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Inspection of Library Training Schools, 1914: The Missing Robbins Report

by

Charles A. Seavey
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If queried about an early investigation of library schools in this country "the Williamson report" would be the almost automatic response of any historian of library education. Indeed, C.C. Williamson's *Training for Library Service* is widely recognized (by author, if not by title) by librarians as the report that brought about fundamental changes in the nature of library education.

There was, however, an earlier investigation of library education that has long been forgotten and deemed lost by previous writers on the topic. This *Occasional Paper* reprints that missing report in almost complete form, making the "Inspection of Library Training Schools, 1914: Report to the ALA Committee on Library Training," by Mary Esther Robbins available to historians of library education for the first time.

In the archives of the American Library Association (ALA) at the University of Illinois at Urbana-Champaign there is a collection of typed transcripts of ALA Council meetings. While pursuing another topic the editor came across the following in the council discussion on the C.C. Williamson report:

> There is in the archives of the Wisconsin Library School a forty-page typewritten report made unbeknownst to other library schools by a person who visited four or five libraries and only reported on the pedagogic method used in those schools. This was not made by one of our staff and the conclusions reached were the same as those reached by Dr. Williamson.

The speaker was Matthew S. Dudgeon of the Free Library Commission of Wisconsin, and while some of his facts were slightly confused, the report did, and still does, exist. No self-respecting historian could resist a clue like this, and this editor was no exception. Thus came to light, in the archives of the Free Library Commission of Wisconsin, housed in the State Historical Society of Wisconsin, the apparently only extant copy of an investigation of library education made in 1914.

It is not the purpose of this essay to reinterpret previous work on library education based on this new evidence; instead the genesis of the Robbins report will be described, some modest conclusions drawn, and the extent of editing will be noted. The reader can then proceed directly to a revealing look at library education in 1914.

### LIBRARY EDUCATION AND THE ALA PRIOR TO 1914

What might be called the modern era of library education commenced with the opening of Melvil Dewey's School of Library Economy at Columbia
University on January 5, 1887. Between then and 1914, as other library education programs were opened (and closed) around the country, the ALA became the venue for criticism of library education. Various individuals and committees within ALA either ventured their opinions on the state of library education or were charged with investigating the topic. The most long lasting and important of these was the Committee on Library Training (COLT), a predecessor of today's Committee on Accreditation, formed by ALA in 1900. COLT was charged with visiting, reporting on, and making recommendations about the "several library schools and training classes." The ALA did not, however, provide any funding for site visits, and hence, none were made. The committee did survey the schools and training programs in 1903, however, and in 1905 issued the first set of standards for library training.

Roots of the Robbins Report

The investigation conducted by Robbins had a long gestation period. It was essentially a by-product of the standards for library training established by COLT in 1905-6, although the investigation was not conducted with those standards in mind. Azariah Smith Root, long-time chair (1908-1916) of COLT reported, rather plaintively in 1914, that the immediate effect of the standards was to bring him inquiries as to which schools met those standards. The letters had two sources: employers looking for employees, and students looking for schools that would qualify them to get in touch with the employers.

In 1908 COLT discussed the possibility of publishing a list of library schools that would satisfy both groups of questioners. After much discussion the decision was deferred and the committee, instead, asked the ALA Council to decide whether the list was desirable, and if so, appropriate $500 for COLT to make an investigation of the schools in order that the "committee may feel warranted in making the recommendations." Essentially COLT was asking for money to act as an accrediting agency for the library schools. In fact, the term "accredited schools" is used in the 1914 report.

The council decided in 1910 that compiling a list was a good idea, and recommended that the executive board appropriate the $500. The executive Board did not appropriate the funds until a second request in 1911 brought $200 in 1912. The money arrived just as Root was beginning a sabbatical year in Europe; consequently, no investigations were undertaken that year.
In 1913 the executive board again appropriated the original $200, then added $200 more, making $400 available for an investigation. Root apparently did not wish to undertake the task himself, as 1913 was spent searching for a "suitable examiner." The committee wanted three qualities in their examiner; the person should: be a library school graduate, have had experience in library work, and have taught in a library school. Mary Esther Robbins, who fit the requirements, agreed to undertake the examination in the beginning of 1914.

Robbins had a long library-related career, stretching from 1890-1928. She moved back and forth between library practice and education with ease. She was an 1892 graduate of the Albany school. Prior to being selected as the COLT examiner, Robbins had been a cataloger in both academic and public libraries, head instructor at the Chautauqua summer school, and associated with the library school at Simmons in a number of capacities. In 1914, while conducting the examination, she was based in California as an educator; after 1914, she held posts in library education at Atlanta, Rhode Island, Syracuse, Columbia, and Pittsburgh. Robbins finished her career as head of reference at the Public Library in Utica.

THE INVESTIGATION

The investigation had two main aspects. First, chronologically, were two surveys, the first sent to employers of graduates of the schools in question, the second sent to graduates who had been identified as having done "unusually good work" since graduation. Second was a series of site visits to ten library schools. Each aspect will be considered in turn.

Survey of Employers and Recent Graduates

The first part of the committee's investigation of library schools was the survey of employers and graduates sent out in 1913 to approximately 200 librarians. The ratio of employers to employees was not specified. "About" 160 replies were received for a response rate of roughly 80 percent. The questions asked employers were not published at the time, but Root's summary of the questions are included in his introduction to the text of all the replies on pages 12-13 of this report, along with the replies of the employers. The questions asked the students were printed in the American Library Association Bulletin for 1914 and are included in Root's introduction to the replies, on page 12 of this report.

Root reported in 1915 that he had gone over the replies, and suggestions which applied to the schools in general were selected for duplication and
distribution to the round table of library school instructors (the beginnings of AALS/ALISE) at the midwinter meeting in January 1915. Root was pressed to reveal which comments related to which schools, but pleading the confidentiality of the survey, he refused. Two copies of the selected comments were provided to each school.

The COLT report of 1915 was the last mention of the survey. Root’s 1916 report of his study of the schools mentions Robbins’ textual material, as well as the documents gathered by her on her visit to each school, but not the survey.

Site Visits

The committee had two basic questions in mind when establishing the framework for the site visits. The questions are clearly based on the inquiries that Root, as chair, had been receiving: “Does this method of obtaining recruits for the profession (i.e.: the library schools) give the best results which can be secured by such a method? Do the library school trained workers prove in actual experience that their training has been of the right sort?" 13

The basis for the instrument to be used by the examiner was the Test of College Efficiency prepared by Dean Charles N. Cole of Oberlin College. Neither Cole, nor the Test of College Efficiency appear in any of the standard bio- or bibliographical sources. Apparently Root felt he needed a model for the study and his colleague at Oberlin provided a ready-made example.

The outline of COLT’s version of the Test for College Efficiency (in its main points for now) is as follows:

I. The Process of Education
   A. Government and control of the school
   B. Equipment of the school
   C. Administration of the school
   D. Instruction in the school
   E. Student life and work

II. The Testing of School Work in Practical Activity
   A. What has been the professional success of the graduates?
   B. What has been the general intellectual standing of the graduates? 14

In her report Robbins did not use the full outline above. As the reader will discover the report for each school follows, with very slight variation, this outline:
1. Relation to other institutions (by which she means administrative placement and governance)
2. Housing and equipment
3. Instructors
4. Requirements for admission
5. Attention given students outside school hours
6. Curriculum
7. Graduates
8. Conclusions

All of Robbins' points are contained within Root's modification of Cole's test. Many of the same points are covered by the ALA's 1972 Standards for Accreditation.

Site visits were conducted by Robbins at the following schools, in the order listed: New York Public Library School (NYPL); California State Library School; University of Wisconsin; Carnegie Library of Atlanta; University of Illinois; Western Reserve; School for Children's Librarians, Carnegie Library of Pittsburgh; Syracuse University; New York State Library School; and the Pratt Institute.

The present volume contains the reports for all but NYPL, Pratt, and Simmons College, which was visited by Azariah Smith Root since Robbins had been a faculty member there. Attempts to locate the missing segments of the report at NYPL, Pratt, Simmons, and the papers of the members of COLT in 1914 were not successful. Sarah Vann has been through Root's papers at Oberlin and was similarly unsuccessful.

Robbins' itinerary suggests that she did not visit the schools on one great trip. According to the Albany Register Robbins was an instructor at Riverside, California in January and February 1914. We know that she agreed to undertake the examination "at the beginning of...1914." Since she was starting out from California, the New York-California-Wisconsin-Atlanta sequence would be particularly awkward, although the sequence starting at Illinois and ending at Pratt could have been done on one more-or-less continuous journey.

If her statement that she visited the schools in the sequence listed is true, it appears that at least five separate trips were made with a return to California in between. She must have gone to New York, returned to California; visited Berkeley; gone to Wisconsin and possibly on to Atlanta, returning to California; then undertook the Illinois-Pratt sequence suggested earlier. Although the ALA summer meeting was in Washington that year, Robbins did not attend, which eliminates the possibility of visiting Wisconsin
and Atlanta with the ALA sandwiched in between. Clearly, Miss Robbins spent a lot of time on trains in 1914! We do know that Root visited Simmons in November, and that Robbins completed her travels in December 1914, just prior to the ALA midwinter meeting of 1915.\textsuperscript{17}

Robbins’ general report was received by Root in January 1915, then was duplicated and sent to the various committee members. By the time of the Berkeley conference in June 1915 the detailed reports had “nearly all” been duplicated and reached committee members. Apparently Root had the replies to the 1913 survey duplicated and distributed to committee members at the same time. Robbins’ general conclusions were printed in full in the report of the Committee to the Berkeley conference,\textsuperscript{18} and are reprinted on pages 40-41.

Robbins also collected, as part of her visits, documentary evidence to accompany the reports on each school. This material included “syllabi, quiz questions, examination papers, catalogs, leaflets, and other material....” This material was shipped to Root, and he used it in his evaluation of the schools. The eventual fate of this material is discussed later.

By the time of the Asbury Park conference in June 1916, Root had completed his review of Robbins’ report and the documentary material. He reported that it seemed that: “all the schools are fairly meeting the requirements laid down by the Committee in 1905 and 1906 as a minimum standard. In many cases they are very considerably exceeded.”\textsuperscript{19} In only one instance did the committee think it “necessary to communicate with the library school authorities, and in this case not because the minimum requirements were not being met, but rather because the program undertaken by the School seemed somewhat ambitious when compared with the number of instructors and the equipment of the School.”\textsuperscript{20}

This action seems to foreshadow the later ALA Committee on Accreditation’s practice of measuring a school against its own goals and objectives. Root did not identify the school in question, nor, without a complete set of the school reports, would this editor hazard a guess as to which school it might have been. Root reported that his suggestions were received in the “same friendly spirit in which they were made.”\textsuperscript{21}

COLT had satisfied itself that “the work done by the regular library schools meets the standards hitherto established”\textsuperscript{22} and turned to a discussion of whether, after ten years experience and the Robbins report, the standards themselves needed rewriting.
In the meantime the Association of American Library Schools (AALS) had been formed and at their December 1915 meeting, Harold O. Rugg of the School of Education at the University of Chicago proposed a survey of library training. Rugg's proposal seemed "nearly to duplicate" the COLT investigation, and Root agreed to turn over to him the documentary evidence collected by Robbins on her site visits. Vann did not locate the material in the Root papers at Oberlin, and neither Rugg's papers nor the survey material are in the archives of the University of Chicago. This was the last mention in the published record of the survey or the supplementary material.

Thus ended ALA's first investigation of library education. The Robbins report was never published, and was thought to be lost. Rugg apparently never completed his proposed study and the documentary evidence Robbins gathered does, indeed, seem to be lost. Sarah Vann reckons that the whole effort was "totally ineffectual and meaningless," and in some ways it is hard to argue with this conclusion. No list of accredited schools was published, and presumably Root continued to receive letters of inquiry from potential employer and employee alike.

Yet there are some positive aspects to the investigation. First is the very fact that it was undertaken. By commissioning the investigation, ALA was taking its first steps toward acting as an accrediting agency for library education. The precedent was set, so to speak, by COLT's action, and accreditation remains within the purview of ALA to the present day.

Secondly, the report is not necessarily a whitewash of the existing schools. As the reader will discover, Robbins was quite critical of Syracuse in the report. Root, as described above, felt it necessary to communicate directly with one of the schools over its failure to live up to its own goals and objectives. While this is hardly the equivalent of loss of accreditation, in the context of the times, Root's action was fairly forceful.

The third positive point is speculative. Although the report was never published, nor was a list of accredited library schools compiled, the report was duplicated and distributed. (The copy discovered in the State Historical Society of Wisconsin archives was produced using a mimeograph, or the 1915 equivalent thereof.) Copies went to the seven members of COLT in 1914: Faith Smith, Chicago Public Library; Alice Tyler, Western Reserve University, Ohio; W. Dawson, St. Paul, Minnesota Public Library; A. L. Bailey, Wilmington, Delaware Public Library; Chalmers Hadley, Denver Public Library; Matthew Dudgeon, Wisconsin Free Library Commission; George O. Carpenter, trustee of the St. Louis, Missouri Public Library. Knowledge of the contents of the report doubtless
spread. Library education was an even smaller community then than it is now, and there were at least these seven copies of the report available in addition to the copies belonging to Root and Robbins. Surely the topic was discussed at some length in the informal discussions at both ALA and the fledgling AALS? The power of the informal communications network in such a small community should not be overlooked.

The overall effect of the report, it must be admitted, was minimal at best. Library education continued along much the same lines for the rest of the decade, and into the next. It fell to C. C. Williamson to produce a report and make recommendations that would alter the nature of library education. The Robbins report, and Root's goals in producing it, faded into memory. Seventy-four years later, however, it provides a fascinating look at a world long gone.

ACKNOWLEDGMENTS

The editor would like to acknowledge the contributions of Wayne Wiegand and Sally Davis of the School of Library and Information Studies, University of Wisconsin, Madison in the early stages of this project. Annette Vigil laboriously reorganized and typed the replies to the 1913 survey from copies of the original manuscript. This report is reprinted with the permission of the State Historical Society of Wisconsin.

REFERENCES

5. Vann, Training, p. 39. This section is largely condensed from Vann, who provides far more background material on this period for the serious reader. The opinions expressed are those of the editor.
6. Ibid., p. 98.
7. There are conflicting dates as to Root's chairmanship. The *Dictionary of American Library Biography* states that he was chair 1908-1912. The annual committee lists in the *ALA Bulletin* name him as chair as late as 1916.


9. Ibid., p. 105.
10. Ibid.
15. Author's files. Replies to queries were received from: Simmons College, New York Public Library, Pratt Institute, the Wilmington, Delaware Public Library, Denver Public Library, and Chicago Public Library.
20. Ibid., p. 348.
21. Ibid.
22. Ibid.
ORGANIZATION AND EDITING OF THE 1913 SURVEY

The replies to the surveys of 1913-14 are reproduced in full; however, they have been reorganized to better differentiate between replies from employers and employees. The original text lists all replies gathered by topic with the distinction between employers and recent graduates made by an odd-even numbering system. This version of the report simply groups them separately within the topic. The numbers in parentheses at the end of each reply are in the original text. They have been retained in this version because they are probably Root's system for matching replies to their sources. In the event that future researchers locate more material, we may be able to match replies to individuals or institutions. The original spelling, with its occasional British usage, has been retained, although obvious spelling errors have been corrected. The original text, with the introduction, is ten pages long, single spaced. (Ed.)

REPLIES TO THE QUESTIONS OF THE A.L.A. COMMITTEE ON LIBRARY TRAINING CONCERNING LIBRARY SCHOOLS

In 1914 the A.L.A. Committee on Library Training sent out 2 circulars, one to a list of...graduates from library schools. These were asked among other things: "Were there any parts of the work which you have had to do for which you found the instruction given in the library school insufficient? Have you been called upon to take up any lines of library work or social work in connection with library work for which the school gave you no preparation whatever? In the light of your actual experience in library work would you suggest any difference in proportion in the various kinds of instruction given to the library school? That is, would you emphasize and give more time to certain subjects which, of course, can only be done by diminishing the time for and laying less emphasis on other subjects? Ought the schools to lay more emphasis upon topics relating to the library such as social conditions and the like?"

At the same time a letter was sent out to those libraries which make large use of the graduates of library schools in which they were asked to report as to the work accomplished by library school graduates when they have entered upon library work. In this letter it was stated: "The Committee desires especially to know in what respects the graduates seem perfectly well equipped for the work which they enter and in what respects there seems to be a lack of preparation. The Committee will be very grateful to you if you would refer this matter to the heads of departments in your library and obtain letters from them as well as give the Committee your
own experience upon this point. We should also welcome suggestions as to new developments in library work which are not adequately covered at present by library school curricula and for which provision ought to be made, also any general criticisms upon library training as now carried on in the schools."

The following pages give the criticisms of a general character which were received in response to these inquiries. Criticisms having at the close an even number in brackets were received from librarians who are large employers of library school graduates. Suggestions having an odd number following them were received from graduates of library schools. It should be remembered that this is only one aspect of the work upon which the Committee has been engaged and these suggestions have been communicated to the members of library school faculties only because having been received by the Committee it seemed fair to the schools that they should know anything of a critical nature received by the Committee. They are left in the language of the writers. They have been grouped so as to bring material of the same sort in one place. (Azariah Smith Root)

ADMISSIONS

Standards and Requirements

Replies from Employers
Students go to library school younger and more immature than formerly, and graduate correspondingly young and immature. (58)

The better educated and better qualified the student is before he enters the library school the more proficient he is when he finishes. (28)

Would it not be well for library schools to emphasize more cultural preparation in the way of college work, if actual degree is not required, as a basis for library school work. (82)

Applicants for admission to library schools be very carefully selected. (88)

The one great fault of the one year library school is the lack of preparedness for library work from the educational standpoint. When the standard of admittance to the one year school can be raised, it would go a long way to eliminating the trouble I speak of. (6)

Another plea would be for higher standards educationally and physically, with the emphasis on the latter. The average library physique is too far below the desirable standard. (54)
We should avoid giving the college graduate or the mature student the work that is needed by the high school graduate and see that the high school girl is discouraged from entering upon her technical training without all of the fundamental general education that she is capable of acquiring. (56)

Not admitting students right out of high school or those having experience in a library into classes with students having college training or its equivalent. (56)

If school sees fit to take in a lower grade of student, it should concentrate on fewer branches of library technique and try to teach these thoroughly. A smattering of many subjects to an immature and unprepared mind is a fearful waste of time and energy. (34)

Greater care should be used in selecting students in regard to their personal appearance, accuracy and neatness in work, executive ability, as far as can be determined. (102)

More actual library experience before entering library school is the only thing that will do away with the need of a more or less extended "breaking in" process after graduation. (16)

All applicants should be required to have one year's experience in a public library, before being accepted as a student in any school. (102)

We have always found that those who have had some experience in a Public Library before entering the training school receive much more benefit from it. (42)

Emphasize at least three months experience in a well organized library before undertaking the training. (82)

The average student who enters library school with only the minimum requirement of a month or two of library experience does not get the full value of the course. (16)

Replies from Employees
We all feel that, in advance of the special library training course, one cannot have had too much general education or experience. (93)

I should wish to require practical work in a library of all applicants to library schools. If each student could have a year's experience before entering the school, I know the profit to them of the year's school work would be doubled. (13)
It would be a very great help if all library school students were required to have at least a year's work in some library before they took up the course. (85)

No students should be admitted to the school without at least three months experience, regardless of their excellent examination papers. (53)

More benefit, for present needs, from an additional month of practice work. (1)

INSTRUCTORS

Replies from Employers
A higher grade of ability should be demanded from the members of the faculty in some of our library schools. (102)

What is needed are instructors who can teach—who can make even cataloging interesting and alive. (100)

The graduates of library schools would be better equipped for their work, if the grade of instruction were raised. At present there is too much dogmatism, too much of the question and answer style of conducting the work. (2)

Some library schools are, perhaps, handicapped by the fact that the instructors have had no Public Library experience themselves. (42)

Instructors in the library schools have too little public library experience. (8)

The field work and laboratory work in a public library which some of them require of their students during the course are excellent. It would seem to be even more important that the instructors would in some way, from time to time, obtain this same experience. (78)

Replies from Employees
The surest way to improve the standard of library training is to improve the teaching. The quality of library school teaching, I wish to submit, is not up to that demanded in our best colleges. Much of the teaching is now done either by the part time work of those whose interests are primarily outside the school or by the full time work of recent graduates who have failed to get another position and who accept the school position as a temporary one. (5)

To attract and properly train the kind of student needed in the library field, there is needed first of all a library school faculty that is in all respects on a
par with other faculties in the university with which the school is affiliated. The instructors would be chosen because of their ability to impart knowledge and their power to inspire. (5)

A lack of real pedagogic method on the part of instructors leads to much lost time and labor on the part of students. (99)

If I were to suggest the, to my mind, greatest desideratum, I should say that it is more infusion of masculine personnel and ideas and a broader general scholarship and culture on the part of teachers. (99)

**INSTRUCTION**

**Purpose and Aim of the Course**

*Replies from Employers*

The first year of a 2-year's course should be devoted to a thorough grounding in fundamentals. In the second year the student should be allowed and encouraged to specialize. If possible the student should occupy the interval between the first and second years in actual work in some library. (26)

Sometimes the one year library course allows the student to specialize to the detriment of his general library training. If much of the student's time is given up to actual work in legislative reference department, or the children's room or to acquisition of a knowledge of general literature, he is scarcely more than an apprentice. It is unjust to send forth as library school graduates, people who scarcely know the first rudiments of cataloguing, and are ignorant not only of the literature of their own profession, but of general reference books as well. (2)

Throughout the course emphasis should be laid on underlying principles rather than on technique. Importance of this is not recognized in most of the schools. (26)

One of the dangers of school instruction is the emphasis on form rather than spirit; or rather it would be more accurate to say that they—like all other schools—sometimes fail to show literal minded persons that rules are made for guidance and that living up to them is not an end in itself. (30)

There is a tendency to devote too much time to the nonessentials and to insist upon incorporating upon the cards a mass of bibliographical data which bewilders the public. (94)
Too much emphasis is laid in library schools upon the unimportant details. This has a bad effect upon the students. It has either a tendency to obscure their view of larger things or to make them revolt at the system. (8)

I believe that one point of instruction should be to instill into the minds of the students the necessity of finding themselves, learning, really learning, what their work is before they attempt much beyond it. (64)

Make some of the routine elective, by dropping some of it entirely and by accepting work of a culture nature as credit toward a degree. (90)

I should favor having any extension of the course take the form of culture or knowledge courses rather than of method courses. (90)

Too much time is wasted in lectures on subjects which, while of value in themselves, are practically worthless to the student. Like some public schools, it seems to me library schools are overloading the course. In the old days, reading, writing and arithmetic were considered all sufficient. While I do not mean to say that cataloging, reference work, and the details of issuing books are all that are needed, these things should be drilled thoroughly into the coming librarian. (6)

Too much emphasis is probably given in most of the library schools to such matters as intricate cataloging, little-used classification systems, obscure bibliography, etc. (26)

 Replies from Employees
It is impossible in one year to prepare each library school graduate for any and every problem they may face in their work, but is possible to give them breadth of view, ideals of service, knowledge of methods and this I think—does. (11)

I believe that relatively less time might be given to definite technical training for the sake of emphasizing the absolute necessity of a knowledge of the contents of books and for developing in the student a desire to read extensively and with discrimination. (23)

I could suggest less time on foreign bibliography, and less time on library economy problems. In place of the time used by them I could have obtained a great deal of help from a course in natural science and natural history. (27)

I most certainly feel that the training now given is too technical and more attention should be given to literature and also children’s work and courses dealing with social problems. (17)
My one criticism would be not that the library school left anything out, but that it put in too much. (83)

It would be an excellent plan to make some difference in the course for college and public library preparation. (89)

Some shifting of the relative weight of courses would be profitable. Less emphasis on purely technical work and more on the bibliographical in the broad sense of the term and on the administrative. (99)

As to the difference in proportion in the various kinds of instruction, my one cry is make them read more. (81)

I think my chief criticism of the library training which I received is that it lacked balance. In my case I was far more thoroughly trained to meet the problems of reference work and cataloging than those of circulation and children's work. (29)

**Length of Course**

*Replies from Employers*

If they will give a good basis of library technic and then use discretion in recommending for specific positions those who are fitted by temperament and education, they will probably secure better results than by a very varied curriculum in which the choice would be left to the student. (40)

The library schools are not quite flexible enough or courageous enough to single out from a class the person who is a natural leader, or natural expert in some line, and push that person for special usefulness. (48)

It seems to me that our library schools need to train a carefully selected few especially qualified for library service, rather than heterogeneous mixture of all who fancy themselves fitted for it. Only in a class rigorously excluding the unfit can satisfactory results be expected. (34)

It seems to me that the chief improvement for which we can look to the library schools is, first, in increasing specialization carried on with judgment and caution, and in the elimination from the general course of something that would find a more appropriate place in one of the special courses. For instance, I think that most of the schools now give too much cataloging. The practical application of what is taught should go hand in hand with the teaching. (114)

I think it is a mistake to spread the training in library methods over more than two of the four years' course. (34)
Replies from Employees
I think a longer course is really needed for a thorough all-round preparation. A third year, spent by the student in a large, active library under the guiding eye of the library school would, it seems to me, be a pretty good solution of the problem. (67)

Miscellaneous, General Suggestions

Replies from Employers
Library schools are sending out too many careless workers, assistants with little sense of the value of thoughtful, accurate, legible work, inclined to belittle detail. Unable to do intelligent research work because of a lack of knowledge of reference books, not quick to detect and follow clues afforded by book in hand (in cataloging), not resourceful. (92)

Students showing undesirable qualities after being admitted to the school should be dropped as soon as possible. (102)

Replies from Employees
It is a loss in efficiency both to library, school, and student when the hours are too scattered. The hours per week should be given together and not separated into a few hours at the first and the rest at the last of the week, with an intervening Sunday and Saturday. (11)

More emphasis should be laid on the social forces which are working in the community. (19)

Students in the library school should be made to feel that they are not isolated factors in the community life but that they must be intimately associated with the lives and interests of the people about them. (23)

Cataloging

Replies from Employers
I feel that many students spend hours of unnecessary travail over cataloging. Let students be trained in the use of books and let the technical methods be relegated to their proper place in the curriculum. (20)

Cataloging has been taught too much from the individual book and the minor detail. I got the course in subject headings before the one in cataloging, and the broader, more interesting subject stood out. (58)

The cataloger is too detached from the user of the catalogue and the vital connection is utterly lost. (58)
Actual service at the public catalog is one of the best methods of inducing the desired reactions in an inexperienced cataloger. If this could be introduced more into catalog courses, would it not tend to make cataloging seem rather more vital and interesting to the student, too? (16)

Most frequently lacking in assistants fresh from library schools is an adequate sense of what the needs of users of the catalog really are. Their training has dealt too exclusively with how to make a catalog, and not sufficiently with how to use a catalog. (16)

In cataloging too little attention seems to have been given to such details as the tracing of secondary cards, the treatment of added editions, series, etc. (76)

It is to be hoped that catalog instruction will not be reduced if it is expected to train catalogers. If cataloging could be considered a specialty as children's work is now, and special courses given those wishing to specialize, and only short courses given those expecting to do other work, both catalog departments and general library work would doubtless be improved. (10)

The library school curriculum should be so adjusted that those pupils who wish can secure training not only in cataloging for general libraries but also in cataloging suitable for special libraries. (44)

Replies from Employees

It is to my mind more helpful to give the simple common sense cataloging which will serve in practically every library than to give the detailed full bibliographic which will serve only the larger library. It is far more difficult to decide what may be omitted from full form than to make the simple form full inasmuch as we have many examples, guides and codes to help in the latter. Then too each system has its own rules to which the cataloguer must adapt her work. I do not feel however that less time should be devoted to cataloging. (11)

Might not the printing of hundreds of cards by hand be eliminated? At least that course should be made elective. If library schools used L.C. cards as a basis, the same amount of cataloging could be taught in much less time. (45)

I often wonder if cataloging could not be taught in a more simple way, if an emphasis were laid on the principles of cataloging and what they were trying to do, rather than just the rule and exactly how to do it. (85)

I would suggest a closer following of L.C. rules and forms of cataloging and subject headings from which adaptation could be made for the smaller libraries. (87)
Classification

Replies from Employers
I am inclined to believe that the study of classification as a college library problem—from the point of view of the college library, is a problem needing cooperative study. (46)

Replies from Employees
The school could well put less emphasis on the subject of comparative classification and comparative cataloging and could emphasize business management as applied to libraries. (55)

Book Selection

Replies from Employers
Their study of book selection had either been too general or not sufficiently related to practical work. (16)

Book selection is taught, and the idea that all the people should in some way use the books so judiciously chosen, but many of the students fail to learn personally of the pleasure and profit of books and reading. (54)

It is to be regretted that a course with the possibilities of book selection should be a deadening drag, as it was in my own school. (100)

Replies from Employees
The thing that I should like to see more time given to is the vital problem of book selection and familiarity with the tools that help a librarian to choose his books. (3)

Reference Work, Including Government Documents

Replies from Employers
For the benefit of the young women students I would suggest less time spent on detail and theory, and more time on the scientific and technical terms of the applied arts and trades, laying much stress on the differences in their trade journals. The working man never asks for a particular book, but for a subject, and these should be perfectly familiar to every young woman in the library. (112)

My cataloguer, when I showed her your circular letter said that it seemed to her it would be desirable to include some work in relation to Government Documents in the first year's work. (24)
I expect more familiarity with the various series of public documents and greater ease in using the different document indexes than I have found. (76)

Every cataloger has to wrestle more or less with public documents, and regrets her meager training. (78)

Library schools should give more thorough instruction or more practice work in government documents. (100)

Replies from Employees
I think it is impossible to lay too much stress upon the reference course. (65)

There can never be too much reference work or work in government documents. The reference work and book selection course have been especially helpful. (1)

Would say that we did not have enough work with government documents. (61)

The limited time and attention given to the listing and handling of Government Documents has occasioned me much difficulty in the past. (97)

I would gladly extend the amount of time given to these subjects (reference work and public documents) and would include with public documents some instruction in legislative reference work. (35)

Miscellaneous Subjects

Replies from Employers
There seems to be a general lack of familiarity with the common bibliographical abbreviations in English, French, and German. (76)

I would advise more practice in actually handling books which need binding and mending, also enough actual practice in mending to enable one to supervise simple mending operations. (76)

Do the schools now touch upon the less formal material which comes to us for use and more or less temporary preservation, as clippings, pictures, maps, etc.? (20)

So far as I know no school gives training in the care of manuscripts, maps, or prints. (30)

I have sometimes wondered why no courses in preparation for business or commercial or other special libraries were given. (30)
Every large library needs a secretarial force. There is here a chance for a development of the library school work. (40)

I still find it difficult to obtain for recommendation people with library training plus special knowledge in such subjects as art, science, music, etc. (48)

Books for the blind—methods of numbering, designating the different types, etc. (78)

I would be very glad if some library school would give a special course, perhaps a summer course would be all that would be necessary, devoted especially to agricultural library work. (104)

The one defect ordinarily noticeable in library school graduates is insufficient equipment in foreign languages. (74)

Books in foreign languages, the difficulty in ordering desirable books in many of the modern languages. (78)

Requirements of library school graduates which are now imperfectly supplied comprise: (a) adequate knowledge of books, (b) systematic study of other social and governmental agencies. (32)

Replies from Employees

Another administrative item which received practically no attention during my first year was magazines. The literary quality and excellence was discussed, but the more practical or utilitarian topics—dealers, ordering, methods of checking as received, ways of preparing for circulation—were not touched. (11)

This year I had to give a course in periodicals to our apprentice class in this system and it showed me one place that a library school might give a little fuller instruction. (13)

The two great lacks I have so far found have been not having had a course in the history of art and not having a mastery of cataloging. (49)

Definite training in information bureau service would not be amiss. (35)

Instruction would be helpful in the use of filing systems and in handling correspondence. (35)

Schools might offer as optional a course of study of various literatures. (55)
I wonder if the library school could not do a little more to familiarize its students with the pamphlets and to impress upon them their values. (21)

Comparative study of library laws of different states would have helped me in my present work. (77)

We did not study or plan library buildings. I have been asked to criticise many plans but learned to do so since I came to the commission office. (77)

The question of library buildings is over-emphasized for very few of us comparatively speaking are called upon to construct a building. (11)

NEED OF TRAINING IN PUBLIC SPEAKING

Replies from Employers
One of the greatest handicaps of otherwise excellent librarians is the inability to speak clearly and effectively in public. (56)

I believe very strongly that throughout the school course there should be frequent practice in public speaking. (76)

Replies from Employees
A course in public speaking of some sort would have added very much to my ability as a librarian. (1)

Where possible, a few lectures on public speaking would be an asset in the press work, for we all have to do more or less of it. (13)

No student should be allowed to leave the training school until she is able to make a simple, direct talk on library matters. (53)

PRACTICE WORK

Replies from Employers
A Library School which is training assistants for public library work should have the advantage of a Public Library as a laboratory. (42)

The practice work connected with the library school course is usually too academic. (16)

The need for a more vital connection of the practice work of students with the course of training is felt by the public library to be one of the chief needs of the library school at the present time. (30)
Replies from Employees

The girls lack opportunity for practical work in public libraries. (27)

I wish some system of practice work could be evolved so that a newly-graduated library school student would give the impression of “knowing his job.” (29)

If possible, the library school students should have some actual practice work among the people in some certain neighborhood—home and school visiting. (37)

We had no practice work in story telling. (83)

I wish the course could embrace more practical problems for students to work out for themselves. (75)

We would suggest that longer time be given to practical work in libraries, that is that each student be assigned for a certain number of weeks to the staff of a library, preferably one not connected with his or her school. (93)

THE BUSINESS MANAGEMENT OF A LIBRARY

Replies from Employers

In the regular library schools one feature of library work to which little attention was formerly paid was the administration of the library. Regular lectures should be given by some competent official on how the library funds are apportioned and handled, in order to give the students an insight into a very practical side of library work. (114)

Accounts and reports: I think there should be practice in drawing up reports and in keeping accounts. (76)

More emphasis should be placed by the schools upon the business side of library work. I have worked with library school graduates who were unable to write correctly the simplest kind of a business letter and whose knowledge of business methods was astonishingly small. (70)

There is still an exaggeration of technical training and an absence of sound business training evidenced in the work of library school graduates. This is shown in a lack of appreciation of the money value of time and energy, of the relative ability to so evaluate the work of assistants in minor positions as to give an institution the full service of its employees. (30)
Schools do not give sufficient training in general business procedure, such as the handling of money, the rules and operation of the postal and express services, office organization, business correspondence, etc. (26)

Business methods, the sending of orders, conducting a board meeting, preparing an annual report, managing finances, etc. (78)

Emphasize that pupils be given more instruction in regard to the business side of library administration, such as the buying of books, the keeping of records of outstanding orders, relations with library boards, city treasurers, auditors, and other officials. (82)

The lack of a good basis in business methods and in business ethics as existing in the office and behind the scenes. How many libraries have their business end so run that a good business man could inspect and approve? (54)

I wish that real business ability could be more in evidence in many instances. (64)

Small and large library management is emphasized but I doubt if the handling of a department is sufficiently emphasized. (58)

Branches: the practical details that are needed to start the routine, including those mentioned above. A first branch need not be something to dread or an expensive experiment station, and even rather small libraries establish branches nowadays. (78)

Duplicates: the methods of ordering, shelflisting, and inventorying, cataloging, and recording discards, losses and replacements, being of necessity very different in a library that duplicates popular books extensively from those in a library that purchases only one or two copies. (78)

Replies from Employees
The first year should contain for the benefit of those who do not return or return to take other courses, some instruction in the making of library reports. (11)

Perhaps a little more emphasis might properly be laid on the business side of the administration of the library. It would have been to my advantage to know more about the problems connected with library extension, work with schools, organization of branches, etc. (3)

I think an insufficient amount of instruction was given in the principles and details of administration, library finance, bookkeeping, printing and
binding, and special reference work...and I should appreciate having had a larger smattering of law and medicine. (67)

Library courses at present are unfortunately insufficient on practical everyday business problems and situations. (68)

If it were feasible, it would be very desirable that one requirement for admission should be a short business course with special emphasis on bookkeeping. (57)

I think the training could to advantage include more on the question of preparing budget estimates, and general finances and bookkeeping as related to library problems. (55)

If I had known more of political machinery, elections, municipal government, I would have been more successful in solving the greatest problem of my library experience—the library income. (53)

The library school student should be familiar with the different departments of the city, and know something of the work of each city official. I believe that a brief lecture course on municipal government would not be out of place in a library school curriculum. (53)

Library advertising ought to be more adequately taught. (59)

POSSIBLE REDUCTIONS OF THE COURSE

Replies from Employees
More time might be given to the standard subjects, I believe at the expense of courses concerning comparative methods, history, etc., in which considerable time is spent considering obsolete and foreign systems which are not at all likely to be of any practical use to the beginning librarian. (3)

I would put less emphasis on such subjects as library history, bookbinding treated as a fine art, and extinct systems of classification. (5)

More practice work and less of the specialized theoretical might be of value. (1)

SUGGESTIONS AS TO THINGS WHICH SHOULD BE EMPHASIZED WITH LIBRARY STUDENTS

Adaptability

Replies from Employers
My experience with library school people has not been particularly happy. They are invariably individualists and it is very hard to induce them to
become a part of the staff. They resent routine and are not thorough. I fully realize that wings made to soar cannot be used to crawl—but a department head likes to be released from supervision occasionally that she may look to see if perhaps she too has wings. (110)

The schools seem to fail to impress upon them the advisability of identifying themselves with the community. (80)

*Replies from Employees*

To my mind the general idea of adaptability is the thing to be emphasized—adaptability not only to social conditions and environment, but also to existing conditions in the library, its personnel, etc. (81)

How much girls who go out from library schools have to learn in adapting themselves and their work in the community. (85)

Their lack of adaptability is the criticism of library school students which one often hears. If students were impressed with the value of first positions with a chance for varied experience, responsibility and development rather than salary considered most, they would find that it would give a larger opportunity in the end. (31)

*Neatness in Personal Appearance and in their Work*

*Replies from Employers*

Should not library school graduates be encouraged to feel a professional pride in the appearance of work? I have found a surprising carelessness in this respect. (16)

There is often a lack of thoroughness and a willingness to stop before the work is really finished. (80)

The schools fail to inculcate the principle that work worth doing at all is worth doing well. (80)

*Preparedness for Subordinate Positions and Attention to Routine*

*Replies from Employers*

Person [sic] intending to enter the service of a large library should make up his or her mind to a comparatively small initial salary. Few graduates of library schools look upon their first position as a stepping stone but rather either as a permanency or a stop-gap. (40)

Library school graduates fail to properly estimate the value of cumulative experience in a subordinate capacity as preparation for more responsible
work, showing a lack of cultivation of initiative, self-confidence, power of observation, and judgment. The inclination is to regard a subordinate position as a period of tiding over for a better position elsewhere rather than as an opportunity for future development. (30)

The library schools do not impress upon the school graduates the necessity of giving full value to existing conditions in libraries. (40)

Many pupils are sent out with little or no experience or knowledge of the needs of the people which a Public Library must meet, and to supply which the Public Library is established. (42)

Disinclination to do certain things, being imbued with the idea that it is beneath the dignity of a "library school graduate." (60)

The young men who come from the library schools seem in many cases not to realize the importance of sound bibliographic training, a thorough knowledge of languages, the history, geography, literatures, institutions, etc., of various countries. (86)

One fault is ignorance of clerical routine and their lack of conception of the correlation of children's work with the work of the library as a whole. (98)

Replies from Employees
We lack a proper respect regarding details and are not prepared for the little exactions which seem petty and fussy. (27)

Miscellaneous

Replies from Employers
My experience leads me to believe that library school students do not read systematically or broadly after they leave school. (18)

Questions of professional ethics are not stressed as they should be; as for example the obligations involved in accepting or in relinquishing a position, the attitude to be maintained toward superiors or juniors, etc. (26)

Miss—thinks there should be more cooperation between libraries and library schools in frank criticism of students; that an age limit should be observed unless in cases of exceptional ability; that a librarian should send a report to a library school one year after employing a graduate. (98)

I believe it would be a great help, both to the librarian and to the library school graduate, if, under the auspices of the A.L.A., a comparative table
could be published each year, giving a more detailed description of the courses than that contained in the usual library school catalogs. The librarian would thus be enabled to have a definite idea of what he ought to expect of the graduates of each library school. (2)

Recommendations

Replies from Employers
Heads of schools should be careful in studying people taking their courses so that they may advise them as to qualifications for special lines of work. There is a constant need for specialists in all lines and students showing special tendencies in any lines should be encouraged. Heads of schools should bear this in mind in making recommendations for specific places. It is only the smaller library which requires the general assistant, and very often these cannot pay for a library school graduate. (6)

In recommending students to librarians the director should frankly indicate the fact if there is any line of library work in which the student is not likely to be successful. (88)

I do not think it is ever quite justifiable to recommend an inexperienced graduate to an entirely independent cataloging position. (16)

Too often the head of a library school will recommend an immature, inadequately educated girl for a responsible position simply because her record in technical work has been excellent while in school. Were the entrance requirements raised and a proper balance kept between the technical and other courses, this difficulty would perhaps be obviated. (70)

Library schools should keep systematic and definite records of their pupils, in order to be able to know and give information about the ones that have "made good." (82)
Miss Robbins' general report and report to the Committee on Library Training is reproduced in full. The recommendations were published in the *American Library Association Bulletin* of 1915, pages 227-228. The introductory material is published here for the first time. In the manuscript form the general report is approximately two and one half pages, single spaced.

The reports on the individual schools are reproduced with omissions as noted. This material is published here for the first time. The only material not included was material unique to a particular school and therefore useless for comparative purposes, or did not seem germane to the evaluation of the school, or interesting beyond the limits of the individual school. Thus, Albert E. Walsh, assistant janitor, and twenty-seven other names are not included in the list of staff at the California State Library School, and the 1913-1914 operating budget for the main library at Illinois is also omitted. In their original form the reports total thirty-six pages, single spaced. The report for Wisconsin, which is reproduced here without editing, is five single-spaced pages in the original format. (Ed.)

**INSPECTION OF LIBRARY TRAINING SCHOOLS, 1914**

**Report to the A.L.A. Committee on Library Training**

The results of the visits made at your request to the several training schools are arranged as follows:

1. A general statement summing up conclusions deducted from observations of the work now being done, and possible variations and extensions called for by changing library demands.

2. A detailed statement of the conditions at each school, based upon the outline submitted to the Committee on undertaking the inspection, and including a mounted collection of varying fullness of the forms, outlines of courses, and examination papers used.

From the instructions given me by the Chairman, I assumed that the Committee purposed to obtain a comparative knowledge of the work of the several schools, the strong and weak points, and geographical limitations; with a view to differentiating the training and avoiding unnecessary duplication of work.

It was with this in mind that I made my visits.
These schools invited inspection, and I went to them in the following order: New York Public Library School, California State Library School, Library School of the University of Wisconsin, Carnegie Library of Atlanta Library School, Library School of the University of Illinois, Western Reserve Library School, School for Childrens Librarians of the Carnegie Library of Pittsburgh, Library School of Syracuse University, New York State Library School, Pratt Institute Library School.

California State Library School, still in its first year, especially desired inspection and suggestion.

Mr. Root visited Simmons College Library School.

In every school I was received with the greatest cordiality, all questions were willingly answered, and all material help freely given me.

The instructing body at large is composed, almost without exception, of educated, trained, experienced, hard working men and women, eager to receive intelligent criticism, and to consider suggestions for increased usefulness on the part of the schools.

It should be remembered—to arrive at fair conclusions—that all schools conducted by educational institutions as departments, (parts of the whole), must of necessity conform to certain regulations laid down for all the departments of the institution. These rules frequently operate to curtail development of courses, limit financial outlay, and in general produce situations often misunderstood by an outsider, and difficult to explain.

It is a matter of professional satisfaction to find increasing appreciation of the cultural value and high grade of work offered by library courses in those universities where such courses are given, as witnessed by the fact that at the present time university credits are given for library courses more frequently than ever before.

In all schools more attention than formerly is given to the proper balance of time and weight assigned to each subject, keeping in mind the special department of service for which students are preparing, and also the physical endurance of the students.

The type of men and women composing the student body of the several schools seems to be very satisfactory, considered from the standpoints of health, intelligence, general good breeding, and personal appearance. The men especially show improvement in these directions.

Careful consideration leads me to believe that the Committee should
cooperate with the schools in the interest of future training in the following ways:

1. By suggesting that the work of the two year schools be so arranged that students who satisfactorily complete the required work in approved one year schools and wish to continue their training, may receive credit for their first year of work. This also requires the differentiation of the work in the one year schools, so the subjects covered by those students wishing a longer course may articulate with subjects given in two year schools, while at the same time a general course is arranged for one year students. It may be wise in some schools to plan this briefer course for those students whose abilities will always confine them to lower positions and smaller salaries. While this arrangement for advanced work has frequently been made in the past, each case has been considered on its individual merits, and no general rules laid down. Some rules would be welcomed by instructors and students of the one year courses.

2. By taking up the question of special technical courses for advanced workers with a foundation of the essentials of general training and experience. The need of such courses is becoming continually more pressing. The most immediate and growing demand all over the country is for properly prepared librarians for normal and high schools. Those who are already holding such positions are proving the worth of trained workers. While every library school gives some instruction along these lines, I know of no school at present offering even a one term course devoted entirely to the special technical and academic subjects required in this branch of service. The training now given is generally covered by a few lectures given in connection with the work with children, or extension work, and alluded to under other topics. Almost never are the phases of vocational guidance, and oral English taught in this connection. The library schools connected with some system of education, or some institution giving training along pedagogic lines could offer this course to the best advantage, opening it to those applicants only who already had general educational and technical training, and an appreciation of the needs of young people.

Other possible courses might be given in better preparation for the care of art and music libraries. With broader, modern ideas of extension work in museums and conservatories of music, the book collections are increasing, and the need is felt of intelligent service by one who appreciates the art, but is not necessarily a producer. While such positions will always be limited in number of openings, and in number of properly qualified applicants for instruction, there is even now demand enough to warrant good, brief courses given every other year, and advertised widely and long enough ahead for candidates to prepare to take them. Those schools situated near
large collections of art and music books would naturally be the ones where such courses should be given. The art course might include a strong course on book illustration, still sadly needed by many librarians.

These are but suggestions. Other specialized kinds of advanced work will doubtless be called for. My plea is for some definite, systematic training to be given under proper authority, and properly restricted. Now the trained worker in active library work often finds the need of additional help along lines not taken up in the technical school during his day. As possible library activities increase the active, intelligent librarian will desire more and yet more in the way of different types of training, for he will realize that experiments are often more costly than tuition fees.

Respectfully submitted,
(signed) Mary Esther Robbins
Carnegie Library of Atlanta Library School

One year course

Relation to Other Institutions

Financed by gift from Mr. Carnegie. Budget is made up annually by School faculty and submitted to Library Treasurer for payment. The School is located in the Library building.

Housing and Equipment

A large, light corner room on the second floor of the Library building is given over to the use of the School. Part of the room contains the desk chairs for lectures, the other part the typewriters. In the center is a large round table, where reviews and library periodicals are displayed. There are lockers finished like the wood work across one end of the room. Under the many windows are shelves containing the special collections of books, library bulletins and reports, and printed technical material belonging to the School. In addition the School has full use of all the resources of the library. The walls are tinted a pleasant color. The whole effect of the room is very attractive.

Instructors

At present Mrs. Percival Sneed is both Principal of the School and Librarian. Mrs. Sneed is a graduate of the two years course at Pratt Institute, a Southern woman with the background of culture and travel. The recent addition of administration of the Library has made it necessary for Mrs. Sneed to turn over to Miss Crumley the courses in Cataloguing, Classification, and Subject Headings, which she formerly carried. She retains Administration, Current events, and much of Book Selection, with some general lectures, and the administration of the School. As the Library and School are situated, it seems the best arrangement to have both under the direction of one properly qualified person.

A list of the instructors will be found in the handbook.

I attended lectures on Cataloguing, and Classification given by Miss Crumley, and found her an unusually good teacher, clear and patient, able to draw from the students thoughtful answers and questions. She has a good deal of personal magnetism and firmness. She is a graduate of a Southern College, with a life long acquaintance with books.
I also went into a Reference lecture given by Miss Barker. She is a very satisfactory teacher, with full scholarly acquaintance with reference books, and experience in handling them in actual library work. She has not the same personality as Miss Crumley, but handles her own work well.

All the present instructors are graduates of the Atlanta School and have some connection with the Library staff. In Miss Crumley's case this is very slight. All have had experience also in other libraries.

Requirements for Admission

Examinations are given in General history, General literature, General information, and Current events, and in one modern language. The student may choose the language. Candidates are expected to be between twenty and twenty-five years old. Great attention is paid to personal qualifications.

The usual number of students in a class is ten, once or twice two or three more have been accepted.

Attention Given Students Outside School Hours

A list of selected boarding places is furnished such students as do not live with friends. A very personal knowledge of each student is possible because of the small number. As most students have friends in the city the side of social attention does not need so much emphasis as elsewhere.

Curriculum

Outlines of the courses as given may be found in the printed catalogue of the School, and alphabetically arranged by subject in the collection of samples.

Great emphasis is laid upon the subject of Administration since such a large proportion of the graduates go to take charge of small libraries in places where public sentiment in favor of the library must be educated. (See printed Catalogue, p. 10.) Before receiving a certificate each student is required to write a Thesis, of from 8 to 15 pages, based upon this course and entitled Organization and Administration of a small Library. This furnishes a practical review of the whole course, formulated by the student, and arranged in form for immediate use after she has left the School.

Cataloguing instruction is based upon the A.L.A., Cutter, and Wisconsin card rules. Lectures and problems are given, and the students are required
to do practice cataloguing of books illustrating the points made in each lecture. The instructor revises the practice cards, which are then returned to the student. After the course is finished the students have practical work each week in cataloguing the new books added to the Library, under the direction of the Head cataloguer. This work is done both by hand and by typewriter.

*Classification* instruction is limited almost entirely to the Decimal Classification, with one lecture on the Cutter Classification. Practical classification of books follow each lecture, the student being required to assign subject headings as well as class numbers. Each lecture includes review questions on the practice books of the previous lesson.

*Book numbers* are not used in the Library, but the theory is taught in the School, with one lesson with practice on the Cutter tables.

*Fiction:* This course is given both as a part of Book selection, and as a cultural course to broaden the student’s acquaintance with good literature. Good English and American authors are studied, with a few lessons on period or class fiction, as Irish tales, etc. The works of a few good foreign authors are taken up in translation, also some few “Borderland” authors.

*Order work, Bibliography,* and *Reference* are made practical by the use of questions actually handled by the Library, after the students have had lectures upon the tools, and methods, and books.

*Practical work* received an unusual proportion of hours in the course, the work being done in each department of the main library and in the two branches. 464 hours are required of each student during the course. The first week a student enters she begins to spend a certain time putting books back on the shelves, rotating the class of books. This teaches the location of the books, as well as the names of the books. Records of the daily practical work are kept by the heads of departments, and given monthly to the Principal of the School.

**Graduates and Positions**

No graduate is supposed to start with less than $50.00 a month salary. The increase depends upon the ability of the graduate, and very largely upon the location of the library. Many go into small communities where the public must be taught to appreciate a library and a librarian’s work before an increase in salary can be expected.

The following table was made out in January, 1914, since that date another class has gone out to work, and some salaries have been increased.
Comparison of salaries based on earnings of all graduates from Je. '06 to Ja., '14. Total amount $198,970.00.

<table>
<thead>
<tr>
<th>Graduates each year</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$1200</td>
</tr>
<tr>
<td>(One of them for 9 months work)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1000</td>
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<tr>
<td>5</td>
<td>960</td>
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<tr>
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<td>900</td>
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<td>3</td>
<td>840</td>
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<tr>
<td>5</td>
<td>780</td>
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<td>9</td>
<td>720</td>
</tr>
<tr>
<td>11</td>
<td>660</td>
</tr>
<tr>
<td>21</td>
<td>600</td>
</tr>
</tbody>
</table>

No difficulty has been found in placing graduates, the demand is usually greater number [sic] have taken positions in the South, several have done acceptable work in libraries North and West. Such graduates as wish to go on with their training are encouraged to go to one of the Library schools offering longer courses.

Conclusions

The School seems to be doing good work well adapted to its special field, where personality and general culture are of great value, and small salaries are paid for work which must be done often among educated people with small means. The spirit of the school is excellent.

Since so many of the graduates must go into the smaller communities it would seem wise to lay greater stress upon the problem of social and civic betterment outside the library, that the librarian may cooperate most effectively with the agencies of the vicinity or introduce new ones.

The several colleges in the vicinity of Atlanta should make it easy to find instructors for such courses or lectures.

I would suggest also that when it became necessary to add another instructor to the staff she be chosen from the graduates of another training school, to give a broader comparative outlook.
Relation to Other Institutions

Financed and directed by the State Library

Housing and Equipment

The School is located in the Capitol building in Sacramento, in the rooms of the State Library, whose resources are at the service of the students for reference and practice work. As there is a general as well as legal collection, and the largest known collection of Californiana, there is good material for a school with the avowed purpose of preparing for California libraries. In addition the State Library is the head of all the county library work.

Instructors

At the time of my visit, in March 1914, the instructors were members of the staff of the State Library, several of whom had practical library experience elsewhere. Two had also had technical training. The man who taught the required Spanish was formerly connected with Leland Stanford University. The only knowledge I have of the instructors for 1914-'15 is given on the following page from News notes of California libraries, October 1914.

J. L. Gillis, Librarian
Milton J. Ferguson, Assistant Librarian and in charge of Law Dept.
Miss Laura Steffens, 2nd assistant Librarian & Editor of News Notes of California Libraries
Melvin G. Dodge, Legislative Reference Librarian
Miss Margaret Eastman, in charge of Order Department
Miss Susan T. Smith, Reference Librarian
Miss Eudora Garoutte, Head of California Department
Miss Alice J. Haines, Head of Documents Department
Miss Mabel R. Gillis, Head of Books for the Blind Department
Miss Harriet G. Eddy, County Library Organizer
Miss Annie Lowry, in charge of Periodicals and Binding

[An additional 28 names of clerical and support personnel deleted.]

Requirements for Admission

Last year and this year entrance examinations were given in “Literature, art and general information,” and in “History, current events and current
topics." It is announced that beginning with September 1915 college or university degrees will be required and, "An oral test to determine the candidates fitness for the library profession, both as to his personality, and judgment and as to his fund of general information, including history, current events, and literature." (Circular for 1915-16, p. 6).

Attention Given Students Outside School Hours

Last year a list of boarding places was given the students, and two of the instructors took pains to see that they were satisfactorily located.

Curriculum

The outline of the course is given in the circular for 1914, in the collection of samples, and in that for 1915-16, on the last page of this part of the report. Last spring I went into classes in California history, Reference, and Cataloguing, and considered the work well given. The draft for practical work was shown me, with the form report to be submitted by the member of the staff under whom the work was to be done. Because of the newness of the undertaking, all forms were not at that time prepared.

Graduates and Positions

As yet no students have finished the course; but the state offers many opportunities for library workers.

Conclusions

When I visited the School I thought it promised well. The fifteen students to which it was limited were intelligent, attractive young women. My criticisms at that time, and now, would be of lack of instructors who were themselves technically trained, which would result in lack of knowledge of the best methods of technical instruction and usage.

I enclose a letter recently received from Mr. Gillis with the Circular for 1915-'16. I am doubtful as to the exact meaning of the student talks, mentioned in the Plan of the course. They may mean only oral recitations, or a seminar. The value of work so given might vary.

It will be interesting to watch the progress of the School. A training school offering at least a year's course is needed in California. It remains to be seen if this one fulfills the need.

Letter to Miss Robbins from Mr. J. L. Gillis, State Librarian.
My dear Miss Robbins:

We are in receipt of your letter of December 3d.

We enclose the Circular and Announcement of the California State Library School for 1915-16, which has just come from the press, and which will answer some of the questions in your letter.

We enclose also a page from our latest issue, the October number, of News notes of California Libraries, which gives the staff of this Library.

As this term does not end until December 18th, none of our first year students have finished as yet. By January 1915, we may be able to report something about positions taken and salaries being received. We hope to establish a beginning salary of at least $75.00 per month for those of our students who have satisfactorily finished the one year's course, but this will not be decided for some time, of course.

If any point is not covered by the circular it might be well to write us again, so that the facts which you state about the school may be correct.

We feel particularly cautious since so many mis-statements have been made about the California County Free Library, and so we are offering to revise any statements of facts made about the work in California when that is possible or desirable.

Yours very truly,

(Signed) J. L. Gillis (State Librarian)
SCHOOL OF LIBRARY SCIENCE
OF THE UNIVERSITY OF ILLINOIS
Two years course. B.L.S. degree

Relation to Other Institutions
A regular, recognized school of the University.

Housing and Equipment
The School occupies office, lecture, and work rooms on the second floor of the University Library building. These have become crowded, and are at present not especially attractive. As a new building is to go up in the Spring, into which the Library School will be moved, it does not seem wise to spend much upon the present rooms. The wide range of subjects covered by the book and periodical collections of the University offer excellent material for the use of the School. In addition it has brought together a large special collection of technical material for its own use. The local public library is also available; but it is necessary to go to some distance to find much to supplement theoretical instruction on the side of public libraries.

Instructors
Academic rank at the University of Illinois follows the following gradation—Professor, Associate professor, Assistant professor, Associate, Instructor. The Director of the Library School has the rank of full Professor, and is a member of the University senate. The Assistant librarian has no academic rank. The Assistant director is an Assistant professor, with a salary of $2000.00. There is one instructor with rank of Associate, and a salary of $1600.00, there are two who rank as Instructors, with salaries of $1600.00, and $1000.00 respectively. The title of Instructor is given to any member of the Library staff who has charge of a whole course. All instructors are included in the Faculty of the Library School. Members of the Library staff receive no extra salary for work in the Library School. There is a reviser for the three months that Cataloguing is taught, who receives $225.00. The school has a list of annual outside lecturers, including Mrs. Edna Lyman Scott who gives a 5 weeks course. All the instructors are college graduates, and all regular instructors have both technical training and practical experience. [Library budget for 1913-1914 deleted.]

Requirements for Admission
All candidates for the B.L.S. degree must have at least a first degree from some recognized institution. The University permits mature students not
candidates for a degree, to enter such courses as the head of any department permits. No doctor's certificate is required of entering students.

**Attention Given Students Outside School Hours**

Living conditions of all students are supervised by the faculty of the Library School, and by the University authorities. Many social, musical, and dramatic entertainments, and lectures are open to the Library students as part of the student body of the University.

**Curriculum**

To receive credit two hours of preparation are expected for each lecture. A total of 65 semester credits are required for the B.L.S. degree.

Phineas Lawrence Windsor, Ph.B., Director
Frances Simpson, M.L., B.L.S., Assistant Director, Assistant Professor
Florence Rising Curtis, A.B., B.L.S., Associate
Ernest James Reece, Ph.B., Instructor
Ethel Bond, A.B., B.L.S., Instructor
Edna Lyman Scott, Special Lecturer
Alma M. Penrose, A.B., Reviser
Francis Keese Wynkop Drury, A.M., B.L.S., Lecturer, Order Work
Emma Felsenthal, Ph.B., B.L.S., Lecturer, General Reference
Alice Sarah Johnson, A.B., B.L.S., Lecturer, General Reference
Emma Reed Jutton, B.L.S., Lecturer, Loans
Adah Patton, B.L.S., Lecturer, Cataloging
Margaret Hutchins, A.B., B.L.S., Lecturer, General Reference

[Three and one-half pages of curriculum and class schedules deleted.]

Students do no *Practical* work in the local public library. Juniors have 4 hours work each week for 36 weeks in the University Library. Seniors have 8 hours for the same period.

The work is planned to give variety, and is carefully supervised and reported upon. Seniors go out for 4 weeks in the spring to work in certain chosen public libraries in the state. Written reports are sent back by the students, and by the librarians under whom they work.

A carefully planned course in Civic conditions and betterment is one of the strongest in the curriculum.

I attended classes in Classification given by Miss Bond; Book selection by Miss Felsenthal; Library Building and Government Documents by Mr.
Reece. All the classes were handled well, on a college basis, assuming that the students know how to set themselves to work.

**Graduates and Positions**

Though from 25-28 students enter a year, usually the graduating class averages but 10. There is no difficulty about placing the graduates at a salary of from $70.00 to $100.00 a month to start with. Representatives of the School are to be found all over the country, in a variety of positions.

**Conclusions**

The School seems to be doing excellent work. Because of its locality, the somewhat inevitable nature of its resources, and the point of view and preparation of many of the instructors, Illinois seems to be one of the best places for the training of the future college librarian. I found harmonious relations between instructors and students.
NEW YORK STATE LIBRARY SCHOOL
Two years course. B.L.S. degree

Relation to Other Institutions
A part of the Education Department of the University of the state of New York. All supplies, printing and similar expenses of the School are paid from the general funds of the Education Department.

Housing and Equipment
The School occupies spacious and beautiful rooms in the new Education Building in Albany. At present its quarters are the most elegant and complete of any library school. With the knowledge of the needs of the School gained from years of experience, the new rooms were arranged to afford many conveniences lacking in those used before the fire. Lecture and work rooms are sunny and attractive, and contain files of illustrative material, and special collections of samples and books, together with pictures of prominent librarians, and bas-reliefs, many of them gifts of students of former years and of classes.

Instructors
All instructors are graduates of training schools, or have had experience in library work, the majority have both qualifications. Three instructors and two clerks give their whole time to the School and are paid from the School budget. The Vice director receives $2500.00, the two instructors $1500.00 each, and the two clerks $600.00 each. All others give part time to the Library and part to the School and are paid from the State budget, with no extra salary from the School.

A fund is provided for outside lecturers and travelling expenses, amounting to $500.00 for 1914. $20.00 is paid for each lecture.

I attended lectures on Cataloguing by Miss Hawkins and Miss Dame, on Book selection, foreign fiction by Miss Eastwood, on Genealogy and local history in a library, by Mr. Wyer, and two lectures on Visualized instruction given by two men from the staff of the general department, and used as an introduction to both illustration of books and the use of pictures in a library.

The library instructors were all good. Miss Eastwood seemed to be most lacking in experience in handling a class; but the subject of that special lecture was difficult.
The students responded well in all the classes.

Requirements for Admission

A college or university degree from an accredited institution is required by law, this may be supplemented by examinations in languages or other subjects should the college course seem to have been too one-sided to prepare for general library work. A limited number are admitted to each class, and attention is given to personality, general culture, and physical defects.

Attention Given Students Outside School Hours

A list of comfortable boarding places is furnished to students. The Director's assistant pays careful attention to the well being of the students. From time to time informal entertainments are given both in the homes of the instructors, and in the rooms of the School. Gifts from graduates and friends of the school make such occasions easily arranged.

Curriculum

The instructing staff is constantly working to strengthen the program, by cutting off unnecessary details, consolidating in some places and amplifying in others. Mimeographs and printed outlines are freely used to free the student from note-taking. The several special departments of extension work of the State Library, located in the same building, add to the acquaintance with particular kinds of work—such as travelling libraries and pictures, work with the blind, work with study clubs, library inspection, etc.

An innovation this year is in the class on Current events. A student club has been formed, with a senior as president, which conducts the exercise. No member of the faculty is present, but full minutes of the meeting and all papers presented are afterward given to Mr. Walter. At each meeting persons are appointed to select good material to put into a bulletin basket for use of all the School and staff.

Practical work is given in all branches of the Library and in selected libraries outside. Care is taken to see that profitable, progressive work is arranged for, and reports sent back by the librarian and by the student.

Graduates and Positions

Because of the age and reputation of the School its graduates are widely scattered, and occupy excellent positions. A graphic has been arranged to
show this in an impressive manner. This attracted much attention when exhibited at a recent teachers' meeting, and may be sent to the Panama Exposition. The annual report contains notice of all changes in position during the year.

Conclusions

The School seems to be in a healthy, progressive state. Materially it was never more prosperous. The students appear well-bred and intelligent. From the geographical location of the school actual, practical work in public libraries during the course will always be difficult for the students. But being a part of the Education Department, and near a normal school, it would seem well placed to introduce special work for high school and normal school librarians.
TRAINING SCHOOL FOR CHILDREN’S LIBRARIANS OF THE
CARNEGIE LIBRARY OF PITTSBURG

Courses Offered

Two regular and one special course of instruction offered.

1. One year devoted to library work with children, theory and practice. Tuition charged and certificate granted for successful work.
2. One year open to limited number of recommended holders of certificates. Paid work for the Library, and lectures and problems for which no fee is charged. Diploma awarded for satisfactory work.
3. One year special course given to recommended students with one year’s instruction in an accredited library school. Consists of combination of studies directly bearing on work with children from programs of both first and second year. In most cases students in this course hold temporary positions in the Library on a flat rate salary of $50.00 a month. Special certificates are granted.

Relation to Other Institutions

Financed by the Carnegie Institute Board. Directed by the Carnegie Library Board.

Housing and Equipment

The school has quarters in the Library, and makes use of all the resources of the library. It is making a duplicate collection of library reports, bulletins, and similar material so far as it bears directly on work with children, also a small collection of books.

Instructors

All the administrative force are on both School and Library staff, the exceptions being the Registrar and office assistants, who give whole time to the School. The majority of the instructors have had technical training and all have had valuable professional experience. In several cases the salaries are divided between the Library and the School. In other cases the instructor has a separate salary, on the basis of a lecturer.

The School has a long list of special lecturers, and unites with other library schools in forming a lecture circuit.
Requirements for Admission

Entrance examinations are required in Literature, History, and General information from all who are not graduates of colleges and universities of high standing. The number admitted is limited, and a careful selection is made. All students are accepted provisionally on three months probation. Their work is carefully watched, and the students personally warned when the work is not well done. Students "impossible" because of work or personality, are sent away at Christmas time. Students come from all over the country. More than 1/3 have had practical library experience. About 1/10 come from other library schools, the percent varies from year to year. Because of the special type of training given, credit is not granted for courses taken in other library schools preparing for general library work. [List of 22 institutions of entering class deleted.]

Attention Given Students Outside School Hours

This is the only library school possessing a dormitory. A large brick house accommodates thirteen students, under the supervision of a house matron. I took dinner at the dormitory and found that it furnished a pleasant home, under many of the same restraints given to the older students in college dormitories. The rooms are comfortable, and the food good. Several of the young women expressed themselves to me as considering themselves fortunate to be there, while others regretted the lack of more room.

A selected list of boarding places is furnished the students not in the dormitory. Close personal contact exists between instructors and students, and health is carefully watched. Next year a physician's certificate will be required of all accepted candidates.

Curriculum

All class periods are 60 minutes long. Every subject taught is considered in its relation to work with children. Especial attention is given to the selection of children's books, to work with schools, and to story-telling. There is much carefully supervised Practical work both in the main Library, and in the several branches, schools, home-libraries, and winter and summer play-grounds. The branch work must include work in a slum branch, a prosperous branch, a community branch, and a manufacturing district branch, the order of succession being varied with the type of student; but each student must do some work in all during her course.

The Practical work amounts to 15 hours each week. Two or more reports are required about the Practical work of each student, these are submitted

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for consideration to a committee of three appointed by the librarian, and are finally approved by Mr. Craver and Miss Bogle. The estimate of the general work of each student is based on these reports plus her class work.

**Graduates and Positions**

The lowest salary received by a graduate is $55.00 a month; the average for beginners is from $55.00 to $80.00; $1800.00 is the probably highest at present. While the rate of increase depends upon the ability of the individual, it is more rapid than in general library work.

It is entirely impossible to fill the continual demands for graduates made upon the School. If a little more space could be had, and the staff increased slightly more students could be accommodated.

[One page of data on origins and destinations of the 1914 graduates deleted.]

**Conclusions**

A fine example of a special course well planned and carried out. The harmony between instructors and students is very marked.
Courses Offered

Five courses are offered in the Library School in order to encourage as much academic study as possible before beginning technical work, viz:

A. A two years' technical course for college graduates leading to the degree of Bachelor of Library Science.

B1. A one year's technical course for college graduates leading to the degree of Bachelor of Library Economy.

B2. A four years' combined academic and technical course leading to the degree of Bachelor of Library Economy.

C1. A three years' certificate course consisting of two years of academic study followed by one year's technical course.

C2. A two years' technical certificate course.

In B1, the one year's technical work must be followed by six months of practice in an approved library, and the presentation of a satisfactory original thesis on some technical subject.

Relation to Other Institutions

A regular school of Syracuse University, on the same footing as all other schools as to administration, finance, and the giving of credits, certificates, and degrees.

Housing and Equipment

The quarters of the School are in the University Library building, which contains English and History seminar rooms also. The Library School has two lecture rooms which the students use for work rooms outside lecture hours, there are separate offices for the Director and one instructor, the other instructors have desks in the room containing the collection of material on library economy. The Library building is ample in size and light, but poorly arranged, with much space wasted. The effect is unattractive and utilitarian. The students have the use of all the resources of the Library. The book collection is uneven, in some departments the professors have made good, up-to-date collections, while other departments are sadly meagre, the general collection is inadequate and out of date in many cases. There is no regular library appropriation, but each department asks the chancellor for the money it needs. The finances of the institution are limited. Many departmental libraries are located outside the Library building. The working force of the Library is not large enough to do all the work required in so large an institution.
During the past two years the books used by the Library School in its courses, and along professional lines—such as library reports, bulletins, and periodicals—have received careful attention and have greatly increased. Now there is a very good working collection.

**Instructors**

Dr. E. E. Sperry, who is both Librarian and Director of the Library School, is also Professor of History. He is a graduate of Syracuse, and received his Ph.D. from Columbia, after some work at the University of Chicago. While he knows books from the side of his own specialty, he has no technical library training or experience except that gained during the past two years. He impressed me as fully aware of his own limitations and anxious to do what he could for the Library and the School, so far as he knew how. His own department is large and his work there heavy. From his general educational experience Dr. Sperry understands teaching needs, the arrangement of schedules, and the need of some logical balance of subjects in a curriculum, though unacquainted with the technique of library teaching and usage.

Caroline Wandell, B.L.S. Illinois, has had experience in high school teaching, also practical library experience in several libraries. She has charge of all the instruction in Cataloguing, and Indexing, doing much of the revising herself. I attended two classes, and consider her a good teacher, and a thoughtful woman.

Elizabeth Smith, B.L.S. Illinois, graduated from an Illinois normal school and had several years as a normal teacher before going into library school. Has also had practical library experience. Miss Smith teaches part of the Reference, Bibliography, Work with Children, etc. I attended two lectures on Reference and one on work with schools. From the pedagogical standpoint Miss Smith is better prepared than most teachers in library school, and is an excellent teacher.

Elizabeth G. Thorne, A.B.B.L.S. New York State, has had varied experience in public libraries. She has charge of the courses in Book binding, Book selection, and supplements Miss Smith's work in Reference and Bibliography. I went into two of her lectures on Binding and Book selection. Miss Thorne is a thorough, scholarly woman. I question the ability of the Syracuse students to appreciate her work.

Academic courses are given by members of the regular University faculty. Part of the revision, and supervision of practical work is done by members of the University Library staff, who are graduates of the School. The course
in Typewriting and the practical order work is given by the woman in charge of that work for the Library, a graduate of a business college.

The instructing body seems to be made up of women who have good standards and training. They are working in harmony to do that what can be done with the material they have, and under existing conditions; but realize that they are hampered by circumstances, and wish for changes.

Each of the three technical instructors has a salary of $1000.00 and three months vacation. They give their entire time to the School, doing no work in the Library.

Requirements for Admission

In courses A and B1, candidates must be academic graduates of colleges of approved standing; in courses B2 and C1, they must present the same credentials as are required for matriculation in the Classical course of the College of Liberal Arts, Syracuse University. In course C2 in addition to the requirements for course B2, candidates must satisfactorily pass an examination in general information.

In courses B2 and C1 students may be admitted with advanced standing who present satisfactory credentials from colleges of approved standing. Reasonable substitutions will be allowed. Both French and German are required.

All students must be at least eighteen years of age and must remove entrance conditions before beginning technical work. Students in courses A, B1, B2, and C1, must have finished all academic work for their respective courses before beginning technical work, as all their time will be needed for the latter.

The entering class in course C2 is limited to twenty-five. Choice of students will be decided by merit.

Candidates are advised to select whenever possible courses with two or more years of academic work.

The special library joined hand should be practiced by applicants before beginning technical work as no regular time is allowed for practice. Sample cards may be purchased from the Library Bureau, Boston, Mass., for ten cents. Previous typewriting practice is also recommended.

Students intending to take courses A or B1 are advised to select in their academic college work a liberal amount of modern languages, literature, history and social and natural sciences.
Expenses

In addition to the fees and tuition given on page 7 of this bulletin, each student must deposit with the school for books and supplies $20 at the beginning of the first year of technical work and $10 at the beginning of the second year. This does not include books for academic classes. Each student should allow about $50 for library trips. Scholarships are not given in the technical courses.

There are at present 65 students in the School.

Attention Given Students Outside School Hours

The Dean of Women has charge of all women students in the University. All students live in dormitories, or boarding houses supervised by her, and under university rules. Many of the Library students are members of sororities, and all are eligible to attend the lectures, concerts, and other social entertainments given at the University. In addition the instructors in the Library School give small entertainments from time to time.

Curriculum

The college year covers 36 weeks, 30 weeks of regular class work, and 6 weeks of examinations and commencement. Lecture periods are from 50-55 minutes long. [One and one-half pages of course schedules deleted.]

The science courses and electives are assigned individually after a conference between the Director and student; the idea being to supplement the high school or college work offered. In most cases Botany, Biology or Chemistry are the sciences taken; while the electives may be Italian, or Spanish, or additional work in French, or German, or History.

The course called Sociology III is in outline an excellent study of social and civic conditions, very valuable to a librarian.

I was unable to attend any of the academic classes.

Library visits to some of the libraries in the vicinity are part of the program, and one ten day’s trip to the libraries in New York, Brooklyn, Newark, Philadelphia and Washington. Reports on these visits are made, with class discussion.

Practical work is done in the several departments of work in the University Library and in the Syracuse Public Library under supervision of the heads
of the several departments who report back to Miss Thorne, who has charge of all practical work in and outside the University Library. Some libraries in neighboring towns have also given work to students.

**Special Lectures Given in 1912**

Lutie E. Stearns, Wisconsin Lib'ry Commission—Some phases of Western Commission Work.


Edna Lyman, Oak Park, Ill.—Series of Lectures on Work with Children.


Mary Downey, Chautauqua Lib'y School, Columbus, Ohio—Value in Library Work.


**Bibliography Lectures**

Fifteen by professors and deans of the various departments of the university on the bibliography of their own specialty.

**Other Lectures**

Numerous opportunities to hear noted lecturers and scholars at the university and in the city.

**Graduates and Positions**

Graduates receive from $40.00 to $60.00 at first. Many graduates have married. Some have taken up other kinds of work. Some of the more recent ones are doing acceptable work in the Brooklyn Public Library.

**Conclusions**

In spite of good instructors and a general tendency on their part to improve the course, the work does not seem equal to that of other schools giving the B.L.S. degree, either in ground covered or depth. I believe this is largely due to the lack on the part of the University authorities of a proper appreciation of the administrative and financial needs of a library, and of a character of library training. Another cause is the desire for quantity rather than quality of students. The young women seemed, as a whole, crude both in manner and attitude of mind. In class they seemed unresponsive and
lacking in general information, even when making due allowance for a
stranger in class and the near approach of the Holidays. If general Library
conditions were improved by a larger staff and appropriation, and more
attention was given to personality in admitting students, and more care
taken to prevent weak ones from continuing, the regular four year course
might be better worth while. I should, however, be unwilling at the present
time to advise any college graduate to go to Syracuse.
WESTERN RESERVE UNIVERSITY LIBRARY SCHOOL

One year Course

Relation to Other Institutions

Financed by Carnegie Endowment. Administered by Western Reserve University.

[One page of financial data deleted.]

Affiliated with Cleveland Public Library, but at present receives no financial obligation or support.

1. Librarian is Dean of the School, an advisory office.
2. Vice librarian gives course in administration and supervises in general the use made by the student of the whole Public Library system.
3. Instructors from the Public Library are supervisors of students' practical work in the branches receive a fee from the school of $5.00 a year for each student who does practical work under supervision.

Housing and Equipment

The School is located on the campus of Western Reserve University, in part of a building once used as a dormitory. The administration, class, and typewriter rooms are on the first floor, the offices of the instructors, and students' work room are on the second floor. While much space is wasted, and the arrangement is of necessity not wholly satisfactory, the rooms are light, clean, and attractive, with well tinted walls and growing plants. There is prospect of a new building at some future time. The students have the use of the books in several large libraries for study and reference. (See catalogue, p. 19-20.) In addition, the school has assembled a library of several thousand books on library economy and of special use in teaching technical subjects, with files of library reports, bulletins, and periodicals. Bound volumes are arranged on the shelves, ephemeral matter in file cases. A small branch of the Cleveland Public Library is located in the School building and administered by the students.

Instructors

[Specific biographical data deleted.]


For lecturers, and supervisors of practice work, 1913-14, see Catalogue, p. 7-8.

Requirements for Admission

All applicants for admission to the Library School are required to pass entrance examinations in General Literature, General History and Current Information, and in two languages, one of which must be a modern one, both of which may be. The test of intellectual fitness is made through such examinations rather than by requiring a certain amount of formal education, because, although the School recognizes the fact, that generally speaking, high school and college courses are the best educational preparation for a library school course, it realizes that the equivalent of this preparation and culture may have been obtained in other ways.

Persons thinking of entering the School are supplied on request with the required form of application blank. This should be filed at the School as soon as filled out, as only applicants are notified of changes or other items of interest concerning the School. The application is in no way binding, but if an applicant is obliged to withdraw, the School should be notified as soon as possible.

Persons under twenty years of age are not ordinarily admitted to the regular class and those over thirty-five years who have not had considerable previous library experience are advised not to take up the work.

The class is limited in number and is finally made up by selecting those who, in addition to passing the examinations successfully have the previous education, experience and personal qualities which seem to make them the best fitted for the work.

A month's preliminary practice under the supervision of a trained librarian in an approved library is required of all candidates who have been definitely admitted to the class and who have not had accredited library experience. This practice is to be taken, any time between the passing of the examinations and the opening of the School and may be arranged for through the Director of the Library School.
Attention Given Students Outside School Hours

The Dean of women has general oversight of all women students connected with the University, several library students live in the dormitories, others board with friends or in places selected from an approved list. Intimate personal relations are maintained between the Director and each student.

Curriculum

For general outlines of subjects taught see samples arranged in alphabetical order by the name of the course. Comment on selected courses only is included here. This year work in the gymnasium of the college for women has been required of all library students, unless some physical cause makes such work unwise. The physical examination necessary at the gymnasium takes the place of a health certificate as an entrance requirement.

The brief course given in Typewriting by Miss White, the Secretary of the School, seems especially well adapted to the needs of library students.

I attended the following lectures:


Book selection, periodicals. Miss Tyler. From nature of subject, chiefly lecture. Problem assigned. Some class discussion.

Periodicals, checking. Miss Cass. Practical and clear. Many samples shown.

University Advantages. The following regulation has recently been passed by the faculty of the College for Women: Students wishing to combine the college course with that of the Library School may receive both the degree of A.B. and the certificate of the Library School at the end of four years. To this end six units credit, i.e. credit for six tenths of one year of college work, will be given in the College for Women for the work of the one year course in the Library School. The remaining four units of the college work are to be obtained by extra work. Arrangements for this combined course should be made in each case with the Dean of the College for Women and the Director of the Library School.

Students of the Library School have the privilege of attending public lectures given at Adelbert College, the College for Women and Case School of Applied Science. The gymnasium of Adelbert College and that of the College for Women will be available for the use of the students.
Graduates and Positions

A certificate is given for the satisfactory completion of the course. Records of graduates are kept giving location, position and salary. The lowest salary received on graduation is $50.00 a month, the average from $50.00 to $75.00. $2300.00 is probably the highest salary now received by any graduate. As the school grows older and its graduates fill more important positions the scale of salaries increases at the upper end.

No difficulty is found in placing graduates. The demand is constant and from all parts of the country. While some go into college library positions the majority are in public libraries.

Conclusions

This seems to be an excellent course, under experienced, fully competent instructors, giving exceptionally favorable opportunities for a variety of practical work of the best types. Because of its geographical location it seems likely to be strongest on the side of training for public library positions for some time to come. The whole atmosphere of the school is very pleasant. The students are alert and attractive, and the spirit of sympathetic helpfulness between instructors and students very marked.
LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN

A one year course in the Library School

A four years course combined work in the Library School and in the University

Relation to Other Institutions

The school is closely connected with both the University and Library Commission. The University pays to the Library Commission a lump sum of $7500.00 annually. From this the instructors salaries are taken. All other expenses come from the Commission-Quarters, supplies, and any additional salaries. Fees of the students go to the Commission. Instructors in the School all give part of working time to the Commission. It costs about $300.00 to train each student.

In the Joint course 96 university credits are required before taking Library School work—3 years and one Summer course for the average student. A student with the standing of Good may omit the Summer course and take extra academic courses during his junior year. During Senior year 4 credits are given for University thesis and bibliography. 20 credits in the Library School go toward the B.A. and 10 additional credits toward a Library School certificate.

(See the following Arguments for making the Joint course a one year Senior elective for credit.)

The one year Library School course required 30 credits of those not candidates for the University degree.

Arguments for Making the Joint Course Between the College of Letters and Science and the Library School a One Years' Course, to be Elected for University Credit in the Senior Year

From the standpoint of their professional training, the standard of the student's work suffers by spreading it over two years, for the following reasons:

1. Interest is divided between regular University work and Library Training. A professional attitude is necessary towards the Library work, which the Joint Course students fail to develop or have in less degree, than the students who are giving full time to the library course. The divided interest is apparent and Joint Course students are usually less diligent and responsible than students who have had less preparation or have completed the college work before undertaking the course.
2. Opportunity to do more varied practice work, a feature of strength in the Wisconsin school. The Joint course students can not be sent out of Madison and consequently do not learn of methods employed in other communities, which are more typical of the cities to which they will go. Their practice work suffers especially in being done intermittently.

3. Students will go more directly from their professional training to their positions, where they will apply at once all the work of the year. Under the present arrangement, to cite an instance, the exposition of reference and children's work is given in the junior year and no application is made for two years. Naturally much is lost, by lack of use.

4. Students will find the work physically easier. They are obliged to spend much time and strength in walking back and forth from the University to the City Library Building. The work can be adjusted more equally than under the present arrangement, since subjects are so interrelated, for example cataloguing and classification, which should be parallel courses, are now taken in different years. The work is planned as a one year's course, since the majority are seeking such, and the Joint Course students will find it easier, taken in the same manner, if the matter of credits can permit them to do so.

5. The Joint Course students miss many lectures from visiting librarians, and so fail of getting into touch with the library world through representative librarians.

6. It is almost impossible to change the attitude of mind to suit academic work one day, and professional work the next, and the spirit of the profession is not attained. Joint Course students lose in intensity of application to library problems.

These advantages to the students are based on the observations of the faculty and the frankly expressed comments of the students, who have taken the Joint work of the past three years. The students would distinctly prefer taking the work in the senior year.

**Housing and Equipment**

The school is located in rooms on the second floor of the Madison Free Library, and has free use of all the resources of that library, as well as of those of the libraries of the University; Historical society; Academy of Science, Arts, and Letters; State Law Library; and State Library Commission.

In addition a technical, working library of books, periodicals, reports, bulletins, and miscellaneous material have been collected by the School.
Instructors

All of the instructors have had practical library work, most of them have had in addition both college and technical school preparation, and several have taught in high schools. Salaries vary as follows—Preceptor, $2300.00; one instructor, $1200.00; another $1080.00; another $1000.00; another receives $100.00 for a single course.

I went into classes in Cataloguing, Book selection, and Reference, and considered the work conducted in a logical, interesting manner, with good response from the students.

A large number of special lectures are given every year.

Requirements for Admission

Examinations are given in History and current events, Literature and General information, and German to every candidate for admission. Great attention is also given to personality. The class is limited in number. Accepted candidates without library experience are required to spend at least one month in practical work in a designated library before the School opens. All are requested to be able to use the typewriter.

Attention Given Students Outside School Hours

A list of boarding places is supplied to all incoming students, and the Preceptor and instructors keep in close touch with each student. As a university town and the state capital Madison offers many advantages. From time to time [illegible original] and teas are given by the school, and by the instructors.

Curriculum

Lecture period is 50 minutes long. Two hours preparation is expected for every lecture hour. Library science courses for which 5 credits are given comprise 3 lectures, 1 hour of quiz, and 6 hours practice or other preparatory work.

The greater part of the work is planned primarily for public library positions. Miss Hazeltine writes on Dec. 5, 1914 "We have every year readjusted our schedule somewhat, and this year made a careful readjustment, but nothing that was radical, except that we have changed the balance of some courses, cutting two or three lectures out and adding them elsewhere."
The Wisconsin code of simplified Cataloguing rules on cards is at present the only thing of the kind available in print, and represents the consensus of opinion of many people. Because of the School's connection with the State commission it is possible for the students to have Practical work of great variety and usefulness.

The Legislative reference and Public service course, was the first of its kind given formally at any library school. While in residence, students are recognized by the University as taking full required work even when certain courses only are taken at the University, providing the work is assigned by Mr. Lester. Students in this course are registered in the regular University register. At present they receive credits for courses carried in the University only. It is hoped in the future to have university credit given to Legislative reference and Research courses, as in some other institutions, such as the University of Missouri. Those satisfactorily finishing the required work will receive a certificate from the Library Commission.

In the future all candidates for this course will be required to offer some work in Sociology or Economics taken at a recognized institution.

The Legislative Reference & Public Service Course 1st Season, 1913-14

Seven students have been admitted to the new course in legislative reference and public service training, instituted by the Wisconsin Library Commission.

It has been necessary carefully to restrict the class to those having a previous training and experience, together with natural aptitude and personal qualities, which fit them for this kind of work. The authorities were therefore under the necessity of rejecting the applications of several persons who did not come fully up to the requirements. The nature of the work is indicated by the following:

Library science. All of these students are at present taking in full the three fundamental courses: classification, cataloging, and reference, including not only the lectures and conferences, but also, at first, all of the practice work. Later some of the regular practice work which is not so directly applicable to legislative reference work will be omitted in order to give opportunity for more extended supplementary practice in the legislative reference library. In all these courses the instruction given to the other library school students will be supplemented by special instruction and practice as to legislative and municipal reference material.

University courses. Each student is also taking at least seven hours a week of advanced work in the University of Wisconsin. The courses taken
include legislation, party government, elementary law, constitutional law, labor problems, trusts and monopolies.

Following are some of the University courses and their time schedules:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hour</th>
<th>Day</th>
<th>Room</th>
<th>Bldg.</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>145b Labor history since 1860</td>
<td>3</td>
<td>2:30</td>
<td>MWF</td>
<td>52</td>
<td>UH</td>
<td>Commons</td>
</tr>
<tr>
<td>263 Sem. on the dynamics of pop.</td>
<td>2</td>
<td>7:15</td>
<td>W</td>
<td>122</td>
<td>Lib</td>
<td>Ely</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>114 Municipal functions</td>
<td>2</td>
<td>10</td>
<td>TT</td>
<td>323</td>
<td>UH</td>
<td>McGregor</td>
</tr>
<tr>
<td>116 State administration</td>
<td>2</td>
<td>9</td>
<td>TT</td>
<td>322</td>
<td>UH</td>
<td>Moore</td>
</tr>
<tr>
<td>126 Legislation</td>
<td>2</td>
<td>11</td>
<td>TT</td>
<td>323</td>
<td>UH</td>
<td>Lloyd-Jones</td>
</tr>
<tr>
<td>201 Administrative law</td>
<td>2</td>
<td>10</td>
<td>WF</td>
<td>3</td>
<td>LB</td>
<td>Hall</td>
</tr>
<tr>
<td>252 Seminary in legislation</td>
<td>2</td>
<td>4-6</td>
<td>Tu</td>
<td>Capitol</td>
<td></td>
<td>Lloyd-Jones</td>
</tr>
</tbody>
</table>

(No one student carries all these subjects. Each student supplements technical work if desired by from 4 to 5 hours from this schedule.)

Research work. As was anticipated, several departments of the state government have made application to the commission, asking that students be delegated to do special investigational work for them. The Wisconsin Industrial Commission has asked (1) for a study of the minimum wage in reference to housing standards and also from the particular viewpoint of the regulation of woman and child labor; and (2) for an investigation of the regulation of humidity in factories and workshops and its relation to the efficiency of the worker. Those subjects have been assigned respectively to Mr. Cannon and Miss Hochstein.

(Up to April, 1914, 36 assignments of research were made. All by request.)

The State Board of Public Affairs has asked (1) for a careful study of certain specific cooperative industries actually operating in Wisconsin; (2) for a study of cooperative credit, both in relation to short time loans and more permanent land mortgages; (3) for an investigation of the whole subject of a central board of control for all state educational institutions. These three subjects have been assigned to Mr. Turner, Miss McMullin and Mr. Schatz.

The secretary of the Governors' Conference has asked for an analytical compilation of the existing statutes regulating trusts and monopolies bringing up to date earlier compilations and organizing later material. This work has been assigned to Mr. Davis.

The State Board of Public Affairs has asked for a similar compilation of statutes relative to mortgage taxation. This piece of work has been assigned to Mrs. Blackall and Mr. Cannon.
It is to be noted in this connection that these pieces of work may be done under conditions which are practical rather than scholastic, since the results are for actual use by the state departments and must conform to certain administrative standards, must be accomplished with a given time, and must be such as to meet the approval of the Board asking that the work be done.

The legislative reference library has on file also a request for an analysis of regulations and methods applied in the detention of accused prisoners, with particular reference to their protection against loss. This work has been assigned to Mrs. Blackall.

Research work will also be done during the year on the following subjects: The pay of state legislators, municipal home rule, bibliography of material in accessible libraries relative to the white slave question (for the use of the special legislative commission created by the last legislature for investigation of the subject), the investigation of certain phases of mothers' pensions and the care of dependent children at home (in connection with a special investigation by the State Board of Control), the efficiency of state departments, a study of state printing in regard to the elements of time, cost and quality; investigation of the actual interest rates on different kinds of loans; comparative data as to boards of efficiency and economy in other states.

It is evident that there will be no lack of practical problems on which the students of this special course may spend their time and gain expert knowledge both as to method and subject. All of the work is carefully supervised through weekly reports as to the time spent and the subject matter covered.

Lectures. The special lectures by leaders in library administration, in special library work and in other fields from outside the city and state will be unified and correlated by frequent class conferences with the lecturers and with instructors.

The work covers the whole two university semesters and the summer session, and, in some cases, the completion of the investigational work may require time reaching beyond that period.

Graduates and Positions

Six classes have been graduated from the Library School of the University of Wisconsin since its organization in September, 1906. The graduates number one hundred and forty-one. Of these thirty-three have positions in
Wisconsin libraries, fifteen in Illinois, nine in Iowa, six each in Indiana and Minnesota, five each in Michigan and Oregon, four each in Kansas, North Dakota, Ohio, and Pennsylvania, three each in Missouri and Nebraska, two each in Alabama, California, Colorado, Montana, and New York, and one each in the District of Columbia, Idaho, Maryland, New Mexico, and Texas. Twenty-three states are represented in this roll-call. Fourteen graduates have married, and twelve are living at home.

Of the hundred and fifteen graduates now in service, thirty hold positions as librarians of public libraries, eleven as branch librarians, thirteen as assistants in public libraries of whom ten are heads of important departments, seven as children's librarians, eleven as cataloguers; five are in legislative reference work, five in Library Commission work (of whom three are also connected with the Library School of the University of Wisconsin); five are librarians and four are assistants in college libraries, two are librarians and three are heads of departments in Normal School libraries, three are high school librarians, four are assistants in reference libraries, and twelve are doing specialized library work in medical and technical libraries, in institutional libraries, in indexing, organizing, and in commercial houses.

Conclusions

This school has a very full, useful system of records of every kind, the most complete I have found anywhere. The work as a whole is very satisfactory, in scope and balance, and the spirit shown is excellent in every department. I consider that it offers one of the best programs given for public library work, especially in the smaller libraries.

VITA

Charles A. Seavey is currently an assistant professor, Graduate Library School, University of Arizona, Tucson. He received his BA from the University of Massachusetts, an M.S.L.S. from the University of Kentucky, and a doctorate from the University of Wisconsin. He has been a practicing librarian at the University of Northern Iowa and the University of New Mexico.

Mr. Seavey has published numerous publications dealing with maps and government publications. Relevant to the Robbins Report is the article in Library Trends, Vol. 34, No. 4, co-authored by Jane Robbins-Carter entitled "The Master's Degree: Basic Preparation for Professional Practice."