada and the United States. The oldest and largest association of its kind, it is affiliated, formally or informally, with more than fifty other library associations in this country and abroad.

More than 500 members of the association serve on its voluntary boards and committees, generously contributing their advice, experience, and time, thus enabling the headquarters staff to secure national and international perspective for the undertakings in which the association is engaged.

OBJECTIVES

One of the chief objectives of the association is complete and adequate library coverage for the United States and Canada. At present, roughly 50 million people in the two countries—most of them in rural areas—are without access to a public library.

Other objectives are:

- To raise standards and promulgate ideals of library service.
- To assist libraries to operate with the utmost economy and efficiency.
- To promote studies which will tend to establish on a solid foundation the library's place in the governmental and social structure.
- To build for the future of library service by drawing into the profession some of the best qualified young men and women.
- To improve the status of librarianship:
  - By working to advance salary standards.
  - By maintaining an effective personnel and placement service for employers and employees.
  - By increasing professional knowledge through original research.
  - By promoting adequate facilities for professional education.
  - By working for the establishment of scholarships and fellowships.
  - By providing a plan for retiring annuities for its members.

The A. L. A. *Bulletin* serves as a monthly clearing house for news of the Association's activities on behalf of libraries and through reports of its committees, boards, and staff keeps the members up to date on such important matters as state legislation, new undertakings in adult education, certification requirements by states, the salary and employment situation, and successful library publicity. Annual conferences are held for the discussion of library topics, and the *Proceedings* are published as one issue of the *Bulletin*.

Through the *Booklist* libraries are kept in touch with current books particularly adapted to their needs and through the *Subscription Books Bulletin* with subscription sets currently sold which may or may not be useful and reliable purchases. More than 200 publications of the Association—professional tools for all types of libraries—help librarians in administering their libraries efficiently and economically.[29]

Guy R. Lyle, a college librarian, answers the question, "Why, as a college librarian, are you a member of the American Library Association?" A few excerpts from his statement follow:

> My primary reason for joining the Association in the first place was one of professional advancement. * * * The group annuity plan and placement service are particularly helpful to the young librarian just coming into the field. Library employers expect to find the names of applicants for positions in their libraries in the A. L. A. Handbook, and they also look to the placement service for recommendations. Aside from such individual service, the American Library Association is the greatest single force in the profession for improving the economic status of librarians and for securing adequate support for libraries.

[29] American Library Association. The A. L. A.—what it is and does. Bulletin of the American Library Association. Handbook, 31: H-5, November 1937.

Second, active membership in the American Library Association provides much-needed prophylaxis against professional tight-mindedness. It is easier, and perhaps more comfortable, for the college librarian to assume that there is a sharp division between his problems and those of other libraries, and to go his way ignoring the broader issues that confront libraries as a whole. Yet to take such a course is unfaithful to the responsibility of the library profession; in fact, it is impossible. As I see it, the American Library Association, more than anything else, brings into proper relationship the diversified requirements of a specialized profession. Through its publications and conferences, it provides the means for a common discussion of problems, minimizes the danger of falling into ruts, and provides a continuous knowledge of what is being done in all phases of library work. * * *

Besides this particular sort of help, the Association is doing splendid work in informing the public about all types of library service and in fostering good will for libraries. * * * It can do so only if it has the financial and active support of all librarians. The modern dictum that man does not strive individually or alone has become institutionalized in the best library practice. This is a period of chain-business, collective bargaining, and cooperative endeavor in the effort to accomplish and achieve. Other professions have strong organizations. We also need to pull together in order to consolidate the advances that have already been made and to make more widely known the aims and ideals of librarianship.[30]

SPECIAL LIBRARIES ASSOCIATION

Special librarians in the United States and Canada have formed an organization—The Special Libraries Association—that is administered by an executive board. The association was established in 1909 and incorporated in 1928. There are some 16 chapters that have been formed in localities throughout the United States and 1 in Canada. Members affiliate themselves with their nearest chapter. The organization has published several professional and reference books and periodicals including *Special Libraries*, the official journal, and the *Technical Book Review Index*. There are now more than 1,850 members in practically every State and in Canada and 11 foreign countries. National Headquarters: 345 Hudson Street, New York City.

OTHER LIBRARY ASSOCIATIONS

National organizations of "kindred purpose" which are affiliated with the American Library Association are: American Association of Law Libraries, Association of Research Libraries, League of Library Commissions, National Association of State Libraries, and Special Libraries Association. These societies meet annually, usually at the time and place of the American Library Association. Their proceedings may be included in the American Library Association Conference *Proceedings*.

Other national library associations, not affiliated with the American Library Association, are: American Library Institute, American Mer-

[30] Lyle, Guy R. Practical reasons for belonging to the A. L. A. Bulletin of the American Library Association, 31: 209-10, April 1937.

chant Marine Library Association, Association of American Library Schools, Bibliographical Society of America, Catholic Library Association, Medical Library Association, and Music Library Association.

State library associations have been organized in all 48 States. The functions of these associations are, generally speaking, to further the cause of libraries in the State by: (1) cooperating with the State library commission, if there is one; (2) working toward the organization of a commission if none has been established; (3) cooperating with the American Library Association; (4) appointing committees whose duties may, for example, lie in the field of State or national library planning or be concerned with such questions as technical processes or book selection. There are also regional associations such as Southeastern Library Association, Pacific Northwest Library Association, Southwestern Library Association. New York, Cleveland, and Washington are examples of cities that have professional library clubs. Many small cities and towns have similar groups. Individual libraries sometimes have clubs of their own. All of these associations provide opportunities for the library workers to discuss their problems, hear papers about new phases of library development, and receive the inspiration that comes from association with fellow workers.

LIBRARY SCHOOLS AND THE LIBRARY PROFESSION

ESTABLISHMENT OF THE FIRST LIBRARY SCHOOLS

The library profession early recognized the necessity of adequate education and training for members of library staffs.

> The first library school was established by Melvil Dewey at Columbia College, in 1887. Making an advance recruiting talk to a group of college women in 1886, Mr. Dewey announced that,
>
> "The education needed is the best attainable; a college training to begin with if possible; the wider reading and study in addition the better, for absolutely every item of information comes into play. It is specially important in most reference libraries to know German and French. * * * A general acquaintance with history and literature, especially English and American, with literary history, is essential and at least a smattering of the sciences is important. * * * We greatly prefer college-bred women in selecting new librarians." [31]

The history of the founding of the first four schools is briefly stated here:

> The beginnings of the curriculum in the United States are traceable in four schools, which arose within a span of seven years. Three of these appeared in the east, and one in the middle west. The original was that opened at Columbia College, New York City, in 1887; this removed to Albany in 1889, and thereafter until its return to Columbia University as the School of Library Service in 1926 was known as the New York State Library School. In 1890 the Pratt Institute Free Library, in Brooklyn, inaugurated a class

[31] Fargo, Lucile F. Preparation for school library work. New York, Columbia University Press, 1936. p. 94.

which later in the same year began to take on aspects of a library school.[a] Drexel Institute, Philadelphia, followed with the announcement and opening of a school in 1892. In 1893 there was launched at Armour Institute in Chicago a similar undertaking, which four years later drew into affiliation with the state university and was transferred to Urbana, becoming the University of Illinois State Library School. All of these institutions are still operating, the only break in any having been a suspension at Drexel from 1914 to 1922.

[a] Plummer, M. W. Brooklyn Library Training Class. Lib. Journ., XVI:C87. Pratt Institute. Free Public Library and Library School. Lib. Journ. XVII: 239-40. Sketches of Four Library Schools. Lib. Journ. XXVIII:C98-101.[31]

DISTINCTION BETWEEN TRAINING AND EDUCATION

There is often confusion about the primary activities of librarians, for people who come into the library see such routine work as charging and shelving books but they do not see the cataloger at work or the specialist making a bibliography. It may be well to study the situation:

> First of all there is to be recognized the distinction in preparation for a calling between training and education. "Training" may be assumed to hold in prospect routinized, repetitive tasks, and to connote the learning of methods and processes which call for little discretion and which conceivably may be exercised with only remote reference to their meaning. "Education," on the other hand, contemplates work involving problems, necessitating adaptations, embracing the revision of techniques, and entailing the treatment of human situations; it presupposes concern with a definite body of knowledge, possession of intellectual responsibility, judgment, and initiative, and appreciation of the purposes and standards of the tasks in view[a]; in short, it implies whatever is prerequisite to practicing a profession. Examples naturally to be cited in illustrating these differences, although not wholly precise in their analogy to librarianship, are the training of a nurse and the education of a physician; the study pursued, respectively, by intending solicitors and barristers in Great Britain; and the preparation which confines one engineer to operating a transit and enables another, by reason of scientific and social knowledge and the power of utilizing it, to build an industry or to plan and execute the construction of a tunnel, ship canal, or irrigation system. Their meaning has been set forth in the literature of vocations generally[b]; and to some degree in that dealing with librarianship.[c]

[a] California Library Association. Certification Committee. Professional versus Non-professional Positions in Libraries, 1931 (?). Mimeographed.

[b] Ford, G. S. Professional Education at the Graduate Level. Association of American Universities. Journal of * * * 32d Annual Conference, 1930. p. 101-11.

California State Library School. Circular of Information, 1915-16. * * * Same. 1918-21.

McCrea, R. C. Is Business a Profession? Columbia University Quarterly, XXIV: 27-34.

[c] American Library Association. Board of Education for Librarianship. Annual report, 1934. A. L. A. Bull., XXVIII: 290-97.

Hadley, Chalmers. What Library Schools Can Do for the Profession. A. L. A. Bull., VI: 147-51.[32]

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[31] Reece, Ernest J. The curriculum in library schools. New York, Columbia University Press, 1936. p: 29.

[32] Ibid., p. 155-56.

DIFFERENTIATION BETWEEN PROFESSIONS AND OCCUPATIONS

A general statement about professions aids in clarifying the duties and functions of the librarian:

> *Professions* have certain characteristics which differentiate them from other occupations. From definitions of professions by Heermance, Flexner, Elliott, and Hagerty, and from our own analysis, five major differentiating characteristics are identified.
>
> (*a*) A profession is a specialized function more or less distinct from other functions, requiring in preparation for its performance, a basic general education and in addition knowledge of and skill in the applied sciences and arts peculiar to the function.
>
> (*b*) Practitioners in the function are required to give evidence through licensure or similar process showing that they possess sufficient preparation and skill to practice as professionals rather than as amateurs.
>
> (*c*) The primary motive of a profession is unselfish service, with increasing emphasis upon its public character, and with the desire for personal gain secondary to the satisfaction of performing expertly within the field of specialization.
>
> (*d*) Responsibility for diagnosis and treatment within the function rests largely with the practitioner including the securing of supplementary counsel when he considers it necessary or the assignment of the client to the appropriate expert or agency.
>
> (*e*) Practitioners in the function tend to organize into a guild for purposes of formulating standards of preparation, admission, and practice; for providing security for themselves; and for promoting the function generally in the interest of public welfare.[34]

Mr. Learned states the problem:

> The outstanding need in library education is the identification, selection, and stimulation of a type of mind that knows books comprehensively in a given field, or in given fields, and is able effectively to recognize and minister to the needs of individuals or of groups in the use of these books. Library technique is a necessary but minor part of this equipment.
>
> Schools and colleges are breaking down and simplifying their elaborate mechanisms of "teaching" to this notion of motivated *learning* presided over by a discerning guide and answerer of questions. Public libraries are slowly building up their services from mere custodianship of books to this same ideal adjusted to the needs of a larger adult public.
>
> Library schools, therefore, while they cannot neglect the training of routine minds for routine service on lower levels, must have the means for discovering and equipping this indispensable master and teacher of books.
>
> The fundamental trait of such minds is accurate, comprehensive knowledge. The ability to use such knowledge in the manner here proposed must be observed and determined in the school. But its possession and the power to increase it can be readily discovered from systematic tests available to the schools but used by none of them either for selection or for graduation. This is only one aspect but a very important aspect in the development of personnel which seems now to be almost wholly ignored. What we wish to know is not the courses and credits these students have taken but whether or not they are competent.[35]

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[34] Bartlett, Lester W., and Neel, Mildred B. Compensation in the professions. New York, Association Press, 1933. p. 12-13. *Preface.*

[35] Learned, William S. Memorandum from William S. Learned. *In* Ralph Munn's Conditions and trends in education for librarianship. New York, Carnegie Corporation of New York, 1936. p. 45-46.

AN OUTLINE OF THE ACTIVITIES STUDIED IN THE LIBRARY SCHOOL CURRICULUM

UNDERGRADUATE

It is sometimes difficult for the uninitiated student to imagine what the curriculum of the library school includes. The following statement gives an excellent summary of the activities that head librarians must be able to perform or direct and that professional members of the staff must thoroughly understand if they are to be intelligent workers. The objectives of the library are attained through the cooperation of an intelligent and informed staff. The library school attempts to educate and instruct in the following:

Activities Entailed in Library Work

1. Fashioning a library collection, which means:
   - (*a*) Choosing material to be added or discarded, including books, sets, serial publications, periodicals, and other printed or graphic matter; a process consisting essentially in evaluation, contemplating on the one hand the material and on the other its possible uses, conducted according to accepted procedures
   - (*b*) Acquiring material by purchase, solicitation, or exchange; entailing employment of bibliographical tools, dealing with sources of supply, and practice of the necessary business methods and office routines
2. Organizing and caring for a library collection, which involves:
   - (*a*) Keeping a permanent business registry of items added, if required
   - (*b*) Making and maintaining a catalogue as a means of rendering the collection serviceable; having in mind the nature and needs of the expected clientele and the particular system of cataloguing best adapted to that clientele and to the books
   - (*c*) Arranging and disposing a collection with the help of such equipment and devices as are appropriate
   - (*d*) Maintaining a collection, involving such surveillance and steps as are necessary to detect losses and to prevent depreciation
   - (*e*) Supervising, through an appropriate system and records, the borrowing and return of books by readers
   - (*f*) Providing whatever physical materials are essential to organizing and caring for the collection
3. Using a library collection, an operation which consists of:
   - (*a*) Supplying information to individuals and organizations either upon or in anticipation of request, or with respect to known interests; through recourse to sources either directly or by way of indexes, bibliographies, and other keys
   - (*b*) Choosing and recommending material to individuals and groups, after consultation—a process representing the intermediary function of librarians in its most genuine form
   - (*c*) Preparing patrons, by means of occasional or systematic instruction, to secure for themselves desired information and material

4. Directing a library enterprise, which implies:

(a) The librarian's share (1) in fixing for a library its legal place and constitution; (2) in establishing it; (3) in governing it; (4) in securing support; (5) in providing and caring for its building and property generally; (6) in determining the reach and nature of its activities

(b) Responsibility (1) for dividing and allocating to a staff the work of a library; (2) for directing personnel; (3) for recording and presenting results; (4) for maintaining whatever business system is required; (5) for relating resources and effort to those of other libraries; (6) for studying community needs and conditions; (7) for stimulating the use of a library by its clientele

The foregoing embodies the raw material of the curriculum, in outline if not in fullness and symmetry.[36]

ADVANCED GRADUATE STUDY

Advanced study may be conceived of from an historical, psychological, philosophical, or sociological angle. The real opportunity in advanced study is the privilege of gathering data that may lead to new policies and procedures as well as carrying on investigations that re-evaluate accepted library practices. Graduate library work is in its infancy. The members of the profession are just beginning to realize its importance to the profession at large if librarians are to take and keep their place in the social world today.

Leon Carnovsky, of the Graduate Library School of the University of Chicago, gives an excellent outline of the function and possibilities of graduate library work in his article *Why graduate study in librarianship* in the *Library Quarterly*, 7:246–61, April 1937.

SELECTION OF STUDENTS

PREPROFESSIONAL STUDY

Library schools have always endeavored to admit to their curriculum those students who could use their professional education to further the library ideal.

Mr. Walter says:

> Unlike some other professional schools which admit freely and later weed out drastically those unable to keep the pace, the library schools have usually considered it more fair to all concerned to keep out from the start the doubtful and the obviously unfit, always, of course, reserving the right to eliminate later those whose school work shows them to be unfitted for library service.[37]

Dr. Williamson has stated the points that must be considered when a library school selects its students.

[36] Reece, Ernest J. The curriculum in library schools. New York, Columbia University Press, 1936. p. 60–61.

[37] Walter, Frank K. The selective function of library schools. *In Mrs.* Harriet P. Sawyer's The library as a vocation. New York, The H. W. Wilson Co., 1933. p. 230.

The selective process centers attention on age, mental ability, previous records of scholarship, knowledge of modern languages, independent intellectual interests as shown by the amount and character of voluntary reading of books and magazines, previous experience in some kind of library work, and personal traits which have been found to be most important in the different types of library service. Applicants are sometimes rejected because they are believed to be too old to be a safe risk, either from their own personal point of view or from the point of view of the school. It is stated in the announcement of the School of Library Service that "Persons over 35 are advised not to apply unless they have been continuously engaged in library work or in some similar intellectual pursuit."

Many applications are received from persons well over 35. A few of them have had successful experience in some branch of library work and have reached a point where they wish to get complete professional training, either for their own personal satisfaction, or for professional advancement, or in order to change to some other type of service. They may even find it necessary in order to hold their present positions under institutional or governmental rules and regulations. Age is not usually allowed to debar such applicants, especially if they come on leave of absence, intending to return to the same position or to another one in the same institution. It is not often that an applicant is rejected because he is too young, for few students graduate from college under 20. In case of doubt on some other point, however, a very young applicant is occasionally advised to take a position as an untrained library assistant for a year or more before seeking admission. * * *

The decision to take up library service is often not made until a student has completed or almost completed his college course. Then too frequently it is discovered that he has had an inadequate or unsatisfactory preparation for professional library training and for many kinds of library service. Perhaps the most frequent defect in college preparation is the lack of modern languages, German particularly. * * *

In general, the best preparation for library service includes a rather wide range of subjects and no part of the college course is to be considered as prevocational in the narrower sense. Foreign languages, literature, history, economics, sociology, psychology, and the natural sciences are all important. A student preparing to enter the School of Library Service should not fail to acquire a good reading knowledge of French and German. Other modern languages are useful and some knowledge of Latin is highly desirable. In planning his college course the student should ordinarily seek breadth of view and an introduction to many fields of knowledge.[38]

The statement of another library school director, Sydney B. Mitchell, is:

Students expecting to become librarians should know that a good general education is the basis most essential for this work. In their aim at a broad culture, they should elect courses in English and other literatures, in the history of the United States, of England, and of both ancient and modern Europe, the more general courses offered in philosophy, economics, and political science. Work in scientific courses is strongly recommended, the preference here being for biology and chemistry. The study of languages should be emphasized. For library work, French and German are the most

[38] Williamson, Charles Clarence. Selection of library students. *In Mrs.* Harriet P. Sawyer's The library as a vocation. New York, The H. W. Wilson Co., 1933. p. 235-37.

important and a college year each is required for admission to the School of Librarianship. Latin, Russian, Italian, and Spanish are useful as additional languages, especially in university libraries. No particular major is required or recommended. In actual experience there are more requests for librarians who have special knowledge in chemistry, biology, economics, political science, or in the languages than in English literature, or history. The Liberal Arts Curriculum with Special Reference to the Social Sciences offered by the University of California affords a good general background for library work.[39]

Still another view is advanced by Mr. Reece:

Whatever regulations for entrance to library schools prevail, latitude of course is desirable for exceptions. Peculiar field circumstances occasionally claim consideration, and candidates present themselves whose qualifications are fit but uncommon. What is essential in such instances is to apply the spirit of the official requirements, bearing in mind that if this is correct, departure from it can benefit no one; and using the best criteria and measures available for establishing equivalents. The exceptions sought may be expected to yield significant evidence as to whether existing admission rules are in accord with current needs.[40]

A paragraph from University of Illinois *Bulletin* reads:

PREPROFESSIONAL STUDY.—Undergraduates who intend, on completing their college work, to apply for admission to the library school, are advised to select courses which will build-up their general knowledge of a wide range of subject-matter. Two or three years of college study in French and German are advised. A reading knowledge of these languages is practically necessary. It is highly desirable that 2 years of high school Latin or 1 year of college Latin be presented. To attain the broad cultural background necessary to an understanding and performance of library work, the student should select courses which will make him familiar with the history and development of the literature of many fields of knowledge. The increasing specialization of library service, however, has opened opportunities for librarians to use highly specialized knowledge in almost any subject. School authorities and supervisors of school libraries, for example, generally prefer school librarians who are also professionally qualified to teach. Other types of special libraries, such as technological, hospital, business, law, and newspaper libraries, require preparation in their specific professional fields. Consequently an effort should be made to maintain a strong major subject throughout the years of preprofessional study and to acquire besides this as broad an education as is possible in view of the local college requirements.[41]

In the report of a Professional Training Committee of the American Library Association, these suggestions are made for college preparation of a children's librarian:

The college course should be as broad as possible. A major in literature, history, sociology, or child psychology is recommended, and all of these subjects should be studied as thoroughly as possible. At least one modern language should be studied, and at least one science, preferably more. The

[39] Mitchell, Sydney B. Undergraduate study in preparation. Berkeley, Calif., University of California, 1936. (Mimeographed.)

[40] Reece, Ernest J. The curriculum in library schools. New York, Columbia University Press, 1930. p. 185-86.

[41] University of Illinois bulletin. Annual register, 1936-1937. The library school. p. 171.

appreciation of art and music is essential and other courses in these subjects are desirable. World literature, comparative religion and mythology, folklore, education, economics, and the speech arts should be studied. Survey or orientation courses are useful, since the best preparation for the work of the children's librarian is interest in a wide range of subjects with an intensive knowledge of as many as possible [42]

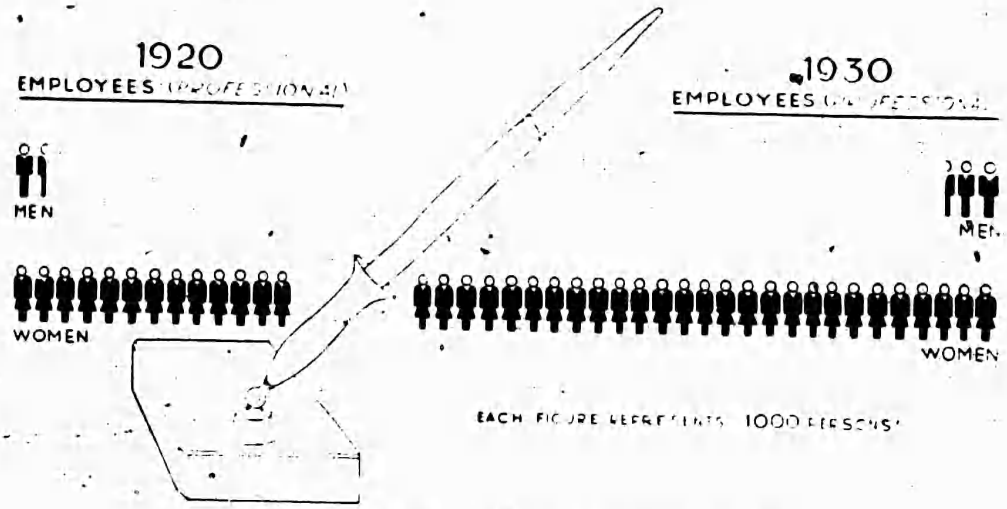
OTHER PREPROFESSIONAL PREPARATION

There are many things that a student may do to prepare himself for his professional career. The course of studies to be pursued is very important. Statements about preprofessional education from several points of view have been noted. But over and beyond the actual studies pursued, the prospective librarian should know himself. Librarians' work is with people, as members of library staffs and as members of the profession. Sometimes the librarian's position is that of chief, more often it is that of a member of a group that works under the direction of an administrator. In every instance there are people to be considered as members of an institution and as individuals. If the prospective librarian hopes to make a successful adjustment to fellow workers and clientele, it must be through self-mastery.

Another important experience for the prospective library school student is to take an active part in the life of the community. The more diversified his interests, the less difficulty he will have in understanding the needs of his future clientele. If the student will become interested in the civic duties that are his, he will learn not only procedures but problems of government that are common to society as a whole. Educational life offers a rich field of study, if the student is aware of it. He should know what is happening in the public schools, in the public forum, in the Americanization classes, and in adult education work. He should try to understand how the library may enter into the work of these institutions. The religious, the aesthetic, the social, the political, and the economic factors of community life are all the concern of the librarian of today. He must know how to talk about them in public, how to write about them for publication, and how to carry on scholarly research.

A very important consideration is the reading of the prospective student. Every activity should be associated with books. The habit of reading around interests, whether in politics, economics, arts, or education, is an excellent one to form in undergraduate life. Every reading experience will be of assistance in understanding the needs and problems of book selection in the library.

[42] American Library Association section for library work with children. Professional training committee. The training of children's librarians. 1933. (Mimeographed.)



Librarians employed in the United States in 1920 and 1930

SOME ASPECTS OF THE PRESENT STATUS OF THE PROFESSION

INCREASED NUMBER OF LIBRARIANS

There has been a phenomenal increase during the decades 1900 to 1930 in the number of librarians per 100,000 population. A study of the index numbers showing the percent of changes since 1900 in the other professions as compared with librarianship is almost equally surprising.

Number of practitioners of specified professions per 100,000 population in the United States in decades 1900 to 1930 and index numbers showing percent of changes since 1900 [43]

Profession	Number per 100,000				Index number			
	1900	1910	1920	1930	1900	1910	1920	1930
Clergymen	147	128	120	121	100.0	87.1	81.6	82.3
College presidents and professors	10	17	32	50	100.0	170.0	320.0	500.0
Dentists	39	43	53	58	100.0	110.3	135.9	148.7
Lawyers, judges, and justices	151	125	116	131	100.0	82.8	76.8	86.7
Physicians and surgeons	174	[1] 164	[2] 137	125	100.0	94.3	78.7	71.8
Teachers (school)	577	647	712	850	100.0	112.1	123.4	147.3
Technical engineers	57	[3] 64	129	184	100.0	112.3	226.3	322.8
Librarians	[4] 6	[5] 8	14	24	100.0	133.3	233.3	400.0
Social and welfare workers				[6] 25				
Total (8 professions)	1,161	1,196	1,313	1,543	100.0	103.0	113.1	132.9

[1] Includes osteopaths.
[2] Does not include osteopaths.
[3] Does not include electrical or mechanical engineers.
[4] Includes assistants.
[5] Given in 1920 Census as figure for 1910.
[6] 1930 was the first year that social and welfare workers were separately reported; in prior census reports they were included under "Religious, Charity, and Welfare Workers."

[43] Bartlett, Lester W., and Neel, Mildred B. Compensation in the professions. New York, Association Press, 1933. p. 40.

ACCREDITED LIBRARY SCHOOLS[44]

The American Library Association conducts no course in library science nor is it responsible for the instruction offered by any institution. The Board of Education for Librarianship, by virtue of its charter, is authorized to accredit and classify library schools. As defined in "Minimum Requirements for Library Schools" the term "library school" is used to designate an agency that gives in a single academic year at least one coordinated professional curriculum in library science.

The classification of library schools neither includes nor implies a comparative rating or grading of them. Provision is made for three classes of library schools, type I, type II, and type III.

Type I comprises library schools which require at least a bachelor's degree for admission to the first full academic year of library science, and/or which give advanced professional training beyond the first year.

Type II consists of library schools which give only the first full academic year of library science, requiring four years of appropriate college work for admission.

Type III consists of library schools which give only the first full academic year of library science, not requiring four years of college work for admission.

Summer courses in library science, with the exception of cumulative courses given as the equivalent of, or accredited toward the completion of, the full professional curriculum, cannot be considered the equivalent of a library school curriculum. No library school offers courses through correspondence.

While the first year of study in library science is esentially a uniform basic one in all library schools except those which train for school library service only, some schools emphasize college or university library work, others the administration of small public libraries, or library service for children and young people. A second year of study provides opportunity for further specialization in a chosen field.

The prospective student is urged to examine carefully the library school catalogs to determine the curriculum best suited to his interests. He is advised also to consult the library school director in regard to specialization, placement in various parts of the country, transfer of credits, and other details.

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[44] American Library Association. Board of education for librarianship. Accredited library schools, April 1937. Chicago, Ill., The Association. 8 p. (Mimeographed.)

The accredited library schools are listed geographically with their dates of establishment and classification. Information on *accredited* curricula only in these schools obtained from catalog statements, is given in the following order:

Library school	Type[1]	Purpose of the curriculum, with degree, certificate, or diploma awarded	Minimum entrance requirements	Fees, including tuition, registration, matriculation, etc. (Minimum and maximum figures refer, respectively, to residents and nonresidents of the State)	Estimated cost of trips and field work	Estimated cost of textbooks and supplies	Estimated cost of board and room per year	Scholarships or loan funds
1	2	3	4	5	6	7	8	9
EASTERN STATES								
MASSACHUSETTS								
Simmons College, School of Library Science (College for Women) (Boston) (1902).	II and III	Preparation for all fields of library service with a special program in library work with boys and girls. B. S.	3 academic years including knowledge of French, German, and typewriting; or college graduation including knowledge of French and German.	$250	$12-$55	$40	$360-$510	Scholarships and loan funds available to undergraduates only.
NEW JERSEY								
New Jersey College for Women Library school (New Brunswick) (1927).	III	Preparation for all fields of library service. B. A. or B. S.	3 college years	200-300	50	40	475-575	Scholarships and loan funds.
NEW YORK								
*New York State College for Teachers Department of Librarianship (Albany) (1926).	III	Preparation for school library service. B. S. in librarianship.	Junior standing in institution or B. A. from accredited college plus New York State educational requirement for all secondary school teachers.	200	70	35	320-600	Do.

Pratt Institute School of Library Science (Brooklyn) (1890).	III	Preparation for all fields of library service. Certificate.	High-school graduation, two modern languages, plus library experience and examination. College graduation.	200	50–65	30–35	400–500	Do.
*Columbia University School of Library Service (New York City) (1887).	I	(1a) The aim of the first year of study is to offer to students of more than average ability and promise the general training needed for successful careers on the higher levels of professional service in public libraries, school libraries, college and university libraries, and in other specialized types of library service. B. S.	(1a) Approved bachelor's degree, in liberal arts.	400	25	40	330–460	Do
		(1b) The main purpose of the second year's work is to give an opportunity for specialized training in a field in which the student has already had enough successful experience of a professional character to demonstrate his fitness for it. M. S.	(1b) Approved bachelor's degree, 1 year of accredited library school study, and 1 year of library experience.					
*Syracuse University School of Library Science (Syracuse) (1908).	II	Preparation for all fields of library service, with special programs in work with adults in public or college libraries and with young people in school or public libraries. B. S.	Bachelor's degree from approved college.	352	15–50	15–20	350–535	Do.
PENNSYLVANIA								
Drexel Institute School of Library Science (Philadelphia) (1891).	II	Preparation for all fields of library service. B. S. in L. S.	Bachelor's degree from an approved college.	275	65	40	450	Scholarship, covering tuition fees and loan fund.
Carnegie Institute of Technology, Carnegie Library School (Pittsburgh) (1901).	II	Preparation for general library work, with special programs in library service in schools and with children. B. S. in L. S.	Bachelor's degree from approved college, plus 6 semester hours in field of education for curriculum in library work with schools.	310		40	400	Scholarships and loan fund.

See footnotes at end of table.

Library school	Type	Purpose of the curriculum, with degree, certificate, or diploma awarded	Minimum entrance requirements	Fees, including tuition, registration, matriculation, etc. (Minimum and maximum figures refer, respectively, to residents and nonresidents of the State)	Estimated cost of trips and field work	Estimated cost of textbooks and supplies	Estimated cost of board and room per year	Scholarships or loan funds
1	2	3	4	5	6	7	8	9
MIDDLE WESTERN STATES								
ILLINOIS								
*University of Chicago Graduate Library School (Chicago) (1928).	I	Instruction on a post-library school basis training students to teach library subjects, organize and conduct investigations in library work and related fields, and to publish the results of such investigation. M. A. and Ph. D.	Bachelor's degree equivalent to that conferred by University of Chicago, a year of library school training, a year of library experience, ability to engage in productive research and evidence of ability sufficient to meet requirements for admission to candidacy for a Ph. D. degree.	$306		$25	$120	Fellowships and a few research assistantships and half-tuition scholarships; loan funds.
*University of Illinois Library School (Urbana) (1893).	I	(1a) Instruction in the methods and practices of library work. B. S. in L. S. (1b) In the second year historical and comparative methods of treatment are emphasized; new subjects and research methods are introduced to give the student the outlook and equipment for responsible positions in large libraries where bibliographic exactness is required. M. A. or M. S.	(1a) College graduation, preferably with B. A. (1b) College graduation, 1 year of library science with a B average and preferably no C's, library experience and fitness for advanced professional study.	90–145	First year $30	First year 20 Second year 15	400	One $300 scholarship with exemption from tuition fees and small loan fund for second year students only.

KANSAS								
Kansas State Teachers College of Emporia Library School (Emporia) (1928).	III	Preparation for school library service. B. S. in education plus library certificate.	3 college years	42-72		25-30	360	Loan funds.
MICHIGAN								
*University of Michigan Department of Library Science (Ann Arbor) (1926).	I	(1a) The first-year courses are planned to meet the demand for college graduates with technical library training to take charge of small public libraries, and to work as assistants in larger libraries. B. A. in L. S. (1b) The aim of the second year course is to supply the need of college, university, public, and reference libraries for trained people to fill more advanced positions. M. A. in L. S.	(1a) Bachelor's degree and reading knowledge of French and German. (1b) Same as (1a) plus 1 year accredited library school study.	110-150	5-15	35	378	4 scholarships for first year students; 2 fellowships for exceptionally qualified students eligible for degree of M. A. in L. S.; loan fund.
MINNESOTA								
College of St. Catherine Library School (College for Women) (St. Paul) (1929).	III	Preparation for all fields of library service. B. A. or B. S. B. S. in L. S. to holders of a bachelor's degree.	3 college years and reading knowledge of French or German.	235	15	40	150	Scholarships and loan funds.
*University of Minnesota Division of Library Instruction (Minneapolis) (1928).	III	Preparation for all fields of library service, in the college of science, literature, and the arts and for school library service in the college of education. B. S.	3 years' academic work	138-153	10-25	45	215	Do.
OHIO								
*Western Reserve University School of Library Science (Cleveland) (1904).	II	(1a) Preparation for all fields of library service, with special programs in library service for children and high-school library service. B. S. in L. S. (1b) Second-year course in library service for children. M. S.	(1a) College graduation and reading knowledge of 2 foreign languages. (1b) Same as (1a) and 1 year of library science.	325		25	450-450	Do
OKLAHOMA								
University of Oklahoma School of Library Science (Norman) (1929)	III	Preparation for all fields of library service. B. A. in L. S.	3 college years equivalent to senior standing in the University of Oklahoma, including 14 hours of major work in one department and 9 hours suitable minor work.	90-120		50	225	Loan fund.

See footnotes at end of table.

Library school	Type	Purpose of the curriculum, with degree, certificate, or diploma awarded	Minimum entrance requirements	Fees, including tuition, registration, matriculation, etc. (Minimum and maximum figures refer, respectively, to residents and nonresidents of the State)	Estimated cost of trips and field work	Estimated cost of textbooks and supplies	Estimated cost of board and room per year	Scholarships or loan funds
1	2	3	4	5	6	7	8	9
MIDDLE WESTERN STATES—Continued								
WISCONSIN								
University of Wisconsin Library School (Madison) (1906).	III	Preparation for all fields of library service. Diploma.	Junior standing and examination or senior standing with high scholastic records in University of Wisconsin College of Letters and Science or college degree.	$69–119	$15	$40	$270–375	Loan fund.
SOUTHERN STATES								
GEORGIA								
Emory University Library School (Atlanta) (1905).	II	Preparation for all fields of library service. B. A. in L. S.	Bachelor's degree from approved college.	195	.....	40	315	Do.
LOUISIANA								
*Louisiana State University Library School (Baton Rouge) (1931).	II	Preparation for general library service and special programs in college and university, school, and county library service. B. S. in L. S.	....do.....	82	55	30	245–420	$1,000 scholarship fund, loan fund.
NORTH CAROLINA								
*University of North Carolina School of Library Science (Chapel Hill) (1931).	II and III	Preparation for service in elementary and high-school libraries, city and county public libraries, and college and university libraries. B. A., or B. A. in Education; B. A. in L. S. to holders of a bachelor's degree.	Senior standing in University of North Carolina for public and school library courses; bachelor's degree for college and university library courses.	153–253	35	16	283–328	Scholarships and loan fund.

TENNESSEE								
*George Peabody College for Teachers Library School (Nashville) (1928).	II	Preparation for school library service. B. S. in L. S.	College graduation, 36 quarter hours in one liberal arts field; 18 quarter hours in modern language; 16 quarter hours in education and psychology.	225	40	25	250	Do.
VIRGINIA								
Hampton Institute Library School (College for Negroes) (Hampton) (1925).	II	Preparation for all fields of library service. B. S. in L. S.	4 years approved college	190	25	30	195. 50	Scholarships.
WESTERN STATES								
CALIFORNIA								
*University of California School of Librarianship (Berkeley) (1919).	I	(1a) Preparation for all fields of library service. Certificate. (1b) Advanced courses in public, college, and university, and school library service. M. A.	(1a) College graduation and a year each of college French and German. (1b) Same as (1a) plus 1 year library science with at least a B average.	52–202		50	350	Loan fund.
COLORADO								
*University of Denver School of Librarianship (Denver) (1931).	III	Preparation for all fields of library service with specialization in library service for children and young people in school and public libraries. B. A. or B. S.; B. S. in L. S. to college graduates.	3 college years	267		20	270–540	Scholarships and loan funds.
WASHINGTON								
University of Washington School of Librarianship (Seattle) (1911).	II	(1a) Preparation for administrative positions in small public libraries, or for departmental positions in larger libraries. B. A. in librarianship. (1b) Advanced course in library work with children. Certificate.	(1a) Graduate standing with B average and 20 college credits each in French and German. (1b) graduation from an accredited library school.	68–188	50	10	400	Loan funds.
CANADA								
QUEBEC								
McGill University Library School (Montreal) (1927).	II	Preparation for all fields of library service B. L. S.	College graduation	160	75	35	480–500	Scholarship.

* Summer courses credited toward completion of accredited professional curriculum.

OTHER TRAINING AGENCIES

Library training and apprentice classes.—In addition to the accredited library schools, there are library training and apprentice classes.

Training or apprentice classes giving instruction during periods ranging from a few weeks to 8 or 9 months, and having varying admission requirements, are conducted by some public libraries to train local residents for positions, *minor* ones for the most part, in the library offering the course. Admission to a training or apprentice class is usually limited to legal residents of the city or county in which the library is located.

Few libraries are offering a training or apprentice class at present. The librarian of the local library should be consulted for information on any instruction that may be given there.

Since the instruction in a training or apprentice class is restricted to the practice of one library, it is not considered to be the equivalent of that given in a library school and usually does not fit one for service in another library.[46]

Confusion in library training agencies.—The board of education for librarianship is very definitely of the opinion that training on the part of non-accredited institutions, normal schools, teachers colleges, and particularly undergraduate liberal arts colleges, should be directed toward acquainting students with the use of libraries and with their functions, to the end that students may be prepared to make full and profitable use of libraries, and perhaps later as teachers to train their students to use libraries successfully as readers. For this type of instruction it is felt by the board that there is a definite need; instruction in the history of libraries, in the history of books and bookmaking, in the graphic arts of illustration and printing, in the historic development of book-binding, and, in short, in all those "bookish" subjects which aid in the formation of an educated man and help him to use books successfully and easily. Training in the use of books and libraries which involves an understanding of indexes, card catalogs, and bibliographies, is likewise most advantageous and desirable. Further, studies in the literature of childhood and adolescence, and bibliographical instruction in the materials for directed study in various subject-matter fields, are distinctly within the province of teachers colleges. What is undesirable is that such instruction should be confused with the professional training of librarians.

Probably some teacher-training institutions have a duty to make the training of teacher-librarians part of their work. If this is done, such training should be planned from the point of view of the school and of the teacher working in the school library.

If college administrators will recognize the sharp distinction between accredited library schools, designed for professional instruction in librarianship, and training in the book arts and in the use of libraries, much confusion will be avoided; and persons seeking to equip themselves by short-cut methods to enter the ranks of professional librarians will have no excuse for misunderstanding, or for deliberate efforts to avoid exacting study in a professional school.

The board of education for librarianship makes this statement, not only because of the existing economic crisis, but because directors of library schools report an increasing number of persons desiring to enter on second year professional study who have taken a certain number of courses in

[46] American Library Association. Board of education for librarianship. Library training and apprentice classes, March 1936. Chicago, Ill., The Association. (Mimeographed.)

library science as undergraduates in nonaccredited colleges, normal schools, and other institutions. No library school can ordinarily accept as candidates for its second degree, persons with only this type of training.[46]

The question of the preparation of teacher-librarians is discussed more fully in "The Preparation of Teacher-Librarians." (Chicago, American Library Association, 1937.)

CERTIFICATION

The increase in the number of librarians, the greater activity and importance of the library and the present trend toward certification in all professions have each contributed toward legal and voluntary certification of public and school librarians. In two States (Virginia and Washington) the institutions of higher learning operated by or under the authority of the State are included in the public library certification laws. However, college and university librarians' certification presents a different problem than public and school librarians' certification, for the college and university group does not come under the jurisdiction of the library commission or the State department of education in most instances. College and university certification of librarians will probably come through the recognition of the advantages of certification by presidents and deans of these institutions.

The North Carolina certification law is quoted here as an example of public library certification:

CERTIFICATION REQUIREMENTS FOR PUBLIC LIBRARIANS OF NORTH CAROLINA

LIBRARIAN'S PROFESSIONAL CERTIFICATION

(a) General education. Completion of a 4-year course in a 4-year standard college or university, or its equivalent.

(b) Professional education. One full year's work in an accredited library school with evidence of satisfactory completion.

(c) General and professional education. Four-year course of study in a 4-year standard college or university, including one full year's work in an accredited library school with evidence of satisfactory completion.

Librarian's Certification

(a) General education. Completion of at least 2 full years' work in a standard junior college, a 4-year standard college, or university, or its equivalent.

(b) First-grade librarian's certificate. Technical education. Not less than 12 semester hours in an accredited library school with evidence of satisfactory completion.

(c) Second-grade librarian's certificate. Technical education. Not less than 6 semester hours in an accredited library school with evidence of satisfactory completion.

Validity

(a) Cities or counties of more than 35,000 population in the library service area shall employ a person as head librarian who holds a librarian's pro-

[46] Confusion in library training agencies. Library Journal, 58: 510-11, June 1, 1933.

fessional certificate and who has rendered 3 years of satisfactory library service. A head librarian of a branch library in cities or counties of more than 35,000 population in the library service area shall hold librarian's professional certificate and have rendered 1 year of satisfactory library service.

(*b*) Cities or counties of less than 35,000 population in the library service area may employ as head librarian or head of a branch library a person who holds a librarian's professional certificate.

(*c*) Cities or counties of less than 15,000 population in the library service area may employ as head librarian or head of branch library a person who holds a first-grade librarian's certificate and who has rendered 1 year of satisfactory library service.

(*d*) Cities or counties of less than 6,000 population in the library service area may employ a librarian or head of a branch library a person who holds a second-grade certificate.

(*e*) All certificates shall be valid for life.[47]

Certification of Librarians—Summary [48]

Legal Certification

Public libraries, i. e. municipal, county, and regional.—Nine States (Georgia [county and city law libraries exempt], Iowa, Michigan [if State aid is given], New York, North Carolina, South Carolina, Tennessee, Virginia, Washington) legally require librarians in communities of varying population (minimum, 2,000 New York; 5,000 Virginia; 4,000 Washington) to hold certificates.

Municipal libraries.—Five States (Louisiana [except New Orleans], New York [except villages of less than 2,000 population], Oklahoma [cities of the first class only], Washington [over 4,000 population], Wisconsin [except Milwaukee, and villages of less than 2,000 population]), legally require librarians in cities, towns, and villages to hold certificates.

County libraries.—Ten States (Arizona, California, Louisiana [except the parish of Orleans], Montana, Nebraska, New York, Ohio, Tennessee, Texas, Wisconsin) legally require librarians in county libraries to hold certificates. New Jersey requires them under conditions for state aid.

Institutions of higher learning, operated by or under the authority of the state.—Four States (Georgia, Tennessee, Virginia, Washington) include them in public library certification laws.

School libraries.—The District of Columbia and 21 States (Alabama, California, Connecticut, Delaware, Georgia, Indiana, Kentucky, Louisiana, Minnesota, New Jersey, New York, North Carolina, Ohio, Oklahoma [cities of the first class], Oregon, Pennsylvania, Utah, Virginia, Washington, Wisconsin, Wyoming), chiefly through rulings of state departments of education, require school librarians to hold certificates.

Voluntary Certification

Nine States issue certificates under voluntary plans (California, Illinois, Indiana, Missouri, Nebraska, New Hampshire, Pennsylvania, South Dakota, by state library associations; New Jersey, by the Library Commission).

[47] North Carolina library certification board, 1933. (Mimeographed.)

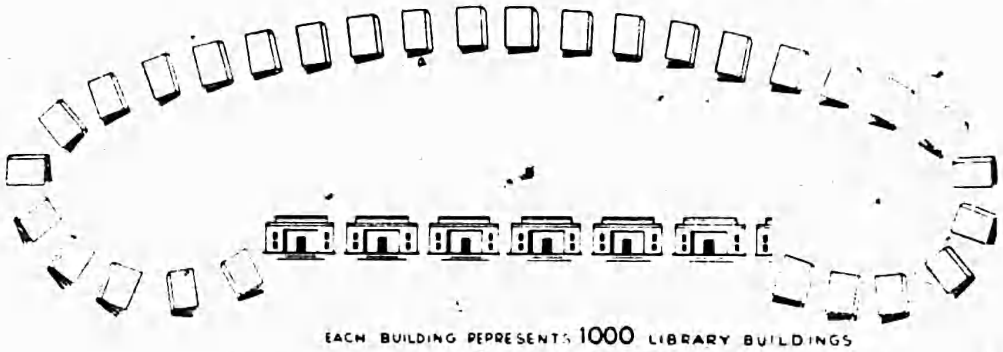
[48] American Library Association. Board of education for librarianship. Certification of librarians—summary. July 1936. Revised in the Bulletin of the American Library Association as of January 1937, 31: 34-35, and as of October 1937, 31: 640.

Proposed Certification

Eighteen States (Arkansas, California, Colorado, Idaho, Illinois, Indiana, Kentucky, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio, Oregon, Rhode Island, West Virginia) and the Province of Ontario, have tentative certification laws or requirements, or have recommended certification, or extension of present certification requirements, in State plans for library development.

No Certification

Thirteen States (Arkansas, Florida, Idaho, Kansas, Maine, Maryland, Mississippi, Nevada, New Mexico, North Dakota, Rhode Island, Vermont, West Virginia) have no certification requirements, legal or voluntary.



Public libraries and volumes circulated

STANDARDS

A further tendency to increase the efficiency of the library is found in the efforts by public and school libraries to formulate standards or measurements by which their efficiency may be established. Librarians have long felt the need for such a tool, but unfortunately it is difficult to measure some of the intangibles that are very important in excellent service. Standards for libraries are being constantly revised upward. The trend is from quantitative toward qualitative measurements. At present standards for secondary schools, including their libraries are being studied, while junior college library standards were recommended in the spring of 1937. Standards for public libraries were adopted in 1933. Though the measurement in each case is inadequate, still there are many suggestions here that make for better service.

Junior College Library Standards

Recommended by Carnegie Corporation Advisory Group on Junior College Libraries, May 20, 1937

The library is essential in the educational program of the junior college. Its staff is therefore concerned fully as much with educational as with administrative problems. It is with educational functions, as well as with ordinarily accepted administrative duties in mind, that the following standards have been prepared. Satisfactory performance of both the educational and administrative duties necessarily demands a carefully planned, adequate, and continuous financial support for the junior college library.

I. Housing

1. In view of the responsibilities of the library in the educational program of the junior college, the building or rooms will be successful only if planned with the full cooperation of the librarian. Provision of space should be designed for future as well as for present needs.

2. The library building or quarters should be used for library purposes only, except so far as related uses may be necessary in order to integrate the library with the teaching program of the college.

3. The junior college library should be readily accessible with respect to the other educational activities of the institution.

4. The housing of the junior college library should be fire-resistant, with adequate provision for light and ventilation.

5. The junior college library should have space for the efficient shelving of a growing collection of library materials.

6. The reading room, or rooms, of the junior college library should be adequate for the student body, and should be used for reading and study only.

7. Special provision should be made for the use of current periodicals.

8. There should be an office for the use of the librarian, and ample provision should be made for instruction and for the technical processes of the library (ordering, classification, cataloging, etc.).

9. The building, or rooms, should be so planned that supervision of the public rooms and stack entrance may be exercised by the smallest possible number of staff members. In small libraries supervision by one person should be possible. Entrances and exits should be planned with regard to effective control.

II. Staff

10. Since a junior college library should perform certain educational, administrative, and technical services, the staff should consist of persons who have been trained adequately for the performance of such services.

11. In view of the importance of the services rendered by the library staff, its members should receive adequate recognition in the academic community with respect to salary, standards for advancement, security of tenure, etc. They should be considered as members of the educational staff of the junior college.

12. The staff should be of sufficient size to permit the efficient operation of the library for as many hours per week as may be necessary to meet the needs of students and faculty members. A trained librarian should be available for reference service whenever the library is open.

13. The librarian should have administrative power covering the entire library organization, and should be responsible directly to the administrative head of the junior college.

III. Book Collection

14. The book collection should contain the standard books of general reference.

15. The book collection should contain the standard reference books, as well as pictures, maps, music, slides, and other materials, useful in the specific fields covered by the curriculum of the junior college.

16. The book collection should further contain:

(a) An adequate stock of important general books—that is, books not specific to any one curricular field.

(b) An adequate stock, for each curricular field, of books concerning:
The field as a whole.

Those divisions of the field in which courses are offered and members of the teaching staff are interested.

Other significant divisions of the field.

(c) An adequate stock of books concerning such important specific fields of interest as may not be treated in the curriculum, such as college administration, library administration, student personnel problems, etc.

(d) An adequate stock of books appropriate for leisure reading.

17. The library should receive, bind, and preserve accessibly a selected number of professional periodicals, and the standard scholarly periodicals in the fields covered by the curriculum. The continuity and completeness of the sets should be maintained.

IV. Classification and Cataloging

18. The book collection should be classified according to some standard system adapted to the needs of the library.

19. A shelf list and a dictionary catalog of the collection, constructed according to the current practice best suited to the needs of the library, should be maintained.

V. Training in the Use of the Library

20. Adequately planned instruction in the effective use of the library should be given by the librarian or by some other competent instructor.

VI. Cooperation

21. Active cooperation with other libraries, especially with the high school or with other local libraries, is highly desirable.

22. The integration of library service with the instructional program, and the promotion of general reading, is a joint responsibility of the college administration, faculty, and library staff. They should also cooperate in the promotion of general reading.

STANDARDS FOR PUBLIC LIBRARIES

(Adopted October 1933 by the Council of the American Library Association)

The public library is maintained by a democratic society in order that every man, woman, and child may have the means of self-education and recreational reading. The library provides materials for education and advice in their use. It diffuses information and ideas necessary to the present welfare and future advancement of a community. It strengthens and extends appreciation of the cultural and spiritual values of life. It offers opportunities for constructive use of the new leisure. It serves all ages and all classes.

Reasonably adequate library service includes a main library with reading room facilities; special provision for children; lending, reference, and periodical collections adequate to the needs of the community; a professional staff of high quality and adequate number; and such branches and other distributing agencies as the area and topography of the city may require. The book collection must be well cataloged, so that the needed book can be found easily, and such lending records established as to provide easy use and protection from loss. Hours of opening will vary with community needs.

The Staff

Since a professional library staff carries on educational, administrative, and technical services, its members must be well educated, possess at least one year of library school training or its equivalent, and have special aptitude and qualifications for the particular work of each. Salaries of professional librarians should be comparable with those of other professions, and the work of professional librarians sharply differentiated from that of clerical or subprofessional workers. The staff should be of sufficient size to permit efficient operation for as many hours as may be necessary for the needs of the community.

The chief librarian should administer the entire library system and be responsible to the library board. A detailed scheme of service, based upon size, type, and resources of the library, must be worked out by the individual librarian and trustees. A committee of the American Library Association is engaged in working out basic schemes.

Book Collection

To meet the varied needs and interests of a community, a broad collection of books, pamphlets, and periodicals on a wide range of subjects is necessary, with intensive duplication of titles in fields of special interest, constantly freshened by the addition of new books and books on timely subjects. Special collections are needed for the reference room, the children's rooms, for technical, art, and other departments. Books will wear out in service and need to be replaced.

To be reasonably adequate in quantity, the library in a city of 200,000 inhabitants and over should have at least one and one-half books per capita; in a city of 10,000 to 200,000, two books per capita; and in a city of less than 10,000, three books per capita.

Measuring the Use of the Library

The active library is constantly trying, through publicity and extension agencies, to intensify and extend its service to the community. It is not satisfied to cater only to students, clubwomen, general readers, and children, but endeavors to be useful to the business interests, industrial workers, technicians, public officials, and other special groups.

Many of the most important library services cannot be measured statistically. Examples of such services are the provision of reference and study facilities, encouragement of purposeful reading by adults, special services relating to the dominant local industries, organized cooperation with the public schools, study and discussion groups, lectures, and exhibitions.

The library's book-lending services can be measured statistically. Under liberal support and other favorable conditions many libraries will far exceed the following minimum standards:

Size of city	Percent of population registered as borrowers [1]	Number of books lent per capita
Cities of over 1,000,000 inhabitants	25	5
Cities of 200,000 to 1,000,000 inhabitants	30	7
Cities of 100,000 to 200,000 inhabitants	35	8
Cities of 10,000 to 100,000 inhabitants	40	9
Cities of less than 10,000 inhabitants	50	10

[1] Based upon a 3-year registration period.

The Income Needed

Experience shows that $1 per capita is the average minimum annual income upon which reasonably adequate library service can be maintained.

The exact minimum depends upon the size, location, and character of the community. The small town must usually spend more than $1 per capita to cover minimum essentials, or reduce unit costs by enlarging the area of service and support.

Communities desiring full development of library service will find it necessary to provide a support much larger than the minimum. Expert special services in cooperation with local industries and interests, and extensive work with the public schools are examples of desirable library activities which cannot be adequately maintained upon the minimum income of $1 per capita.

The allotment of at least 55 percent of the total income for the salaries of the library staff (not including janitors, engineers, etc.), 25 percent for books, periodicals, and binding, and 20 percent for all other expenditures, is a fair standard. Local conditions involving the cost of building maintenance, the area and density of population as affecting the number of branches, and other factors, will inevitably affect the distribution. In general, the largest libraries will spend more than the percentage indicated for library salaries and less for books, periodicals, and binding.[49]

SALARIES

Beginning salaries for the library school graduate differ. The locality and type of library into which the student goes, his previous experiences, his special aptitudes, and personality may all influence the initial salary. Low salaries are the rule. Efforts have been made to secure salaries for head librarians that are equal to those of the superintendents of schools, to place supervisors of school libraries on an equal footing with other supervisors, to have school librarians' salaries equal special teachers' salaries, to make university librarians' salaries commensurate with those of department heads or deans. Librarians' salaries have always been below those of other professions.

Recent trends and statistics are:

> In general, library conditions seem to be improved. There is a distinct upward turn in appropriations. There have been some restorations of salary cuts and practically no reductions in individual salaries. In a few libraries there have been increases in salaries. It does not seem too much to say, however, that the average of these restorations and increases does not match the increased cost of living. In other words "real" salaries probably show little increase and may in fact be decreased.[50]

Bernice E. Hodges, Public Library, Rochester, N. Y., speaking on the cost-of-living survey made by the committee on salaries, staff, and service, in February 1937, said in part:

> About 15 percent of the A. L. A. membership was asked to furnish information on their salaries and living expenses. * * *

[49] Reprinted from the Bulletin of the American Library Association, November 1933.

[50] Hodges, Bernice E. Trends revealed in statistics. Bulletin of the American Library Association, 31: 237, April 1937.

If you wish to be a librarian and be a success, a college education and at least 1 year of library school training are practically essential. If you are very fortunate and are unusually endowed (or are a man), your first year's salary may be $1,600 or $1,700, or even reach the dizzy heights of $1,800. But, on the other hand, it may be only $400 or $500. You have, however, a 50-50 chance of securing $1,200 or $1,250. If you are a man, your 50-50 chance is for a position, eventually, paying $2,800 to $2,900, with the top possibility of a $7,000 to $7,500 salary or a bottom one of $1,000 to $1,050. If you are a female of the species, you have an even chance at $1,650 to $1,700, with a possibility of $4,500 to $4,999 or $400 to $499.

In general, the larger cities seem to offer the best chances, though one salary of $700 to $799 was reported for a city of over a million, and one salary of $4,500 to $4,999 in a place of less than 10,000 population. There is always to be considered, too, the chances that living expenses in the larger places may be greater. So far, tabulations have not been completed to show what librarians pay for living.

If you are the head of your library, your 50—50 chance is for a salary of $1,850 to $1,899, though both the top salary $7,000 to $7,500, and bottom salary, $400 to $499, reported, are in this group. Assistant librarians do not cover so wide a salary range and are a much smaller group, only about 5 percent of the total, but the median is but $50 lower, $1,800 to $1,849. The remaining 61¼ percent, composed of general assistants, readers' advisers, reference librarians, branch librarians, catalogers, children's librarians, etc., have a good chance to secure $1,650 to $1,699.[51]

[51] Hodges, Bernice E. Cost of living survey. Bulletin of the American Library Association, 31: 854, October 15, 1937.

Public library statistics—Summary [1]

Size of city served	Number of employees in full-time equivalent		Salary of chief librarian	Salary of assistant chief librarian	Salary of department heads		Salary of branch and subbranch librarians		Salary of professional assistants [2]		Salary of subprofessional assistants	
	Total	Professional			Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
1	2	3	4	5	6	7	8	9	10	11	12	13
More than 200,000 population:												
High	1,008	554	$10,000	$5,525	$3,200	$4,662	$2,400	$3,300	$1,680	$3,500	$1,260	$2,000
Median	148	83	5,000	3,270	1,836	2,712	1,500	1,960	1,200	1,800	869	1,200
Low	13½	2	2,845	1,485	734	1,728	734	734	582	793	540	708
100,000 to 199,999 population:												
High	99 55/100	38	6,000	2,640	2,220	2,600	2,100	2,220	2,000	2,100	1,260	1,900
Median	41	17¾	3,500	2,175	1,500	1,951	1,314½	1,608	1,170	1,380	840	1,080
Low	14	8	2,584	1,560	1,080	1,236	600	790	600	900	480	720
35,000 to 99,999 population:												
High	73	42½	5,220	2,950	2,345	3,000	2,200	2,252	1,575	1,800	1,300	1,800
Median	20 7/12	11	3,000	2,018	1,500	1,800	1,450	1,560	1,080	1,457	840	1,100
Low	3	2	1,200	540	980	1,140	913	913	792	960	118	118
10,000 to 34,999 population:												
High	24 79/100	17¼	4,000	3,000	1,980	2,160	2,100	1,800	2,160	2,160	1,248	1,620
Median	8	3½	2,000	1,500	1,300	1,567	1,200	1,260	1,000	1,140	720	960
Low	3½	1	960	800	750	1,020	660	720	600	810	300	400

[1] Hodges, Bernice E. Trends revealed in statistics. Bulletin of the American Library Association, 31: 240, April 1937.

[2] Excludes catalogers, children's librarians; and school librarians.

*College and school library statistics: Summary**

Type of institution	Student enrollment as of November 1, 1935	Total expenditures last fiscal year for colleges, universities, normal schools, and high schools	Library operating expenditures last fiscal year	Library salary expenditures last fiscal year	Number of employees in full-time equivalent: Total	Number of employees in full-time equivalent: Professional	Number of employees in full-time equivalent: Library supervisors	Salary of librarian	Salary of professional assistants [6]: Minimum	Salary of professional assistants [6]: Maximum	Salary of subprofessional assistants: Minimum	Salary of subprofessional assistants: Maximum
1	2	3	4	5	6	7	8	9	10	11	12	13
College and university:												
High	[1] 14,211	$8,547,670	$453,006	$311,781	166	77		$10,000	$5,200	$4,500	$1,324	$1,800
Median	[1] 3,740	1,929,484½	85,253	37,751½	33	19⅛		4,230			944½	1,400
Low	[1] 1,027	455,214	12,522	4,200	2	2		1,615	612	714	540	929
Small college:												
High	[1] 1,041	552,456	57,522	25,600	12½	12		5,000	3,400	2,340	1,200	1,500
Median	[1] 588	255,169	13,045	5,517	3¼	3		2,250			755	1,200
Low	[1] 267	108,802	4,210	1,800	1¼	1		900	500	900	500	1,140
Teachers college and normal school:												
High	[2] 1,845	671,765	29,190	16,790	12	9		3,250	2,080	2,400	1,900	
Median	[2] 759	275,317	8,642½	3,637	3	2		2,070			960	
Low	[2] 137	46,977	2,503	1,575	1	1		1,560	840	1,400	550	
Junior and senior high school:												
High	[3] 122,026	[4] 110,656,648	328,007	807,813			6,[illegible]00	[5] 3,000–4,000	2,116	2,810	1,330	1,800
Median	[3] 13,063½	[4] 1,833,636	23,770	16,637½			3,[illegible]35½	1,380–2,262	1,330	1,933½	864	1,200
Low	[3] 2,000	[4] 314,696	5,513	2,880			2,124	540–1,240	625	893	540	675

*American Library Association. Bulletin of the American Library Association, 31: 105, February 1937.
[1] Excludes graduate students.
[2] Includes graduate students.
[3] Total enrollment in city in high schools receiving library service.
[4] Total expenditures for junior and senior high schools in various cities.
[5] Minimum and maximum paid high-school librarians in various cities.
[6] Includes associate or assistant chief librarians, department heads, and professional assistants; where only 1 salary is shown for any 1 classification it is included in the minimum column.

An optimistic note:

> Library appropriations have moved upward. Almost all employable trained librarians have found jobs. Salary cuts, in many instances, have healed. New York City librarians have prospect of early pensions. And Brooklyn, if you will take my word for it, is on the high wave of a central building soon to be an accomplished fact. The A. L. A. has increased in power. State associations and city clubs report progress and new ambitions. Take note: Five States expect to submit for legislative enactment during 1937 bills which will secure State-wide library certification. This principle which will insure State and city of a trained library personnel and which will make illegal the appointment of any other kind is the golden objective of our profession. Let the enactments be framed on a living, vigorous model. Give librarianship a certification law with brain and sinew and teeth.[52]

Statistics of salaries received by librarians of special libraries are not available. However, it is generally understood that corporations and business concerns pay salaries commensurate with value received.

DISAPPOINTMENTS AND SATISFACTIONS IN LIBRARY WORK

Reasons for Disappointments in Library Work

1. Low salaries.
2. Many of the training class graduates mentioned the danger of loss of enthusiasm and interest because of the deadlock in which they find themselves. (Mentioned by one or two library school graduates.)

*3. Lack of advancement because of necessity for further training.
*4. Lack of opportunity for further training because of inadequate salary.

5. Too little opportunity for advancement.
6. Too much monotony.
7. Too little increase in responsibility.
8. Too little opportunity for scholarly work.
9. Too much routine.
10. Not enough staff to do work thoroughly.

*11. Not enough choice in matter of placement.
*12. Promotion without salary increase.
*13. Lack of prestige with the public.

Reasons for Satisfactions in Library Work

1. Contact with current interests and activities of many people.
2. Working with material that "interests me" and is constantly changing.
3. Surprise element always present in work with people.
4. Necessity of keeping abreast of the times.
5. Continual intellectual stimulation.
6. Opportunity to do creative work.
7. Variety in work.
8. Constant necessity for personality development.
9. Satisfaction in handling books and information efficiently.

*The questionnaire was sent to library school and training class graduates. Items * were not listed by library school graduates.

[52] Ferguson, Milton J. A glance over the shoulder. Editorial forum. Library Journal, 62: 72, January 15, 1937.

10. Opportunities for expression of individual initiative.
11. Vital and interesting associates.
12. Pleasure in helping people and seeing them use books.

Between the idea
And the reality,
Between the motion
And the act
Falls the shadow.[54]

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[53] Winslow, Amy. How can the library profession aid in attracting desirable young people to librarianship? A symposium. Pt. II. Library Journal, 61: 766–67, October 15, 1936.

[54] Eliot, T. S. The hollow men. *In his* Poems, 1909–1925, New York, Harcourt, Brace & Co., 1932. p. 95–98.