

Librarians' Degrees: A Symposium

The following brief papers were solicited as a means of exploring an issue which currently is of prominent interest. The bearings of the subject in the college and university library field are brought out in several aspects.

The Doctor's Degree

IN A TENTATIVE outline draft of the problems which will face college and university libraries in the postwar period, prepared by the writer last year as chairman of the Postwar Planning Committee of the Association of College and Reference Libraries, the assertion was made that the doctor's degree, preferably from a library school, should be quite generally required for appointment to important administrative college and university library posts. When the outline was circularized to a select group of college and university librarians this statement received considerable adverse comment. Among the criticisms made was the statement that librarianship as such does not have the necessary richness and depth of subject matter to permit research at the doctorate level comparable to similar research in the older disciplines.

There may be a very real question as to whether the doctor's degree from a library school, or otherwise, should be emphasized as a requirement for the college or university librarian; but, in the opinion of the writer, there is no question that there exists in the problems, activities, background, and future prospects and opportunities of libraries of all kinds—public, special, research, and college and university—abundant opportunity for scholarly research. Indeed, because librarianship is a young and developing profession having tremendous social, cultural, and even economic, potentialities and implications, it offers an especially rich field for systematic study, thought, and investigation. Much of this can and should be for the doctor's degree, or at least of the quality and standards required for such a degree. For real vitality in our profession, of course, much of our

writing, discussion, and investigation needs to be carried on, as to some extent it has been, by mature and experienced workers and thinkers already active in the library field. The traditions of librarianship and the present organization of our libraries, however, are not conducive to mature scholarly activity of this kind, except for a few administrators, and even they can accomplish such study only under difficulties.

No one in the learned world questions advanced research in such well and minutely tilled scholarly fields as literature and history. Indeed, the most learned men in fields such as these are often thought of as typifying scholarship at its best. The young aspirant to advanced learning in these and many other older disciplines, however, is often compelled to concern himself with a subject so minute and obscure that his work, as often as not, constitutes more of an intensive drill in research methods and training in scholarly attitudes and traditions than an important and significant contribution to the life and welfare of the world. Painstaking and carefully wrought contributions of this kind repose on the shelves of college and university libraries everywhere. They represent a contribution to the sum total of human knowledge, perhaps, but they are no longer of much interest to anyone except their authors and occasionally to other industrious and patient neophytes embarking on similar studies.

As contrasted with this situation, the young scholar launching out on serious study and investigation of matters pertaining to librarianship has a fairly virgin field before him, susceptible to a variety of treatment—bibliographical, analytical, statistical, or historical. This treatment may or may not

converge into one of the older subject fields. There is no reason why it should not do so in whatever way the nature of the investigation may require and still remain research in librarianship. Library research of this kind can, as has already been demonstrated, be carried out in the best scholarly tradition. To be well done it requires understanding, intelligence, and cultural background quite equal to that of other scholarly fields. The chances that such study will result in significant findings, and in conclusions of real value to the culture and learning of our times are as great or greater than they are in most disciplines.

The Graduate Library School

The work that has been going on at the Graduate Library School of the University of Chicago is offered as evidence substantiating these opinions. The doctoral dissertations of the school have concerned themselves with such significant subjects as nationalism in children's literature, government and administration of public library service to Negroes in the South, state supervision of public libraries, public library service to school children in large American cities, the origins and backgrounds of a large metropolitan public library, selection of employees in large civil service and noncivil service public libraries, the publishing activities of the United States government, the place of American university presses in publishing, the instructional literature of sociology and the administration of college library book collections, an introduction to paleography for librarians, conditions affecting the use of college libraries. Several of these dissertations have been published in book form, and some of them have been highly significant and important contributions to our professional literature.

Surely the systematic and extended thought and study of library matters represented by these dissertations have given us more understanding of library problems than would have been true if the score or so of persons making them had instead been engaged in advanced study in such fields as history, political science, and chemistry. At least it will have to be admitted that these investigations of library matters are, potentially, a greater contribution to the welfare of the world than advanced scholarly study of such subjects as

the factors governing the awakening songs of birds, the writing of infrequently used words in shorthand, the preposition at the end of a clause in early Middle English, psychological and pedagogical factors involved in motor skill as exemplified in bowling, and the participle in Polybius and St. Paul, all of which have in recent years been deemed worthy of the doctor's degree at our best universities.

More important in the work of an advanced graduate school than the dissertations prepared by its students is the part its graduates and faculty play in stimulating and directing scholarly thought and activity in its field. In this respect the Chicago school has had a definitely vitalizing effect on librarianship in the United States. Such publications as the series of library institute publications, *i.e.*, *Acquisition and Cataloging of Books*; *Current Issues in Library Administration*; *Library Trends*; *The Practice of Book Selection*; *Print, Radio, and Film in a Democracy*; *The Reference Function of the Library*; and *The Role of the Library in Adult Education*, have been contributed to by librarians and educators from all parts of the country. They are rich in content, and stimulating in the variety of treatment and method of approach. These and other publications sponsored by the Chicago school, such as *The Geography of Reading* and *A Metropolitan Library in Action*, have given improved tone and stature, as well as significance, to our professional literature. In all probability we should not have achieved this marked improvement if we still had in the profession no library instruction more advanced than that for the master's degree.

All this is no blanket endorsement of everything that has been and is being done at Chicago. As a matter of fact the writer was among those who were a bit dubious about the early efforts of this school. In recent years it has gotten its feet on the ground and under excellent leadership has been helping professional librarianship come of age. So much reference is made here to it only because it is the only school we have specifically organized for doctoral work in librarianship.

Writing and publication such as that emanating from Chicago, directed specifically at library problems, would never be produced by persons who take a doctor's degree in some other field and then without formal library

instruction transfer their activities and interests to the library field. At least, it can be pretty definitely said that in recent years individuals of this kind have not, as a group, distinguished themselves by writing and speaking of the kind that promotes understanding of the many complicated problems facing librarians.

Librarianship as such gains little if anything from the librarian who adds another monograph, no matter how brilliant or penetrating, to the already numerous contributions in the fields of English literature, history, or law. Indeed, the author of such a study will more likely than not be regarded by his subject field colleagues as a misguided brother who has strayed from the ranks of the anointed. Certainly neither they nor the academic world at large will think more highly of librarianship as such because of such nonlibrary scholarly writings.

It is not too difficult to find instances of libraries whose administrative machinery has pretty well gone to seed because their administrators have been busy with scholarly work in a subject field, devoting their right hand to it and leaving their left, perhaps through an assistant or associate librarian, to run the library. Librarianship, in the true sense, requires *all* the time, study, thought, and energy of its practitioners. The more such whole-souled devotion to library matters we have on the part of librarians, whatever their backgrounds, the more likely we will be to solve our problems brilliantly and to raise librarianship to the stature of a true profession.

Degrees of Both Types

This paper does not contend that holders of important library positions should in the future exclusively hold the library school doctor's degree. Neither does it take the position that there is no place within our ranks at this time for the person with a doctor's degree in a field other than librarianship and without formal education for librarianship. It does insist that all persons holding important library posts, whatever their background and preparation, from the moment of their acceptance of such a position, owe to their library their wholehearted interest and all their working time and to librarianship in general the most intelligent

contribution to its problems of which they are capable. Naturally this obligation cannot be fulfilled if scholarly writing and investigation is being carried on in some field other than librarianship.

Librarians, quite as much as other professional workers, need to take seriously the statement from Francis Bacon, for many years carried at the masthead of the *Publishers' Weekly*: "I hold every man a debtor to his profession, from which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."

In the present stage of our development and of our library schools, there is room for persons with the doctor's degree in the library field and in the older and well-established disciplines, too. Other things being equal, however, the individual with the library school degree should be better qualified for an administrative post, and the person with a degree in another field, for the direction of the development and use of the division or subject field of a library coinciding with the field of his degree.

More and more, however, the library schools may be expected and should be urged to prepare persons with qualifications in both directions. Obviously, if the library school doctor's degree comes to be generally accepted as a necessary qualification for college library posts, in chief administrative and important subordinate positions, then we shall need in the country more than one school offering such degrees. If so, these schools should of course be located geographically, perhaps one on the West Coast and one on the East Coast. Permanent reliance of the profession on one school for its best prepared people must eventually mean a certain amount of professional inbreeding.

Perhaps in the postwar period the doctor's degree, of whatever type, will not in higher education generally be regarded so important and essential as it has been in recent years. If the educational reforms now being advocated by many educators materialize, less attention will be given to labels and more to personality, native ability, and actual performance. If so, and if the persons selected for important posts are held to and expected to meet the high standards which the doctor's

degree at its best symbolizes, this will be a healthy and desirable development.

The writer has long been of the opinion that the concern in library circles over the qualifications of the chief librarian has been somewhat misplaced. These qualifications have been frequently and sometimes rather extravagantly stated, as is indicated by Lawrence Thompson's article, "Many Opinions."¹ It seems logical that the way to develop a professional group of strong, competent people in any field is to get them in at the bottom. Melvil Dewey, who, probably more than any other individual who has labored in the library field, gave it his wholehearted and all-out thought and effort and was an "ornament thereunto," had this to say on the matter, "The library school is weak in many of its graduates, but, as I say to every class, we can only find out what is in the people who come to us. If a man is born of poor fibre, of poor fibre he will remain; you can polish an agate, you can polish mahogany, but you can't polish a pumpkin—and if a third-rate man comes to a library school, and the Lord made him third-rate, he will be a third-rate librarian to the end of the chapter."²

The immediate thought that the library school critic will advance here is, why accept the pumpkins in the library schools? It can be said in reply that library schools do not now knowingly admit inferior people any more than they did in Dewey's time. Their present concern over admitting promising people to their classes is typified by the following statement by a library school director, ". . . unless, year after year, we can attract and develop superior young men and women, each group in turn superior to the previous one, there is little chance of progress."³

Scholastic requirements for entrance to our schools are high. Most persons admitted to them, in prewar days at least, were undoubtedly in the upper brackets of scholastic marks. Unfortunately, success in the profession, especially in administrative positions, does not always correspond with scholastic ability. Pending more reliable ways of determining future achievement than we now have,

our schools will have to continue to rely on judgment and intuition as much as on paper records in admitting candidates. In doing this they will very likely admit some persons who do not seem too promising on paper or in personality but who turn out well. They will also probably admit some individuals, apparently full of promise on every score, who will not be successful librarians. After all, no profession has been able to keep out all the pumpkins.

We are now having an active interest in recruiting for librarianship. Some of this may be no more than a temporary effort to meet the war-created shortages which librarianship shares with every other profession. This present concern about getting young people into our ranks should be sustained and continuing and especially directed toward getting more and better young men into the field than has ever before been true. If these efforts meet with success and if each individual library will make a conscious effort to develop the abilities and aptitudes of its younger staff members, encouraging and directing their professional growth, then the best of our young men and women will gravitate readily into advanced library instruction and thus be prepared, both academically and by experience, for important posts.

A Managerial Process

The administration of a library is more of a managerial than a scholarly process. The larger the library becomes the more important good management is and the more obvious its lack becomes. Since the college library serves scholars, its director must know and understand their problems. He will do this better and meet needs of his institution more effectively if he has devoted scholarly study to the problems of administering libraries rather than to some other subject field, but all the doctor's degrees in the world will not take the place of native ability and aptitude for organization and the successful working with and handling of people. Certainly without these important qualifications the library administrator is doomed to failure, no matter into what stratosphere of academic preparation his training may extend. In the final analysis, as Sydney Mitchell has said, it is the persons who have what it

¹ *Journal of Higher Education* 14:260-66, May 1943.

² *Library Journal* 25:112, August 1900.

³ McDiarmid, E. W. "Recruiting for Librarianship." In *Illinois Contributions to Librarianship*, No. 1, p. 82.

takes who will succeed. Men and women of this kind constitute the mahogany and agate referred to by Dewey. Our fundamental problem, neither simple nor easy, is to get them into the profession. Once we have them, it is our responsibility to see that they

are properly polished, through carefully directed experience and through advanced library school instruction.—William H. Carlson, director of libraries, Oregon State System of Higher Education, and librarian, Oregon State College.

Advanced Degrees in Subject Fields

THE QUESTION of the place of advanced degrees in subject fields in education for librarianship stands out sharply when one surveys the literature on this subject which has appeared since the Williamson report in 1923. There seems to be general agreement that the three most important factors in the development of library leaders are personal qualities and characteristics, proper academic and professional education, and adequate experience. There also appears to be general agreement with Williamson's statement that "The least important part of the librarian's equipment is that which the library school gives him."¹

The first issue of *College and Research Libraries* included a symposium on essentials in the training of university librarians, in which Dean Wilson defended the Ph.D. degree offered at the Graduate Library School and Mitchell, Williamson, Kerner, Van Patten, and White supported the case for subject specialization to the Ph.D. level.² Since the arguments for specialization in a subject field for university chief librarians presented in this earlier symposium appear fully as strong and valid today as they did five years ago, they will not be repeated here. This paper will be devoted primarily to a consideration of education beyond the bachelor's degree for prospective librarians or librarians in service who expect to fill positions of responsibility, administrative or nonadministrative, in any public, college, university, or special library. It is assumed that a one-year course in a library school is a basic part of the librarian's preparation.

The librarian who wishes to take a master's degree has a choice of practically any subject

field from numerous universities or colleges or of a degree in library science from one of five schools. However, as Metcalf, Russell, and Osborn point out: "In the fifty or more years of their history, the first-year library schools have firmly established themselves. The second-year work, however, has won no such standing, although in all cases it is carried on in institutions of high rank. . . ."³ Within the past few years these five schools have modified their requirements for the master's degree until now a maximum of one-half of the work for the degree may be taken in other departments and colleges in the university granting the degree.

The librarian in quest of a Ph.D. degree has a wide choice of subject fields in the various institutions which offer the degree or he may enter the Graduate Library School at Chicago. Here he will find a program "selected with regard to the needs of the individual student with the double purpose of (a) giving him a knowledge of the relationship of his subject to cognate branches of learning and (b) of preparing him for productive scholarship,"⁴ and with considerable emphasis placed on courses outside the school. In making a choice here, the librarian is faced with the fact that "the effect of the whole experimental program at the Graduate Library School of the University of Chicago [is] still to be measured."⁵

Since the five schools which offer advanced degrees in library science are placing increased emphasis on work in subject fields outside the school and since there is general agreement that the advanced programs of the schools have not won standing because of various

¹ Williamson, C. C. *Training for Library Service*. New York City, 1923, p. 7.

² "Essentials in the Training of University Librarians: A Symposium." *College and Research Libraries* 1:13-38, December 1939.

³ Metcalf, Keyes D., Russell, John R., and Osborn, Andrew D. *The Program of Instruction in Library Schools*. Urbana, University of Illinois Press, 1943, p. 87.

⁴ Chicago, University. Graduate Library School. *Announcements, Sessions of 1944-1945*. Chicago, 1944, p. 10.

⁵ Metcalf, Russell, and Osborn. *Op. cit.*, p. 105.

reasons which are generally recognized and admitted, the advantages to the profession and to the individual of advanced degrees in subject fields rather than in library science begin to emerge.

There appears to be unanimous agreement that the library profession noticeably lacks librarians with an adequate educational background and particularly librarians with sufficient scholarly background to be acknowledged by teaching or research scholars as active colleagues in productive scholarship or even as possessing a real understanding of scholarship and its requirements. We are not yet "academically respectable" despite determined attempts to professionalize librarianship through advanced degrees in library science, and the library schools cannot and should not attempt to make up deficiencies in general education.

How is librarianship to attract men and women with better general education and more book knowledge than usually is represented by the bachelor's degree? The fact must be recognized and stressed that prospective librarians and librarians in service who expect to fill positions of responsibility, administrative or nonadministrative, in public, college, university, or special libraries, should have graduate work in a subject field, in addition to a knowledge of the purposes, organization, and methods of library work such as should be obtained in a first-year library school course.

Is such training to be taken before or after a year in library school? In the opinion of Wheeler, "persons going into library positions of real responsibility should have had, not only the four years with a degree, but some graduate work in a scholarly field before they go to library school."⁶ With the first-year library school course what it now is, it will be difficult to agree with Wheeler as to the advisability of graduate work before entering library school. The able student who has done graduate work of high quality cannot fail to be irritated by the approach and character of the first-year courses, and the chances are slight that he will gain a true conception of the potentialities of professional library work. The instructional program in the li-

brary schools has lagged far behind advances in organization and administration. As Reece points out, a probable major gain from a thorough reorganization of the basic offerings of the library schools would be an improvement in the caliber of recruits attracted to the profession.⁷ Until the first-year programs are framed so that they will be flexible enough to meet individual needs and to interest persons with high general capacity and unusual scholarly or administrative capacities, it would appear advisable to encourage promising librarians who had completed the first-year program to continue graduate work in a subject field rather than attempt to convince persons with graduate training that what the library schools have to impart is worth their consideration. The promising librarian, particularly one who has had some experience after completing the first-year program, does not have to be convinced that advanced work in a subject field is desirable and necessary. Such a librarian probably is far more likely to appreciate and understand the relationship between library work and the subject field than is the advanced student in a subject field who is persuaded to take the library school course.

The subject field in which a librarian does advanced work is primarily a matter of individual choice, depending upon various factors, such as undergraduate preparation, subject interest, and preparation for work in any special type of library. Carnovsky, after discussing certain types of graduate study such as cataloging, book selection, and finance problems, which spring from the library as we know it, points out that "when one leaves the walls of the traditional library and permits one's imagination to soar into the unknown of fundamental truths, in terms of which library activities achieve their real significance, then an entirely new field of investigation is opened—or rather several fields."⁸ After giving examples of some of the fields, he adds, "It may be argued that at least some of the fields listed properly belong within the purview of already established disciplines, such as history, sociology, psychology, and political science. Perhaps this is so; I am not so much

⁶ Wheeler, Joseph L. "On 'Of the Librarian's Education.'" *American Scholar* 13:252, Spring 1944.

⁷ Reece, Ernest J. *Programs for Library Schools*. New York, Columbia University Press, 1943, p. 14-15.
⁸ Carnovsky, Leon. "Why Graduate Study in Librarianship?" *Library Quarterly* 7:258, April 1937.

concerned with prescribing where the studies should be pursued but rather with pointing out the desirability that they be pursued somewhere."⁹ A recent study of preparation for special library service in colleges and universities reveals that two-thirds of the librarians replying to a questionnaire considered a master's degree in the subject field desirable, and in only one instance was a second year in a library school mentioned as desirable.¹⁰ Of fifteen members of the University of Colorado Libraries staff who have the first-year library school degree, eleven also hold or are working on advanced degrees in philosophy, psychology, education, sociology, history, literature, and botany. Four members of the staff who held advanced degrees before taking the library course agree, on the basis of their experience, that the graduate work would have been more valuable and better directed toward and integrated with the library if it had come after the library school course. Two members of the staff who hold the M.S. in L.S. in addition to advanced subject degrees agree, after ten years' experience, that their subject specialization has been more valuable than the advanced library degree.

In speaking of a broad general education for librarians we should bear in mind that no

⁹ *Ibid.*, p. 260.

¹⁰ Law, Marie Hamilton. "Training for Special Library Service in Colleges and Universities—What Constitutes the Best Preparation?" *Special Libraries* 35:338-42, 349, July-August 1944.

person can hope to be acquainted with the whole field of knowledge, and a really deep study of a single subject or of a small group of closely related subjects will help the librarian to give sympathetic assistance to persons going through the same process in any field of knowledge. The criticism that the traditional program for the doctorate has a narrowing educational influence is seldom applied to the program for the master's degree, and current developments in our universities are meeting this criticism at the doctorate level, where a degree may be taken in the history of science or in American literature, with emphasis on its cultural background, or in any of the social studies, with particular emphasis upon that breadth desirable for library positions.

Three distinguished librarians went on record in 1931 with the statement: "We believe that specialized scholarship with or without library school training is always likely to form a basis for appointment to higher positions in the library profession."¹¹ Subsequent appointments in the profession substantiate their judgment. Advanced degrees in subject fields appear to offer the main hope for a profession of competent librarians rather than "trained" librarians.—*Eugene H. Wilson, director, University of Colorado Libraries, Boulder.*

¹¹ Carnegie Corporation of New York. *Report of Informal Conferences on Library Interests.* New York, 1931, p. 46-47.

Degrees as They Affect College Librarians

Complexity of the Problem

The question of degrees for the college librarian is not so simple as it might seem on the surface. For one thing, all library assistants in colleges, and even some who are working in other types of institutions, may be viewed as potential heads of college libraries provided they possess ambition, capability, sufficient educational and cultural background, and good luck. Even the amount of library experience is not always questioned if the candidate has other assets. Again, there is considerable variation among colleges as to degree requirements for members of the teaching faculty, let alone people on the library

staff. There is also a wide difference in the application of the corresponding status of the head librarian and the professional assistants, in comparison with the ranking of members of the teaching faculty. In some colleges there is a clearly understood policy that the librarian ranks with the full professor, the assistant librarian with the associate professor, and so on down the line; in other institutions no such analogy has yet been carried out as to salary or recognized standing. Local conditions likewise play their role in regard to degree requirements for librarians. In some state and city institutions standards are clearly defined and form part of the educational laws; in private institutions

there has been less attempt to set absolute qualifications.

All the foregoing remarks relate to conditions which are rather outside the direct control of librarians themselves. There is, in addition, the fact that up to the present no person nor body has been able to state authoritatively the amount of training that a librarian needs before being classed as a professional worker. There are certain standards which have been set up by the American Library Association and the Association of American Library Schools, but privately-run colleges, at least, do not always take these too seriously. Recently there has been considerable attention paid to the curricula of library schools, not only from the angle of the basic first-year course, but from the point of view of advanced degrees as well. *The Program of Instruction in Library Schools*, published by the University of Illinois,¹ has had much influence on librarians in the field as well as on the directors and faculties of the different schools. Postwar planning has also brought the problem to the fore.

Method of Handling the Subject

In spite of realizing all these different factors the present writer first attempted to handle her topic by expressing only her own ideas. When these were reduced to paper, the results appeared unsatisfactory. They seemed philosophical rather than constructive and, after all, they represented only a woman's point of view.

She next considered writing to a few college presidents, in the hope that they might be willing to offer opinions about librarians' degrees. She thought that the views of the librarians at these same institutions might be sought, and the resulting returns compared. The college presidents dropped out of the present picture after she had talked with various colleagues who assured her that the presidents would probably ignore the request or at best turn the problem over to their own librarians. Very likely that would have been the case, but a future study of contributions from college presidents alone might be worth someone's while. Instead of a letter or

¹ Metcalf, Keyes D., Russell, John D., and Osborn, Andrew D. *The Program of Instruction in Library Schools*. Urbana, University of Illinois Press, 1943. 140p.

questionnaire, the interview method might well be tried.

There still remained as a possibility a roundup of some college librarians. A dozen Eastern colleges were selected, representing as nearly as possible an equal sampling of coeducational, men's, and women's institutions. Later, an extra women's college was added because it seemed too important to exclude. The final list comprised: Amherst, Colby, Connecticut College for Women, Dartmouth, Goucher, New Jersey College for Women, Pennsylvania State College, Queens, Rhode Island State College, Swarthmore, Vassar, Wellesley, and Wesleyan. A form letter was sent to each librarian, in which four points concerning librarians' degrees were presented by way of offering an opening wedge for discussion: (1) a first-year library school degree versus a certificate; (2) a library school master's or doctor's degree versus such degrees in subject fields obtained by librarians; (3) the standing of the first-year library school degree in comparison with a master's degree held by a member of the faculty; (4) the matter of whether degrees are as important for all staff members as for the head of the library.

Thirteen replies were received, of which twelve were usable. The thirteenth person asked for an interview to discuss the situation. Unfortunately, this meeting has not yet taken place; the opinions of this man would undoubtedly have had value. To offset this lack, one replying librarian (also a man) sent a second letter with further views on the subject.

Character of Returns

A formal questionnaire had purposely been avoided, both because it was felt that more facts could be gained by actual discussion and because of the increasing number of long questionnaires that are tending to make the life of the college librarian more difficult. Only one answer raised a plea in favor of the formal questionnaire. The writer said: "There is this to be said for questionnaires, that they relieve you from the necessity of speculating as to just what the inquirer wants. Unless you are uncommonly conscientious you just answer specific questions and let it go at that." He did not add that for this type

of problematic topic, any person answering a questionnaire would have to go to the bother of qualifying most of his answers. Certainly, though, returns from a questionnaire would have been easier to tabulate. Replies were most satisfactory from the point of view of the interest shown but they differed widely as to length and handling of the subject.

Some people covered the four points in the letter and gave long or short comments on the side; others wrote expansively about the topic as a whole and, incidentally, covered much more ground than could have been hoped for. There were at least a half-dozen replies that went into a discussion of local conditions or cited cases of individual staff members who would prove exceptions to any rule. Exact tabulation in regard to each of the four points therefore proved difficult, but a report on returns has been attempted below, as well as a noting of comments that seemed pertinent in connection with each point.

First-Year Library School Degree Versus a Certificate

Seven people reported that they preferred degree holders to librarians possessing only certificates, while five answers suggested that the technicality of a professional degree did not matter or that the problem had never been given any thought. One reply included the remark that degrees for department heads might be more highly regarded by the faculty. A view stressed in another answer was that the fourth year of undergraduate work, as at Simmons, would be suitable for qualifying for many college library positions.

Library School Master's or Doctor's Degree Versus Such Degrees in Subject Fields

Replies to this item showed wide variation, and there were more comments made on the side than in regard to any of the other points. Quite evidently this is a topic that has been thought about carefully and that evokes a great deal of interest. Only two answers were decidedly in favor of higher degrees in the library field, five preferred such degrees in subject fields, while five others did not think it mattered a great deal.

In answering, some librarians confined themselves largely to the doctor's degree, a

smaller number made specific remarks about the master's degree, and a couple attempted to handle the problem of both degrees. One person wrote: "Regardless of field, an M.A. or Ph. D. is an asset to a college librarian." Two answers included the idea that the curricula in library schools would have to be broadened considerably if advanced library degrees are to be preferred. Another writer, thinking along the same lines, remarked that a limited number of library schools should expand so as to be able to grant the doctor's degree. One librarian recommended having the master's work in library schools cut across several trends of the library and allied fields, such as printing, just as the curriculum for a degree in comparative literature attempts to do.

Several replies showed a tendency to distinguish between the field of the degree held by the head librarian and that deemed most suitable for other staff members. One writer believed that an advanced degree in a subject field would be preferable for a reference librarian because it would render him more useful in his work and assure readier recognition by the faculty and administration. Another answer showed preference for degree holders in subject fields except in the case of catalogers; in this department it was felt that the advanced study should be devoted to cataloging and classification. Incorporated in this same reply was the statement: "At the present time it seems to me that college librarians as a whole are definitely better equipped for the job if they hold the advanced degrees in subject fields rather than from library schools. That is my experience." Still another angle was stressed in the letter that stated: "We feel that the importance of a higher degree for the general staff member lies, to a greater extent, in learning the techniques of research than in the course content. For the administrator the degree in library science, we believe, may be preferable."

Standing of the First-Year Library School Degree in Comparison with the Master's Degree Held by a Member of the Faculty

Two people felt that the first-year work should be given the master's degree, four felt

very decidedly that it should not, one person thought that the offering of another type of degree might settle the difficulty, another considered the matter of no importance, and two brought in the difficulty of dealing with local conditions in certain colleges. A great many replies suggested that the character of the present first-year curriculum renders it unfit for the master's degree to be awarded.

Whether Degrees Are as Important for All Staff Members as for the Head of the Library

Evidently this point was not stated clearly in the letters sent out, as some writers interpreted the question to be whether any degree at all was involved, one or two thought only library school degrees were meant, and others considered that only advanced degrees were under discussion. The statement of returns will, therefore, be limited to some of the comments made.

One person thought that if a staff member possesses no degree at all, the hope of obtaining for him even an instructor's status becomes difficult. Two writers believed that higher degrees are being overemphasized for librarians and that personality and brains are the things that really count. On the other hand, four felt that advanced degrees decidedly help the librarian's standing in the community. One writer, confining himself to library school degrees, remarked that in his opinion such degrees are as important for all professional staff members as for the head of the library. Lack of sympathy with the person who seeks a degree as an end in itself seemed to be expressed in one letter: "Degrees . . . have their place as essential preparation, but I doubt if degrees regarded as a means of securing recognition and standing can be expected to accomplish their purpose." Another writer was very likely not trying to be humorous when she said: "Degrees are important for all staff members, I believe, because the faculty list in college catalogs is favorite reading on the college campus."

Miscellaneous Comments

It would, no doubt, be possible to write an entire article on these comments alone. One

writer, who seemed pessimistic about recruiting, said: ". . . unless we find a way to bring first-class brains into library work I think that college and university libraries will more and more be run by persons with academic degrees and without library training." Several letters expressed the belief that as time goes on members of the college library staff will be expected to hold advanced degrees to an increasing extent. Only one librarian seemed to feel strongly about the situation that allows the appointment of a member of the teaching staff, without formal library training, to the head of a college library. This person thought, however, that while such an appointment is usually a calamity, "there is some excuse for appointing an outstanding scholar to the position, provided he brings prestige to the position. He should not only have a Ph.D., but should be nationally known in his field because of his publications, etc."

Conclusions

There can be no valid conclusions drawn from such a small sampling of the opinions of college librarians. It may be said, however, that certain trends of thought are evident among the twelve outstanding people who were circularized. Briefly, these trends are: (1) that the more extensive backgrounds, both as to professional training and general knowledge, that the librarian and his staff possess, the better; (2) that the number of higher degrees that are held by college librarians seems to help the prestige of these workers on the campus; (3) that up to the present, advanced degrees (particularly the Ph.D.) in subject fields are likely to be of more value than such degrees earned in the library field; (4) that library schools should give more consideration to recruiting the best types of people and render the ultimate goals of such candidates more profitable by widening and enriching the curricula, particularly the curricula beyond the first year of basic training; (5) that local conditions, whether in the institution itself or in the city or state where the college is located, play an important part in the need for higher degrees among staff members.—*Harriet D. MacPherson, librarian, Smith College, Northampton, Mass.*

Degrees as They Affect Teachers' College Librarians¹

When this symposium was proposed, dealing with degrees for librarians as they concern college and university librarians, several angles of the problem were suggested for discussion. Among these were the relation of library degrees to professional degrees in other fields, the appropriateness of particular degrees to the content of education for librarianship, and the practical effect of particular degrees.

This paper will consider only the last of these topics—the practical effect of particular degrees. Specifically, it will discuss the practical effect of the M.A. in L.S. or the M.S. in L.S. on the teachers' college library staff.

The thesis of the paper may be stated as follows: the most urgent degree need of the teachers' college library staff is for a master's degree that is on a par with the master's degrees held by members of the teaching staff. The expression "on a par with" is used here in the sense of *requiring the same amount of time*. In most fields of study represented in the curricula of the teachers' colleges a master's degree can be obtained in one year of study beyond the baccalaureate degree. In the library field it requires two years.

The problem presented by this difference in time requirement for the master's degree is more acute in the teachers' colleges than in most fields of library work for the reason that we are in competition with faculty men who hold degrees in their respective fields. These degrees have both a prestige and a money value. The public librarian is not bothered by this type of competition. Advancement for him is not weighed against that for instructor Jones, who has a master's degree. The university librarians are also much less concerned about degrees. They represent established institutions which do not need to bolster their reputations by adding more degree names. In particular, the master's degree is not much of a bugbear in university circles for the reason that two-year

requirements for this degree will be found in other departments in the university.

Dilemma of the Prospective Librarian

It is common practice in the teachers' colleges now to require a master's degree, or equivalent, for any position of professional rank. An aspirant for an instructorship in a teachers' college can usually secure the qualifying master's degree in one year of study beyond his first academic degree. The would-be librarian cannot. He must spend two years for the same degree. Why spend the time and money to prepare for a library position when in half the time you can be ready to teach? If the extra year of preparation led to a higher initial salary, one could argue that the additional year is worth the cost. Unfortunately, it does not lead to a higher salary.

As librarian of a teachers' college it has fallen to my lot to discuss this problem with a number of young people who were trying to decide between teaching and library work. Perhaps this cost of an extra year looms larger in our community than elsewhere. Most of our students feel obliged to begin making their own way as soon as possible. When a particularly promising student shies away from the library field because of the bugaboo of that second year for the degree, what advice can one give?

Dilemma of the Librarian on the Job

It is surely desirable in a teachers' college, as in any college, to have a professional library staff that will be on approximately the same footing as faculty members of equal rank. This is important because eligibility for committee appointments, sabbatical leave, vacations, etc., is in part determined by status in the faculty. Here again the problem of the two-year master's for the librarian versus the one-year master's degree for the instructor enters the picture. If the librarian has had more training than others he thinks he should have more pay. If the training is the same in amount but the teacher has a master's and the librarian does not, then the argument is

¹ Although assuming entire responsibility for the ideas expressed in this paper, the writer would like to thank Hazel Armstrong, librarian of Indiana State Teachers College, and Eleanor Welch, librarian of Illinois State Normal University, for reading the manuscript and making helpful suggestions about it.

that the teacher is the better equipped. If he is not actually better equipped, at any rate his name gives more prestige to the institution.

Situation in the School Library Field

Perhaps the school library field should receive some attention in connection with the teachers' college viewpoint. Everything said above applies with equal force in the school library field. A number of states now require the master's degree, or equivalent, for any position in a secondary school. We may reasonably expect this standard to be adopted in time by all the states. The master's degree, or equivalent, then will be considered a necessary union card for any candidate for a secondary school position. It may have a more immediate monetary value for school librarians than for their teachers' college colleagues.

The Bogy of Equivalent

One school librarian, for whom I have great respect, wrote me that she considers the possession of the master's degree is not so important as the general recognition that the B.S. in L.S. is equivalent to the ordinary master's degree. With this opinion I am unable to agree. If that one year of advanced study is equivalent to the work done for the master's degree, why doesn't the librarian have the degree? That is the question that eternally plagues both the teachers' college librarian and the school librarian. The problem of eligibility for positions is so simple when you can write M.A. after your name. It requires too many explanations when you haven't that commonly recognized passport.

How shall we advise our students who want to prepare for library work in the public schools or in a teachers' college? No doubt there are many answers to this question. My own advice to students in our college is to take the half year of library training that our school offers on the undergraduate level, then work for a master's degree in some subject field and take as many library courses as they can in the one year of graduate study involved. The student who follows this program may not have learned as much about library techniques as one who completes a full year in library school. It is quite possible, however, that he will be just as well prepared for service in a school library or a teachers'

college library. Moreover he will have the all-important M.A. after his name.

Can the library schools do anything about this problem? Only the professional leaders in the library schools can answer this question. An amateur may, however, point out that times have changed since a second baccalaureate degree was enthroned in the library schools. Two of the changes that time has brought are pertinent to the argument offered here. They are: (1) the spread of library training on the undergraduate level in degree-granting institutions and (2) the rapid growth of library service in the public schools and in the teachers' colleges.

The still common practice of the accredited library schools of today is to require a bachelor's degree, or the completion of four years of appropriate college work, for admission. Twenty-three of the thirty-four schools listed in the 1943 *A.L.A. Handbook* have this requirement. Yet the first year of training offered in these schools is elementary. It is not based on undergraduate library courses.

Library training on the undergraduate level, however, is spreading and should make it possible in the near future to plan a year of genuine graduate work based on undergraduate preparation. This year of graduate study would logically lead to a master's degree, as it does in other fields.

The growth of library service in the public schools and in the teachers' colleges has brought a demand for a different type of training and, also, a demand for degrees that are comparable with those held by the teachers with whom these librarians are in competition for promotion and pay.

The need for degrees requires no further exposition. The preceding paragraphs have presented the case for an appropriate degree. The limits of this paper do not permit an adequate elaboration of the phrase "different type of training." Stated briefly, however, the point must be stressed that for librarians in these fields familiarity with the curricula of his school, knowledge of educational theories and practices, understanding of psychology, and close acquaintance with the community served by the institution, are more important assets than any skill acquired by long hours of training in complicated cataloging techniques that will never be used.

The needs of school librarians and of teachers' college librarians as outlined above offer a challenge to the library schools. Can

they meet this challenge?—*Charles V. Park, librarian, Central Michigan College of Education, Mount Pleasant.*

An Over-All View

Present Dissatisfaction. The current dissatisfaction with degrees conferred by library schools has been growing since about 1926, when several of the schools were organized as professional units within various universities. This dissatisfaction is justified, and the time has come, if it is not overdue, for a careful consideration of what can be done to make the library science degree truly significant and representative of the type of the best present-day education in the field.

Twenty years ago, in November 1924, when the Association of American Universities went on record as disapproving the degrees of B.L.S. and M.L.S., their recommendation was the awarding of a certificate at the end of the first-year program and the granting of either an M.S. or an M.A. degree after the completion of two years of library science. The Association of American Library Schools and the Board of Education for Librarianship accepted this recommendation.

In 1926 and later, as the various professional schools of library science were organized under the several universities, there came the problem of whether to grant a certificate or a degree at the end of the first-year curriculum. For those schools requiring for entrance a bachelor's degree from an accredited college, this was a fifth year, and a mere certificate was not acceptable to the student nor of adequate significance to those libraries which had set up standards requiring a library degree for members of their staffs. The university authorities offered as a solution to the problem the B.S. degree, with or without the qualifying "in library science."

This, also, was not satisfactory to the students. The first resentment naturally came from the school librarians. A fifth year of work in the school of education on the same campus as a library school won a master's degree for high school teachers. The library school student felt that the curriculum in library science should lead to a credential of equal value. At that date, however, neither university committees on degrees nor graduate

schools would recognize the first-year library curriculum as on a graduate level.

During these twenty years, the accredited library schools have somewhat improved the content of their first-year courses and methods of instruction have shown a degree of modernization and scientific development. Now, however, a fresh approach to a more thorough revision of the first-year library school curriculum is called for. Professor Reece in his able and suggestive discussion of the question in *Programs for Library Schools* (Columbia University Press, 1943, p. 7) says: "With respect to both the content and the plan of the programs, it is apparent that the schools have not gone to the heart of the problem of revision."

It is difficult to overcome the inherent distrust academic hierarchies have in the subject content of any of the newer professional disciplines. This misgiving, in the case of library science, has been augmented by many librarians themselves, whose attitude to professional training, to say the least, has been completely indifferent. The schools can and should, without delay, combat this distrust on the part of university authorities in the offerings of the first-year course. Pertinent to this aspect of the problem Professor Reece has this to say:

It has been suggested that new programs might aid in defining the institutional status of the schools. This possibility centers in the perennial question whether the beginning courses in library science are of graduate or undergraduate character. The point is relevant in only a limited way, since the study involved is essentially professional and should be viewed as that. It is difficult to ignore it, however, when degrees and other credentials are under discussion. Anything that would render the programs substantial and fertile in content and unassailable in form might remove ambiguities and prove that, although primarily professional, they merit graduate recognition. This seems possible not alone because of the inherent quality of the revised offerings but also because some of their parts could be considered sequential to undergraduate liberal studies. (*Op. cit.*, p. 16.)

This revision accomplished, the time will be ripe and the urgency great for an unprejudiced and objective re-examination of the curricula of the accredited library schools by the Committee on Higher Academic and Professional Degrees of the Association of American Universities. To this end a request should be made, by the Board of Education for Librarianship of the A.L.A. and by the Association of American Library Schools, for reconsideration of the degree granted at the end of the first-year course.

Needs of Libraries. Other papers in this symposium supposedly are to discuss the kinds of training and degrees suitable to the service offered in particular types of libraries. Written as they are by the administrators of such libraries, particular needs should be indicated and a pattern presented that will be suggestive and helpful to the schools in planning advanced curricula beyond the first-year general foundation.

The question of advanced degrees in subject fields versus advanced degrees in library science is a subject open to much difference of opinion. Unless the degree in a subject field is earned in addition to advanced courses in library science, the result may well be the continuance of the appointment of individuals with no professional interest or equipment. The subject specialist without training in library science will have to learn on the job at considerable expense to the employing library. With no assurance that such an appointee will ever develop a professional outlook, his interest will undoubtedly remain divided, with resultant mediocre service to the library.

The content of advanced courses in library science can be made as fruitful both in general appeal and in the prospect of scientific investigation as courses in the humanities, the social sciences, and education. When courses in the subjects of administration and management, personnel, public relations, statistical methods, history of libraries, social function of the modern library, the bibliographical fields of printing and the book arts, bibliographical sources of subject fields, book resources and their acquisition, organization, bibliographical description, the philosophy and principles of classification and cataloging, and guidance and public service are properly planned and the instruction in them

is developed for independent research, they will offer a challenge worthy of the best intellects and the highest degrees that are offered in American universities.

Not until a master's degree is granted at the end of the first year's instruction will the needs of the trainees for school libraries, college libraries, and teachers' college libraries be met. Public libraries may not generally require a master's degree for their professional staffs, but if such libraries are to give the public service in adult education to their communities that they aspire to provide, the raising of the first-year curriculum to a graduate level will be advantageous in improving the qualifications of their prospective appointees.

Needs of Students in Library Schools. Since degrees are regarded as essential credentials in all educational work, the person in training for a library position expects a degree that represents a fifth year of work based on his already earned bachelor's degree. He expects it and it should be possible for him to obtain a master's degree in one year, as is similarly done in the humanities, the social sciences, the physical and biological sciences, and education. A credential less than a master's degree starts the young librarian out with a feeling of frustration and with an inferiority complex in comparison with his friends and acquaintances working in other types of educational institutions. Such a state of discouragement, coupled with much work of a clerical nature that the young library school graduate is forced to do, often unduly retards his professional development, if it does not actually defeat his effort to advance.

What Degrees? If the first-year curriculum is raised to the graduate level and universities agree to grant a master's degree to students acceptably completing the requirements, will the degree be such as to indicate clearly its professional character, or will it be the customary M.S. or M.A.?

There will be great differences of opinion about which degree is preferable. Notwithstanding the fact that the Association of American Universities in 1924 disapproved of the B.L.S. and the M.L.S. degrees, there is something to be said for a professional degree that distinctly indicates what it stands for. Such a degree would help to clarify the present status of the master's degree in the liberal

arts and sciences and differentiate it from the degree granted in professional schools of business administration, education, and others, and in so doing help to reconcile the dissatisfaction of the graduate schools and the professional schools. The library school would then be recognized for the professional school it is and not be an adopted and unwelcome child of the graduate school.

For the doctorate there is an analogy in the degrees offered in schools of education, where the degree of doctor of philosophy is for the research scholar and that of doctor in education for the prospective teacher. For those librarians who wish to pursue a three-year program of advanced study there might be provided (1) a Ph.D. degree in a related subject field, with minors in library science,

for persons interested in research and (2) the D.L.S. (doctor of library science) degree for others. The library school will, of necessity, in its curriculum organization for the higher degrees have to conform to the general university organization, whether this means that the work will be concentrated under a graduate school or be independent under the professional school of library science.

In conclusion, it may be said that both the profession at large and the library schools should endeavor to improve the situation in regard to library degrees, by putting their own houses in order with the determination of obtaining credentials for librarians of as high standing as the best offered in other professions.—*Lucy E. Fay, acting librarian, Temple University, Philadelphia.*

Graduate Work at Peabody

STARTING with the summer quarter of 1945, courses leading to the M.S. in L.S. degree will be offered for the first time by the Peabody library school. The complete program of courses will be offered during the regular year, beginning with the fall of this year. Entrance requirements include graduation from an approved four-year college or university with a creditable record of scholarship; satisfactory completion of a year of training in an accredited library school; successful library experience of at least one year in an approved library; and a reading knowledge of two foreign languages, preferably French and German. Inquiries should be addressed to the director, George Peabody College for Teachers Library School, Nashville 4, Tenn.

Buildings and Architecture

The following is an example of a section devoted to a particular area of interest such as has been proposed for College and Research Libraries. This section was mainly prepared by Ralph E. Ellsworth, Chairman of the Committee on College and University Library Buildings of A.C.R.L.

ALMOST EVERYONE writing in to the A.C.R.L. Committee on College and University Library Buildings for information on postwar college and university library construction asks one of two questions:

1. Are there new materials or engineering techniques that we should know about?
2. Are there new ideas about how libraries might be planned?

In response to the first question, it seems too early for anyone to speak with certainty. There probably have been many new materials developed which are not yet known to civilians. New methods of welding certainly will make for a freer use of steel in construction. The wartime expansion of the aluminum factories, which has been accompanied by the breaking of the aluminum monopoly, may have the effect of making aluminum cheap enough to be a real competitor of steel for construction purposes. New types of paints and varnishes should offer real possibilities for better wall and furniture surfaces. Various new conceptions of chair construction exhibited recently in the New York City Museum of Modern Art may result in library furniture that will be comfortable. Further refinement in fluorescent and even newer types of lighting can be expected, and it would be strange indeed if better ventilation equipment is not available after the war. In other words, the possibilities look good but it is too early to say at this time what materials may be available.

In response to the second question, three of the larger libraries are developing methods of interior construction and arrangement that break sharply with traditional practices. All three buildings are using unit type construction based on varying sized modules. The three libraries are those of the State Uni-

versity of Iowa, Princeton, and Massachusetts Institute of Technology. Following is a thumbnail sketch of the Iowa plan.

All floors throughout the Iowa building will have a uniform ceiling height of 8 ft. 6 in. Each floor will contain rows of columns 19 ft. 6 in. apart in one direction and 13 ft. 6 in. in the other direction, thus providing a module size of 13 ft. 6 in. by 19 ft. 6 in., or a dimension in the clear of 12 by 18 ft. Column thickness will be 18 inches.

Between any two columns can be hung a partition, a bookshelf, either single or double faced, or a partition with door or glass upper. Lighting and ventilation fixtures will be built into the columns and ceilings in such a way that the space in each module can be used interchangeably for reading tables, book storage, faculty offices, seminars, conference rooms, microfilm readers, phonograph record players, map rooms, etc.

Instead of a separate stack room in a special section, there will be various reading areas, each surrounded with shelving to take care of appropriate books. Book storage can be set up at any desired location. Space above the normal 7 ft. 6 in. can be used for dead storage or can be wasted; or the space could be filled with a blackboard panel upon which could be written with chalk pertinent observations on the books shelved below.

The front center of the building will contain fixed fixtures such as lobby, stairways, elevators, cloakrooms, and a floor control desk on each floor. Two corridors running from front to rear will divide the building into three parts. Off each corridor will be the faculty offices and seminars. Reading areas, conference rooms, book storage, and carrels will be located between the seminars and the outer walls.

The floor construction, as well as that of the walls, can be dry. That is, instead of being reinforced concrete or hollow tile it will be made of thin steel boxes (6 to 8 in.) resting on beams supported by the columns. Such floor construction offers the possibility of prefabricating lighting fixtures, ventilation ducts, sound deadening properties, and painted sur-

faces. The wall construction will be of the panel type, made either of steel, asbestos cement, or some one of the various types of flexible wall material. All the major library construction companies presumably will be ready with their own special methods of putting up this kind of library.

The term "remutable" is used to characterize this kind of construction. The term "libratory" has been suggested by a member of the Iowa faculty to characterize the type

of program being developed for the building.

In breaking with traditional practices, the directors of the three libraries mentioned above should be humbled by the knowledge that three other men—Angus Snead Macdonald, Alfred Morton Githens, and Earl U. Rugg—conceived this type of construction and, indeed, put it into a library building in 1940 at the Colorado State College of Education at Greeley.

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It probably can be taken for granted that librarians who are planning new buildings are reading the current issues of such magazines as *Pencil Points*, *Architectural Forum*, etc. As an example of the type of information that can be found, the following articles might be pointed out:

"Taking Stock for the Future" by Lopez in the January *Pencil Points*. This is a summary of new building materials and equipment. Among other things, it raises a question of whether or not existing building codes will stand in the way of new methods and materials. The article summarizes what all the leading manufacturers are prepared to do. Notice the picture of a windowless building on page 113 of the same issue.

"Building in One Package" in the January issue of *Architectural Forum*. This is a story of the organization and construction techniques of the Austin Company. It gives new information on ventilating and lighting questions. Notice also the advertisement of the Detroit Steel Products on page 188-89. This is only one type of dry construction. Another type is pictured in the Johns-Manville advertisement on page 162.

The *American School and University Year Book* is, of course, worth careful study. In the 1944 issue there are a number of valuable articles. The ones beginning on pages 25, 36, 60, 228, and the RCA advertisement on page 184 are especially good.

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As soon as conditions permit, Princeton University will erect a new building to house its library and to provide conference rooms, administrative headquarters, and individual studies for the teachers and students in the humanities and social sciences. The family of Harvey Firestone, including his five sons, has made a major gift to the fund for the erection of the structure.

The library will be located in the northeastern section of the campus, about where the school of science stood before its destruction by fire in 1928. The structure will form the northern wing and complete, architecturally, a group of important buildings, the other components of which are the university chapel and two classroom buildings, McCosh and Dickinson Halls.

The new center, which because of its concept of bringing together teacher, student, and books has been called a "campus workshop," has been a matter of discussion and planning

by faculty and trustees for two decades. It will not only "remedy a shortage of storage space which threatens to stunt the essential growth of the Princeton library, but . . . also provide physical facilities for the development of Princeton's philosophy of education, which is based upon the intimate intellectual association of teacher and pupil and the encouragement of self-education."

The new building will have shelf space for two million books, nearly double the capacity of Princeton's present libraries, and will lend itself to almost indefinite expansion. While all fields of study in the university will benefit from it, the workshop concept applies particularly to those departments that do not now have the physical facilities, such as their own buildings or laboratories, which bring the student and teacher into contact.

Carrying out this idea, it will provide accommodations, in each case near the book collections in their respective fields, for faculty

and students in classics, economics, English, history, modern languages, Oriental languages, philosophy, politics, religion, and various other divisions. Each student who needs one will have his own individual study carrel for his independent and thesis work. There will be about 500 such workrooms.

The bookstacks in the Firestone Library

will be largely underground. This plan makes possible a system of vertical circulation of books from the stacks to the seminars, conference rooms, special libraries, and other rooms above, a unique feature which is expected to result in efficiency and economy of operation. O'Connor and Kilham, of New York City, are the architects.

Summer Program at G. L. S.

THE Graduate Library School of the University of Chicago is condensing its 1945 summer quarter courses to a period of nine weeks, from June 25 to August 25. During these two months students in either the advanced curriculum or the bachelor of library science curriculum may enroll for three regular courses, or approximately one third of the requirements for either program.

The needs and interests of college and university librarians, school librarians, and public librarians are all well represented in the list of fourteen advanced courses scheduled for the summer. These offerings include both basic courses for new students and also additional courses for former students continuing their programs of study.

In the B.L.S. curriculum, open to college graduates, a second group of courses in the three-summer cycle is scheduled. These courses are open both to former students and to beginners.

The six-weeks Workshop for School Librarians (June 25 to August 4) will again be directed by Mildred L. Batchelder, school and

children's library specialist of the American Library Association. The activities of the workshop will be directed at the consideration of special problems and projects of experienced school librarians and teacher-librarians, but all registrants will participate in the sessions of the workshop in secondary and elementary education conducted by specialists in these fields in the department of education.

Tentative plans for the tenth annual institute of the Graduate Library School have been made for the summer of 1945. A program is under consideration on the principles and techniques of personnel administration, to be discussed by specialists from libraries, government, and industry. The tentative dates are August 27 to September 1. Final decisions regarding the institute will depend on transportation facilities available. Later announcements will be made if the institute is to be held.

Correspondence regarding any phase of the school's program is invited.

Carleton B. Joekel, *Dean*