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The Library of the School of Library Service, Columbia University,  
New York City

by Darthula Wilcox

Librarian, Columbia University School of Library Service

The Library of the School of Library Service of Columbia University is older than the School itself. Melvil Dewey, knowing for several years that formal classes for the training of librarians would begin in 1887, began collecting materials to be used in instruction(1). The American Library Association had since 1876 been gathering together a "Bibliothecal Museum" (composed of forms, appliances, and explanatory pamphlets), and this also was deposited at Columbia in anticipation of the opening of the School(2).

When, after two years at Columbia, the School was moved to Albany to be administered by the New York State Library, much of the library went along. Work with the collections was an integral part of the teaching. The library was divided among the classrooms, and was steadily increased by donation, purchase, and deposit. At that time the practice collection of volumes used in cataloging classes was included as part of the library, and books presenting difficulties in listing were painstakingly acquired in duplicate. Bibliographical tools and books on all phases of library science were purchased or begged. There were nearly 10,000 volumes in the collection by 1911, when the fire which swept through the State Capital totally destroyed the wing in which the School was housed. Nothing was left to show of the results of the work of 25 years spent in building up the Library. Alumni and other friends generously did their best to replace losses, but much could never be duplicated.

In the same year as the fire, the New York Public Library School opened. Here also a collection of books was gathered together for the use of students. Three classes of books were represented: "those on technical or professional subjects, books needed for quick reference when there is not time to consult the reference department of the library, and books needed (chiefly translations of foreign novels) for the course in fiction or for the study of criticism"(3). In 1913 a beginning was made of a collection of editions for purposes of comparison, and museum materials were gradually accumulated. The books were kept close to the classrooms and constant reference to them was required.

In 1926 the New York State Library School was transferred back to Columbia, and merged with the New York Public Library School to become the Columbia University School of Library Service. There was little space available for offices or classrooms, but it was recognized that a library school could not operate without a library of its own. The New York State Library could not donate volumes which had been officially added to its collection, but the practice collection of 5,700 volumes was half sold, half given to Columbia. Twenty-five hundred children's books, the collection of writings of alumni, the Peck gift of professional periodicals, and anything to which the Library School had title were transferred to Columbia.

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The New York Public Library provided the real basis for the present library. "Collections of books used for practice work of students...came from both Schools... A few bibliographical and reference works representing duplicate copies in the State Library and used by the School were also purchased ... The Library of the School of the New York Public Library, while not so large, had been built up more recently, was well selected, and was transferred to the new School without expense to the University. Book collections received from the two schools supplemented each other admirably, so that with the purchase of a comparatively small amount of new material the School was able to begin its work well equipped for the first-year curriculum"(4). Mrs. Gertrude Thorpe, Curator of the School, had charge of the library until 1928, when Mrs. Abigail Hausdorfer was appointed librarian. Imaginative as well as systematic effort had built up and organized the collection to a high point of efficiency before Mrs. Hausdorfer resigned in 1946. The 1936 report of the Dean of the School states that "The specialized library for the use of the School is believed to be the most complete and most adequate for instruction and research in these fields of any in the country. This is the result of a definite policy adopted in 1926, beginning with the collection built up by the Library School of the New York Public Library in the years 1911 to 1926 and the material already in the possession of the University Library. Books and pamphlets in the fields of bibliography, library economy, book production, and special classes of books for instructional purposes now number about twenty-one thousand ... Nearly two hundred periodicals are currently received"(5).

In the move in 1934 to South Hall, now called the Nicholas Murray Butler Library, the library school was given the fifth and sixth floors of the new building, and the Library was assigned the north side of the sixth floor and all of the adjoining stack tier. There are two large reading rooms, seating a hundred people each without crowding. One contains much-used periodicals and open-shelf reserves; the other is a reference room. Three smaller rooms house the modern children's collection; and there is a large entrance room housing the loan desk, shelves for closed reserves, and work space. The librarian's office serves as a small meeting room and a work room. The stack tier should allow space for growth for some years to come. The furniture and equipment are in the best conservative tradition, there is natural light all year, and the library is close to class and study rooms and to faculty offices, and is an integral and important part of the life of the School.

### Books Collections

The kinds of books collected by this library have varied over the years, for the emphasis has changed with alterations in libraries themselves, as reflected in the curriculum of the School. Since the move to its present quarters the Library Service Library has not included the practice collection as part of its stock, administrative or in inventory; practice work is not so important a part of the teaching as it used to be. A larger proportion of books is now added in other Dewey classes than the 000's. Inventory was taken in the spring of 1950, after the collection was weeded, serials bound, and unused duplicates eliminated. Table 1 shows two sets of figures, a straight title count (virtually a count of shelf-list cards), and a physical volume count (which counted separately duplicates, bound volumes of serials, etc.).

A collection of bibliographies is classed in the 101-119's and includes all subjects and types, together with books on bibliography making, but excluding lists of children's books, which are classed in the 028's. General material on library science, including a large number of periodical files, are classified in 020 through 024. In 027 are most of the annual reports, histories, surveys, and other material about individual libraries; the count of 10,908 volumes would be several times larger were it not for the fact that, for the sake of economy, annual reports of libraries are bound in thick volumes.

TABLE 1. DISTRIBUTION OF BOOK HOLDINGS OF SCHOOL OF LIBRARY SERVICE LIBRARY (JUNE 1950) IN TITLES AND VOLUMES, CLASSIFIED BY SUBJECT

	<u>Subject</u>	<u>Titles</u>	<u>Volumes</u>
000-019	Bibliography	3601	7772
020	Library Science - Theory	1872	6186
021-024	Library Science - General	1032	1941
025	Administration of Libraries	1434	3361
026	Special Libraries	420	863
027	Public and College Libraries	3410	10,908
028-029	Reading and literary methods	1396	2774
030-090		356	639
100		204	326
200		40	51
300(Except 370)		921	2066
370(Education)		2369	5546
400		116	157
500		102	175
600		1108	1809
700		146	222
800		541	768
900 and Biography		607	1015
Fiction and Series		649	748
Sutcliffe - Shaver		332	414
Library School Library			
	Reference Room Collection	1371	6675
	Juvenile	4967	5515
	Children's Historical(Estimated)		5000
	<u>Total Bookstock</u>	<u>26,994</u>	<u>64,931</u>
College Catalogs (Estimated)			50,000

The books in the 100's are largely in the field of child psychology. The 300's are increasing rapidly because of the growing collections on audio-visual education and on communications. Columbia's large collection of graphic arts material is in the department of Special Collections, which includes the Typographic and Book Arts Libraries, and is not treated as part of the Library School Library. The 600's therefore consist in the main of material on publishing, a field of interest assigned to this library in the general scheme of the Columbia Libraries. A collection of publishers' catalogs and related material is uncataloged and uncounted, but it fills a about 570 pamphlet boxes. The fiction and series collections (which include many books ordinarily classed in the 800's) are remains of the old-type curriculum, though many of the books are coming back into use in the new course in the literature of the humanities.

The Sutliff-Shaver collections consist of examples of fine printing. The library school class of 1928 inaugurated a fund for the purchase of books representative of modern presses and typography in honor of Mary Louisa Sutliff, a teacher in the School. Other classes gave money, Miss Sutliff herself contributed some precious volumes, and occasional purchases have been made. The library of Mary Shaver-Browne,

assistant professor in the School from 1927 until her death in 1942, was donated to Columbia by her husband. Most of this gift was absorbed into the general library school collection, but about a hundred items are shelved with the Sutliff Collection. The establishment elsewhere in the Columbia University Libraries of a department of Special Collections has provided so much material in the field of book arts that no effort has been made to secure funds to maintain these collections. There are also a few uncataloged collections. One consists of examples of material printed for the use of the Army in World War II. Mrs. Hausdorfer, early recognizing the value of these materials, attempted to acquire all that was available, and some additions have been made by Ray Trautman, former head of the Army Library Service, now a member of the faculty of the School. The papers of Henry Bliss are on file, as well as the Alumni Collection of the New York State Library School, and other archival material.

The library school library's reference collection is by no means a model one. There are some surprisingly valuable tools, to protect the main Columbia copies from excessive use by Library School students and as additional sets available for all Columbia readers (e.g., catalogs of the Library of Congress, the Bibliothèque Nationale, and the British Museum). But relatively inexpensive volumes may not be found in the latest edition, since revision of even the best reference book will not be purchased if there has been no major change in format. The policy of selection has had to be determined by weighing the total number of copies needed in the Columbia University Libraries, estimated class use, and other factors, against available funds. There is a great deal of wear and tear on these books, since the room is used as a laboratory, and mending and replacement costs are high. The reference collection will probably never be adequate for advanced courses in bibliography or for certain topics covered by the new subject literature courses. Thus, students taking the course in Science Literature are referred to the specialized collections on the campus in the fields to be investigated.

The holdings of juvenile books are not unusual. There is no special budget for recent publications, and never enough money in the general budget to cover everything. Many of our new acquisitions have been donated by the faculty and others. The Children's Historical Collection has never been completely cataloged, but is estimated to include over 5,000 volumes. It is planned to make chronological and alphabetical indexes available for the use of students and research workers. The collection was begun in Albany, the first volumes having been donated by Caroline Hewins, and numbered 2,500 at the time the school was transferred to Columbia. Gifts still come in from interested alumni and others who know that the collection exists. There are some valuable items (e.g., a 1787 edition of Goody-Two Shoes) but the emphasis is on the typical rather than the rare. There are Sunday school tracts, Elsie Dinsmore books, examples of inexpensive editions such as those sponsored by the WPA, books with masculine appeal (such as those by Alger, Oliver Optic, and the author of the Rover Boys series), and books for children which have been printed in other lands (such as the 226 Japanese juveniles which were part of a large gift of books made to Columbia by the Civilian Affairs Division of the Army).

Another field assigned to the Library Service Library in the general Columbia distribution is the collection of college and university catalogs and related publications. These have been weeded so that present holdings are estimated at about 50,000 pieces. New acquisitions are checked in at the Library Service Library and arranged alphabetically by the name of the institution. Some of the catalogs and especially the annual reports of degree-granting institutions were acquired originally for use in courses in college and university libraries. Then, through gifts and in accord with the tendency of any popular library collection to grow, more and more were added. Once a fairly adequate collection was made available to the university community, its value and many uses became evident. To satisfy all the demands, the whole staff of the Library Service Library would have to spend its time

answering reference questions, claiming pieces which are missing, keeping records up to date, and locating desired items.

The files of periodicals do not show up clearly in Table 1. Bibliographies published in serial form are classed in the 015-019's. Others are placed with the subject covered, or with other material published by the issuing body. In the current periodical checking file are over 800 cards, with almost every country in the world represented by some publication. This is in addition to annual reports and yearbooks, and duplicates ordered for routing to the staff of the Libraries and the School faculty.

The Library Service Library has accumulated other material not listed in any catalog. Already mentioned are the several collections which have been deposited here and never listed, and the pamphlet boxes of publishers' catalogs. There are also 103 filing drawers with various types of pamphlets, leaflets, mimeographed materials, and pictures. ALA material not cataloged is kept in six drawers at the loan desk, arranged by issuing body. Library school announcements and catalogs are also kept close at hand. There are four drawers of equipment catalogs of current and historical interest, and a file of audio-visual material (including film catalogs, radio and television program releases, samples of magazines, etc.). In the Children's Rooms are collections of material about writers and illustrators of juveniles, and a file on school libraries.

The largest of the pamphlet files contains material about libraries and library organizations other than the ALA. It is arranged geographically, by country, state, and city, with the material filed under the issuing body. This classification may seem unwieldy, but specific items can be quickly located through indexes which are revised frequently; and many of our questions concern one specific library. Here are many annual reports, samples of publicity and forms, pictures and descriptions of buildings. The file grows rapidly and is consulted daily. Gifts are solicited constantly; good results were obtained from a request through SORT for staff organization bulletins, and membership in the Special Libraries Association brings material from all over the country. There is also a pamphlet file for uncataloged material not fitting into any of the above categories, arranged mostly by subject. All of the files are used, but they are growing so large that they are increasingly difficult to service. Some of the ways in which the material about individual libraries is used is for student reports, for information to give people considering new positions, for providing material for displays, and for furnishing the faculty with examples of organization charts or publications of various kinds. College catalogs, state lists of recommended books for school libraries, reading lists on current events, library supply catalogs, and samples of display materials with which school librarians should be acquainted are assembled regularly for class use. The value of pamphlet files for storing ephemeral material is clear, as is also the fact that filing such items is much less expensive than cataloging them.

The discussion of the collection thus far has been limited to quantity and subject, with little mention of quality or value. It is hard to fashion a yardstick against which to measure the comprehensiveness of a library's holdings. This is not an independent organization but an integral part of a large library; this affects the acquisitions policy and complicates the problem of judging the total resources. A few fragmentary notes have been made to indicate the completeness of the collection.

Three bibliographies of librarianship were chosen for a spot check: Burton's Bibliography of Librarianship(6), Cannon's Bibliography of Library Economy(7), and the Internationale Bibliographies des Buch- und Bibliothekswesens for 1935(8).

Certain sections of Burton were compared with the catalog of the School of Library Service Library. Out of six items listed in the section on Cataloguing and Classification (D III, p. 79), we own four in the editions listed and one in a different edition. In Codes (D IV 2, p. 80-82) we own 18 out of 29 items in the editions listed and four in other editions. In the section on Cataloguing, Historical Surveys (D IV 1, p. 79-80), out of seven items we own five in the listed editions and one in a different format.

The check of the Internationale Bibliographie was again made only in this departmental library catalog. Pages 122-126 were selected, covering "Bibliothekswesen im allgemeinen: 1. Zeitschriften. 2. Allgemeines" and part of "3. Bibliotheksgeschichte." Out of the eight items in section 1, we own five. Of the 81 in section 2, we own 44. Of the 13 items checked in section 3, we own six. A search in the other catalogs of the University Libraries would, probably discover a larger percentage of these titles.

The "Publications Indexed" in the front of Cannons' Bibliography of Library Economy was checked against the main Columbia catalog. Out of the 68 items listed, the library school owns 46 in their entirety, the General Library six more, the Medical Library one. In 13 cases some parts of a serial were located on the campus, but at least one or two issues were missing. Only two titles are not represented at all at Columbia - Subscription Libraries, and the Proceedings of the Library Association of Australasia. We will be glad to hear of libraries in the United States which have files of these. Library Literature was not checked, since this is regularly used as an order tool, as are Library of Congress cards for bibliography and library science. A large percentage of the items included in these last two sources are in our possession or are available locally.

Columbia University policy in the handling of audio-visual aids assigns responsibility in this field to other agencies than the Libraries. There is a Communications Materials Center which investigates, rents or purchases, and shows any aids which are needed on the campus. Departmental or school offices also have collections, such as the records purchased by the Music Department but housed in the Music Library. The School of Library Service has found the services of the Center helpful in providing films and equipment to supplement those owned by the School and housed in its administrative office. The Library Service Library knows generally what is available, reports to the Office new items which might be of interest, and refers inquiries to the proper place.

The weaknesses of the Columbia School of Library Service Library are as hard to judge as its strength. One obvious and serious lack is a file of graduate theses of other library schools. If ever funds are provided, microfilm copies will be made of all these that are available. In answering reference questions, the greatest difficulty encountered is not being able to locate current library statistics. In part, this is because of faculty organization of what we do have, but even more because often the desired figures are not available. Also badly needed are files on accrediting standards and on sample examinations in the field of library science. But most of all we need more staff time to service what we do own more quickly and thoroughly than at present.

#### Administration of the Library

According to the organization chart of the Columbia University Libraries the Library Service Library, with the main Reference Department, Business and Journalism Libraries, and certain other collections, comes under the supervision of the Butler Librarian who in turn reports to the Associate Director of Libraries(9). The only

formal connection it has with the faculty of the library school is the dual position held by Dr. Carl White as Director of Libraries and Dean of the School of Library Service. In practice, there is close cooperation between the faculty of the School and the Library Service Librarian, who is by courtesy considered as a member of the School staff. She gains the advantages of attending staff meetings without having to perform any of the many chores which fall on the shoulders of the instructors.

The budget for the University Libraries is made up once a year. That for the Library Service Library covers Personnel, Book Funds, Binding, and Equipment (major purchases only). Stationery, printed forms, and such are drawn from a general stock. Book Funds for 1949/50 were \$2,500. The staff consists of three professionals (the librarian and two reference assistants), two and a half clerical assistants, and one page. The Technical Services division of the Libraries takes care of ordering, processing, cataloging, and accounting. The work of the Library Service Library staff, therefore, consists of book selection, readers' services, checking in of serials and preparing material for cataloging and binding, and the assorted chores which are done by most librarians on occasion. (from taking a distinguished foreign visitor on tour of the building to conveying a message to a student to take home a loaf of bread). The division of work among staff members is informal. One clerical worker last year devoted almost her full time to the college catalog collection, and another was in charge of the loan desk and reserves. One reference assistant is usually on duty to assist students, while the other is occupied with work behind the scenes.

Book selection is not difficult except for the necessity to keep within the budget, but it is time-consuming. The faculty members are encouraged to make suggestions. About 50 library periodicals and bibliographies are checked regularly for anything in our fields, and standing orders are maintained whenever possible with library organizations. It is the ephemeral material which is hard to secure (such as the publications of library organizations); personal letters seem to bring better results than formal library "beg" letters, and money is less important in many cases than writing to the right person.

Service to readers assumes many forms. There are both closed and open reserves, and a small rental reserve collection. Circulation work is simple, since a large percentage of the patrons prefer to wait on themselves. In the academic year of 1949/50 the circulation was 72,335 volumes, of which only 13,656 were for home use. This is not because of restrictions on circulation (other than the usual reserve book regulations) but probably because of the comfortable quarters and long hours of opening. Short tours of the library are offered all new students. No assistance is given individuals with reference class assignments, but help with papers and special projects is always available. Many students and visitors have concrete problems to be solved, and in some cases faculty members specify students needing special help. In some courses, a class project is based on cooperation with the library. For example, in the summer of 1950 a class received an assignment to make graphs of the increase in book stock of various public libraries for the last 20 years. Students were told to consult the librarian if the figures were not easily available; she in turn gave them specific suggestions of sources for statistics (such as state publications, pamphlet file material, and Office of Education releases). There is an increasing number of letters from all over the country, concerning lists of books of various types for purchase, available material on organizing new libraries, and similar questions. Many requests come from the administrative officers and other staff members of the Universities Libraries, to whom the Library Service Library regularly routes professional periodicals and other recent material of interest to specific individuals. In addition every year a number of alumni write or come in when they need information available here.

Informal displays are arranged in the library to coordinate with or supplement class assignments, bring attention to material which might otherwise be overlooked. A series of inexpensive posters has been arranged to show the work done by individual libraries, selected partly because recent good material for the displays was on hand, partly to emphasize the wide scope of materials in the library's collection. In the Children's Rooms two or three very simple exhibits such as might be used in children's libraries are maintained at all times. Changes are made each day in the current magazine rack. New books are displayed and routed to anyone who has indicated interest. These are not original devices to stimulate reader interest, and are mentioned only as examples of services.

Reference has been made to the routing of periodicals to the staff of the Libraries and to the faculty of the School. Since this is in effect a special library, the staff members make notes of the subjects in which our patrons are interested, and call to their attention articles, books, and meetings in their fields of interest. Bibliographies are compiled when requested, and material assembled for inspection. Some day it is hoped to find time for some bibliographic work of permanent value. At the moment only a "Selected Acquisitions" list is issued. This does not usually include uncataloged pamphlets, parts of serials, or older material acquired to complete gaps in the collection; and it is bibliographically uneven. Suggestions for making the resources of the Columbia School of Library Service Library more readily available and better used are always welcome even if they cannot be acted on immediately. Planned for sometime in the future is an index to masters' essays done at the School, a chronological list of the Children's Historical Collection, and the expansion of the publishers' collection.

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FOOTNOTES

(1) Columbia University School of Library Service, School of Library Economy of Columbia College: 1887-1889; Documents for a History (NY: Columbia Univ., 1937) p. 93.

(2) Ibid., p. 103-104.

(3) New York Public Library, Annual Report of the Library School: 1912/13, p. 5-6.

(4) Columbia University School of Library Service, Annual Report of the Director 1926/27, p. 12-13.

(5) Columbia University School of Library Service, Report of the Dean: 1935/36, p. 17.

(6) Margaret Burton, and Marion E. Vosburgh, A Bibliography of Librarianship; Classified and Annotated Guide to the Library Literature of the World (Lond.: The Library Association, 1934) p. 79-83.

(7) Harry G. T. Cannons, Bibliography of Library Economy: 1876 to 1920  
(Chic.: ALA, 1927).

(8) Internationale Bibliographie des Buch- und Bibliothekswesens: 10 Jahr,  
1935 (Leipzig: Harrassowitz, 1936) p. 122-126.

(9) Columbia Library World 2 (Dec. 1948) 4-5.

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