



envisioned a university education as attainable with "absolutely only a student and a library on a desert island."<sup>5</sup>

Jordan cites educators like Harvard's Eliot, Chicago's Harper and Swarthmore's Aydelotte, all of whom concentrated on the immediate, as opposed to the remote, contact of students with books and libraries. He also cites experimental plans, such as Antioch's "autonomous courses" and Stephens' plan of combining the office of librarian with that of dean, a plan which owed much of its success to the dynamism of the incumbent, B. Lamar Johnson.

In 1939, Johnson published *Vitalizing a College Library*: an account of the program at Stephens College, where, with support from the Carnegie Corporation, plans had evolved "for a library program conceived in terms of aiding each student to expand her interests and to meet her individual problems."<sup>6</sup> Great flexibility in location and use of books and great encouragement to faculty to work with students in or near the library were significant factors in the success of the Stephens attempt to make "books a constant and natural part of the student's environment."<sup>6</sup>

The Stephens plan had other features which are reflected in most contemporary approaches to the library-college. Among them is the emphasis on non-book materials—pictures, records, films. Most important is the tendency for teachers and librarians to merge into a single instructional staff. This synthesis is foreshadowed, and, to some extent delineated, in Harvie Branscomb's 1940 study, *Teaching with Books*.<sup>7</sup>

Although the Johnson and Branscomb volumes were widely admired and widely quoted, few institutions were remodeled along the lines proposed. In 1956, Patricia Knapp wrote that "librarians must share the blame for the fact that after fifteen years the college faculty is still not 'teaching with books' in the style proposed by Branscomb."<sup>8</sup> Knapp's proposal concerned the problem of library orientation, in its widest application. She urged initiation by the librarian and implementation by the faculty of a planned presentation of bibliographical skills as an integrated part of content courses, with continuity and sequence of learning experiences.

From Knapp's initial suggestion there developed the program at Monteith, the experimental college of Wayne State University. Monteith, organized in 1959 with aid from the Ford Foundation, offered to a cross-section of Wayne State students a program in general edu-

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cation, in the liberal arts, designed to complement work in major or pre-professional fields. An element of the plan with many implications for the library was the use of small seminar-type classes for freshmen, with consequent close relations between students and faculty. Under a 1960 contract with the Office of Education, Monteith inaugurated an experiment in coordination between the teaching and library staffs. The aim was student practice and skill in both "acquiry" (the assembling of facts and information) and "inquiry" (the examination and analysis of the facts). The former can be done individually and independently and requires skill in bibliographical research; the latter needs the direction and stimulation of the teacher, whether in classroom, discussion group, laboratory, or library. The results of the exploratory research are detailed in Knapp's *The Monteith College Library Experiment*.<sup>9</sup> The most important aspects of the experiment, from the viewpoint of this paper, are the integration of library usage with course and classroom, and the dual role of the librarian-faculty participants.

In the period between Louis Shores' "Library-Arts College" proposal and the Monteith project, many individual educators and librarians had developed an interest in a breakdown of the barriers between library and classroom. An important area of progress was independent study, with the concomitant increase in use of the library. Any account of the library-college movement would have to take into consideration this development in higher education. In the series "New Dimensions in Higher Education," there are several good overviews of the literature and practice, notably Winslow Hatch's *Approach to Independent Study*.<sup>10</sup> Among the ERIC reports is Knapp's *Independent Study and the Academic Library*.<sup>11</sup>

By 1962, interest in the library-college idea had matured to the point that Robert Jordan, then with the Council on Library Resources, and Virginia Clark, then at Kenyon, were able to organize at Kenyon College a "College Talkshop" on the experimental college and the library-college. The nineteen participants included administrators, faculty and librarians with a common interest in experimentation towards an ideal college, experimentation centered around the pivotal role of the library. From the group's deliberations emerged several concepts or elements basic to all subsequent discussions of the library-college. They covered:

Size: the college must be small for this sort of program,

Faculty: librarians should teach and faculty should share responsibility for the library,

Curriculum: emphasis should be on the interdisciplinary,

Student initiative: independent study should be the predominant mode of learning, and

Physical quarters: individual study carrels, faculty offices, discussion rooms, and classrooms should all center around the collection of books and other learning media.<sup>12</sup>

The rapid growth of interest in the library-college is illustrated by the succession of conferences attracting increasingly larger numbers of participants. The 1964 Wakulla Springs Colloquium on Experimental Colleges<sup>13</sup> centered much of its discussion on the pivotal place of the library in the academic program, with particular reference to plans for an experimental college at Florida State, Tallahassee. These plans incorporated the concepts stressed at the Kenyon Talkshop.

The Jamestown conference, in December, 1965, was the culmination of a year of great activity. *The Library-College Newsletter*<sup>14</sup> had been started in May. This was a cooperatively edited and financed mimeographed newsletter which served as a vehicle for new ideas and for a lively interchange of opinion among the initiators and followers of the movement. Robert Jordan, who served as editor-in-chief, was responsible for two very valuable features, the register of experimenting colleges and the annotated bibliography of relevant books and articles.

Also initiated in 1965 were two of the most successful experiments to date. The first was the new program at Oklahoma Christian College, under Stafford North.<sup>15</sup> Central to the plan is a learning resources center, where each student has an individual carrel, electronically equipped with access not only to books, but to various communications media, including dial access computerized programs. The second radically different program started in 1965 was that at Oakland Community College, under John Tirrell.<sup>16</sup> There, too, great emphasis is placed on learning processes centered on individual work at study carrels in the library. Classrooms are practically eliminated; lectures are few but of high quality, and faculty work with students at their carrels or in small discussion groups. There is concentrated use of taped lectures and directions, filmstrips, and records, to complement the use of the printed word.

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Syracuse University was host for a June, 1965, conference, *Libraries and the College Climate of Learning*.<sup>17</sup> One of the papers, Jordan's "The 'Library-College' a Merging of Library and Classroom," incorporated much of what had previously been thought and written on the movement.

In December, 1965, Jamestown College, Jamestown, North Dakota, held an invitational conference on the library-college, the first meeting called for implementation of the idea in a specific situation. President Dan Sillers had been working for some time with his faculty and students, analyzing the educational process and searching for ways to improve that process. To Sillers, the library-college seemed the answer to the problem, and he assembled a group of eighteen leaders in the movement, with a dozen Jamestown personnel, for an intensive study of the situation. The record of this workshop, *The Library-College*,<sup>18</sup> is a comprehensive review of theory and practice in the area. Participants planned an ideal library-college, associated in details with the conditions then existing at Jamestown, but not limited to any one campus situation. In the record volume, the editors included the first four issues of the *Library-College Newsletter*. They also reprinted in full or in part, several papers which have been cited in this paper. The book concludes with Jordan's selective, but very comprehensive bibliography.

Drexel Institute's School of Library Science, under John Harvey, hosted the next national conference on the library-college.<sup>19</sup> This was one year later in December, 1966. Theodore Samore acted as director, and the 200 members of the group represented a wide range of interests, with important contributions by professors and administrators from various colleges. During this conference, the group most involved in the movement organized as the "Library-College Associates," and plans were made for a quarterly periodical which would replace the mimeographed *Library-College Newsletter*. Howard Clayton, then Librarian at Brockport, State University of New York, was named editor, and the newly formed Associates were publishers. Formation of this group followed some years of meeting, more or less formally, at ALA conferences and midwinter meetings.

The first issue of the new journal appeared in February, 1968. The title was *The Library-College Journal, a Magazine of Educational Innovation*.<sup>20</sup> Its success was beyond all expectations of the sponsoring group. By the time the first issue appeared, there were 1,200 subscribers; three times what had been hoped for as the minimum which

would carry costs of publication. The announced policy of the journal was to act as a forum for discussion of the library-college, and, in the tradition of spontaneity which had characterized the *Newsletter*, to stress the themes "(1) of making the academic library more viable in the educational process, (2) of innovational teaching practices that involve the library in its generic sense, and (3) of creative changes in the established ways of doing things educationally."<sup>21</sup>

The foregoing outline delineates the rise of the so-called "movement." It is apparent that the concept of the library-college is the logical development of previous efforts to center education in the learning process, rather than in the teaching process, to encourage initiative and independence on the part of the student, and to bring the student to grips with original thought as expressed in books and other media. This learning mode does not eliminate the teacher, but, rather, eliminates his function as middleman, as warmer-over of the available mental fare. The teacher would be cast in a triple role; as inspirer, guide, and correlator. It is in the second role, that of guide, that librarians are particularly at home and well prepared to function.

Emerging from the literature and from various experimental situations are two approaches to the teaching function in the library-college. The first, both more orthodox and more easily realized, is the collaboration of teaching faculty and library faculty but on a scale and with a continuity far more extensive than in the past. The second approach would merge the two groups so that all teachers would be librarians, and all librarians teachers. This is an attractive idea, but the practical difficulties are enormous, involving both psychology and pedagogy. Psychologically, there is no more insuperable obstacle than college faculty devotion to the status quo. A proposal as radical as this one would affront the most liberal of professors. Pedagogically, there simply are not enough potential teachers prepared both in a subject field and in bibliographical expertise. Even if persons from either faculty or library staff could be identified, with willingness and ability to prepare for the dual role, the time and cost of adequate preparation would be forbidding. The only solution is the preparation now of college library-faculty personnel for the next academic generation. Daniel Bergen<sup>22</sup> suggests schools devoted exclusively to the training of academic librarians. Ralph Perkins' study<sup>23</sup> shows the great need for bibliographical training for teachers.

The first approach mentioned above, more intense and constant collaboration between faculty and librarians, is presently being used

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in many institutions, most of them experimental. Several junior colleges are already far along the way to integration of the two groups. Among the librarians who are active in promoting this sort of rapport and joint action are Mayrelee Newman of the Dallas County Junior College District in Texas and Janice Fusaro of Anoko-Ramsey Junior College, Minneapolis. The latter is one of the departmental editors of *The Library-College Journal*; her column covers community college innovations. In the same journal, Louis Shores regularly describes other innovations and experimentation incorporating the library-college idea.

In a setting far removed from the ideal "small college" of the movement's theorists, Robert Jordan is implementing many of the ideas which are basic to the concept. This is at Federal City College, in Washington, a new college with large enrollment, renovated and unfinished quarters, and conflicting ideas of education among both faculty and students. Jordan and his dynamic staff are utilizing multimedia and technological advances, with an appropriate instructional program, and with workshops for students and faculty, introducing both groups to media technology. Under William Hinchliff, himself an early follower of the library-college movement, Federal City College has merged the library and the bookstore, known as the Media-store, with the result that the student can borrow or buy, trade or re-sell his books. Technical processes are simplified greatly, and there is much dependence on paperbacks, generously circulated in numbers and for long periods of time. The atmosphere of the Media Services quarters is one of open invitation. Staff work closely with faculty in planning and implementing educational programs.

In spite of the example of Federal City College, there is still general agreement that the application of the library-college concept requires a group small enough to insure the individual interchange which is almost impossible on a huge campus. This means either small colleges, or cluster colleges, such as those of the Santa Cruz campus of the University of California, or the college-within-a-college situation, such as that at Oakland University. Many other institutions could be cited; almost any experiment in higher education considers the library as an important factor in the proposed changes.

Much has been written on experimentation in higher education; only a few references are given here, chosen because they emphasize the role of the library. Several experimental colleges are described in *Higher Education: Some Newer Developments*,<sup>24</sup> edited by Samuel

Baskin, and in a work previously cited, Stickler's *Experimental Colleges*.<sup>13</sup> From the viewpoint of the library's function, a recent research review is No. 29 of the Office of Education series, *New Dimensions in Higher Education*.<sup>25</sup> The study is entitled *Impact of the Academic Library on the Educational Program*. Jordan, Goudeau and Shores discuss the effect of library-related ideas on college planning, and the influence of new developments on the nature of library science.

At Hampshire College,<sup>26</sup> outgrowth of cooperative planning among Smith, Mount Holyoke, Amherst and the University of Massachusetts, individual study and personalized tutorial programs have necessitated an intensive investigation of various teaching-library relationships. Elements of the library-college idea are evident in the final organization. In another liberal arts college, Macalester, James Holly<sup>27</sup> has introduced library-college applications; in engineering education, Thomas Minder<sup>28</sup> integrated subject coverage and bibliographical search methods.

There are also individual projects within the framework of traditional colleges. One of the most successful and widely imitated has been centered in a large university. That is the audio-tutorial program in botany, headed by Samuel Postlethwait<sup>29</sup> at Purdue. Postlethwait's account makes very evident the great amount of preparatory work and supervisory time which such a program requires. The library-college method, like most experimental methods, does not cut down on either faculty time or other teaching expense. Its adherents claim for it that it makes better use of the time and gets better results from the investment.

These various approaches illustrate the spectrum of applicability for the library-college mode of learning. Emphasis can be on the student's bibliographical competency, on his skill in using the products of technology, or on his increasing independence of classroom and teacher. Emphasis, however, is always student-centered.

If the idea is so sound in theory, and so adaptable in practice, why are there not more institutions which can properly be labelled "library-college?" The obstacles are ideological (resistance of faculty to what they may consider an attempt to supplant them), physical (lack of suitable buildings, and expense of erecting such facilities) and operational (shortage of suitably trained library-faculty). As against this scarcity of total adoptions, there is the increasing emphasis in many colleges on independent study and on other elements basic to the library-college concept. An English librarian, Norman Beswick, ob-

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serves, "perhaps the main value of the Library-College movement is that it provides a speculative model for use in our thinking. It will help us to re-examine two questions which are central to any educational institution: (i) what contributions to the learning process can be made by libraries, independent study, the new media and the computer? and (ii) what are tutorial staff [i.e., faculty] *for*? . . . It is not the library that 'supports' the classroom . . . but the classroom that leads (or should lead) inevitably and essentially to the library."<sup>30</sup>

Whether one uses the library-college as a model for thinking or as a model for action, the movement cannot be ignored in any evaluation of the present scene in higher education.

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