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PAPERS AND PROCEEDINGS

OF THE

THIRTY-EIGHTH ANNUAL
MEETING

OF THE

AMERICAN LIBRARY ASSOCIATION

HELD AT

ASBURY PARK, N. J.

JUNE 26-JULY 1, 1916

AMERICAN LIBRARY ASSOCIATION
CHICAGO, ILL.

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ASBURY PARK CONFERENCE

JUNE 26—JULY 1, 1916

PRESIDENT'S ADDRESS: THE PUBLIC LIBRARY AND THE PURSUIT OF TRUTH
BY MARY WRIGHT PLUMMER, *Principal, Library School of the New York Public Library*

It would seem impossible in a year such as the past year has been with its overturnings and upheavals, not only of material things but of ideals and of what had seemed moral certainties, that we should spend the time of our annual meeting in the discussion of small or esoteric questions. These crises in life show us the littleness of little things, the subserviency of technique; make us feel through the pull of events our connection with the rest of the world, and even with the universe; take us out of our professional selves and make us conscious of more inclusive selves. And they make us see, as perhaps even we have not seen before, that our profession has a not insignificant part to play in world matters. Hence we have chosen as our general theme for the conference, "THE PUBLIC LIBRARY AND DEMOCRACY."

Whichever theory we may hold of the constitution of this world of men, whether we believe that the actions of man are the results of free-will or are determined for him by powers and causes over which he has no control, civilization is based practically on the former doctrine. The game has rules, we say, but within the rules man is free. If this were not the consensus of opinion, why laws and ordinances, and punishment or rewards? Why praise or blame, renown or ignominy? Why take anyone to task for what he cannot help doing or saying? Why bestow the laurel or even the martyr's palm, when owing to the unknown forces of the past and present, the victor or the martyr could not have chosen otherwise than to do as he did? If the test of a doctrine's truth or value is that it "works," as our great pragmatist

has expressed it, then we must accept the doctrine of free-will as our working basis until we find something better that also works. In other words, we are given as guide-posts, general principles arrived at by the accumulated experience and wisdom of mankind; as a goal, many of us would still say, the Kingdom of Heaven on earth; as a motive power, a certain constraint to go forward toward this goal, felt more strongly by some than by others, consciously felt perhaps by few, absolutely ignored by almost no one. With these indications we are given the liberty to govern ourselves, be the arrival at the goal early or late, the journey steady or interrupted or marked by retrogressions. No compulsion is used, except that constant, mostly unrealized constraint; no punishment, except natural and inevitable consequences, follows the breaking of the rules.

What is this but the method after which democracy strives? A long way after, let it be granted. Still it moves and it faces that way, toward the goal of individual self-government by way of collective self-government. Doubtless, if we gave the enlightened few full sway, many things would be better done, better understood; *but* the things that such sway would take away are greater than the things it would give. Outer peace and harmony and efficiency do not mean inner conditions of the same kind necessarily, and if they are forced upon us they generally mean quite the contrary.

Doubts of democracy, its value as compared with the values of other forms of government, bitter criticisms of its weaknesses, disbelief in the final accomplishments of its stated ends, are so commonly

[NOTE: As the final proofs of these papers of the Asbury Park Conference are passing through the editor's hands, the sad tidings are received of the death, on September twenty-first, of our honored president of the year,—Mary Wright Plummer.—EDITOR.]

heard all about us that only a rooted faith that knows its reasons, is sure of standing against the tide.

The believer in and the promoter of democracy in these days has need of a great patience, a firm conviction, a balanced mind. He needs to remember that the faults of democracy are the faults of human nature itself, and that for what all have done or helped to get done or hindered being done, all bear the consequences; while the faults of other forms of control are the faults of human nature plus those engendered by undue power or monopoly, and *all* abide by the results of what the *few* have done. We can correct our own mistakes, retrace our own missteps, but when they are the mistakes and missteps of others who have power over us, where is our remedy?

Out of democracy may evolve something greater and better than we have yet visioned, but as one watches the human tides all over the world, the rising of classes once submerged, the awakening of nations once slumbering or stupefied under an absolute sway of some kind, the call of the women of all civilized countries to be pressed into service, it is fair to believe that for years to come more democracy rather than less is the next number on the program, the next phase through which we must work to our goal. There are faults inherent in democracy; granted. We are beginning to see this, which is the first step toward correction. We are no longer satisfied with theoretical democracy; it must be applied; and if the theory does not work, so much the worse for the theory, for we begin to see that by the fruits of a democracy we are to know if it is real democracy.

The consciousness of power to improve, to amend what is wrong, is a great asset for any worker with vision. The knowledge that a great mass of uninterested, or unintelligent, or hazy-minded persons are to be waked up, stimulated, focused, means that those having this knowledge are incited to keep everlastingly at it. The certainty that the world cannot go back, that there is no golden age to go back to

and never was, that there is an inner urge which all obey consciously or unconsciously, which is bound to bring us all out into some better place if it is wisely guided; this certainty is an impelling force that cannot be resisted. One may step aside out of the movement and take refuge in a corner and call names at those who go forward, or turn one's back and take no further interest in the subsequent proceedings, and so may save one's own remaining years from disturbance, perhaps, but it is useless to stand in the road and try to stem the tide, that is, useless in the long run. There are and there will be obstructions, but when the dam breaks the cumulated movement will be all the greater and swifter and more damage will be done.

The great dangers of a democracy are ignorance and fear; the fear born of the ignorance. When, as children, we have learned that there is no such thing as the bogey we have been threatened with, we no longer fear it, and as we grow older and successive bogies are presented by those who, like the nurse or the unwise parent, would frighten us into doing their will, it is only intelligence, it is only the knowing and the power to think and reason that can divest us of successive fears. The majority of us are very bold in proclaiming our ideals, but when in order to reach desirable things we find we must go through phases and periods of disorder and confusion and even danger, we back down, appalled by the bogies which our opponents assure us are permanent evils and not necessarily incidents of progress. To get to things, we must go *through* things, and the real democrat is he who is not dismayed, who even if shocked or disappointed realizes that he is meeting the phantasms that stand threatening before every stronghold of reaction to be taken and before every goal of progress to be reached.

What has all this to do with LIBRARIES? This: that free-will to choose must be based upon a knowledge of good and evil; access to all the factors for making choices must be free to the people of a democracy which can flourish and develop

and improve only as it continues to make wise choices. The FREE LIBRARY is one of the few places where education and wisdom can be obtained for preparation in the *making of choices*.

We speak of the *pursuit* of truth. The phrase is an unhappy one, suggesting the picture of truth fleeing before pursuers as the hare before the hounds, with the implication that when caught she also will be killed. The search for truth is better, though even that seems to imply that truth hides. It is hard, indeed, to find a phrase to describe the work of the seekers of truth. There are, however, truths that are hidden; there are also truths that seem to flee as we approach, and it is, perhaps, truths rather than truth concerning which I should speak, and truths relative rather than truth absolute, for to Pilate's question, "What is truth?" there has been no answer but its echo. If truth could be condensed into a formula, a statement, or an assertion, we should all be able to have it and pursuit might cease with damaging results, for it is in the search that we gain "mightier powers for manlier use." Truths, however, may advantageously be found, for beyond each one lies another temptingly obscured, that incites further search. May it be possible that absolute truth is a composite, the sum of myriads of smaller or larger truths which may to some extent be compassed to the great advantage of mankind?

There have been, it is true, discoveries that have had to be set aside as knowledge grew and proved them only semblances; a fact that should tend to make all students humble and open-minded. Yet if the law of gravitation is not a law and the Darwinian theory is to be disproved, we are but set free for further study of the meaning of the phenomena on which these were based, and the universe does not become less interesting. Physical truths, the truths of the laboratory, are but one class of those that closely concern the human race. There are economic truths, intellectual truths, aesthetic truths, spiritual truths to be sought. For the finding of

these, observation, reflection, and concentration of thought are needed, but also a knowledge of truths previously found, of the reasoning previously employed, of facts already ascertained, of untruths set aside and discarded. And at this point, the library becomes the resource of all seekers after truth. Granted, that a large percentage of those who read in libraries are not so much seeking truth for itself as for their own advantage; yet, however or by whomever found, a truth is a truth and is bound to advantage the world sooner or later, if only as a point of departure. Indeed, this is the best use to which to put all truth, and so the seeker continues to seek and inspire others to seek.

We know that important physical laws have been deduced and valuable powers secured to mankind, from the chance observation of some apparently unimportant fact, but we do not know how many times a reader has been put on the trail of a truth by some sentence in a book, around which shone to him a light invisible to others, nor how often the written word has produced the tense emotion in which great living truths are sensed and absorbed once and for all.

If the librarian could know, could not only know but realize, the power that is going forth from the books over which so many heads are bent, or which he gives out to be taken home, I know not whether he would be puffed up with pride, or stunned with his responsibility. If he knew the paths of discovery, the inspired response to inspired words, the impulse toward or away from truth or truths, for which his books are accountable, would he have the strength to hold his hand, saying, "With the search for truth I must not interfere? Whatever my beliefs, whatever my convictions, whatever my apprehensions, I must have confidence in truth's power to take care of itself. I must trust the truth to make its own way." Perhaps it is fortunate for truth that the librarian does not know the effects of his books and what is going on in the minds and hearts of their readers, for in every generation fear and distrust of

the mental and spiritual processes of others are the drag on the wheels of the chariot that sets out in pursuit of truth.

The parent who cannot realize that the time has come for his child to walk alone and "dree its ain weird," the teacher or preacher who does not recognize that his audience is ready for the undisguised truth as he can give it to them, the censor who suppresses facts that he considers inflammatory, the ruler who stamps out in his dominion unwelcome truths that are quickly contagious, are all saying in one way or another, "Truth must be protected; I will protect her by concealing what seem to me dangerous paths of thought, and I am the judge as to what is true and what is safe."

Truth is expansive and explosive. Where it cannot make its way gradually and gently, it comes with the roar and the force of revolution. Every social class buttressed by distrust of the class above or below, acting with closed mind, refusing to let truth penetrate by the smallest chink, may look to see some day its fortifications flying upward in pieces, through the underground workings of the great explosive. If but one way is left open, the catastrophe may be avoided. Shall the public library be that way?

To all appearances and by their own confession, the churches have failed so long to trust the truth and the people, that now when they do trust they find themselves mistrusted, and it is only slowly and with infinite pains that they are building up again their congregations on a basis of sincerity and trust.

The schools of higher learning are now on trial, and the people are asking if and why plain truths or facts cannot be spoken in some of them. The press vacillates between suppression and over-emphasis, and we know beforehand which side a journal will take in a controversy and suspect the argument that has led to its choice. Governments professedly based upon fundamental truths deny those truths by their actions.

So far the American people have trusted

the public library because more and more the public library has trusted the people. Where truths are being debated, no matter how strenuously, the people know that the library will give them both sides, that they may have all the material for a decision. On the shelves are the books and other records to disprove the misleading figures of one side or the other. If new scientific discoveries seem to connote changes in moral or religious belief, they must be met by new moral or religious discoveries, not by denials unsupported or refusals to consider or the suppression of the discovery. It is entirely possible, if we keep cool, that we may find the connotation to be only seeming.

Few librarians are entirely free in their movements when it comes to the choice of books. There may be a distrustful or prejudiced board member trying to exercise a biased censorship; there may be a timid member afraid of a one-sided community, and books may have to be withdrawn as a sop to popular prejudice by order of the board. Whether or not there is really anything untrue in the book, it can safely be left to profit by the advertisement it gets in the contest,—it is the library that loses, for some people begin to mistrust an institution that is afraid of a book, for a book cannot really and permanently damage truth. Even a temporary and seeming damage brings out at once the defenders of the other side and puts the question again to the forum. Most librarians have at some time or other been requested to withdraw certain books because of their untruth, but investigation of the books will almost invariably show that they have not attacked truth, but an institution. Much more to be dreaded than open assault upon the library's buying of books is the interpenetration of a public library's policy by insidious and gradual changes in its personnel, or in its rules, or in its guiding factors. Those who wish all argument for and against to have a fair field, need to be everlastingly vigilant to keep the umpire's mind and to have courage. "Nothing is lost that has not

been yielded up," the German saying has it, and if the library will not give up its right, it cannot lose it; but it must also have the intelligence to know what is happening and where and how its right is being endangered.

Perhaps since the foundation of the world, ours is the first generation to demand facts, to be willing, in the main, to face facts however disconcerting, however disappointing, however shocking. All over the world men and women are refusing to live longer in a fool's paradise. "Let us hear the whole," is the cry; "let us know our real situation, so that we may make it better, so that we may no longer build on a false foundation," and there is no doubt that some terrible things are coming to light through the drama, through the novel, through the new contact between class and class, even through the falling out of thieves. We can no longer turn our backs on these in the Victorian manner, covering up the glimpses we have had and making believe we have seen nothing,

or putting a touch of legal salve upon a visible sore spot; too much has been shown of all conditions; we must learn the facts, whoever or whatever is thereby discredited.

The schools give the citizen his tool, the ability to read, the free library and the press, the stage and the moving picture, and life itself give him his material for thought. Might the first four agencies combine to uphold the liberty of the adult citizen to know what concerns him and not what it is judged best he should know by those who have interests to serve, however worthy these interests may seem, we should have the prime requisite for an enlightened democracy capable of infinite development.

The spirit of truth itself seems to be abroad in the world, speaking through manifold and different voices, and through the printed word. Is it not a wonderful grace that is offered to the public library, the opportunity to be and to continue truth's handmaid?

HOW THE COMMUNITY EDUCATES ITSELF

BY ARTHUR E. BOSTWICK, *Librarian, St. Louis Public Library*

In endeavoring to distinguish between self-education and education by others, one meets with considerable difficulty. If a boy reads Mill's "Political economy" he is surely educating himself, but if after reading each chapter he visits a class and answers certain questions propounded for the purpose of ascertaining whether he has read it at all, or has read it understandingly, then we are accustomed to transfer the credit for the educative process to the questioner, and say that the boy has been educated at school or college. As a matter of fact I think most of us are self-educated. Not only is most of what an adult knows and can do, acquired outside of school, but in most of what he learned even there he was self-taught. His so-called teachers assigned tasks to him and saw

that he performed them. If he did not, they subjected him to discipline. Once or twice in a lifetime most of us have run up against a real teacher—a man or a woman that really played a major part in shaping our minds as they now are—our stock of knowledge, our ways of thought, our methods of doing things. These men have stood, and are still standing, though they may have joined the great majority long ago, athwart the stream of sensation as it passes through us, and are determining what part shall be stored up, and where; what kind of action shall ultimately result from it. The influence of a good teacher spreads farther and lasts longer than that of any other man. If his words have been recorded in books they may reach across the seas and down the ages.

This is another reason why the distinction between school education and self-education breaks down. If the boy with whom we began had any teacher at all, it was John Stuart Mill; and this man was his teacher whether or not his reading of the book was prescribed and tested in a class-room. I would not have you think that I would abolish schools and colleges. I wish we had more of the right kind, but the chief factor in educative acquirement will still be the pupil.

So when the community educates itself, as it doubtless does and as it must do, it simply continues a process with which it has always been familiar, but without control, or under its own control. Of all the things that we learn, control is the most vital. What we are is the sum of those things that we do not repress. We begin without self-repression and have to be controlled by others. When we learn to exercise control ourselves, it is right that even our education should revert wholly to what it has long been in greater part—a voluntary process.

This does not mean that at this point the pupil abandons guidance. It means that he is free to choose his own guides and the place and method of using them. Some rely wholly on experience; others are wise enough to see that life is too short and too narrow to acquire all that we need, and they set about to make use also of that acquired by others. Some of these wiser ones use only their companions and acquaintances; others read books. The wisest are opportunists; they make use of all these methods as they have occasion. Their reading does not make them avoid the exchange of ideas by conversation, nor does the acquirement of ideas in either way preclude learning daily by experience, or make reflection useless or unnecessary. He who lives a full life acquires ideas as he may, causes them to combine, change and generate in his own mind, and then translates them into action of some kind. He who omits any of these things can not be said to have really lived. He can not, it is true, fail to acquire ideas, unless he is an idiot; but he may

fail to acquire them broadly, and may even make the mistake of thinking that he can create them in his own mind.

He may, however, acquire fully and then merely store without change or combination; that is, he may turn his brain into a warehouse instead of using it as a factory.

And the man who has acquired broadly and worked over his raw material into a product of his own, may still stop there, and never do anything. Our whole organism is subsidiary to action and he who stops short of it has surely failed to live.

Our educative processes so far, have dwelt heavily on acquirement, somewhat lightly on mental assimilation and digestion, and have left action almost untouched. In these two latter respects, especially, is the community self-educated.

The fact that I am saying this here, and to you, is a sufficient guaranty that I am to lay some emphasis on the part played by books in these self-educative processes. A book is at once a carrier and a tool; it transports the idea and plants it. It is a carrier both in time and in space—the idea that it implants may be a foreign idea, or an ancient idea, or both. Either of its functions may for the moment be paramount; a book may bring to you ideas whose implantation your brain resists, or it may be used to implant ideas that are already present, as when an instructor uses his own text book. Neither of these two cases represents education in the fullest sense.

You will notice that I have not yet defined education. I do not intend to try, for my time is limited. But in the course of my own educative processes, which I trust are still proceeding, the tendency grows stronger and stronger to insist on an intimate connection with reality in all education—to making it a realization that we are to do something and a yearning to be able to do it. The man who has never run up against things as they are, who has lived in a world of moonshine, who sees crooked and attempts what is impossible and what is useless—is he educated? I

used to wonder what a realist was. Now that I am becoming one myself I begin dimly to understand. He certainly is not a man devoid of ideals, but they are real ideals, if you will pardon the bull.

I believe that I am in goodly company. The library as I see it has also set its face toward the real. What else is meant by our business branches, our technology rooms, our legislative and municipal reference departments? They mean that slow as we may be to respond to community thought and to do our part in carrying on community education, we are vastly more sensitive than the school, which still turns up its nose at efforts like the Gary system, than the stage, which still teaches its actors to be stagy instead of natural, even than the producers of the very literature that we help to circulate, who rarely know how even to represent the conversation of two human beings as it really is. And when a great new vehicle of popular artistic expression arises, like the moving picture, those who purvey it spend their millions to build mock cities instead of to reproduce the reality that it is their special privilege to be able to show. And they hire stage actors to show off their staginess on the screen—staginess that is a thousand times more stagy because its background is of waving foliage and glimmering water, instead of the painted canvas in front of which it belongs. The heart of the community is right. Its heroine is Mary Pickford. It rises to realism as one man. The little dog who can not pose, and who pants and wags his tail on the screen as he would anywhere else, elicits thunderous applause. The baby who puckers up its face and cries, oblivious of its environment, is always a favorite. But the trend of all this, these institutions can not see. We librarians are seeing it a little more clearly. We may see it—we shall see it, more clearly still.

The self-education of a community often depends very closely on bonds of connection already established between the minds of that community's individual members. Sometimes it depends on a sudden connection made through the agency of a single

event of overwhelming importance and interest.

Let me illustrate what I mean by connection of this kind. For many years it was my duty to cross the Hudson River twice daily on a crowded ferry-boat, and it used to interest me to watch the behavior of the crowds under the influence of simple impulses affecting them all alike. I am happy to say that I never had an opportunity of observing the effect of complex impulses such as those of panic terror. I used particularly to watch, from the vantage point of a stairway whence I could look over their heads, the behavior of the crowd standing in the cabin just before the boat made its landing. Each person in the crowd stood still quietly, and the tendency was toward a loose formation to ensure comfort and some freedom of movement. At the same time each was ready and anxious to move forward as soon as the landing should be made. Only those in front could see the bow of the ferry-boat; the others could see nothing but the persons directly in front of them. When those in the front rank saw that the landing was very near they began to move forward; those just behind followed suit and so on to the rear. The result was that I saw a wave of compression, of the same sort as a sound-wave in air, move through the throng. The individual motions were forward but the wave moved backward. No better example of a wave of this kind could be devised. Now the actions and reactions between the air-particles in a sound wave are purely mechanical. Not so here. There was neither pushing nor pulling of the ordinary kind. Each person moved forward because his mind was fixed on moving forward at the earliest opportunity, and because the forward movement of those just in front showed him that now was the time and the opportunity. The physical link, if there was one, properly speaking, between one movement and another was something like this: A wave of light, reflected from the body of the man in front, entered the eye of the man just behind, where it was transformed into

a nerve impulse that reached the brain through the optic nerve. Here it underwent complicated transformations and reactions whose nature we can but surmise, until it left the brain as a motor impulse and caused the leg muscles to contract, moving their owner forward. All this may or may not have taken place within the sphere of consciousness; in most cases it had happened so often that it had been relegated to that of unconscious cerebration.

I have entered into so much detail because I want to make it clear that a connection may be established between members of a group, even so casual a group as that of persons who happen to cross on the same ferry-boat, that is so real and compelling, that its results simulate those of physical forces. In this case the results were dependent on the existence in the crowd of one common bond of interest. They all wanted to leave the ferry-boat as soon as possible, and by its bow. If some of them had wanted to stay on the boat and go back with it, or if it had been a river steamboat where landings were made from several gangways in different parts of the boat, the simple wave of compression that I saw would not have been set up. In like manner, the ordinary influences that act on men's minds tend in all sorts of directions and their results are not easily traced. Occasionally, however, there occurs some event so great that it turns us all in the same direction and establishes a common network of psychological connections. Such an event fosters community education.

We have lately witnessed such a phenomenon in the sudden outbreak of the great European War. Probably no person in the community as we librarians know it remained unaffected by this event. In most it aroused some kind of a desire to know what was going on. It was necessary that most of us should know a little more than we did of the differences in racial temperament and aim among the inhabitants of the warring nations, of such movements as Pan-Slavism and Pan-Germanism, of the recent political history of Europe, of mod-

ern military tactics and strategy, of international law, of geography, of the pronunciation of foreign place-names, of the chemistry of explosives—of a thousand things regarding which we had hitherto lacked the impulse to inform ourselves. This sort of thing is going on in a community every day, but here was a catastrophe setting in motion a mighty brain-wave that had twisted us all in one direction. Notice now what a conspicuous rôle our public libraries play in phenomena of this kind. In the first place, the newspaper and periodical press reflects at once the interest that has been aroused. Where man's unaided curiosity would suggest one question it adds a hundred others. Problems that would otherwise seem simple enough now appear complex—the whole mental interest is broadened and intensified. At the same time there is an attempt to satisfy the questions thus raised. The man who did not know about the Belgian treaty or the possible use of submarines as commerce-destroyers, has all the issues put before him with at least an attempt to settle them. This service of the press to community education would be attempted, but it would not be successfully rendered, without the aid of the public library. For it has come to pass that the library is now almost the only non-partisan institution that we possess; and community education, to be effective, must be non-partisan. The press is almost necessarily biased. The man who is prejudiced prefers the paper or the magazine that will cater to his prejudices, inflame them, cause him to think that they are reasoned results instead of prejudices. If he keeps away from the public library he may succeed in blinding himself; if he uses it he can hardly do so. He will find there not only his own side but all the others; if he has the ordinary curiosity that is our mortal heritage he cannot help glancing at the opinions of others occasionally. No man is really educated who does not at least know that another side exists to the question on which he has already made up his mind—or had it made up for him.

Further; no one is content to stop with the ordinary periodical literature. The flood of books inspired by this war is one of the most astonishing things about it. Most libraries are struggling to keep up with it in some degree. Very few of these books would be within the reach of most of us were it not for the library.

I beg you to notice the difference in the reaction of the library to this war and that of the public school as indicative of the difference between formal educative processes, as we carry them on, and the self-education of the community. I have emphasized the freedom of the library from bias. The school is necessarily biased—perhaps properly so. You remember the story of the candidate for a district school who when asked by an examining committee man whether the earth was round or flat replied, "Well, some says one and some t'other. I teach either round or flat, as the parents wish." Now there are books that maintain the flatness of the earth, and they properly find a place on the shelves of large public libraries. Those who wish to compare the arguments pro and con are at liberty to do so. Even in such a *res adjudicata* as this the library takes no sides. But in spite of the obliging school candidate, the school can not proceed in this way. The teaching of the child must be definite. And there are other subjects, historical ones for instance, in which the school's attitude may be determined by its location, its environment, its management. When it is a public school and its controlling authority is really trying to give impartial instruction, there are some subjects that must simply be skipped, leaving them to be covered by post-scholastic community education. This is the school's limitation. Only the policy of caution, thus engendered, is very apt to be carried too far. Thus we find that in the school the immense educational drive of the European war has not been utilized as it has in the community at large. In some places the school authorities have erected a barrier against it. So far as they are concerned the war has been non-existent. This difference between the

library and the school appears in such reports as the following from a branch librarian:

"Throughout the autumn and most of the winter we found it absolutely impossible to supply the demand for books about the war. Everything we had on the subject or akin to it—books, magazines, pamphlets—were in constant use. Books of travel and history about the warring countries became popular—things that for years had been used but rarely became suddenly vitally interesting.

"I have been greatly interested by the fact that the high school boys and girls never ask for anything about the war. Not once during the winter have I seen in one of them a spark of interest in the subject. It seems so strange that it should be necessary to keep them officially ignorant of this great war because the grandfather of one spoke French and of another German."

Another librarian says:

"The war again has naturally stimulated an interest in maps. With every turn in military affairs, new ones are issued and added to our collection. These maps, as received, have been exhibited for short periods upon screens and they have never lacked an appreciative line of spectators representing all nationalities."

One noticeable effect of the war has been to stimulate the marking of books, periodicals and newspapers by readers, especially in periodical rooms. Readers with strong feelings cannot resist annotating articles or chapters that express opinions in which they cannot concur. Pictures of generals or royalties are especially liable to defacement with opprobrious epithets. This feeling extends even to bulletins. Libraries received strenuous protests against the display of portraits and other material relating to one of the contesting parties without similar material on the other side to offset it.

Efforts to be strictly neutral have not always met with success, some readers apparently regarding neutrality as synonymous with the suppression of everything favorable to the opposite side. One library reports that the display of an English military portrait called forth an energetic protest because it was not balanced by a German one.

Such manifestations as these are merely symptoms. The impulse of the war toward community education is a tremendous one and it is not strange that it should find an outlet in all sorts of odd ways. The German sympathizer who would not ordinarily think of objecting to the display of an English portrait, and in fact would probably not think of examining it closely enough to know whether it was English or Austrian, has now become alert. His alertness makes him open to educative influences, but it may also show itself in such ways as that just noted.

Keeping the war out of the schools is of course a purely local phenomenon, to be deprecated where it occurs. The library can do its part here also.

G. Stanley Hall believes that the problem of teaching the war is how to utilize in the very best way the wonderful opportunity to open, see and feel the innumerable and vital lessons involved.

Commenting on this a children's librarian says:

"The unparalleled opportunity offered to our country, and the new complex problems presented by these new conditions should make the children's librarian pause and take heed.

"Can we do our part toward using the boy's loyalty to his gang or his nine, his love of our country, his respect for our flag, his devotion to our heroes, in developing a sense of human brotherhood which alone can prevent or delay in the next generation another such catastrophe as the one we face today?"

Exclusion of the war from the schools is partly the outcome of the general attitude of most of our schoolmen, who object to the teaching of a subject as an incidental. Arithmetic must be studied for itself alone. To absorb it as a by-product of shop-work, as is done in Gary, is inadmissible. But it is also a result of the fear that teaching the war at all would necessarily mean a partisan teaching of it—a conclusion which perhaps we can not condemn when we remember the partisan instruction in various other subjects for which our schools are responsible.

Again, this exclusion is doubtless aided

by the efforts of some pacifists, who believe that, ostrich-like we should hide our heads in the sand, to avoid acknowledging the existence of something we do not like. "Why war?" asks a recent pamphlet. Why, indeed? But we may ask in turn "Why fire?" "Why flood?" I cannot answer these questions, but it would be foolish to act as if the scourges did not exist. Nay, I hasten to insure myself against them, though the possibility that they will injure me is remote. This ultra-pacifist attitude has gone further than school education and is trying to "put the lid" on community education also. Objection, for instance has been made to an exhibit of books, prints and posters about the war, which was displayed in the St. Louis Public Library for nearly two months. We intended to let it stand for about a week, but the public would not allow this. The community insists on self-education even against the will of its natural allies. The contention that we are cultivating, the innate bloodthirstiness of our public I regard as absurd.

What can we do toward generating or taking advantage of other great driving impulses toward community education? Must we wait for the horrors of a great war to teach us geography, industrial chemistry and international law? Is it necessary to burn down a house every time we want to roast a pig?

Certainly not. But just as one would not think of bringing on any kind of a catastrophe in order to utilize its shock for educational purposes, so also I doubt very much whether we need concern ourselves about the initiation of any impulse toward popular education. These impulses exist everywhere in great number and variety, and we need only to select the right one and reinforce it. Attempts to generate others are rarely effective. When we hear the rich, mellow tone of a great organ pipe, it is difficult to realize that all the pipe does is to reinforce a selected tone among thousands of indistinguishable noises made by the air rushing through a slit and strik-

ing against an edge. Yet this is the fact. These incipient impulses permeate the community all about us; all we have to do is to select one, feed it and give it play and we shall have an "educational movement." This fact is borne in very strongly upon anyone who works with clubs. If it is desired to foster some movement by means of an organization, it is rarely necessary to form one for the purpose. Every community teems with clubs, associations and circles. All that is needed is to capture the right one and back it up. Politicians well understand this art of capture and use it often for evil purposes. In the librarian's hands it becomes an instrument for good. Better than to offer a course of twenty lectures under the auspices of the Library is it to capture a club, give it house-room, and help it with its program. I am proud of the fact that in 15 public rooms in our library, about 4,000 meetings are held in the course of the year; but I am inclined to be still prouder of the fact that not one of these is held formally under the auspices of the library or is visibly patronized by it. To go back to our thesis, all education is self-education; we can only select, guide and strengthen, but when we have done these things adequately, we have done a very great work indeed.

What is true of assemblies and clubs is also true of the selection and use of books. A book purchased in response to a demand is worth a dozen bought because the librarian thinks the library ought to have them. The possibilities of free suggestion by the community are, it seems to me, far from realized, yet even as it is, I believe that librarians have an unexampled opportunity of feeling out promising tendencies in this great flutter of educational impulses all about us, and so of selecting the right ones and helping them on.

Almost while I have been writing this I have been visited by a delegate from the Foundrymen's club—an organization that wants more books on foundry practice and wants them placed together in a convenient spot. Such a visit is of course a

heaven-sent opportunity and I suppose I betrayed something of my pleasure in my manner. My visitor said, "I am so glad you feel this way about it; we have been intending for some time to call on you, but we were in doubt about how we should be received." Such moments are humiliating to the librarian. Great Heaven! Have we advertised, discussed, talked and plastered our towns with publicity, only to learn at last that the spokesman of a body of respectable men, asking legitimate service, rather expects to be kicked downstairs than otherwise when he approaches us? Is our publicity failing in quantity or in quality? Whatever may be the matter, it is in response to demands like this that the library must play its part in community education. Here as elsewhere it is the foundrymen who are the important factors—their attitude, their desires, their capabilities. Our function is that of the organ pipe—to pick out the impulse, respond to it and give it volume and carrying power. The community will educate itself whether we help or not. It is permeated by lines of intelligence as the magnetic field is by lines of force. Thrust in a bit of soft iron and the force-lines will change their direction in order to pass through the iron. Thrust a book into the community field, and its lines of intelligence will change direction in order to take in the contents of the book. If we could map out the field we should see great masses of lines sweeping through our public libraries.

All about us we see men who tell us that they despair of democracy; that at any rate, whatever its advantages, democracy, can never be "efficient." Efficient for what? Efficiency is a relative quality, not absolute. A big German howitzer would be about as inefficient a tool as could be imagined for serving an apple-pie. Besides, democracy is a goal; we have not reached it yet; we shall never reach it if we decide that it is undesirable. The path toward it is the path of Nature, which leads through conflicts, survivals, and modifications. Part of it is the path of community education, which I believe to be efficient in that it is leading

on toward a definite goal. Part of Nature is man, with his desires, hopes and abilities. Some men, and many women, are librarians, in whom these desires and hopes have definite aims and in whom the corre-

sponding abilities are more or less developed. We are all thus cogs in Nature's great scheme for community education; let us be intelligent cogs, and help the movement on instead of hindering it.

CHILDREN'S BOOKS

BY JOHN JAY CHAPMAN, *New York City*

It is strange how seldom the chief end of education is mentioned. That end is happiness. Our theorists talk of fitting men for life—whereas it is life itself that is at stake. It would be a sad gift to fit men for such monotonous lives as most men have to live, except by giving them everything that their lives will not supply. Education is the antidote to environment, it is the spiritual life of the world, which men cannot find for themselves,—no not though they be great geniuses,—unless its language has been furnished to them in their early years. Very little is needed of the right sort of early learning to awaken the spirit and connect it with the whole of man's inheritance. It is amazing how restricted are the springs and sources of inspiration, how well thumbed are the few great books of the world. Lincoln found his language and his ideas in the Bible and in Shakespeare. If you subtract those two books from his boyhood you cannot have Lincoln. The roots of his thoughts, of his language, of his character and of his power are imbedded in this old literature, and the significance of his life is due to this,—its connection with past history. He is the outcome of world-thorough thinking and of world-cultivation. He transplants Europe to America, and continues on our soil the traditions of old philosophy.

The task of the educator is to bring the young and the great together. Now, curiously enough, the greatest works are just the ones which the young understand. It is only the great things that are both spontaneous and profound, and whose meaning leaps out fiercely enough to attract the

child. All the rest of literature implies education, thought and study. But these things explain themselves. They deal with the major passions, love, hate, fear, remorse, religious feeling, superstition; they expound our deepest instincts, truth, justice, retribution, the fatality of character,—all of which things are in a livelier state of activity in the child's mind than they are in the adult mind. And the great works of art are those which have exhibited these passions and these problems with such accuracy and power that they have become the very alphabet of the whole subject to our race, so that an acquaintance with them is, as it were, an acquaintance with the race itself.

Every European nation has always regarded its classics in this light. Small children in Ancient Greece learned the verses of Homer by heart. The mythology of Greece was adopted by Rome and comes down to us through the Middle Ages as a direct inheritance, never lost, seldom slighted, and always used in the teaching of children. When the Christian era came in, the Bible stories were the first thing given to the child and drove out the classics during a few centuries. On the other hand we have the mass of northern myth and fairy tale from Teutonic and Celtic sources,—all of which grew out of national sagas and stories composed originally for grown-up persons. It is to be noticed in this historic perspective that children's books have always been real books, and old books,—books which had passed through the mind of the world for centuries before they received the sanctifi-

cation of being used for childhood. The notion of special books for children is a very recent invention. We still follow the older practice; for almost all our books for children are mere adaptations out of ancient literatures, and settings of race legends. I doubt whether there is any great child's book which is not founded on the past, and digged out of earlier literature. The stories of Hans Anderson, the French fairy tales of Perrault, and Grimm's nursery tales are masterpieces of traditional literature and show the traces of influence as old as early Persia.

It is the same with our own Nursery Tales and Mother Goose Jingles. These odd little things have a secret charm and power that is due to their antiquity. They have each survived through some big literary quality. The modern substitutes and imitations of them which we see marketed by our new child theorists have no magic in them. They have a melancholy flatness, which must give the babies a sad view of humanity.

The good old children's books exhibit the whole craft of writing and the history of letters. They are little digests of powerful traditional art. On them the genius of human expression has been lavished during many centuries. I have recently been reading a burlesque about tales of adventure and desert islands. All the strong points and happy features of Robinson Crusoe are touched on, and many of Defoe's literary practices and the incidents used by him are described. The pamphlet was written by Lucian in Greek in the second century A. D. It goes to show the nature of human genius. Genius is very largely the power to summarize old devices and make use of inherited art.

I say then, avoid novelties in dealing with children. The gold you seek is before you. Here is the very web of literature and history; give a tassel or end of it to the child. If you don't, he'll have to go to college twenty years hence and listen to lectures about little Red Riding Hood. You may laugh; but this is the kind of thing

they give lectures on in most American universities today.

Before a child can speak, its mind should be full of the jargon of letters; and every good mother or nurse knows this, and sings and talks to the creature in an idiom which has been created, molded and formed to fit the child's intelligence by the wisdom of many generations. Before a child is able to read to itself, it should have heard many of the great myths and fables of the world, and should possess a strong hold on religious sentiment. Most mothers know this, and teach their children prayers and tell them stories according to the resources of their own education. The period before a child can read to itself is the critical period of its life. Now is the mind open and the heart capable. Now is the imagination receptive. The mythology and fiction of the world goes to the right spot, and modern books too, and some of the best of them, or anything that the parent himself is fond of, given in suitable quantities and with more or less explanation will be readily digested and retained, forming a sort of inward house and inhabited universe in which the child begins to find himself at home. In the decay of our general education which has followed in the wake of commercial expansion, this early parental period has been neglected. The men have not had the time for it; the women have forgotten it.

People can as a rule only give their children what they have themselves,—the musician, music, the scientist, science, the naturalist, a taste for nature. If the parents neglect their children it takes but one or two generations for the past to be lost. This has been happening in America; but we are now becoming aware of the danger. The land is full of farm hands and business men who would like to have their boys grow up into old-fashioned educated men and women. This can occasionally be done if the parent discovers his ambition during the child's early years and is willing to take the trouble. The farmer gets down his annual and the business man his old Pilgrim's Progress and makes a

personal beginning with the infant. From this point on the parent educates himself as well as the child. In all this I have in mind average conditions, normal children, sensible parents. The exceptional child shoots ahead of its parents, and soon reads and thinks for itself. It is with this exceptional child that you librarians have to do, and I am coming to you in a few moments.

The conversations and family discussions that children hear and take part in before they can read control their tastes and their future. This is their first entry into society,—the family dinner,—this is life. This experience makes an ineffaceable impression, lasting as it does for several years, and at a time when the child has no other criterion. It becomes the basis of the child's world-criticism. This long course in the domestic seminary fits the creature with prejudices, caste feelings, intolerances, strong views, habits, tastes and intellectual leanings that are not likely to change throughout his life. The Jesuits have always known this. Their doctrine is that if they can have a child during his first ten years, you may take him for the rest of his life,—he's a Jesuit.

It is during these opening years in the life of the individual that the character of any civilization is determined. No public-school system can replace this natural system which is part of animated nature; the birds and the foxes practise it. Religion and education depend upon family tradition and are transmitted at the hearthstone.

Let us turn to the brightest side of the same subject. A child during its early years, especially before it can read, accepts with avidity every interest in which the parent is interested. I am speaking in the great and large, and of the average case. A child will listen to political talk, to political economy, to astronomy, to Plato's Dialogues or Shakespeare's Plays, to natural science or to theology,—to anything that his parents are engaged on,—if they take the pains to regard him as an intelligent being and treat him as a com-

panion. The force which does the work is the spiritual authority of the parent. Nothing can replace this. The era before lessons become severe and when all things are play is the seedbed of interests. Training is another matter, and a matter I know very little about; except that I know it ought to be serious, to begin early, and that it is best done by professionals. The art of training the young has been lost in America with the rest of the fine arts; but it is undoubtedly going to be rediscovered soon. In Europe you cannot find a child of ten, nay, of eight or six whose parents are educated, who does not write a good hand. He has been trained into it, as a matter of course, as a habit, as an inherited custom, as a necessity.

With us the public libraries extend their arms to the children who come to the libraries as they come to the schools,—from homes where they have been neglected; and the libraries, like the schools, make shift to do the work of parents. I have seen those touching little benches, bookshelves and reading-rooms which our public libraries provide, and I have often reflected, as anyone must who sees the loving treatment which the youngest classes receive in our good public schools, that the state is providing parents for your children. You who work in the libraries know the matter from its practical side and you will take my suggestions as from an amateur, at least from one who has only private experience. The whole matter must be dealt with by you as a private and personal one. Let it never become professional. The children should be interested in the books that interest each of you personally, and in the best of them. More than that you cannot do for a child. I confess to a prejudice against new books written especially for children, because most of them are so bad, and because so many good children's books are in existence. No book is good enough for a child unless it is a good book, and one from which a grown person can profit. If you enjoy animal stories, give the child the story that pleases you. In this way some-

thing will pass to the child besides what the book gives him. This is the invisible part, the important part of the whole matter.

I should think that you might even set hours when you read aloud to groups of children. Indeed I feel sure that you do this. To read aloud is a powerful and a natural way of leading their interest. It gives the opportunity for that sort of comment which lends life to a subject and steers without seeming to instruct. Old-fashioned language in a book is a stumbling-block which vanishes before an appeal to the ear. Miss Edgeworth's *Parent's Assistant* with its excellent old English, its sturdy good sense and its understanding of childhood may be too hard for a child to read to himself at the start, yet, being read aloud, the language is unconsciously mastered. I have read a great many ballads from Percy's *Reliques* and the *Golden Treasury* to village school children (who are behind city children in natural quickness), and have found that after a few readings the children enjoyed them as much as anyone, and called for their favorites. I have read long bits out of the *Venerable Bede*, *White's Selborne*, *Walton's Compleat Angler*, and *Dr. John Brown's Essays*, and I have found that the children often followed the readings like a pack of hounds. Professor Norton's *Heart of Oak Series* is an excellent series of readers, because these can be put into the child's hands; but every friend to children should make his own collection and have his own classics. I made a curious discovery in reading aloud to bad boys in New York, namely, that *Seton Thompson* and *Doctor John Brown's*

dog stories held their attention better than the *Jungle Book*. This to my mind scores heavily against Kipling, though I am not sure that I can give the reason. Perhaps there is in Kipling a sophistication, or an exaggeration, or coarseness, or chauvinism which will prevent his works from taking a permanent place in literature.

If you are fond of poetry or mythology read that, and read your favorite passages, not parts scheduled by someone else. When you find a child with a special bent, subserve the bent and find out something about the subject yourself. All this is not instruction: it is companionship. You are blessedly relieved from the dead hand of state regulation which kills the school-master's life. You are not obliged to teach them anything in particular; but can give them whatever you happen to know.

And bear this in mind,—that all learning is a tree, and that the branches go back to the trunk and the trunk to the roots, and that you are never far away from the deepest and the best that has been done in literature; but are really related to it and are engaged upon thoughts that have occupied the greatest thinkers and the wisest men of history. In giving a child a taste for Shakespeare or the Bible or Milton or Longfellow or Emerson you may be lifting the intellectual horizon of some community and doing as much for truth and happiness as many a college. Your task is both the humblest and the highest, a task that sharpens the intelligence and deepens the character and keeps ever under your hand the best test of all great literature,—its effect upon the child.

DEMOCRACY IN MODERN FICTION

BY MARY OODEN WHITE, *Summit, N. J.*

When Miss Plummer spoke to me last winter, quite a long time ago, it seems now, on a plan that she had to introduce democracy as a sort of keynote of this Association assembled here, I saw then she had in her mind a phrase that had been ringing in my mind, "the research magnificent." I don't mean that she thought we would discuss Wells' book, "The research magnificent," but I think she saw that the whole quest of the thing that perhaps I shall call the dynamic social righteousness is a research magnificent. I was impressed by the fact last night that Miss Plummer had, in such a remarkably finished and complete manner, presented her part of it. What I have to present has nothing at all that is finished or complete, because I am speaking about a thing which is not cataloged and well arranged. I am speaking about a subjective groping, a ragged, turgid thing in the public soul which is affecting democracy.

We think of democracy today as an effort after a dynamic social righteousness. Most of the battles we see in political and economic life are fought around some form or other of special privilege which has not yet given way before this onrushing social trend. The battle surges forward and back; it seems lost sometimes; it is sometimes noisy, but more often quite unnoticed. Often the fighters do not recognize those of their own ranks. As an auxiliary this movement has the forces of evolution; as enemies it has the solid mass and weight of custom and the resistance which disturbed privilege always sets up.

It would be strange if so definite an incentive in political and economic life were not paralleled in art and letters. It would be unbelievable if the creative genius of the novelist did not seize upon this most vital thing, if for no other reason than be-

cause he has developed a sharp commercial instinct in these latter days in fiction writing. If this were not so, the Sunday Times supplement would not show a picture of the Williamsons standing before their villa on the Riviera—a villa that might answer for royalty.

Incomes of writers like Meredith Nicholson, Mary Johnston and Frances Hodgson Burnett may be even named in the same breath as those of Mary Pickford, Charlie Chaplin and Caruso.

Writing novels has become a well-paid business in which prizes go to the makers of best sellers, and best selling is one standard of the extent of democratic demand in fiction.

It is plain that only the externals of democracy are now being considered. A demand for a democratic fiction has created a democratic supply. This external democracy has no conscious connection with ideals of social freedom. It is concerned with getting a form of fiction of its own, instead of one that belongs to a privileged aristocracy of letters. Still to a rather crude mass of men this form may become a vehicle for social ideals.

Prof. H. A. Overstreet, of the New York City College, writing in the *New Republic* for March 4, 1916, advocates as a remedy for our present governmental "cult of incompetence," as Faguet terms it, what he calls the "philosophy of the common denominator." "As a democratic nation we have no great hope until we become more firmly grounded in the philosophy of common denominators," says Mr. Overstreet. Take, by way of demonstration, the numbers 36 and 24. You have a common denominator of 12. Take these same two numbers and add 42 and you have decreased your common denominator to 6; add 21 and it is 3; add a final 13 and it is 1. Now take any group of men, say

librarians, and you will have a large common denominator representing the interests which they all enjoy. Add a merchant and you have cut down your common denominator of interests. "Add a barber, a peanut vender, a saloonkeeper, a garbage collector." In politics we reduce our common denominator to the sectional interests of a city. That is, we are now trying to group by means of geographical blocks into a common political ideal. "We shall never get political visions carried out on such a plan," thinks Mr. Overstreet. "The true social brain center is the group that has functions in common, that has interests in common and knowledge in common. Until we tap such centers as these we shall remain as we are now, socially and politically brainless."

It is by the common denominator system that a certain standardization of magazines and the reign of the "best seller" have been achieved. These things have felt for and found the common denominator of multitudes. Love, hate, adventure, achievement are interest-holding motifs. That is, almost any 136 men and women can be interested in any one of these themes. They may be clergymen, politicians, tired business men, erotic adolescents, boys clamoring for the adventurous, school teachers, dressmakers or shop girls. They are held by an interest common to all. If the story carries something more than this common denominator, the something more may be recognized by the clergymen and the school teacher; it may be guessed at by the politicians. But from the point of view of the commercial publisher, the common denominator of 1 was the essential thing. It is in part because of this problem put up to the writers of fiction that the present widely divergent theories about what constitutes a good novel are due.

The first thing that may be said for democracy in fiction is a word of praise and one that belongs alike to France, England and America. Hampered by this necessity to write for a huge mass of unstable readers, a rising level of good work-

manship is nevertheless apparent. Thus, it might seem as if the vehicle for a democratic fiction is in fairly good shape.

This rise in level of workmanship owes more to the newspaper than to the magazine. The modern newspaper is a motion-picture play of current events. A fierce competition has made it necessary for editors to select brilliant writers and pay them fairly large salaries, urging them hard during their newspaper life. In Mr. Scott-James' "Influence of the press," he states that there is very little security of tenure of office for a reporter in either the United States or England. Young men, employed at high salaries, have their "brains sucked" for a year or two and are then discharged at a moment's notice, often worn out. Those blazing signs that ask from the tops of buildings in New York City: "Do you know that so-and-so is with the Tribune?" "The Herald?" "The Times?" certainly signify a strenuous competition in the newspaper world to capture and hold a name that is well known to the public and will make the paper's circulation race like a fever patient's.

In "Routledge rides alone," Will Comfort has shown something of the ardent pains the war correspondent puts into his work, the real literary pains, too. That reporter who "could make his first lines stand out like a desert sunset" achieved an artistic triumph.

Pitted then against the thrill of current dynamic reporting of actual events, the novel must seek and hold its public. This is not an easy task. Last Thursday, June 22, a group of women of the City Club in New York stood on the corner of Fifth avenue and 28th street at breakfast time and gave out milk and sandwiches to the striking cloakmakers. Among the writers and artists who had volunteered, was Mary Austin, the novelist, and she never wrote a more poignant incident than the one she told a city reporter that day. It was the story of a man who had walked down from the Bronx to get his sandwich and his paper-cup of milk. And he walked all the way back to carry them to his wife.

One of the most dramatic incidents I ever knew was in real life, not in a story book. When I was in Pater-on, New Jersey, writing a newspaper story of the silk mill strike, I followed the most affecting funeral I ever saw. It was the homely Baptist funeral of a mill foreman, who had died from the exhaustion of his ceaseless efforts to help his fellow-strikers. Streams of people swept along the streets in an unbroken line following his coffin through dust and fierce summer heat, every one carrying a red rose of brotherhood in his hands. These they all dropped one by one, silently and awkwardly into the open grave.

It is the task of the modern writer of novels to compete with the gripping reality of such vivid facts as the daily paper offers at every breakfast table. One of the evidences of the inter-relation of the two forms of writing is found in the number of novelists who have been journalists. Richard Harding Davis, Henry Sydnor Harrison, O. Henry, James M. Barrie are easily recognized examples.

Over against this drive towards crisp, live writing fostered by journalism, is a rather leveling tendency in magazines. This is also a form of democracy, but a soulless form. On the whole the magazine seems to have affected current fiction particularly in two ways: the necessity to produce novels in serial blocks, and send them forth to a public which reads in haste. The magazine has certainly increased the hasty habits of a kind of reading which requires little cerebration.

The first of these tendencies has disturbed some of the unities of good art construction in novels. The second has made it necessary to write for the idlest moments of hurried readers. The result is a staccato style and a shrill voice. Men and women read in trains nowadays and not in "shady nooks." What one reads to the hum of wheels and the purr of electricity can scarcely be the same as that which one reads to the sound of a crackling fire or the wind in the willows.

So one might say that while the vehicle for democracy is in fairly good shape, there

is danger that its content may become a cheap thing.

Yet right here let me say before I forget it that there is one wing of poetically romantic fiction at this moment which surpasses anything in the realm of pure imagination since the days of Hawthorne and Poe. This mood, like the present dominant mood for poetry arose as unannounced as a riot of flowers between trolley tracks. Perhaps it is a variant of the heights of genius which have invented aeroplanes, dreamed radio-activity and dared to investigate psychological adventures.

This romance of machinery has also intensified the democratization of fiction. "In spite of the evils of its misuse," says Dr. Sellars in his "Next step in democracy," "machinery is more stimulating to the mind than hoe and handloom. It arouses curiosity as something new; it breaks down the old reverence for the past; it induces a new attitude towards nature and human affairs. Thus the machine is becoming the symbol of the new phase of society. Everywhere the horizon is being pushed back and a larger range of interests is being opened up to the mind's eye. I imagine very few people are able to appreciate the tremendous psychological effect this world contact is having. The phonograph, it is said, has already become a religious issue in the Mohammedan world."

For notable uses of mechanical themes in modern novels, Wells' earlier books offer constant examples. Last year Ian Hay wrote a novel about making and selling automobiles. Another fairly good one, "The jam pot," dealt with the manufacture of jam from a famous recipe.

The question of a common denominator for the reading public is affected also by a lack of homogeneous literary backgrounds among readers. I was impressed with this lack of common backgrounds of interest a few days ago when I read a magazine article which explained parenthetically something as familiar as Daniel in the lions' den. I think the parentheses took pains to assure the reader that there were no casualties during Daniel's visit. A

clever woman from the New York World told me of sending in a story which contained a humorous reference to Fanny Squeers' "off eye." As the proof reader didn't know Fanny and was taking no chances the phrase came out as a vague reference to Miss Squeers' "rather imperfect orb of vision." Safety first was this proof reader's slogan. Nothing in the way of a libel suit from the Squeers' family was to be precipitated by him. Imagine always writing for a public that is more familiar with F. P. A. in the morning Tribune or with Briggs' cartoons than with All Baba and the Forty Thieves. Or for one which has assumed the latest Bernard Shaw-Chesterton-Bostonese which repudiates Shakspeare as too "high brow" by half and the Old Testament as dull. This sort of super-cultural restriction limits possible common denominators just as truly as a taste for an exclusive diet of George Ade and Goldburg limits them.

Last winter when there was a question of cutting down the supply of fiction in public libraries, an editorial in "Current opinion" reminded the public of George Ticknor's letter on a similar subject to Edward Everett Hale. George Ticknor's ideal for the Boston Public Library was to have "not only the best books of all sorts," but the "pleasant literature of the day." He desired also that this pleasant literature should be made accessible to the whole people "at the only time they care for it, when it is fresh and new." Observe the naïveté of "pleasant literature" as opposed to "best books."

Of course this brings up the whole question of censorship—one of the great factors in any democratic fiction. In Mr. Vachel Lindsay's "Art of the photo-play," some rather stimulating suggestions for the further democratization of the motion-picture play are made. He testifies in this book that the "movies" have furnished the slums with an equivalent for the saloon. They have in some instances even run the saloon out of business. They have given the common man with the soul-stiffing job, who drank to forget his every day life,

something else by which to accomplish the same end. In other words his soul got drunk on motion-picture plays. How would all the ethical censors in the world know how to serve up an intoxicant strong enough for this digger of ditches? When the world speaks with a common language, we may be able to interpret each other's needs enough to determine the spiritual and mental common denominators of the college and the slum.

As an instance of the increasing influence of the photo-play upon the novel, it is only necessary to relate the sales for the last week in the news room of this hotel—the New Monterey—at Asbury Park. Thomas Dixon's "The fall of a nation," now running as a motion-picture play, seems to have led all other book sales.

Mr. Herman Moderveil wrote an article in the "New republic" last fall maintaining the thesis that "ragtime music is the one indigenous and original type of music of the American people that has persisted and undergone evolution." It is original, he insists; it is our American folk-music. "You can't tell an American mediocre art-song from any other mediocre art-song. But you can tell American rag-time from all other rag-time, from popular music of any time and any age." Some years ago I had a personal experience which proved the persistence and effectiveness of American rag-time music, and makes me think that perhaps it is, indeed, our real contribution to the music of the twentieth century. When I was at the Hague Peace Conference of 1907, I found every band on the continent playing "Hiawatha." A little Styrian countess in Holland told me that she was fond of American music. When I asked her which music, expecting her to have an intimate acquaintance with McDowell, Chadwick and Horatio Parker, she said cordially and with a pleasing gravity that she thought she liked "Whistling Rufus" best of all.

Thus it seems as if we must accept a certain readiness for the uncanonical to be a part of the growth of democracy of fiction, as it is a part of the growth of art

and music. Everyone knows that the Impressionists of France who are far and away from being an advanced school of the present moment, were relegated to the Salon des Refusés at Paris but a few decades ago. What is vital to democratic evolution has a way of persisting. What is of the moment only falls away of itself. Two young men of genius have been snatched out of the world by the European war—Rupert Brooke and Henry Gaudier-Brzeska. Both might have been what Brooke called "half men" singing "their dirty songs and dreary" about "all the emptiness of love," If they had never gone to war. Both showed by their last messages and letters that swift reaction to realities which is a truly democratic contribution. Within a few months their genius has stiffened and grown clear-visioned in what Gaudier-Brzeska called a "blood bath of idealism." This swept aside almost at once the non-essentials of art-expression, which evolution usually purges only by time-processes. "Vorticism" looked less real to Gaudier-Brzeska from the French war-trenches than it did when he and Ezra Pound were editing "Blast" in London. One of his last letters says: "We have the finest Futurist music Marinetti can dream of, big guns, small guns....different kinds whistling from the shells.... but it is all stupid vulgarity and I prefer the fresh winds in the leaves with a few songs from the birds.... I am getting convinced slowly that it is not much use going further in planes.... forms, etc. If I ever come back, I shall do more Milles, G.... in marble (his most conventional work)." In such ways does the everlasting, sweet commonness of things seem to take care of itself without too much meddling of men.

Thus strenuous action for a common end is democratic in its tendency, as we shall try to show later. The war is already beginning to show new reactions in ideals of fiction. Coningsby Dawson, one of the most modern of novelists whose talents have hitherto been devoted to plots showing the struggle between human passions and social conventions, has now joined the

ranks of stern prophets. He predicts a moral democracy after the war. There will be no more a special privilege for love and beauty, but a renewal of "real heroism" in fiction. "The women," says Mr. Dawson, "are going to make us practice chivalry. In the old days, I think chivalry usually was something that men talked about but did not practice. Now women, who are the great readers, are going to demand chivalry in literature. After the war they will demand heroism in the imaginative world which they enter by means of books. In the time just passed the whole tendency of modern fiction has been fear." In "The research magnificent" it is the fear of fear; in May Sinclair's "Belfry," the fear of being a bounder; in "Lord Jim," in "The red badge of courage," in Gorky's "Spy," in Artzibashev's "Breaking point," the motif of fear is repeated. "After the war to be taken seriously every book must express a strong moral conviction." In other words the social moral sense is to be a prevailing note in all fiction. "In Gothic literature," continued Mr. Dawson, "there is courage, but it is always the courage of physical strength. The French people have taught us that the courage of the physical is inferior to the courage of moral purpose. This war is teaching us that it is not the petty affairs of the individual that matter, but the great religious welfare of the race."

Democracy is most often an affair of slow and unkempt growth. Growth itself is a "sort of disorder."

There is nothing more orderly than a cemetery where life has ceased to disturb. New York City is a constant example of the confusion which expansion and progress often create.

In "The new Machiavelli," Mr. Wells is constantly likening the Victorian Era to one of experiments, one of new starts, "full of restricted and undisciplined people, overtaken by powers!!! unable to make any civilized use of them." In that book a vivid picture is given of young Remington studying a "submerged and isolated curriculum in a gloomy London school from which the boys would burst out at night

through their grey old gate into the evening light and get the spectacle of London hurrying like a cataract, London in black and brown and blue and gleaming silver roaring like the very loom of Time." This brilliant paragraph might be used as a symbol of the entire subject we are dealing with—it paints so well the sudden contact of dead systems with live, existing, rushing life.

But there is another side to the study of democracy in fiction. So far one has thought only of the demands made upon the novelist to write for a widening, changing circle of readers. But is fiction not also guiding democracy and interpreting it to the world? This is to reverse the picture and see the novel as an active principle—itsself furnishing stimulus and not as a mere reaction to the stimuli furnished by a democratic public. We ought to know whether the evolution of democratic thought in fiction has been haphazard or scientific. We want to see, also, if modern fiction is making any contribution towards the obliteration of water-tight compartments between men's minds, whether it is offering a rational program of social freedom. And in the first place, we should like to clear up our minds as to what democracy is. This word has been so hoarsely shouted in Chicago and St. Louis of late that we are in the usual four-years' fog over what it actually means. A dozen nations think they are fighting for it in Europe, Asia, Africa and Mexico. It has changed its symbols in the course of some thousands of years and now makes its appeals for franchise and community centers instead of magna chartas and constitutions. We have come to know democracy is not a fixed quantity of something divided by the number of the population. A late view of democracy is that which advocates not so much a mental single tax as a spiritual socialism. The democratic soul, it is said, is a community soul. We know it to be something incomplete, something in the making, something varied by such facts as the entrance of isolated backward peoples into the life of advanced and highly

developed peoples. Something modified by railroads, by electricity, by such economic changes as the close contact of many diverse types, by immigration, by internationalism.

Furetière, writing in 1666, said, "I shall tell you sincerely and faithfully several stories or adventures which happened to persons, who are neither heroes nor heroines, who will raise no armies and overthrow no kingdoms, but who will be honest folk of mediocre condition and who will quietly make their way. Some of them will be good looking and others ugly. Some of them will be wise and others foolish, and these last, in fact, seem likely to prove the larger number." That description must once have stood for democratic tendencies in fiction.

These "Simple life" tales treated the common man as something good, uninteresting, misunderstood. He was good because he was poor. They presented a composite picture of humanity, unlike any individual, a "torso," incapable of great emotions or tremendous actions. Then life made fewer demands. Cutting off at top and bottom, eliminating the prosperous and reducing humanity to mediocrity, men thought they had gained a democratic picture. This was congenial to early American ideals. It belonged to the time when we thought all men could be free and equal by political definition and not by long processes of education, eugenics, and social regeneration. We know now that democracy is a more ragged and less definable, a more vivid and more dynamic thing than this. It doesn't let any man or woman off with being less than a "hero or heroine."

On the whole it seems as if the growth of democracy in fiction has followed that of democracy in philosophy and in economics. This cheerful ideal of a lifeless mediocrity was considered a highly "genteel" picture of democracy until about the middle of the last century. It falls in very well with what Dr. Sellars calls the Utopian period, ending with the Communist Manifesto. Fourier was then teaching love

of freedom, faith in humanity, dislike of caste. Saint Simonian freedom reached an impassioned pitch in Charles Kingsley. But after Marx the proletariat plunged rather headlong into fiction. Such a raw blending of folk arose as is shown in Maxim Gorky's "Spy." Here is the proletariat only with the rest of the world left out—supermen and angels forgotten. A certain modern fiction spells People and Proletariat with a big "P" until they have become interchangeable. Revolt from life as it is by Gorky runs into a third "P"—Pessimism. Given a world of proletarians only, what is left but pessimism? Or Big Business? And Big Business is the way the first part of Ernest Poole's "Harbor" undertakes to rescue the proletariat from himself. There Mr. Poole indicates a large capitalistic method of doing away with proletarians, the way of the efficiency engineer who has usurped the province once claimed by priests only, that of infallibility. Plan a city, says this new priesthood, in the way it should grow. Plan the movies in the way they must take. Iron out poverty's wrinkles with the steam roller of political remedies, all in the name of Democracy.

But in the background loomed the oncoming of another steam roller, as shown in the last part of "The harbor," Joe Kramer standing for another priesthood, one that trusts the people. The name of this steam roller was Syndicalism in Joe's vocabulary. Joe, too, saw the proletariat as the only part of the people spelled with a big "P." Not the engineers and capitalists but the people themselves were to step forward, according to him, and right the world. But Joe's democracy left out Wall Street. It left out art and music and letters. It left out the finer essences of life toward which it still continued to point the People as to a goal. If the goal when won is to be worth something to Joe's oncoming tide of people, it is an achievement to those who have already won it. Both Joe and the capitalists saw only one side of life and separate sides.

But I want to get to a deeper

democracy of which there is an inkling in the incident in Gorky's "Spy," when Yevsey, the beaten little refugee of life, watched the villagers at night as they went to stamp out a fire which had already attacked several buildings. In their common danger they ceased to be the brutish, sodden folk he saw every day. He saw the fire like "a many-winged, supple, body of a horrible smoke-begrimed bird with a fiery jaw." He saw "the people approach nearer and nearer to the great bird, surrounding its red head with a black living ring, as if tightening a noose about its body. . . . It was pleasant and friendly to see all that good, kindly life in conflict with the fire. The people emboldened one another. They spoke words of praise in kindly jest. The shouts were free from malice. In the presence of the fire everyone seemed to see his neighbor as good. Yevsey heard not a single malicious shout." But when the next day he said to his old uncle "How nice it was last night, I mean about the people. How they joined together in a friendly way. If they would live like that all the time. If there were a fire all the time," the good old uncle looked at him suspiciously and said, "You want to look out how you say such things."

So inarticulate are the democratic many, that an effort to express what lay hidden in their souls was like a dangerous doctrine, as if one had spoken of ghosts or too freely of divinities. This was one of Yevsey's few attempts to be articulate, to put into words his sense that some other way of life is possible for men than malice, distrust and suspicion. From that day he slid further and further into a desire not to be noticed at all. No one but Yevsey, who was almost an idiot, realized that somewhere in the sordid mass of folk lay brotherliness. The thing that he saw was greater than any individual; it was greater than the sum of all those individuals. This in one of the tenets the world is always groping after, the truth that lies behind the saying, "We need a war to unify us." Only One ever said—ever said loud enough

to carry far, at least, "We need Love to Unite us."

In the common danger that beset Yevsey's villagers, desire to help each other was their common denominator.

Gorky seems to be past master of this knowledge that a lack of unity of purpose holds men at a lower level than the collective moral consciousness of the group. Later on in "The spy," when he is describing the conditions before the constitution was granted to the Russian people, he says: "All seemed to know that they ought to live quietly without malice but for some reason no one wanted to tell the others his secret of a different life. No one trusted his neighbor. Everybody hid and made others lie. The irritation caused by this system of life was clearly apparent. All complained aloud of its burdensomeness, each looked upon the other as upon a dangerous enemy, and dissatisfaction with life waged war with distrust, cutting the soul in two." There one has it all in a phrase, "cutting the soul in two." The thing which was the real expression of themselves, their divided hearts were kept from doing. Who does not know the experience of feeling that the ideal visions in our hearts are too good to be spoken, because they will probably meet with no response. It is poets who dare express these visions, and find themselves in doing so spokesmen for every one's real self. Yevsey, a very worm of a human being, driven by fear into less than human inarticulateness by distrust, still knew that somewhere there was a warm beautiful life if one could only come upon it. His was only a fragment of individuality; but the consciousness of life's collective strength was his.

So then one comes to the more ordered self-expression of the truth of this in H. G. Wells' attempt to interpret this common longing of men. In "The new Machiavelli" Wells sees this guiding power as the "modern equivalent of a Prince." "The old sort of Prince, the old little principality has vanished from this world. The commonwealth is one man's absolute estate and re-

sponsibility no more. We are in a condition of affairs infinitely more complex in which every prince and statesman is something of a servant and every intelligent being something of a prince.

"In a sense it is wonderful how power has vanished, how it has increased. . . . Powers of ruthless suppression have vanished. But that is not because power has diminished, but because it has increased and become multitudinous, because it has dispersed itself and specialized. . . . It is no longer negative, but positive. It is power now available for human service. . . . It is a thing a little, straggling, incidental, undisciplined and uncoordinated minority has achieved in spite of the passionate resistance of the aimless dull. The old appeal . . . was for unification of human effort, for ending of confusions. . . . It was a cry to an unseen fellowship . . . to no single man, but to the socially constructive passion in any man. . . ." Getting so far, Wells could see no way out but that the small minority should take control for the sake of the aimless dull. In another place the Man from Putney makes clear who are these aimless dull.

"They (the little clerks) weren't up to the game of fighting Martians. They haven't any spirit in them. No proud dreams and no proud lusts; and a man who hasn't one or other—Lord! What is he but funk and precautions and a bit invested for fear of accidents. And on Sunday fear of the hereafter. As if Hell was built for rabbits. There's a lot will take things as they are—fat and stupid; and lots will be worried by a sort of feeling that it's all wrong and that they ought to be doing something. The weak and those who go weak with a lot of complicated thinking, always make for a sort of do-nothing religion, very pious and superior and submit to persecution and the fear of the Lord." Mr. Wells here contrasts two types of mind. The type that says "Things have been and so we are here." "We are here because things have yet to be" says the constructive type, Mr. Wells' aristo-democracy.

For such social ends Mr. Wells sees the

novel as "a powerful instrument of moral suggestion" and it is thus that he uses it. So does Mr. Galsworthy, who has been an apostle of democracy of another sort than Mr. Wells. On paper he is all for trusting the People—with a large P—like Joe Kramer. But one doesn't for all that see Mr. Galsworthy's people doing it, living like Joe over a saloon in an undusted room, forgetting to care about their finger nails and their health. One imagines them all, like Hilary in "Fraternity," dissuaded even from immorality by the unpleasant odor of cheap scent. In "The Freeland," Mr. Galsworthy shows the injustice of the ownership of vast estates by a few men. With Nedda he scorns the shallow talk of England's economic big-wigs as if "he were a part of something heavy sitting on something else, and all the time prattling about making it lighter for the thing it's sitting on." It's all true. But Felix Freeland reflecting on the three products of rural England, "gardeners, gooseberries and the Great," knows the Great will do nothing about this hard business. "They believe in reform but are not up to abolishing the game laws. There it is! One won't give up his shooting, another won't give up his power, a third won't give up his week-ends, a fourth won't give up his freedom." One feels that except for literary values this is about the way Mr. Galsworthy takes it all. The cause of democracy grows slowly under his hands and under those of May Sinclair. She will care too much for class distinctions to the end. A bounder who dropped his "aitches" had to be taken down with a huge gulp even under the walls of falling Antwerp. In "The belfry," Jimmie's cracking his knuckles oddly was a bigger factor in the mind of Jimmie's wife's family than all his successes. He seemed to them to crack his knuckles like the son of a Registrar and not like a Duke. If they could only have remembered that old Karenin in "Anna Karenina" cracked his so that Anna could not bear it either, even though his knuckles were descended, like the rest of him, from nobility. One feels convinced that it was not Tasker Je-

vons' ugly gesture, but its being the gesture of a man not well born, that mattered to May Sinclair. Neither Galsworthy, nor Joseph Conrad, any more than May Sinclair, for all their choice of subjects, is a true leader of democracy. They are all artists first; but after that, they are snobs.

They are not democratic as to class and they are not as to sex. One feels that Galsworthy writes of sex like a poet, Joseph Conrad like a Bourbon, who never forgot any of his inherited prejudices, and May Sinclair like an analytical psychologist. As to Samuel Merwin, he naïvely glorifies women as a Fourth of July orator does the Stars and Stripes. With Mary Watts sex is a calculated element in the salableness of her novels and with Theodore Dreiser it is an obsession.

One comes back to Wells for something like an adequate democracy here too. Here also he has used a characteristic method, that of laying bare the processes of his mind during its incubation of ideas. His sociological books are all like this. His scientific books spring more exuberantly full-formed from his brain. Says Wells: "We are discovering women. It is as if they had come across a vast interval since Machiavelli's time, into the very chamber of the statesman. In Machiavelli's outlook the interest of womanhood was in a region of life almost infinitely remote from his statescraft. They were the vehicle of children, but only imperial Rome and the new world of today have ever had an inkling of the significance that might give them in the State. They did their work, he thought, as the ploughed earth bears its crops. Apart from their function of fertility they gave a humorous twist to life, stimulated worthy men to toil and wasted the hours of princes." And this was the view of women seen in the novel of the last century. As with Machiavelli, "the world of women was left outside." When man went into his study to write, "he dismissed them from his mind." "But our modern world is burdened with its sense of the immense, now half articulate, significance of women.

They stand now, as it were, close beside the silver candlesticks, speaking as Machiavelli writes, until he stays his pen, and turns to discuss his writings with them." It is this gradual discovery of sex as a thing collectively portentous" that one finds in Wells. Among the other great democracies of fiction, this one of sex is among the greatest.

"Woman is no longer an aesthetic by-play," says Mr. Wells, "a sentimental background; she is a moral and intellectual necessity in a man's life. She comes to the politician and demands, Is she a child or a citizen? Is she a thing or a soul? If she is a mate, one must at once trust more and exact more, exacting toil, courage and the hardest most necessary thing of all, the clearest, most shameless, explicit understanding. . ." This is the voice of democracy. It is the voice of what Mr. Wells elsewhere calls "Mental hinterlands behind our frontages of prejudice and custom."

Here one seems to have a vast problem of mankind, an effort to find a speech which shall represent humanity in its slow ascent, not males only, nor classes, only; not even bulks of human beings, proletariat, adventurers, lovers. In a certain sense all our past efforts have broken down, because the collective voice is more than the sum of all voices and there has been no real way of getting at the collective voice. Democracy as a demonstrable, mathematical problem seems to be something of a failure still. Fiction, which is among written words most nearly the speech of the populace, has no conclusive program to offer, but it has an inspiration to give. It has wrought out its genius racially with a kind of expected exactness. In Russia, its last spokesman, Artzibashev, has found that the Russian lack of real democracy is pushing everything to negation. In "The breaking point," a common misery impels all of a group of people to a common desire to end life. Life has meant to them indulgence of the sensual, vodka, dullness and oppression, with no freedom of thought. He is the noblest who cuts the knot and stops the

sequence. But old Arnaldi shakes his head, saying "I don't know"; for he has sat by the dying and given his life to save others and by the grave of his dead love he still feels as if immortality may be possible after all. So does the old professor whose mind, not abused with bestiality, turns finally to prayer.

In France the novel has been brought back to the Puritanic reaction, prefigured by the Huguenots. Piety, chastity, nobility are words emphasized of late by such novel writers as Henri Bordeaux, René Bazin, Paul Bourget and Romain Rolland.

The United States has, as yet, made no genuine contribution to democracy. Democracy of a constructive type is scarcely awake here. Its approximations offer such remedial programs as those in "The harbor," and "The turmoil." It has produced a leveling realism in Mary Watts, a mean view of life in Theodore Dreiser, thin and sentimental dabs at social relief in "V. V.'s eyes" and "People like that." In fiction as in politics, one is more than ever reminded of Carlyle's prophecy in the "Latter-day pamphlets" concerning America: "To men in their sleep there is nothing granted in this world; nothing or next to nothing to men that sit idly caucusing and ballot-boxing on the graves of their heroic ancestors. . . No, America too will have to strain its energies in quite another fashion than this; to crack its sinews and all but break its heart, as the rest of us have to do, in thousandfold wrestle with the Pythons and mud-demons before it can become a habitation for the gods."

Well, America has come far short of cracking its sinews and breaking its heart to make a great democratic fiction. Italy is cracking its sinews in such giant struggles to be free as are seen in Fogazzaro's novels. Russia is breaking its heart. Its fiction has become "an inn of grief, vessel without pilot in loud storm."

Splendid analysis is part of the American contribution to the field of novel writing. Such laying bare of society as in Edith Wharton's "House of mirth"; of commercial corruption as in William Allen White's "A

certain rich man"; of human motives as in Margaret Deland's "Helena Ritchie" compare favorably with novels in any other country. The growing democracy of sex has been treated with great wit in "Angela's business"; with sympathy, if not with understanding, in Samuel Merwin's "Anthony, the Absolute." But no great seer has arisen out of the ranks of American novelists to speak the impassioned truths of democracy.

In England the belief that the world is to go on like a well-directed army has found a leading spirit in H. G. Wells. In his explanation of the province of the novel, in one of his literary essays, he gives it ample scope for becoming a vehicle of prophecy. He himself uses his novels to express his ideals of an evolving consciousness, "that something greater than ourselves, which does not so much exist as seek existence." This is the one thing Gorky's Yevsey also believed and could not explain. It is the thing which drives Benham in "The research magnificent" on through the fear of fear to find out how men may conquer life for themselves and for each other. This is to be the work of those whom Wells calls "Hiuterlanders—all those who make an aristocracy,—not of privilege—but of understanding and purpose—or mankind will fail."

"There are kings and tyrannies and imperialisms simply because of the unkingliness of men," said Benham, sitting on the heights of La Ferriere and putting into words for the first time "this long cherished doctrine of his of the Invisible King who is the lord of human destiny, who will one day take the sceptre and rule the earth This is the root idea of aristocracy," said Benham.

"I have never heard the underlying idea of democracy, the real true thing in democracy so thoroughly expressed," said the young American.

A sweeping circle seems to have brought all the writers of the twentieth century to one point, that in which the Will to Serve has become even stronger than the Will to Live. It is the culminating ideal of the right of the social thing over the individual thing. "Who dies if England lives?" said Kipling, voicing not so much the sweetness of dying for one's country, as the fact that man, himself, lives in the social group rather than in the individual. Says Jean Christophe: "The smallest among you bears the infinite in his soul. The infinite is in every man who is simple enough to be a man, in the lover, in the friend, in . . . every man and every woman who lives in obscure self-sacrifice which will never be known to a single soul; it is the very river of life flowing from one to another, from one to another and back again and around . . ."

"Write the story of this simply . . . as simply as its own unfolding. There are no words noble or vulgar; there is no style chaste or impure . . . there are only words and styles which say or do not say exactly what they have to say." And the life that "flows from one to another and back again and around" is that which Yevsey saw and could not put into words. It is that which Benham found at the end of his Research Magnificent. It is that which is common to all and greater than the sum of all. It is the kind of democracy men and women everywhere are groping after. And because fiction is the very mirror held up to life, it is expressing this democracy more clearly than any other form of written word is expressing it.

THE NEW POETRY AND DEMOCRACY *

BY JESSIE B. RITTENHOUSE, *New York*

This is the second time this spring that I have had the opportunity to speak directly to book people, people who are intimately in the book realm. The first time was at the Book Sellers' League, held in New York a few weeks ago, and when I looked around, and saw those men who dispense our fate with the public, I thought it was the opportunity of my life to avail myself of Walt Whitman's advice to "celebrate myself." But on the contrary I had to talk about Whitman on that night!

Now you librarians do very much more, to my mind, than the book sellers in democratizing American literature. You have democracy in your hands; you and the schools, going hand in hand, are the two bulwarks of democracy in America, and if we ever get democracy it will be through what the librarians do in conjunction with the schools to bring it to the public. When Miss Plummer wrote to me and said that she wished me to speak on this particular phase of modern poetry I was glad that she named a phase, because overnight there is a new phase in poetry. Poetry is moving so rapidly that you are likely to get up in the morning and find that all the ideas you have had during your lifetime are absolutely exploded.

When people used to ask you to define poetry—you know there are curious people who ask you to define things—you were able to fall back on the three R's—rhyme, rhythm and reason—but now these three R's are knocked from under you. You haven't them any more to fall back upon, and the other day in the subway I heard what I think is as pat a definition of poetry as could well be. Two men were looking over Don Marquis' "Sun Dial." One man said to the other, "Well, how are you going to know any more what is prose and what

is poetry?" and the other man replied, "Why, if the lines go to the edge of the page, it is prose, but if they stop in the middle, it is poetry!"

I thought that was delicious, and right to the point; but the danger of it is that pretty soon they won't stop in the middle! They are not going to make that concession to us very long, because poetry is in a state of revolution. The present movement is like an army with banners, and each insurgent poet has a different brand of revolution. On one of those banners you will find imagism, on another vers libre or free verse, cubism, futurism, and a dozen other things. All of this looks to you very much like chaos. You think: What are they doing? What does it amount to? Has poetry lost its head? It looks that way, but underneath all of these indications of revolution is a law, and that law is that all things grow by revolution, and that every time there is a new expression in poetry that new expression has had to come through tearing down the former tradition. These are the birth pangs of the new movement that is now breaking down the old romanticism. In the twentieth century, you know, we decry Victorianism. We say, "That is so Victorian." We will have nothing to do with it because it is Victorian. In other words we mean that through the whole nineteenth century there persisted the mood of what we call romanticism; and that came in as a reaction to what we now call classicism. Classicism reached its height with Pope, and Dryden, and that formal scholastic, stereotyped phase of poetry which we had in the eighteenth century. We know what Pope's style is: It is like a sentinel on march: the soldier goes back four feet and forward four feet. You just come up standing at the end of the second line.

Romanticism, which was the mood of

*Stenographic report of an extemporaneous address.

the nineteenth century, was the reaction against that dead, formal, crystallized type; it meant the breaking up of this type and putting beauty, and emotion, and sensibility, and imagination back into poetry. The whole mood of romanticism grew out of democracy. It grew through the French Revolution. Just at the time when Coleridge and Wordsworth evolved the beginning of romanticism, they were obsessed by the French Revolution, and all over the world spread democracy. It was like a wave of fire from the French Revolution. Wordsworth went over to France eager to enlist with the revolutionists. Shelley, who was a little younger, was the ideal democrat. It will take probably two or three hundred years to live up to the Shelley ideal. Byron was a democrat, a revolutionist through and through. All these men started as democrats, and the whole movement was radical: it was just as radical as what we are passing through now, but by the law of all of these things, these radical things, after they pass through their cycle—which may be fifty years, or a hundred years (it was about one hundred years in this case); they become conservative and finally effete. What started as radical, at the beginning of the nineteenth century, became conservative and doubtful when it reached Tennyson. Tennyson knew almost nothing of democracy. By the time it came to Matthew Arnold it was scholastic again. It is beautiful poetry, but it is negative. When the movement of romanticism reached Swinburne only the sensuous beauty remained.

It was just as necessary for another revolution to take place after Swinburne, Oscar Wilde and Arthur Symons as it was necessary at Pope's time. It simply had to be done and nature raised up the man—evolved him—and that man was right here in America. It was Walt Whitman! No other man could have taken the place of Walt Whitman at that time. Whitman said, "Everything has been done, the last word has been said in meter and academic form—it has all been said. Now we will have the waves of the sea for our rhythm,

we will have the undulation of the wind over the grass of the prairies, we will have the sighing of the pines, we will have all the natural things back again." Whitman drew his poems from the elements of nature. Romanticism vanished in Walt Whitman, and in its place came democracy.

Now there is all the difference in the world between Walt Whitman's brand of democracy, Edwin Markham's brand, and the brand I am going to speak of. Walt Whitman was what we call an oceanic soul, who received everything—all the streams of life flowed into him and he accepted everything. To him the criminal was as good as the martyr. He said that with every criminal who walked handcuffed, he walked handcuffed. That was splendid, that was the brotherhood idea, the comrade idea, which came in with Whitman. His brand was universality. Everything was good with Whitman. As a matter of fact, everything is not good. Some things are very bad, but in wishing to put humanity first he said, "I am not curious about God; what do I need to know about God? I am at ease about God. Let me know about my fellow men." "I hold nothing as good," he said, "that ignores individuals. The whole American compact is with individuals, and the whole theory of the universe is directed to one individual, namely, to you."

Now, that was splendid. Walt Whitman gave what we call the communal mood. He brought the twentieth century spirit into poetry. He did not particularize; he had social consciousness but not social conscience. You see a difference there? Social conscience comes in when you feel your personal responsibility to society, and Walt Whitman ignored the failures of society and so did not impress upon one his personal responsibility to it. He struck off the fetters and left the danger which arises from undisciplined freedom.

The other day I attended a Walt Whitman meeting. A conservative happened by some great mischance to get in there—a delightful man. He said to the audience, "All of these single tax people, anarchists

and socialists are monopolizing Walt Whitman. You are putting him out of our reach. You are appropriating him as if he belonged to you." They began to hiss all over the house. That shows there is danger in misinterpreting Walt Whitman. Walt Whitman was magnificent; he is the body and soul of this movement, but when you strike off the fetters you allow the social system to spin lawlessly around.

When this century came in and Edwin Markham came forward he took up the social movement and particularized it. He began immediately to arraign society. At that time the labor unions were just forming, the Socialist party was just formed—or had been formed a little before that, but was just getting under way—and the question of labor and of the poor and of the defective, of toil without any hope, was in the air. It was in the air, but nobody had made it definite, nobody had crystallized it, and then suddenly appeared Edwin Markham's "The man with the hoe." The man with the hoe is not a man with a hoe at all: he is the man in the sweatshop, he is the stoker down in the bowels of the ocean liner; he is the man in the coal mine; he is the man anywhere that is working without privilege. He is the man working without the fruit of his toil; the man working without joy; the man working without hope, and the hoe is nothing but a symbol. Of course, Mr. Markham did not mean it for anything but a symbol, but at the same time it crystallized and spiritualized and brought the whole thing before us, and gave to society the social responsibility—what we call the social conscience, as against the social consciousness. There is a good deal of difference in the two.

Now, Mr. Markham had grown up in the West. He came up from the people, from the very simplest people. He was a shepherd boy. He used to stay out on the hills weeks at a time. He would roll up in his blanket after he had built a fire to keep off the wild animals at night. Then his mother sold her sheep ranches and bought a great cattle ranch. There were moun-

tains on the ranch; it extended over miles. Then Markham graduated to a pony and was a range rider, riding over these ranges for miles with buoyancy and joy. Markham's "The joy of the morning" and some of his other poems are filled with this spirit:

"I ride on the mountain tops, I ride;
I have found my life and am satisfied.
Onward I ride in the blowing oats,
Checking the field-lark's rippling notes—
Lightly I sweep
From steep to steep:
Over my head through the branches high
Come glimpses of a rushing sky;
The tall oats brush my horse's flanks;
Wild poppies crowd on the sunny banks;
A bee booms out of the scented grass;
A jay laughs with me as I pass."

The first books of poetry Edwin Markham ever owned were those for which he plowed a twenty-acre lot. He read Shelley, and Shelley made a democrat of him, and that was Markham's beginning. You can see that out of that background he could describe the kind of thing that "The man with the hoe" had to go through. After Markham wrote that poem a wave seemed to pass over American poetry—what we call the social wave. Immediately all the poets began thinking what they could do to interpret this new movement. Immediately romance went out in favor of the social need, and the time spirit became a catchword. One of the first social poems following Markham's work was Robert Haven Schauflier's "Scum o' the earth." I think Mr. Carr, of the Immigration Society is to follow me and he probably knows of this poem by Mr. Schauflier. We are all talking about Americanism now. A great many Americans are foreign-born. This poem puts the blame on America for not Americanizing them better. It says they come here by the thousands and millions and we meet them with contempt, we call them the "scum o' the earth," and out of that despised and rejected term Mr. Schauflier constructed this splendid poem. The poem takes up one type and then another; first a young Greek like a Hermes, from Socrates' land; then a young Italian from Dante's land, Caesar's

land, and Angelo's land, but he is only a "dago" and "scum o' the earth." Then he takes the Pole:

You Pole with the child on your knee,
What dower bring you to the land of the free?
Hark! does she croon
That sad little tune
That Chopin once found on his Polish lea
And mounted in gold for you and for me?
Now a ragged young fiddler answers
In wild Czech melody
That Dvorak took whole from the dancers.
And the heavy faces bloom
In the wonderful Slavic way;
The little, dull eyes, the brows a-gloom,
Suddenly dawn like the day,
While, watching these folk and their
mystery,
I forget that they're nothing worth;
That Bohemians, Slovaks, Croatians,
And men of all Slavic nations
Are "polacks"—and "scum o' the earth."

And so the poem goes on. He takes the Jew, and he is but a "Shecney"; he takes them all and then shows how crude America is, how young America is, to despise the people that come from older civilization and bring our art to us, because our art comes chiefly from our foreign-born. The Jewish boys and young Slavs are coming up to do the great work in art.

The next typical poem I might mention is "The Broadway shop-girl." All women who work in the social movement, with the fallen girl, for instance, ought to read that poem. It does not simply classify the girl, and tabulate her, but it brings out the finer side of the girl. It is a beautiful poem; I might give you a little of it. I will take the vers libre movement for the latter half of what I wish to say, but this social movement underlies the other and the new poetry has grown out of and was secondary to this. Miss Branch, the author of "The Broadway shop-girl," is a New England girl but she looks like a Botticelli picture. She is a classical type, reserved in manner, and you never would think she could approach the shop-girl in so intimate

*Miss Rittenhouse quoted the poem which is too long to be included here. It may be found in "The shoes that danced," by Anna Hempstead Branch (Houghton Mifflin).

a way as to express what is in this poem.*

All through modern poetry, if I had time to take up one piece after another, you will find scores of these poems. The other day one of your New York librarians came to me and wished to make up a bibliography of the poetry of democracy. I told her I could cite her to a great many books along these lines, and I should be glad to name them now but I must take up imagism and the vers libre movement.

Imagism made its appearance in the spring of 1913. It came through Ezra Pound, and indirectly by way of Walt Whitman, because all the free verse, and unrhymed cadence emanated from Whitman. When Ezra Pound in Harriet Monroe's magazine published his first free verse called "Contemporaria," he acknowledged his debt to Whitman by saying it was he who broke the new wood and now was the time for the carving. In Germany and France, and all over the old world the vers libre movement came from Walt Whitman but imagism came directly from Ezra Pound and he had gained the idea from T. E. Hulme, a young London poet. Ezra Pound picked it up very quickly, as he has a way of doing. Ezra's mind is a poetic ragbag, out of which he weaves a garment for himself. He has ranged from Provençal to Chinese, but his work has a great deal that is beautiful if not strictly original.

Some time after Ezra Pound had evolved imagism came Amy Lowell, who is now the head of it in this country. She is a brilliant woman, highly eccentric. The other day in the New York "Times" she said that James Russell Lowell was a "cultivated gentleman." No doubt James Russell Lowell's "Commemoration ode" will outlive anything she has yet done, although we will see what she may do. You know one of Miss Lowell's most celebrated poems is on a bathtub. The idea of imagism is to take the things that are absolutely at hand. It does not matter what they are; every theme is suitable for poetry—that is the primary law of the new cults. Everything is suitable for poetry; therefore she

starts out in the morning and first describes the bathtub. Now the old Romans, you remember, used to have a sea shell for a bathtub and you could imagine you were Venus coming up out of the sea, but you can't think that when you are in an American bathtub! It is impossible! So I personally draw the line at bathtubs and coffee pots—the next part of this poem describes the breakfast, with the coffee pot, the boiling of the eggs, and all of those things. This is hardly, to me, dignified poetry.

I do not object to poetry about the coffee pot or bathtub if one could do it beautifully enough—the bathtub is a symbol of democracy! But it is the only connecting link with democracy in the whole of imagism; it is the only one I have found. Imagism is exotic. It is the Japanese tonka; you know the Japanese write much of their poetry in the tonka, which is in five-line form. Imagist poems are frequently five or six lines built upon the scheme of the tonka, and they are in that sense like the Oriental or the Chinese poetry or like the Japanese print. The Japanese print may have one thing, balanced by some other slight thing in the corner. The imagist idea is to give the picture. You are to take the picture without comment—that means you are not to be introspective in imagism. You must not be introspective or subjective; in other words, the picture is a picture; if you read in imagism a subjective meaning you do what the imagist does not expect you to do. It is exquisite for an external picture.

In the "New imagist anthology," 1916, just out, there are poems on Arizona and New Mexico which are beautiful etchings: just what they purport to be, beautiful little pictures; and that is what imagism can do, and do splendidly, and so long as it confines itself to that, to some external picture, a beautiful little engraving or etching, with one or two details, it is beautiful, but it is not interpretative. In other words, it is not subjective. There is nothing in imagism that is not external, and that is their boast. Their word is externality, whereas the highest beauty is internality: there is no hidden spiritual meaning that

the poem is trying to interpret, and therefore to me imagism is sterile and exotic. In that sense it is undemocratic, for if it were democratic it would have the bigness of American life instead of a Japanese and Chinese element. But it is beautiful in the sense of something purely artistic and external. From the picturesque side I like it very much; I enjoy the imagist anthology. But after you have read it you cannot state which of the poems were written by one author and which by another. They sound alike. There is a certain colorless color about them—they are just about the same thing. They have the same form of doing things.

Doing away with rhyme is all right. The greatest poetry existed without rhyme: it is not necessary. You can also do away with formal rhythm. They substitute what they call "cadence," rhythm without a beat. Of course, you know the difference. The old poetry has stress; you beat it off in metrical intervals. This poetry is without a beat, but is supposed to have a cadence. Let me give you a little thing which is one of the most beautiful things they have done,—one of Amy Lowell's, and as I give it you will see that it is just as beautiful as if it had formal rhythm:

VENUS TRANSIENS

Tell me,
Was Venus more beautiful
Than you are,
When she topped
The crinkled waves,
Drifting shoreward
On her plaited shell?
Was Botticelli's vision
Fairer than mine;
And were the painted rosebuds
He tossed his lady,
Of better worth
Than the words I blow about you
To cover your too great loveliness
As with a gauze
Of misted silver?
For me,
You stand poised
In the blue and buoyant air,
Cinctured by bright winds,
Treading the sunlight.
And the waves which precede you
Ripple and stir
The sands at your feet.

Now, I don't know whether you get there the sense of rhythm, but it is in two or three words to a line—"Tell me—was Venus—more beautiful—than you are—when she topped—the crinkled waves—drifting shoreward—on her plaited shell." You see it does have a beat and a very lovely cadence. Miss Lowell is quite equal to that, and she does it frequently; it is because she was trained in the old forms, and she exhibits a sense of cadence—more than the other people who came into the movement later.

There are two men of great importance in the new poetry, Robert Frost and Edgar Lee Masters. I want to mention them before I close, because they are a vital part of the movement. Robert Frost is democratic to the core; he is American to the core, and the types Robert Frost writes of are strictly out of America. They are the New England types from the stony hill farms and their barren and unhappy lives give you a certain sense of sadness, but they are elemental, they are from the ground up. You know Robert Frost is a farmer; he had a little farm up in the New England hills, and had a very difficult time to keep the farm going. His farm was perpendicular; it simply rolled off the hill; it could roll, and roll, and roll until there was nothing left of it. He had only a little money in it; it was mortgaged, and he made up his mind he would pull out that little money while he could save his soul alive. He sold it and went to England. He coined his soul and his last dollar to bring out his book, and with this book he is buying back another farm! I don't know what he is thinking of, but I suppose he gets his local color up there. The new farm rolls just as the other one did. He is a beautiful character with the face of a Christ. He has a delicate little wife and several children, and the tenderness with which Robert Frost approaches life is just the opposite of the attitude of Edgar Lee Masters. Every woman in Robert Frost's work is a Madonna. There are only two or three respectable women in "The Spoon River Anthology," and one

of those is ninety years old! Edgar Lee Masters is obsessed by sex and the moment you take up the book you say, "Here is a man coarser than Rabelais." That is your superficial idea; when you read it more thoroughly you see it is a big, broad interpretation of life; but he sees life entirely through its negative phases. In one sense that is democratic; in another it is not. We have in the Middle West in all villages just such characters as these referred to in "Spoon River." Edgar Lee Masters' father is a criminal lawyer in Lewiston, Ill. He was brought up in that country and these are actual scenes from the criminal courts. Many of them are real types, and in that way they are vital and probably valuable. But in the end I think it comes to a very doubtful thing as to whether it is well to dig in graves to the extent that Edgar Lee Masters does, because if you are digging in graves you are pretty sure to find something that is ghoulish.

Perhaps the most beautiful thing in "Spoon River" is what he wrote about Lincoln's old sweetheart, Ann Rutledge. You remember Lincoln was about to be married to Ann Rutledge when she died, and her grave is so neglected that nobody knows about it. Edgar Lee Masters put these immortal words into her mouth:

ANN RUTLEDGE

"Out of me, unworthy and unknown
The vibrations of deathless music;
'With malice toward none, with charity
for all.'
Out of me the forgiveness of millions
toward millions
And the beneficent face of a nation
Shining with justice and truth.
I am Ann Rutledge who sleep beneath
these weeds,
Beloved in life of Abraham Lincoln,
Wedded to him, not through union
But through separation.
Bloom forever, O Republic
From the dust of my bosom!"

You see, that is a very beautiful thing. It is a beautiful thought, that out of the love of Lincoln for this girl came the forgiveness and charity, and all of the glorious things associated with Abraham Lincoln.

There are many high notes, many more poetic in the sense of color than that, but those high notes show that Edgar Lee Masters has a great future. He is a powerful man if he gets to seeing life whole. He sees life clearly as far as he sees it, but he does not see it whole as yet; his new book has a great deal of beauty in it. I think Robert Frost and Edgar Lee Masters are the most vital of any of the group. They do not write absolutely free verse,

and no doubt these new forms will assimilate with the old forms and modify them. An interesting book, lately out, called "The new world," by Witter Bynner, is written in an unconventional form with infrequent rhyme. And we will find that through Edgar Lee Masters and Robert Frost and all of these others there will be an assimilation; the new forms will modify the old forms and we shall have a certain freedom within the law.

MODERN DRAMA AS AN EXPRESSION OF DEMOCRACY

BY ROBERT GILBERT WELSH, *New York*

Shortly after Miss Plummer assigned to me this topic, "Modern drama as an expression of democracy," there came the disconcerting intelligence that the trouble with our American drama was precisely that,—too much democracy.

At least, so Winthrop Ames said at the dinner given to Miss Julia Marlowe and Edward H. Sothorn on their recent and lamented retirement from the stage. You remember Winthrop Ames as the manager of our least democratic playhouses,—the New Theater that was, and the Little Theater that still is,—occasionally.

"I think we shall diagnose the trouble with our stage more accurately," Mr. Ames is reported to have said, "if we say that the average isn't as high as it ought to be. The good plays are so submerged and overwhelmed by a flood of inferior rubbish that they seem to have been lost in the shuffle. I believe that the average quality of good plays has declined for these four reasons: America is a democracy; we have free public schools; unexampled material prosperity; and labor unions.

"For these reasons those in America who have been called peasants abroad have advanced a stride in the social scale, increasing the middle class and quintupling the number of our theater-goers. A whole new section of the public has sufficient mental

advancement and spending money to become patrons of the drama."

According to Mr. Ames, all that this new great clientele wants is a "show," a simple, rapid, exciting story told in terms of action. They care nothing for such things as character delineation, psychological analysis or subtleties of dialogue—the things that make for dramatic literature.

They become the general public and the managers are forced to cater to them.

"The trouble with the drama now, and for several years past," continued Mr. Ames, "is that it is dominated by a great, new, eager, childlike, tasteless, honest, crude, general public. And as for blaming anyone for it—well, it is pretty poor fun blaming a great primal force like gravitation or democracy."

However Mr. Ames may feel about it, democracy is finding its expression more and more in our drama.

And why not, pray? Are we not a democracy?

The aim of modern drama should be to mirror every phase of life and embrace every strata of society, and if it achieves that aim it will indeed be a democratic art.

As it is, our theater is in a period of upheaval and change. There are shifting currents. All is unsettled.

Even in the midst of the many pieces

which New York as a producing center spills annually over the country,—that long stream of musical comedies, revues, burlesques, crook plays, sex plays and the numerous farces of high life and low,—even in this mighty stream of undistinguished "shows," there may be found the play of ideas, the play that is original, that voices the social, and therefore the democratic ideal, for democracy is a social philosophy.

Oddly enough, if one takes into consideration the dramatic output in this democratic country during the season just closed, he will find that this voice of social democracy speaks not so clearly in our own creations as in those of foreign dramatists, and not in new plays but most pointedly in those that won their position not alone on foreign stages but in seasons now past.

These signal plays are three,—John Galsworthy's "Justice," George Bernard Shaw's "Major Barbara" and Gerhard Hauptmann's "The Weavers."

Let us take the last-named first.

Every day when I go through Thirty-sixth street from Fifth to Sixth avenues on my way to the New York Herald Building, I pass certain quiet, wistful persons. Only by close observation in this daily passing have I learned that they are the pickets of the garment makers' strike, and I realize with a curious thrill that these persons in the heart of one of the richest and most democratic cities in the world are actually facing starvation in a conflict which has some similarity to the conflict in "The Weavers." The wage earners in this present struggle represent industrial progress and democracy, while the manufacturers stand for a despotism tempered by anarchy.

Although now twenty-five years old, "The Weavers" is as contemporaneous as if it were written yesterday. It deals with the Silesian weavers of the last century, and Hauptmann wrote out of his own experience. His father was one of the weavers.

Here is a tragic panorama showing, in its five episodes, various stages in the misery

of the weavers from patient suffering to despair, revolt, riot and ruin.

Academic criticism would probably deny that the work is a play, judged by accepted standards of dramatic construction. Some critics claim that it is propaganda rather than drama. On the other hand, it has been described as a work of genius inspired by a humane and philanthropic purpose and infused with a great dramatic ideal.

The first episode depicts the rich manufacturer from whose office miserable pitances are doled out for their hard labor to starving wretches who are too destitute to rebel.

In the next episode we are brought into a weaver's hovel, where the starving folk are shown, feasting, if you please, on dead dogs. Here they are given brandy by a discharged soldier. Under its baleful influence they are awakened from torpor to revolt.

Again the scene changes, this time to an inn where the soldier is rallying the discontents. More drinks, excited discussions, and the weavers are ready for any rash undertaking.

We are next carried to the house of the tyrannical manufacturer. The maddened weavers rush in and as the owner escapes with his family, the mob destroys his house and machines.

The rioters disperse the soldiers in the final episode. This reflection on military efficiency was too much for the Prussian censor and the play was barred in Germany. Only after many exciting episodes was it finally produced there.

"The Weavers" was produced in English in New York City last December by Emanuel Reicher, the distinguished actor who had been responsible for the original German production. In spite of his own difficulty with English, and the hard task of marshalling the crowds in the scenes, Mr. Reicher made a production that compelled serious attention. The play had a measure of success in New York even in an unpopular playhouse in a part of the city now considered inconvenient, although the Circus

and the Horse Show are given annually under the same roof.

It was in this same Garden Theater in a corner of the huge Madison Square Garden that Richard Mansfield, E. S. Willard, Mme. Modjeska, Mme. Bernhardt, the elder Coquelin, Otis Skinner and other famous players have appeared.

The play was taken to Chicago. Its stay there was brief. Here is its ironic dismissal by Percy Hammond in *The Chicago Tribune*:

"For some reason or other this community failed to react to Herr Hauptmann's threnody of hunger and woe among the looms of Silesia in the early '40s, and it was still after last evening's utterance at the Princess theater. Weary and worn fingers, eyelids heavy and red, pathetic appetites which welcomed stray dog sauté, mean nothing, it seems, to those who in this sector of culture pay to go to the play. And so "The Weavers" was as an unheard Miserere, uplifted in a desert of comfort and ease. Why we neglected to don this hair shirt of the drama, especially when it was so earnestly prescribed by the authorities in New York, may not definitely be indicated. It is the dependable black and white stuff of the theater—the employers all black, the employes all white, suffering and pitiable and righteously rebellious. It is said that happy persons like to see the distress of unhappy persons in a play, but perhaps Silesian sorrows are too remote. Besides, the people of a nation whose anthem begins with 'O say' may easily be cold to a revolution whose hymn, as in 'The Weavers,' goes thus:

The justice to us weavers dealt
Is bloody, cruel, and hateful;
Our life's one torture long drawn out,
For Lynch law we'd be grateful."

That inflammatory quatrain by the Silesian Irving Berlin inspires me almost as much as Eddie Foy does when he sings, reassuringly, in vaudeville, "America, I love you, and there are a million more like me!"

Galsworthy's "Justice," the next play in our trio, was first produced by Miss Harris-

man in Manchester, England, a half dozen years ago. A little later in 1910, it was produced by Charles Frohman in his repertory theater at the Duke of York's in London.

After only eleven performances it was withdrawn, but not before it had made so marked an impression on those who saw it, that the prison system of England was revised because of its plea for the prisoner.

The group spirit enters into both "The Weavers" and "Justice." In the Hauptmann drama the hero is a group—"The Weavers" themselves. In "Justice" the villain is a group—and the audience is the villain. So skillfully does Galsworthy arraign modern social conditions that the audience inevitably feels itself responsible for the tragedy.

John D. Williams, a young American manager, trained in Charles Frohman's office, produced the play here last spring amidst many dubious head-shakings.

You may have heard Walter Prichard Eaton's story anent the first performance at New Haven. He came out from the theater with Professor Phelps of the English Department of Yale University.

"Oh, Professor," said one of the audience, "wasn't it depressing?"

"Madam," responded Professor Phelps, "nothing is depressing,—except dullness."

There were seven New York managers at that first performance. Not one of them had the courage to open the doors of his theater to the play. At the Candler Theater, where it was presented, two hundred persons were turned away on the second night and the play has been given before crowded houses. It closes on Saturday night only because the actors need a rest and the theatrical season is over.

"Justice" is a modern realistic tragedy, simple yet poignant. It is a protest against impersonal justice with its crushing inhuman force. It is this justice which in its relentless revolution picks up a lawyer's clerk in London who has forged a check in order to get money to help the woman he loves in her desperate effort to

get away from a brutal husband who ill-treats her and her children.

Falder at his trial is a pitiable figure. It is a fair enough trial, too, but the majesty and machinery of the law are shown in all their inhuman action and Falder is sent away for two years.

The prison scene follows with a heart-rending picture of the awful results of solitary confinement with the collapse of the prisoner into something close to madness.

Finally, Falder is shown in the final act, a broken human being, unable to live up to his parole and finally, in despair, plunging to death from a balcony.

A well-known jurist once said to John Galsworthy, "I don't think your play 'Justice' is adapted to American conditions."

"I forget my answer," said Mr. Galsworthy, "but it ought to have been this: Human nature is the same the world over.

"The machinery, the setting through which this story of the dispensation of 'Justice' is presented may be peculiar to Britain, but the essential features, the usual blind disproportion of the whole business, the departmentalism, the self-preservative attitude of Society, and the emotions at work are the same in whatever white man's country you choose to take.

"The play is a picture of the human herd's attitude toward an offending member—heads down, horns pointed—and of its blind trampling of him out. A picture painted in facts—as all written pictures must be—facts which happen to be English, but which might just as well have been American or Austrian or Dutch.

"If you do not look through them to what lies behind, you have missed the gist and meaning of the play. 'Justice' is a machine that, when someone has given it the starting push, rolls on of itself.

"That is true with you as with us, and will most probably be true in the time of our children's children; if you don't believe this, attend your courts and prisons, not as a jurist, but as an observer of life as a whole; and ask of those who are under the wheels.

"You may not, in America, give vent to your self-preservative herd instinct in similar trial procedure, in solitary confinement, in tickets of leave, but you do in other ways, whenever someone has given the starting push.

"Your institutions may be different from ours, may be more enlightened—I know not; but your human nature is the same. The great majority of you will stand shoulder to shoulder against erring members of your community, just as we do here. You are as liable, or nearly, to stick a label on a man and have done with him. In your huge and yet loosely-knit country of many states, an offender no doubt has more chance of escaping the results of the initial branding than he has in Europe, but that's a mere incident, and not the consequence of a different spirit.

"No! You also are civilized human beings with the same social instincts of self-preservation and defense; the same fears of not doing your duty to society; the same wholesale, perhaps you would rather call it wholesome, blindness—inevitable and right, you say. So be it. I would merely draw your attention to the disproportionate result which generally ensues.

"In this way I have set down the main truth as I see it; cleared my conscience of a bit of vision. If you in America do not think it true because your rules of evidence are not the same, your judges less formal, your cells more open and your uniforms a different color, I am sorry, because those things to me seem mere surface differences.

"But, if, divested of its superficial trappings,—the trappings with which an Englishman whose deliberately chosen method is that of actuality, must necessarily clothe the story, if, seen naked, seen to the heart, the play still seems to you untrue, that will mean a difference of vision, not between an Englishman and Americans, but between one human being and others, and each will hold to his own as men ever must, without regret.

"Hearts are deep wells. If only they who know what lies at the bottom of their own and other hearts alone were allowed to

'give the machine the starting push,' your prisons and ours would stand empty. This play does not suggest that we pursue justice to the point of such a calamity as that; but it does perhaps invite us all to look into those deep wells 'before we lift a finger to set the wheels of justice rolling.'

The third play, "Major Barbara," was written more than a decade ago. Probably because it deals with the manufacture of munitions, Miss Grace George included the piece in her brilliant series of standard comedies at the Playhouse.

I need not remind you that its author, George Bernard Shaw, excels as an exponent of the Democratic Social Ideal. He is a better philosopher than dramatist, but his command of wit, dialogue and dialectic make his plays absorbing.

Moreover, the comedy is absorbing in itself. There is splendid character drawing throughout. Major Barbara, the heroine, is a wealthy English girl who works for the aid of the poor in the London slums through the Salvation Army.

You who have read the play or have seen the noteworthy production made by Miss George remember its value as a scourge of certain social hypocrisies. Poverty and inefficiency are among the many evils that Shaw flails. You remember that ironic moment when Major Barbara discovers that the money to carry on her Salvation Army work is supplied by Badger, the whisky manufacturer, and her own father, the maker of munitions.

The aim of the modern drama with democratic impulses should be to mirror every phase of life and embrace every strata of society. We need hardly remind ourselves that the radical dramatists of today caught their chief inspiration from Ibsen, the uncompromising iconoclast, who sought to tear down all false ideals, all shams, all hypocrisy.

We cannot go fully into his plays here. Suffice to cite two, "The pillars of society," in which Consul Bernick tries to build his life on a lie and in the course of the play learns that the Spirit of Truth and the Spirit of Freedom are the true pillars of

society, and "The doll's house," with its argument for the individual freedom of woman. There is no need here to go more deeply into his works, familiar as they are to librarians, in printed if not in acted form.

From Ibsen we turn to Strindberg, the Swedish dramatist, with his repulsive but salutory studies of certain types of modern woman.

We find in the German dramatist Sudermann and some of his contemporaries a revolt against sentimentalism. He was among the first of the modern German dramatists to treat on social topics and to discuss the pressing questions of the day. We have already touched on the work of his confrere.

Brieux in France has been as keen and forceful as Shaw, Galsworthy and others in England, and Hauptmann, Sudermann and others in Germany.

Brieux' best known work in this country, "Damaged goods," you have read, I am sure, in order to determine whether it should go on your shelves or no.

In our own country there was a time when the drama of social democracy was represented by nothing better than a sentimental dramatization of "Uncle Tom's cabin." In that same day we had Joseph Jefferson's "Rip Van Winkle," but it was "Jo Jeff's" remarkable presentation of the lovable old Rip that caught the public and not the play as a worthy piece of stage architecture.

I suppose the impetus toward a native American drama were what the frivolous call "By Gosh!" plays. "The old homestead," the first play many of us ever saw, is a type. So is "Way down East," with its hapless heroine turned out into the blinding snowstorm. It was from such cheap dramas as these that audiences turned eagerly to James A. Herne's "Shore Acres," a play of simple warmth worthy to be called an American folk play.

Our civil war gave an inspiration to American dramatists which cannot be overlooked. Bronson Howard's "Shenandoah" and William Gillette's "Held by the

enemy" carried the American drama a little further along. Augustus Thomas in his "Alabama" wrote a beautiful pastoral which came at a time when the South was recovering from its war-wounds. The scene in which a bird's nest is discovered in the mouth of an old cannon was a parable that spoke peace at the right moment.

Mr. Thomas, now turning toward sunset, has written several plays that stand as distinct achievements in the American drama of the twentieth century. "The witching hour" is the most natural, the most thoughtful and the most interesting of his plays. Telepathy and hypnotism are his themes, and they are handled deftly in a play with warm human quality, naturally and strongly told.

Not long after "The witching hour" was produced I asked a Frenchwoman on the way back to her native land that bromidic question, What is the most distinctively American thing she had seen in this country?

She was not aware that I was specially interested in the theater and I have no doubt of the truth of her reply.

"It was a play," she said, "called 'The easiest way.'"

You remember that Eugene Walter wrote it. He made of it a remorseless study of a pitiful and plentiful phase of life in "the tenderloin."

Its heroine is a pretty girl, frail and weak-willed. She escapes from an unhappy marriage to the stage, where a rich broker "protects" her, as the saying is. Presently she falls in love with a young man and tries to lead a straight life until he can make enough money to come for her and marry her.

She is not a capable actress—merely the sort to whom a certain type of manager gives certain rôles because the girl has a rich broker to back her.

But without her rich broker's help she fails to get work, and growing shabby and hungry, she finally returns to him for more "protection."

When the young man comes for her, at last, she tries to slip away with him but the

broker discovers her intention and makes plain to the young man the relations between them.

Both men throw her over pitilessly and the final scene shows her starting out for the life of the streets.

Not a pretty story,—certainly not. Its strength lies in its uncompromising truth to certain unsavory phases of life.

Mr. Walter has written several other plays, none so biting as this. It led the way for many wearisome imitations.

Eugene Walter possesses realistic power without the illumination of an Ibsen or a Galsworthy. His plays are a reporter's transcripts of certain vital truths, but he does not see deeply enough. Here, in his plays, is life itself, raw and crude rather than life transfused into beauty by an artist. But the fact that a present day manager was found with the courage to produce "The easiest way" was a long step on the arduous path of the dramatist who dares to express our democratic life as he sees it.

There are other young and aspiring writers for the stage. Their work you know. In some cases it is on your shelves and not on the stage itself because it has not yet won the confidence of timid or limited producing managers. The growing and commendable habit of publishing plays brings many works to your shelves which would otherwise fail to reach the public.

Just one thing more.

It may be that the real theater of democracy is now with us, not fully recognized, indeed, not fully developed.

Horace Traubel, who was the secretary and is the literary executor of that great exponent of democracy, Walt Whitman, defines the new theater in this way:

"As I have said again and again to Gordon Craig and Percy Mackaye, while you are getting ready to hand a theater down to the people, the people have got ahead of you and are handing a theater up to you.

"The movie is a crowd creation. It is preparing a future for the democracy. It can't be made the toy of the élite."

"You may call the movie house a theater or something else. If you refuse us all the old names, we'll find a new name for it.

"It comes along as one of the profound revelations of the crowd life.

"It may not bring with it the sanction of tradition. It needs no academic guarantee.

"No other audience includes so many diverse classes, individuals, talents, fools, philosophers, nobodies, somebodies.

"It's the first democratic audience. It's the introduction of a new dramatic and pictorial era!

"It throws out a net which catches the universal man!"

SOME OF THE PEOPLE WE WORK FOR

By JOHN FOSTER CARR, *Director, Immigrant Publication Society, New York*

It's work with the immigrant, of course—as the jeering cynic says, "doing good to one's fellow man at the other end of a book." Rejoicing in my equivocal title, my first thought is to turn an admiring mirror toward your busy selves, and to show something of the rapid development and progress of a library movement that within a few years has become both nation-wide and wonderfully efficient in patriotic service. Yet it has been accomplished so quietly that a campaigning propagandist has found it possible to ask: "Why don't the libraries do something for the Americanization of the immigrant?"

What I shall have to say must be largely concerned with individual results, and, above all, with the opportunities of the work. But I must also tell something of the magnitude of actual accomplishment, and of the remarkable way in which the libraries have adapted existing methods and machinery, with plentiful invention, to this new problem—new in its present interest and great extent.

Let me begin by saying that our Society, to a greater or less extent, has had the privilege of the co-operation of more than five hundred public libraries in our particular work for the immigrant. With a considerable number of them, we have a friendly and frequent correspondence, that tells its own amazing story of results. But for the purpose of this talk, I have especially sought the opportunity of knowing more intimately of the work now being

done in the libraries of some twenty cities, that are very actively engaged in the education and Americanization of these foreign-born friends of ours.

In spite of its newness, much of the work has a background of many years of labor. There is a wide range of ingenious and successful experiment, yet the startling thing is the union in common purpose and method. I sometimes quote, as true of one, a method that is common to nearly all. Or I have caught a single activity, as it stood out, and have seemed to make it represent the complex work of a large and aggressive organization. I can here attempt no fairly comprehensive account of these undertakings—only a series of flash pictures, taken as the magnesium chanced to burn, that together, I hope, may have a certain truth of indication. As to the injustice done, I mean later to make full amends.

Let me give you some of the large, or illuminating, facts taken almost at random from the mass of these records, personal as well as formal. Bear in mind that these last two years have been years of exceptional difficulty. In the matter of foreign literature, it has been impossible to purchase any books whatever from some of the nations now at war. Add to this, that during these two years many of our important libraries have been forced, through lack of funds, to curtail work, to close stations or branches, discharge employes, buy fewer books. At such times new ven-

tures are the first to suffer or be abandoned.

Yet see how the work grows! In our own city of New York, with its forty-three library branches, those branches having the largest so-called immigrant membership lead all the others in circulation. The use of books in foreign languages has increased so rapidly that their circulation now reaches nearly seven hundred thousand a year. The results have proved so satisfactory that the library supply of foreign books has been increased thirty per cent in two years. The demand? The Italian circulation has increased twenty-seven per cent in each of two successive years. The Yiddish thirty-one per cent and forty-two per cent.

Chicago writes graphically how the foreign-born are "storming" the library for books in their own tongues. "Crave" and "yearn" are the immigrant's words. "The shelves for foreign books are nearly always empty, volumes being borrowed as fast as they are returned." For the coming year a generous appropriation is to be devoted to the purchase of foreign books; yet this is the official word of despair: "The supply will still fall far short of the demand." Appropriately Mr. Legler tells the story of the poor little Jewish boy, whose head hardly reached the top of the librarian's desk. He wanted "Oliver Twist," because he knew the story. It was of a hungry little boy, who lived in a poorhouse, and who always asked for more. "More what?" asked the sympathetic librarian. "More corn-flakes," lisped the small borrower.

Cleveland has pushed the work with many clever devices. There is, of course, as almost everywhere, the systematic use of night schools, national clubs and foreign language newspapers. But besides, there are talks and lectures on citizenship, American institutions, the opportunities of American life. One branch in a Jewish district supplies Russian tea, and wafers, at two cents a glass. The staff numbers many assistants speaking foreign languages. Patiently, persistently the children are used to interest the parents. Results? One branch writes: "The demand for foreign

books far exceeds the supply." Another: "We are losing steady readers who have read 'everything.'" Another: "It is seldom possible to find a single English grammar, conversation book, or naturalization guide on the shelves." Another: "After languages, fiction is most popular."

St. Louis, like Cleveland and Chicago, has made surveys, and on a wide scale, of the different populations served by the library's branches. It has made sympathetic studies of their racial and national ideals, their cultural backgrounds. Like Cleveland, New York and Chicago, it is struggling with the problem of nationalities constantly shifting from district to district. "Kerry Patch" with its joyous brickbat rule has disappeared before an invasion from eastern Europe; and the ancient and unchanging "Old French Town" is actually becoming polyglot. Industrious the work has been pushed. Members of the staff have done house-to-house visiting. Posters and leaflets have been energetically used. These sentences, for quoting, picture the character of the work and tell results: "All our material is used over and over again." "These people devour American history and biography." "Grown men and women pass books in their own language, pocket their pride, and go on to the children's corner." "Books in English for foreigners are in such demand that we are unable to fill the call."

One St. Louis branch librarian reports: "The one class of books, which reaches readers of all nationalities, is the collection of easy readers and books on civics and citizenship." And for the benefit of those who fear divided allegiance among the mass of our foreign-born, she adds: "Our collection of books on the war is not to be compared in popularity to crochet and cook books, or books on poultry and automobiles."

Providence, distinguished for its careful lists and its Bulletin, and for so much other model work in this field, is dealing, like several other cities, with a problem of twenty different languages. Slides of the library have been explained by interpreters

at the movies. The library has helped organize meetings of different nationalities.

Springfield is using attractive leaflets of invitation. Staff members visit the evening schools and give library talks. They also visit the foreign clubs, treating the people "as normal folk," and there is the same happiness of result. Detroit, stressing "human sympathy," is determinedly making the foreign department a bridge to the English. Pittsburgh is successfully using window exhibits, and an automobile in parade decorated with books and placards advertising the library. It has had groups of foreigners organized and brought to the library on personally conducted visits.

Louisville, almost outside the immigrant zone, is still doing interesting, original and successful work with Yiddish. Jersey City believes in cultivating patriotism in the American as well as in the foreigner, and has prepared for general free distribution an admirable and attractive series of leaflets and pamphlets dealing with the origins and government of city, county and state, our patriotic holidays, the flag, and sketch biographies of great Americans.

Buffalo, specializing, has made of the small library a friendly center, "where guidance can be had to almost anything that pertains to the new country." These branches give advice and help in the humblest matters of daily life—settling disputes, naming babies, writing letters of condolence, obtaining employment; but they also work, and they work powerfully, in helping the newcomer to learn English, to obtain citizenship papers, as well as aiding in many difficult cases with the public authorities. "Extraordinary work for the library to undertake!" would have been our comment but a short time ago!

"It is the personal contact which tells," writes Mr. Walter L. Brown. And this claim of human helpfulness proves its unexpected power in the Buffalo library in such a matter as dealing with street gangs. It is a power based upon the gratitude of the people for service generously and democratically rendered. A couple of years ago a cut was threatened in the library

appropriation, that would have closed some of the branches. An appeal was made for the help of those who used the libraries, and the branches were speedily saved.

I know no more impressive testimony to the possibilities of this work, than these earnest words of Mr. Brown, born of practical and successful experience with the immigrant in Buffalo: "We believe that the branch libraries, if they were as plentiful as they should be in cities where new Americans gather, would practically solve the whole problem."

In Boston, also, the remarkable success of the work has brought a remarkable faith. The North End Branch writes in full conviction: "It is the library which has the greatest power to interpret the spirit of American democracy to the foreign-born." From the immigrant's very first day the library in Boston serves him. It is often his official welcomer. And so highly does it succeed in its friendly education that new difficulties are discovered, and a junior librarian writes from Bennet Street in warning: "The librarian's duty as a public hostess is not so to socialize the library as to make it a public rendezvous!" Much work is done in Boston that deserves careful description. Summing its activities, Mr. Ward, supervisor of branches, says of the growing success: "With results like that, what librarian would not be willing to do any amount of work?"

Passaic, pioneer in the field, systematically begins with fundamentals and takes for its motto: "The first thing is to inform ourselves." And so for three years the staff has made special studies in the history, literature and conditions of life in the native countries of our immigrants. Picturesque exhibits have brought many foreign-born visitors, and there are lectures on Franklin, Washington and Lincoln. "I came with a sad heart and a tired head," wrote a grateful Italian, "but left with joyous, happy feeling."

And may I end this hasty summary with a note of the work so humbly started by Mrs. Kreuzpointner, of Altoona? You re-

member her beginning four years ago with ten books in a soap box? I wish I had time to share with you some of her wonderful letters—her quaint and human stories of readers. For it is the spirit and wit that count. The major problems and the work are the same, be the library large or small.

"Our books are read to pieces," she says. "We are altruists playing Cinderella on short rations. But the joy I get doing something with nothing! Some weeks I get nothing out of it but mud. It depends on the weather. Once in a while I have the pleasure of scrubbing up some dear Italian boy, before I allow him to take a book in his hand. That is where the personal touch comes in!"

And so it goes! The uncouth new-comers, soon disciplined! The zeal in reading, the growing appreciation of our country among her members—Poles, Italians, Armenians! The sudden success that perforce led for a while to taking all English books out of the Polish library, until a fair supply could be secured, and the clamor stopped.

As I talk to these good librarian folk, I find myself always in an atmosphere of enthusiasm, when we speak of work with our immigrants. They tell me—and I have collected hundreds of astounding instances—of miracles wrought, of affecting gratitude, of beautiful friendships formed. They have level judgments, undeceived, of the failings of these newcomers, but they also understand their possibilities. And in the work they find personal benefits. One librarian, questioned in an open Boston meeting, told me that the first thing she and her staff had learned from the for-
eigner was—what do you think?—politeness! Another librarian gives the happy confidence that she had entered the work with the compassion that the kind hearts of the first cabin hold for the steerage; but that the gain in the end for her had been a complete conversion to democracy. "I could talk on forever about it," writes me one of your most distinguished and successful workers.

To the immigrant the library represents the open door of American life and opportunity. "Before we had these books, our evenings were like nights in a jail," said an Italian in a hill town of Massachusetts.

"You mean that I can take these books home? You trust me?" asked a poor fellow of a Chicago librarian. "If I tell that in Russia, they no belief me."

"Will America ever be militarist?" I heard one Italian baker ask of another. "No," was the prompt reply, "the friendly schools and the libraries are against it."

I gave a simple sketch of Lincoln to a Lithuanian waiter, who came back in a couple of weeks and said: "Gee, that book you gave me sure did give me a hunch. I was sick and out of work, but it got me a job." Next I found him struggling through Bacon's "Essays" and Epictetus. That was only six months ago. The other day he wrote me from Detroit, where he had joined the library, and had just heard a lecture on psychology.

Wonderful and rapid is often the surface change in these people of good will. They fall, for instance, very readily into our ways and into our vernacular.

I descended into a greengrocer's dark cellar in our Bleecker Street colony. It was lit by a smudgy lamp. Peppers festooned the walls. The black shawled *padrona* was roasting her big pine cones over a charcoal fire. I seemed in Naples. An eager *signorina* was haggling over a purchase. I looked. It was about the choice of a Christmas tree. I listened. She impatiently stamped her foot: "No, not that one. It's kinder skimpy."

It was at the movies—a special showing of the film of Paul Revere's Ride for an audience of new-come Poles. The bombastic English general advanced and imperiously ordered his lieutenant to swing wide the barn doors, expecting to find a great store of Yankee ammunition. But, lo! the barn was empty! Excitedly a young Pole jumped up, waved his hat, and joyously shouted: "Stung!"

You may fairly take these surface things for straws indicating a vital change, a

change often brought about from sheer gratitude for the peace and the comfortable living of America, and its rough and hearty good fellowship.

Ever in this library work I find a deep patriotic purpose, and never do I fail to find two thoughts to which I wish power might be given. One is that we born Americans need a more perfect understanding—a more human understanding—of these newcomers, and of the enormously complex problem that they represent. The other is an entire lack of sympathy with this mad propaganda of haste in turning the immigrant forthwith into a citizen—the foolish beating of patriotic tom-toms!

Citizenship counts for nothing unless it is sought in love and knowledge, and conferred in dignity. Doubt human nature, talk of the menace of the "unassimilated foreigner," his violence and crime; force unschooled men to learn English within a year under the penalty of losing their jobs, though you yourself may not have the gift of tongues, or be able to learn a foreign language for the life of you; force them in droves through citizenship classes; and you earn only contempt, gaining nothing to the nation. But first give a man reasons for loving his new country; appeal to his ambition; give him the opportunity he so often craves; and then you have a citizen indeed!

Miss Marguerite Reid, whose admirable work in Providence has been made so effective through understanding and sympathy, tells me of an indignant Greek friend of hers, an ardent, unpaid library worker. "Make them over into Americans?" he cried, "Before they have had time to breathe the air of freedom? Don't be too energetic! Let time do something."

My mind turns back to these immigrant millions—their splendid human material for the upbuilding of our country. Among them we shall often find refreshment for our own patriotism. The other day in the mouth of my friend Gusto, I heard again the old slogan of the Know-Nothings. "That's just what it ought to be!" he said in his fluent Italian. "America for the

Americans!" "But who are the Americans?" I interrupted. "Why, we are! Those who care for America! We, too, who come here starving and are grateful!"

In my intimate living with these humble folk of many nations, though many times sharply divided by the conflicting passions of the war, I have still found them one in devotion to the new land. Their patriotism is not that of Decatur's: "My country, right or wrong!" Not that of the distinguished hyphenate's of the other week: "My country, when she's right!" But among them I have always caught the calm certitude: "My country will be right!"

"Patriotism refreshed!" I said. You cannot fail of a heartening thrill, when you come to know of so many instances of patriotic devotion, devotion like that of a lover, finding expression in extravagances, may I say, impossible to our slower pulses; for the rest of us are apt to take our love of country too much "as a matter of course." And so may I give you three stories, each of which I know to be true?

A friend of mine saw a young Armenian hurl himself into the roadway to save our flag, a torn and muddled bit of cotton that had been thrown away, from the wheels of an onrushing automobile. He grasped the flag, slipped and desperately tried to roll out of the way to save himself, but not in time to prevent the crushing of his leg.

And this comes to me directly. A lady bought an old colonial mansion in New Jersey, reputed to have been used as headquarters by Washington. For months it had housed a gang of Italian laborers. Fearfully she went to inspect her purchase. She found it indeed spoiled—a grimy barracks. But one room was spotless. The answer to her surprised question was that the Italians had heard that room was the great Washington's own. So they carefully cleaned it; found a lithograph of the famous Stuart portrait in Boston; hung it on the wall, and under it kept a glass with a floating and ever-burning wick.

I've been asked to tell you again the

tale of my Russian-Jewish friend—the electrician. I'm glad to do so, because only now can I give you the full story.

He was a little, wizened, squint-eyed, old man. He had told me that he came to America because of Lincoln, and I had asked him how that was. He said he was born on the shores of the Sea of Azof, and that as a boy he had heard this story: Tolstoi was once traveling in the Caucasus, and being very fond of public speaking, he one day made a speech through an interpreter to a Tartar tribe. He was at that time very much interested in Napoleon. So he spoke of Napoleon and of other great war captains. When he had finished, the Tartar chieftain said: "Now, will you be good enough to tell my children of a man who was far greater than any of these men, of a man who was so great that he could even forgive his enemies?" When Tolstoi asked him who that might be, he said: "Abraham Lincoln."

The next time he heard of Lincoln it was in this way: A sailor friend, a Russian Christian, returning from one of his voyages brought back a wonderful book in English, of which he knew a little. "It contains," he said, "things so true and beautiful that they would bring tears to your eyes, if you could only read them." So they had some pages of it translated and hektographed, and these they circulated among their friends. But some of the sheets fell into the hands of the police. And my Jewish friend told me how he and the poor lad's mother, one early morning, crept through the shadows of by streets down to the railroad station, and from the hiding of an old engine-house saw his friend start on the long journey to Siberia. "And the book?" I eagerly asked. "It was Henry J. Raymond's 'Life, speeches and public services of Abraham Lincoln.'"

And so this man came to America. Today beside his telephone in his little shop

in New York, there are the two great speeches pasted on the wall, and very old and dirty they are. I asked him about them. "Oh," he said, "I learned them quick. But when I am waiting for a telephone call I let my eye go over them, and you know I always find something new and something fine. It is like a man who looks into one point of the heavens all the time. He ends by discovering a new star!"

An American by right of the spirit! Few of them, it is true, are like my Russian Jewish friend. But to all of them, particularly now, is it our duty to reveal the ideal America, to prove that the sacred things of our past, and the great ideals of our fathers, for which they have such wonderful, ready reverence, can still be found in the America of today.

This is the remedy for the divided allegiance that some fear. This is the nation's great need today—a preparedness for the future more important than any other, for it will give us citizens filled with devotion to our country and to the ideals for which she stands. This is our work and our opportunity. Millions are to come. Some of them already are at the gateway, eager to know of our life and to have a part in it, but barred by ignorance.

Shall we not with them build up this America, one with our past, into the greatest cosmopolitan nation of the world—a glorious welding of men, who are one in their desire for Liberty, Equality, Brotherhood and Peace?

The work that you are doing is a mighty part of it. And there come back to me certain words from "The dream of John Ball." "In these days are ye building a house which shall not be overthrown, and the world shall not be too great or too little to hold it; for indeed it shall be the world itself, set free from evildoers for friends to dwell in."

LEADERSHIP THROUGH LEARNING

BY WILLIAM WARNER BISHOP, *Librarian, University of Michigan*

This is the commencement season. Up and down the land in the past three weeks thousands of young people have assembled for their final exercises in school and college and university. Hundreds of commencement orations, fervid or quiet, hortatory or reflective, have been addressed to fond parents and their graduating offspring, while teachers and professors have listened with a touch of wearied reminiscence to well-worn truth, to lofty aspiration, to solemn admonition. Diverse as these addresses have been, different in quality, in manner and in topic, it is probably safe to say that one reflection, one phase has been absent from no one of them. Whatever his theme, whatever his purpose, it is a poor commencement orator who does not at some moment of his discourse address the graduates as "the future leaders of the community." Nay more, it is on this postulate of future leadership that most of the solemn warning of responsibility and the ardent exhortation to serious use of training and of the fruits of study is grounded. To the coming leaders of thought, of action does the commencement orator appeal. Not to those who will prove average American citizens or commonplace voters and toilers are his eloquent periods addressed. They are, so generations have been told, the choice spirits who shall lead the hosts, shall guide the republic, shall mold the destinies of nations yet unborn.

With what sardonic inward grins and grimaces do old and worldly-wise teachers listen to these familiar phrases! And in how many audiences have the real powers that be, snatching a hasty hour from business in deference to paternal interest or maternal pride, instinctively muttered derisive comment on the foolishness of the wise men. For both sorts—the veteran teacher and the real leader of men—diverse as are their aims and their outlook on life—know by bitter experience that

while many are called, few are chosen. A generation hence it may well be true—and probably will be—that our leaders are mainly school and college bred. It is not so now, nor has it ever been so in the history of this republic. While our universities count their presidents and their distinguished senators and representatives by scores, there have been hundreds of equal power and weight who have known no academic halls or scholastic training—to say nothing of the men in the background who made them all presidents and senators and representatives. While our technical schools have turned out great engineers, railroad builders, masters of industry, it is not from them that Harri-man, Westinghouse, Carnegie, Rockefeller, Ford, Edison graduated, but from the hard school of business and industry. What man who will run over the list of those who have truly led thought and action in our country from its beginnings on this shore to its achievements on the Pacific can affirm that scholastic training produced all these leaders? Some of them it did produce,—and we may thank God for them,—Jefferson, Hamilton, the Adamases, Madison, Webster, Sumner, Roosevelt and Wilson. But no college counts among its alumni Washington, Marshall, Clay, Jackson and Lincoln. Least of all is it true that the majority of our school and college graduates become leaders of men.

Why is this so? We are all agreed that the education received in college and professional school leaves on men and women a stamp of quality and fitness. We are convinced beyond possibility of doubt that without formal education the attainment of certain valued and almost vital attributes is generally so difficult as to be almost impossible. Even those very men who by reason of native force and ability, by sheer pluck and unending toil, have reached posts of leadership and large use

fulness without formal education are as a rule most anxious that their sons and daughters shall have the very training they have lacked. None of us belittles or derides formal training; least of all the librarian of a university.

But if there be this gap between expectation and result, if our colleges and schools do not train leaders as such, where are our leaders trained and what school produces them? We are, said Mr. Lowell, the "most common-schooled people on earth"—"and," he added, "the least educated." His observation will not always be true, but there still remains ample justification for it. It is the school of experience, the laboratory of business, the seminar of competition that produce the real leaders of opinion and of action. And in our universities it is probably contact with his fellows that brings into consciousness a man's qualities of leadership rather than instruction in classes and lecture rooms. One of President Wilson's keenest observations on university life was his dictum that fully as much education was going on between the hours of four in the afternoon and eight in the morning as between eight and four. It is a matter of common observation that the leaders of student opinion and action are but seldom those whose class standing is of the first rank. The intense specialization of our day in all our universities doubtless contributes to this failure to develop qualities of leadership. Few undergraduates—or graduate students, for that matter,—combine high attainments in one field with comprehensive grasp of many fields, or unite scholarship with an ability to meet many men on terms of equality and intelligence.

And yet no lasting and effective leadership is found which is not based on knowledge. A moment's reflection will convince anyone of this elemental truth. Take our own calling, for instance; this very A. L. A. of ours. We have had our leaders, and of most of them we have been proud—and justly. To mention only the dead—who will deny sound learning and high

attainment to Cutter, Winsor, Poole, Thwaites, Larned, Spofford, Billings? Somehow these men, and others like them, combined a rare knowledge of their profession with an ability to use that knowledge effectively. They not only knew, but they *knew how*. So it is in almost any field. It is the man who knows and who knows how that stands at the top. Even in the realm of politics, that most hopeless of all callings from the scholar's viewpoint, it is the man who knows the ins and outs of the game, who knows *men*, and knows how to work the machine, that commands followers and gets results. Leadership is a combination of certain personal qualities with sheer ability and knowledge even in politics. In every other walk of life it is even more conspicuously true that on knowledge and the ability to use it well and honorably are based distinction and honor and power.

Political philosophers have always been doubtful about the matter of leadership in a democracy. More than ever today when the very foundations of the social structure seem rent and torn, when half the world is engaged in deadly strife, and when both the alarmist and the pacifist are dinning in our ears discordant cries, are beards wagged and heads shaken over the sad state of this poor republic, bereft of sane leadership and dependent on the whim of erratic demos. We have, say these gloomy philosophers both old and new, no hereditary leaders to guide our thought and action, we have no rulers divinely appointed. We have no ruling class. We have not even a leading class. We lack great families in whom is vested a tradition of leadership, whose many generations have served the state honorably and well. We are left to ourselves, and not to folk like you and me, at least passably educated and with some power of reason, but to a host of unintelligent and ignorant citizens with the power of voting but with no other asset for governing. Only our geographical isolation has preserved us thus far from destruction. So runs the burden of these modern *vates*

malorum, of late a numerous crew, lamenting our lack of an aristocracy, of hereditary leaders, of trained governors.

In truth the situation is serious enough without the groans of the calamity howler. On all sides we see facing us new problems both internal and external. Our old world is making itself over very fast, and it is entirely likely that the next thirty years will not be a comfortable period for any people. In these United States the frontier period is pretty definitely closed, despite the fact that its needs and conditions are reflected in the great body of our public institutions and laws. It is perfectly patent—though not always perceived in Washington—that the old-fashioned political thinker and his machinery both mental and moral are out of date and doomed. The man who shouts for the Old Flag—and the post-offices—is not the sort that twentieth century constituencies are most keen to return to office. In fact, I think it may be said safely, it is exactly in times of emergency both social and political that the people instinctively turn for leadership to the men who both know and know how. Knowledge plus efficiency plus character becomes vastly attractive in times of stress and strain. The leadership which a democracy will require—and will get—in such times as are ahead of us is no demagoguery or chauvinism. These have their day—and unfortunately it is sometimes a long one. But with the need there arise the men to meet it, and they will be men of that sort of practical learning who can unite the best thought of the past with a keen perception of the needs of the present. They will be men of vision—but not visionaries, scholars—but not scholastics. The man who knows and who can apply his knowledge is the sort of leader American society needs at the present, and will need vastly more in the future. We need him in business, in the professions, in politics, in industry, in our military and our civil service. Sound learning and the ability to use it must perforce form the basis of leadership in the present temper of the world. It takes but a glance at the

frightful struggle in Europe to see that the man who knows, who can use his knowledge and who can be trusted has come to the fore in the relentless sifting of war. Even so will our own problems—less dreadful, if not less pressing—demand and (I believe) secure—a leadership based on the three fundamentals—learning, skill, character.

Well, supposing that all this is true, what has it to do with libraries and librarians? Granted the thesis—and you do not *all* grant it, I am sure—what place has it on the program of the A. L. A.? The topic has, perhaps, at least one vital application to our own work. We cannot well forecast the future librarian of distinction along any other lines than those I have just indicated. Who of us will venture to deny that the successful leader among librarians must combine an intimate and minute knowledge of library processes and details with an ability to put that knowledge to efficient practical use? As librarians we have a three-fold duty, to gather and conserve our material (books), to arrange it to serve the needs of our generation (classification and catalog) and to exploit it to the best interest of the community (service). No one of these divisions of our calling can be conceived apart from learning, skill, and character. And it is primarily his learning which gives distinction to a librarian's other qualities.

In fact, it is a fair question in the present state of the world's knowledge whether it is possible to conceive *any* extensive and deep learning apart from books in libraries. So closely is the actual knowledge of the present woven with the record of each science and art, that it is impossible as a rule to say, "On this side of the line lies the past with its error and its truth, and on that the reality as men see it today." In few, if any, lines of work is learning divorced from books. The physical and natural sciences, the applied sciences and technology seek in books the record of their progress. Without that record (largely in journals, to be sure) they must depend on memory and tradition

for a feeble and groping advance. It is almost impossible to conceive nowadays any branch of knowledge which is not based on the recorded progress of the past, whether that past be distant or very recent. No science, no discipline, no branch of learning under our modern conditions flourishes for long aside and apart from its record in books. The laboratory and the factory demand the library as truly and persistently as does the historian's study or the philosopher's cabinet. The practical arts of life, the daily work of the world, are also—to a less extent indeed—dependent more and more in our complex social organization on recorded knowledge. Preëminence in almost any field is more and more an ability to put book-learning to vital and practical use. To cite but one example from the hideous conflict in Europe; the change which has come over warfare because of the development of artillery. Can you conceive the makers of these dread modern engines of destruction creating them without a knowledge of mathematical ballistics, of metallurgical chemistry, of the properties of high explosives, and a host of intensely technical subjects? And where did they get this knowledge which has enabled ships to destroy other ships below the horizon line? From the record in books of each successive step in these various and manifold sciences.

If, then, leadership is conditioned by knowledge, and knowledge largely by the variety, extent, and availability of books, we may well pause to reflect a while on the competence of American libraries as regards their books. Is our democracy furnished as it should be to aid the man who aspires to leadership through his knowledge? How far are our resources adequate to the demands now actually made on them and likely soon to be made even more insistently? I shall not inquire as to our willingness to make our material available, our efficiency in arranging it, our power and desire to advertise. But *have we the goods?* Can American science, art, philosophy, criticism, history, litera-

ture discover in any (or all) our libraries its needed and, indeed vital, food? Here is a question we may well ask ourselves in an honest spirit of searching inquiry. How well is *your* library equipped to *serve* the real leaders of *your* community? We are not to ask ourselves whether we do a good work, a useful work, but can we do a vital work for our day? Can we supply the man who knows with the means of broadening and deepening his knowledge? Do we own the books we should?

In general, we do not. We have hosts of libraries throughout this land. We have many large libraries. We have a few huge libraries. But we do not yet have anything approaching in point of completeness the British Museum or the Bibliothèque Nationale. Dr. Richardson's survey of our actual owning of scientific journals published at the Atlanta Conference in 1899 would doubtless require great revision and restatement if made at the present day. But even granted all the magnificent progress of these seventeen years—for it has been magnificent—a survey of the same or related fields would show no startling gains over the situation in 1899. Only fair progress has been made in supplying our fundamental needs in the sciences, taking the country as a whole. We have some splendid examples of specialization—the Surgeon-General's Library, the John Crerar Library, the John Carter Brown Library, the United Engineering Societies Library in New York, the Wisconsin Historical Society's Library, and others which will occur to you at once, particularly in highly technical fields such as law and chemistry. But not even the libraries maintained by the Federal Government have yet come within sight of the point of saturation (if I may be allowed the figure) in their respective lines. Our American scientists, technicians, historians, economists, jurists, have not at their command, even with our present development of inter-library loans, such resources as are at the disposal of their British, French, German, and Austrian colleagues. We have a splendid beginning, but it is only a beginning. We sorely need

to study co-operative buying and co-operative use. We must work together and not at random or at cross-purposes if we are to put American libraries in a full state of preparedness to serve American leaders of thought and action. The very eminence achieved by the Library of Congress, the New York Public Library, the Harvard University Library, the Boston Public Library, and Yale University Library (to mention only some of our millionaires) demands of them and of the rest of us that we all work together to the end that no real scholar be let and hindered in his work by the absence from these United States of the books his work demands.

At this point I may perhaps enter a *caveat*. Let no one suppose that I for a moment ignore or underrate the service of our libraries on other than the purely informational or scholastic side. This is not the place, nor am I, perhaps, the man, to pay just tribute to the devoted labors of those pioneers who have brought libraries into being throughout this land. We are not now discussing the value to our people of the stores of poetry, fiction, literature, and art which our libraries are supplying to an ever-widening clientele. The worth and value of recreative reading no one feels more keenly than I. Did our libraries serve no other purpose, they would still have an ample excuse for being in their function of providing good, wholesome, attractive, inspiring books for their communities. Incidentally it may be remarked that frequently the lack of such food for the soul in libraries of the learned type is one of their greatest weaknesses.

Are we competent on the side of service? In general we are. Nowhere in the world is the scholar less hampered by rule or petty regulation, less hindered by imperfect or wanting records, more helped by specially trained librarians. We have developed a professional spirit, and it is a spirit of service worthy of comparison with the best ideals of the medical or other learned professions. The note of service is insistent in all our gatherings, all our schools, all our libraries. Despite indi-

vidual cases of grudging use of facilities, of poor catalogs or worse schemes of arrangement, despite all those deficiencies of buildings, staff, equipment which we know too well, it remains true that the American librarian has developed technical efficiency to a high degree, has shown a public spirit and a zeal in his work which have won hearty recognition from the community. I need not fear an accusation of self-praise when I affirm that on the side of service we are prepared to render real and vital aid to research and to learning. More than that, we are seeking to find out the actual needs of our communities and constituencies, to bring the library home to them, to render not only a willing and competent, but an intelligent and sympathetic service.

But such generalizations as these seldom carry conviction. They represent at best an opinion, and give but small measure of the grounds on which judgment has been reached. Consider, however, the actual facts revealed by a few experiences. Certain members of a committee appointed to survey the needs of the scientific and practical work of the Department of Agriculture declared to me a few months since that,—notwithstanding the existence of the splendid library facilities of Washington,—not the least of which is the Library of that Department,—notwithstanding all that well-known bibliographic work which has been so well done in the various bureaus of the Department,—the botanist, the zoölogist, the expert in farm management and the agricultural chemist were manifestly and painfully worse off in the way of vitally necessary books than were their colleagues in England, France and Germany. The United States government, said these gentlemen, should spend a hundred thousand dollars a year for five years to give the scientist in applied botany and zoölogy the books they absolutely require in order to do satisfactory work for the American people. No one who knows the government service will accuse these men and others like them of being visionaries and dreamers. The man who was most emphatic in voicing the demand for more, and yet

more, books has successfully introduced into America the cultivation of the date palm in the desert country of our Southwest, has brought the high-priced Egyptian cotton to successful commercial growth on the irrigated lands of Arizona with a yield which a few years since was five bales and last year was over a million, and has brought under contribution for the benefit of this country the native and cultivated fruits of regions as far asunder as China and the Sahara desert. When such men tell me they can't do their work well because we do not have in this country—or librarians can not find for them—the books they want, I feel it is up to us to take notice.

Most of you are familiar with the efforts made some years since by a committee of the American Historical Association to locate in our libraries copies of the fundamental collections of sources of European history. Now it is probably true that the prosperity of the country and the quality of its leadership can hardly be shown to be dependent on at least a sufficient supply of these monumental works. But how shall we divorce institutions, politics, government from their origins and from the long story of their growth? Without these sources, how shall we train historians or aid them to develop? Are we not heirs of European life and culture? In this complex of nationalities which we call the United States can we afford to be without the record of any and all European nationalities? No one library—save perhaps Harvard—if my memory does not fail me—was shown to have even a working majority of the sources of European history when this inquiry was begun. Surely the resultant purchases alone have justified Dr. Richardson's undertaking.

Last winter at the Bibliographical Society's meeting at Chicago a young American scholar read a most illuminating—almost an epoch-making—paper on the sources of Slavic bibliography. One by one he unfolded for us the checkered and painful record of bibliographic labor in Russia, Poland, Croatia, Bohemia, and so

on. At the conclusion of the paper I turned to the librarian of one of our large universities with the query: "How many of those titles do you suppose you have in your library?" "Perhaps five per cent," was the answer. At Michigan we proved not to have even that many, although our collection of bibliographies is by no means to be despised; in fact, we have been rather proud of it. Comment is unnecessary, when one considers that in Michigan we have at least two hundred and fifty thousand people of Slavic origin.

Take the case of the chemical industries as another example. If there is any one branch of science pretty well covered by American libraries, chemical technology is probably that one. And yet an expert in but one branch of metallurgical chemistry, a scientist who was also an expert bibliographer, had to work in half a dozen different cities, resorting continually to inter-library loans, before he could secure for abstracting the greater portion of his references on *vanadium* alone. Even then he had in reserve enough references to justify a trip to Europe at the expense of his employers. The great chemical industries of Detroit are writing to us almost weekly inquiring about journals of which we can get no track in our card and other bibliographies. The very fact that we can get them so much very properly renders them irritable when we have to tell them we don't know where a set can be found.

I might go on—and any other librarian here might do the same—showing field after field in which the existing and recorded literature of value is not well covered in our American libraries. In the very nature of things it can not be otherwise at present. We are after all a very young people. Our libraries are not old—as men count age in Asia and Europe. What I have just said but lends emphasis and point to those oft repeated injunctions of previous conferences. We must cooperate in service to bring out the full power of what we have. We must cooperate in buying to make our money

count for the most. We must help each other by every bibliographic device we can invent. We must organize for mutual service of our communities. If leadership through learning means anything, on us in large measure rests the burden of pro-

viding the means of learning. If the man who knows needs to increase his knowledge—as he always will—we must not fall him. We must have the books for him. How we shall bring him and the books together is another story.

ESTABLISHING LIBRARIES UNDER DIFFICULTIES

BY MABEL WILKINSON, *Organizer and County Librarian, Cody, Wyoming*

In December, 1914, the Wheatland Library Association donated its collection of about two thousand volumes, a brick building with two rooms, and a splendid corner lot to Platte County, Wyoming.

The Association had been formed in 1896 by the ladies of Wheatland, first as a reading circle for mutual benefit, and later for the purpose of establishing a subscription library. The library evolved under the auspices of this organization was composed largely of fiction, and was supported by an assessment of one dollar in annual dues from each member. When the Association was three years old, Mr. Carey of the Wyoming Land and Development Company, and later Governor of Wyoming, donated a fine corner lot for a library building. Through donations and subscriptions from the entire community the present building was erected in 1901. Prior to this, the books were housed in the home of Dr. Rigen. For a number of years the collection was cared for, and circulated by volunteer attendants, the building being open Saturday afternoons for such service. Naturally as the collection increased the service became very unsatisfactory, and toward the last the books were becoming a "white elephant" on the hands of the Association.

In October, 1914, several members were present at a meeting of the Women's Federation of Clubs, and while there became greatly interested in an address on library extension, given by Mr. Hadley, of Denver. After consulting Mr. Hadley regarding the county library law, which Wyoming has had since 1886 and from which the

residents while paying taxes annually for library purposes had been getting no returns in the majority of cases—most of them not even being aware that the state has such a law—the Wheatland library trustees found that if they wished to donate a collection of books, a building, or anything pertaining to library work to any county, the county would be obliged to accept the gift. The law provides also for the appointment of three trustees who shall be responsible for securing an organizer, a competent librarian, and see that a tax of not less than one-eighth, nor more than one-half mill on the dollar be provided for the organization, furnishing, and permanent support of the library according to approved library methods, and that all books purchased from the county fund be instructive and of a nature to improve the mind and character of the reader.

After the report from its delegates, the W. T. K. Club of Wheatland appointed a committee to confer with the trustees of the Library Association, and through their efforts the collection, building, and lot were formally deeded to Platte County. The following February an organizer was secured for a term of four months to get everything in working order and plan extension work in advance, "on a strictly county basis."

The organization was begun at once and has progressed steadily and rapidly since. In addition to the necessary technical work, special entertainments were arranged for the purpose of raising funds with which to purchase new books, as the

appropriation made by the outgoing commissioners was too small to cover the necessary expenses for the first year. Unfortunately the entertainments were given too soon to obtain the best results; the people being antagonistic at first in their attitude toward anything which might have a tendency to raise the taxes, besides demanding extra support at the very beginning. Fortunately their antagonism vanished as soon as they were made to realize the advantages of the system, and the manifold returns from the amount of money expended. Through the entertainments enough was secured to get some excellent material for the story hour, which has been established from ten to eleven o'clock every Saturday for the benefit of the children of Wheatland and surrounding country.

As there was no place in which the young people of Wheatland could spend their evenings in a social way, the library has been closed as a reading room each Monday evening, and thrown open as a clubroom to all young women over twenty; girls over sixteen and under twenty; young men; and boys; each organization in turn having a monthly meeting at the library building under the direction either of the librarian or one of the directors. The reading room is also kept open Sunday afternoons in order to provide an attractive place for one to spend his time without being obliged to stay in a cheerless room, walk the streets, frequent the pool halls or saloons.

Since opening on a regular library basis, every effort has been made to reach and interest the people in library work and extension throughout Platte County. It is our aim to provide each individual, who is able to read, with the best available literature. Consequently I recently made a library trip over the entire county with this in view. To be sure we are handicapped this year with a tiny collection, no funds, enormous distances between thinly populated settlements, and few as well as poor railroad facilities, but we intend to have our collections used to the greatest possible extent. Therefore, I visited each post-office, town, village and hamlet in the

county on this trip. The interest shown in the various communities concerning their welfare where educational advantages of every kind are limited, has certainly aroused the good will and generosity of all concerned, not only toward my horse "Joker" and me, but in a willingness to meet any extra tax levy for library purposes, and to donate every service possible to assist the work and its extension.

As distances are great, train service extremely poor, and automobile service high, my entire library extension trip of two weeks' duration had to be made on horseback, the journey covering about four hundred miles through very rough country, over poor roads, and worse trails with very few accommodations along the line. Numerous claims are being filed on constantly, and while one may ride jauntily down a fairly good road from one hamlet to another today, it is nothing to return on the morrow and find the road well fenced in. Then there is nothing to do but scout around and keep the general location of destination in mind until another road or trail leading approximately in that direction is found. Of course there is always danger of a novice going miles out of the way, or even getting lost, but that is only a part of the work and of the joy of living, and if one doesn't arrive today, tomorrow does just as well.

For three weeks preceding the library extension trip, all of my spare time was engaged in trying out saddle horses of various sizes, colors, dispositions, and qualifications. Seven horses submitted were guaranteed to be absolutely gentle, tough, not afraid of anything and as sound as a dollar. Two of them were so old that they could not have gone ten miles; one insisted on getting down on his knees every time there was a hill to be climbed; another stood straight on his hind legs and whirled around each time I mounted and whenever I met an automobile or motorcycle; another flatly refused to carry anything besides the rider; the sixth had a nasty habit of jumping violently to one side of the road without any reason or warning, and the seventh

bucked his owner off before he was quite through guaranteeing him! The eighth was a young bay pony, sound in wind and limb, extremely nervous and as quick as a cat: he had a Roman nose and a decided broncho slope to his hips, furthermore his owner said that he would not guarantee one thing about him, excepting that he had never done a mean thing so far in his life, that he was not "lady-broke" and was not overly gentle! The pony meanwhile winked lazily at me and showed his teeth!

I mounted, fired a gun, put a pack on him, in fact took all the liberties with him that I could think of, and each time he "made good," so "Joker" was chosen to be the library horse for this memorable trip.

The first place visited for preliminary extension work was Lakeview, a tiny hamlet in the heart of the Goshen Hole dry-farming district about twenty-three miles southeast of Wheatland. I am still wondering whence it got its name as there isn't a sign of water within miles. Miss Jones, commonly known as "Jimmy," the owner of the Ideal picture theatre, became interested in the extension work, and after giving an especially good show for the benefit of the library, decided to hire a horse and accompany me over the county, beginning with a trip to Lakeview.

Such a time as we had trying to get information how to find the place! Each person consulted gave us entirely different directions, but they all agreed that Lakeview was southeast of Wheatland; that we follow the main travelled road through Seaburn Cañon, and we'd get there. To get back, it would be necessary to come by the way of the Dickerson Cañon,—"It's farther, but it saves a bad climb up a hill four miles long!" With these definite directions we started, sticky mud under foot and heavy clouds over head. Owing to the weather we drove a sedate black horse commonly known as "Blizzard, the ladies' favorite."

We followed a fairly visible road without trouble out through Antelope Gap, which lies about twelve miles east of Wheatland. The Gap received its name from the vast

herds of antelope which have used it as a favorite grazing ground since long before the white man came. It is a large natural enclosure with few outlets, embracing rich grazing lands, fed by numerous springs, and broken here and there by gigantic rock deposits of peculiar formation, many of which resemble the ruins of castles to such an extent that one almost imagines that he has been suddenly transported into some warlike place of the mediaeval period.

Our troubles began almost as soon as we left Antelope Gap. The "main traveled road" suddenly went off in three directions, all equally popular. We took the left hand road only to find it fenced in by some new settler who had taken up a homestead within the past week. We struck off across country and soon found another road, but it led to a different part of Goshen Hole altogether. By this time we were utterly disgusted with roads, and turned "Blizzard's" head point blank across the trackless prairie in sheer desperation, telling him to "hit the trail!"

For nearly an hour we rocked and bumped over rolling prairie, part of the time a driving Wyoming rain doing its best to cool our over-heated dispositions. Thanks to "Blizzard" we suddenly struck a trail which dropped off the rim of Goshen Hole into the Seaburn Cañon entrance, and after some fancy balancing stunts on the part of the "buggy," and some neat turns on the part of "Blizzard" we struck the cañon road safely and enjoyed a very picturesque drive for the remaining two miles down into Lakeview.

For miles on either side the country stretches out perfectly flat, broken here and there by a tiny claim shack, and an occasional small ridge of rocks. The entire space is enclosed by an abrupt wall rising some two or three hundred feet and through which are very few entrances, the better known being the Seaburn Cañon and the Dickerson Cañon roads, the others being mostly cattle trails. Goshen Hole, as it is called, gives one the impression that this vast territory over twenty miles in diameter suddenly sunk.

Before the advent of the "dry-farmer" it was a very popular grazing ground as it is sheltered on all sides and furnished an abundance of rich grass and permanent springs. Strange to say, when the grass has been plowed under, a hard crust forms, through which it is almost impossible for any vegetation to penetrate, thus making a very discouraging proposition for the "dry-landers" to face in their almost vain attempt to eke out an existence.

After hearing the explanation of the library scheme, the dry-farmers jumped at the chance to obtain a traveling library, or in fact anything that resembled reading material, very much as a drowning person clutches at a straw. We dined with the Baptist missionary and his sister, then felt our way through the Dickerson Cañon, making a house to house canvass on our return to Wheatland. The Lakeview trip completely cooled Miss Jones' enthusiasm for county extension work, and nothing could induce her to continue the journey over Platte County.

Next morning I had to feel my way to Bordeaux, Slater and Chugwater. About two hours ride from Wheatland, "Joker" suddenly squirmed away from a warning rattle. As he did so, I grabbed my Colt's .38 revolver and blazed away, having the satisfaction a moment later of seeing a dead rattlesnake four feet in length lying within striking distance to my right. By this time I did not have the courage to dismount and secure the rattles for a souvenir. In making a hasty flight from this snake infested district, of course the newly fenced claims were again encountered, and in getting around them this time, it was necessary to ford an immense irrigation ditch several times, to the detriment of the appearance of all wearing apparel, both worn and packed.

By the time the road had re-appeared, "Joker" and I were miles out in the sand hills. An ominous roar of thunder caused me to glance to the rear. A heavy black cloud, broken by frequent vivid flashes of lightning, was rapidly coming down over Laramie Peak and spreading in every direc-

tion. I fairly strained my eyes seeking for some form of shelter, but nothing was visible except the barren sand hills, sage brush, Spanish bayonet and lonely thread of a road. Meantime the clouds were growing blacker, and the thunder more threatening. We galloped briskly for several miles before it began to sprinkle. By this time I had given up all hopes of finding any shelter when to my joy, I spied a tiny new "claim shanty" and near it a half finished house. A curl of smoke indicated which of the two was inhabited, and accordingly I made all possible haste toward the little shed-roofed establishment.

Almost before "Joker" stopped, I was hammering on the door with my quirt. As I was dismounting, a young, simply-clad Danish woman opened the door and in broken English bade me enter and bring the pony along! Scarcely believing my ears, I glanced inside the "twelve by eighteen" structure and beheld one room, the front end of which was occupied by the family of three, and the farther end, partially curtained off, was occupied by four fairly good sized horses contentedly crunching their hay! Over the "horse-end" was a semi-loft, accessible by means of a ladder. In this loft the family slept on straw ticks, commonly known as "Missouri feather-beds" in this section of the country. The remainder of the space was used as a general store room. The "family-end" contained an immense range which stood in the corner next the door. From the stove to the cupboard in the opposite corner was a long narrow bench on which were the water barrel, a basket of clean clothes, an extra chair and some cooking utensils. The table took up nearly all of the space between the cupboard and the "partition." Around it were two rough and ready chairs and an old high chair for the little boy. The appearance of the table indicated that dinner was just about ready. It was covered with a red cloth and was set with a simple although plentiful repast of fried salt pork, boiled potatoes, rye-bread, watermelon pickles and strong coffee.

My hostess timidly invited me to dine

with them. As I was wondering what was to become of "Joker," the young settler informed me that as the horse-end was full, my pony was privileged to stay with me in the family-end. Just as I was seated in the extra chair with my back to the door, I was handed a box of oats to hold in my lap so that "Joker" could eat over my shoulder, without inconveniencing anything or anyone, at the same time the rest of us were eating.

During the course of the meal, my bashful Danish host and hostess managed to explain that they had been in Wyoming about four weeks. They had built the "shack" first, and as soon as they completed two rooms of their house, they intended to move into them and convert the shanty into a stable. At this time, they kept their horses out of doors, excepting in case of a storm like the present, when they were housed in one end of the room.

After the storm, it was only a matter of a few minutes until Bordeaux was reached. Bordeaux boasts of one residence, a postoffice, hotel, and ticket office, all of which are sheltered under one small roof. At first the post mistress flatly refused to have anything to do with the traveling library proposition. She was suspicious of anything supposed to be free, but after chatting with her for a few moments, and incidentally mentioning that I had attended some "hard-shell Baptist" meetings in my home town some time before—what the connection was, I haven't the slightest idea—she suddenly looked with favor on the proposition! My having attended those meetings had won the day!

From Bordeaux to Slater I took a short cut through a field and followed the railroad track on down through the "M Bar" sheep ranch. For nearly ten minutes before the pens were reached, the bleating of the sheep could be heard growing louder and louder until it was almost deafening by the time I rode over the crest of the last hill and around the bend into the valley where the shearing camp was. Everything was in confusion. Some half hundred men were sullenly sitting or standing near the

pens where thousands of sheep were rushing back and forth trying to escape. The recent heavy shower had made their wool so wet that it was impossible to continue the shearing. Many of the sheep were only partially sheared; others were all sheared; and nearly all showed more or less angry gashes due to careless handling by the shearers. The vast majority had not been touched. Back of the sheep pens were immense barns and in behind the barns, snuggling against a high hill, lay the shearers' colony of tents and sheep-wagons. Off to the left lay the "M Bar" ranch houses, tucked away among a lonely grove of cottonwoods, and lined up in front of the houses was a row of at least twenty sheep-wagons with their white canvas tops and green beds glistening from the recent rain.

Soon after passing the ranch houses we came to Slater where quite a number of people had gathered to hear about the traveling library station which we were considering placing in the postoffice. As there isn't a single book store in the county, and the nearest one is at Cheyenne nearly one hundred miles away, these people certainly appreciated any opportunity which would put them in touch with the almost priceless treasures. Chugwater was also an enthusiastic community. The postmaster even volunteered to have the school teachers and visiting ministers co-operate with him and get up a "pie-sociable er somethin'" for the purpose of purchasing a few good reference books to be kept as a nucleus for a future branch reading room for "Chug."

Next morning I rode east from Chugwater through a prosperous looking farming community, bound for the Iowa Center postoffice. It was rather hard to locate, but I finally succeeded, and was fortunate enough to find quite a few families assembled waiting for the mail which was due that morning. Out in that neighborhood the postman comes but three times a week, consequently he is a very important personage. After talking County Library and showing most of my pictures,—I was succeeding most beautifully in arousing

their attention and enthusiasm,—imagine my consternation when I suddenly discovered that I had “strayed” four miles beyond the boundaries of Platte County, and was talking to Goshen County residents! The people were terribly disappointed when they learned that they were not eligible to our library privileges. Goshen County has no library.

After a brief rest and a good dinner at Iowa Center, I pushed back through the farming community on the “Platte” side of the line, discussing plans for establishing traveling library stations for the granges with every farmer I could see. Just about five o'clock another storm came rolling across the plains from Laramie Peak, and seeing a tiny shack about a mile ahead, I lost no time in getting to it.

The shanty was much larger than I had at first imagined. It was low and broad with a curved roof. On the outside it was covered with black building paper. Just back of the shanty stood an immense windmill, water tank, and horse trough. A few rods to the right were the stable and corrals.

As I dismounted, two friendly, half-grown pups came rollicking out to greet me, while from the inside came a lusty wail proclaiming the presence of a hungry, husky infant. The door was suddenly opened and you may imagine my joy and surprise to find some friends of mine, the head of the house having been the mayor of a large city in Iowa within the past decade. A near relative had swindled the family out of nearly two hundred thousand dollars, willed it to his wife, and then committed suicide. For that reason, Mr. B— and his family came to Wyoming and took up a homestead. In the meantime their only daughter had married a young Westerner and was now the proud mother of a little son.

While the outside of the shanty was typical of the homestead, the inside was far above the average. There were six large, comfortable rooms, nicely finished and furnished; beautiful oil paintings adorned the walls; in the living room a

piano occupied a conspicuous corner; near it was a case full of good books and magazines. Comfortable chairs were scattered through all of the rooms, giving a cheerful, homey appearance.

For the next three nights I made their “claim” my headquarters. The first evening it hailed hard, and a severe frost followed in spite of it being the middle of June. The second evening was perfectly beautiful, and in order that we might enjoy it better Mrs. B— sent her daughter and me to the nearest neighbor's after some fresh eggs. In order not to make the ride too exciting, Mrs. T— took one of their “gentler” horses, called “Squawman” and we drove him over without any trouble. On the way home, “Squawman” heard the eggs rattle and away he ran at full speed over the prairie. After we threw the eggs out of the buggy, he stopped, but in crossing several rough places he had broken the harness so badly that we had to walk home and lead that *gentle* horse! We were successful in rescuing four of the eggs unbroken, and were feeling duly elated over the fact until Mrs. B—, with a twinkle in her eye, informed us that three out of the four rescued eggs which we had gone through so much to get, were far beyond the age of usefulness!

As we were watching the magnificent sunset, we were all hastily driven indoors by the sudden appearance of a mad bull which had wandered in from the range. It took quite a bit of shouting plus a few doses from Mr. B—'s shotgun before he could be persuaded to return to his proper grazing ground and leave us in peace.

On Sunday morning, I returned to Wheatland over a different road. Although, as usual, fenced in claims were encountered, by permitting “Joker” to have his own way in following the railroad track, I was fortunate enough to get through in time for dinner, after opening eight barbed-wire gates, fording a ditch twice, and a creek six times. Before I had finished my repast, representatives from all the churches had informed me, either by telephone or in person, that I was scheduled

to play a violin solo at the Union Service to be held at the Christian church that evening. The remainder of the day was therefore spent in finding an accompanist and practicing. Verily there is no rest for a librarian!

Early Monday morning, after packing the khaki bags with a plentiful supply of clean clothing, I started for the northern part of the county. Between Uva and Guernsey, I stopped at most of the "claims" and had a thoroughly delightful time with all of the settlers interviewed. At dinner time I was welcomed royally by a young German and his wife in their comfortable house of three rooms.

From Guernsey to Sunrise the contour of the country changed abruptly. Instead of the rolling prairie, one had the impression that he was in the heart of the mountains. The road wound through a steep cañon for six or seven miles. About two miles from Guernsey was a lovely glade, in the midst of which stood a picturesque log cabin. On a steep hillside back of the cabin were at least a hundred goats of all sizes, colors and descriptions. How they managed to stick on, let alone find anything to eat, is a mystery. These goats were owned by two Greeks who lived in the log cabin. The men had been injured in one of the mines several years before, and now earned their living by selling goat's milk, cheese, and butter to the Greek laborers of Hartville and Sunrise.

At the end of the cañon road lay the beautiful little hamlet of Hartville, noted throughout the country for its tough characters and numerous saloons. A mile above Hartville suddenly appeared the pretty little village of Sunrise nestling among the rugged reddish-brown hills. All of the houses were built alike and painted a dull red. Although this is the largest town in the county, everything is owned by the Colorado Fuel and Iron Company—iron and copper mining being carried on extensively.

Reverend Daniel McCorkle of the Presbyterian Church and his wife were awaiting my arrival with eagerness. Everyone in

Sunrise was not only anxious to obtain a traveling library, but was willing to make a special effort to get a branch library and reading room as well. Thanks to Mr. and Mrs. McCorkle, I was able to call on each family, including the Greek and Italian workmen, Mrs. McCorkle acting as interpreter. Not a single word of opposition was met with regarding the proposition.

Many of the workmen were overjoyed at the prospect of getting something to read. Eighteen good magazines were voluntarily pledged for the reading room, and some of the prominent citizens volunteered to get up entertainments to raise money for obtaining more books, particularly in modern Greek and Italian for the benefit of the workmen. As none of the residents of Sunrise is a taxpayer, this plan met with enthusiasm on all sides.

Mr. Weed, the manager of the C. F. & I. Co., after finding how enthusiastic the people were, promised to furnish a room with three reading tables, chairs, book-cases, heat and lights. The Boy Scouts are also invaluable helpers in this cause. The Women's Club is going to be responsible for a caretaker, and for the organization of a story-hour for the children. "Anything to counteract the vicious influences of the saloons and other establishments of the village of Hartville one mile distant" say the residents of Sunrise. They are making a mighty effort to substitute clean amusements for their people, and at the same time attract the better element in Hartville to Sunrise.

Mr. McCorkle says that the C. F. & I. Co., treats its men well at Sunrise, and anything within reason which the company can provide to make its men more efficient workers, and increase their safety, it is willing to give.

During the day, blasting is heavy and frequent, but there is always a warning whistle preceding the blast by about three or four minutes in order to give ample time for those within the danger zone to reach shelter. Sometimes the blasts are so heavy that windows are shattered, and various small articles go flying from the

shelves, tables, etc. While Mrs. McCorkle was getting breakfast the last morning that I was in Sunrise, there was an unusually heavy blast and every one of the good things on the stove leapt into the air, turned over and landed upside down on the floor with a crash! It must have been maddening to the hostess, but with one astonished glance at the mess on the floor, she laughed heartily and said: "Yet Daniel McCorkle expects the people—and me—to remain good-natured Christians in spite of all this!"

After breakfast, a delightful hour was spent visiting the mines, dodging blasts, gathering specimens, and talking with the workmen. Then with a feeling of real regret over leaving this unique little town, I mounted Joker and, bidding farewell to my host and hostess, wended my way down through Hartville to Guernsey, arriving at the leading hotel hot, dusty, travel-stained, and ravenously hungry. Just as I was seated and congratulating myself that I was to be alone in the dining room, in came about twenty members of the Wheatland Boosters' Club. We had a very jolly time for the next hour.

Arrangements were made to furnish Guernsey with a traveling library, at present to be kept at the drug store. The women's clubs were to take the matter up with the town council, endeavoring to have the town furnish and support a branch reading room in the same manner as Sunrise, by co-operating with the main county library at Wheatland. Then at any time when the town is through with its individual collection it may exchange it with the county library for a collection equal in value, thereby receiving many times the value of reading material for the amount expended, than it could receive if it remained independent.

From Guernsey I went to Hartville Junction, more commonly known as Junction. This is the only town in Platte County which turned the library proposition down unconditionally.

As it was late in the afternoon when I finished the business at Junction, I had

to remain overnight. The entire "town" consists of a cheap hotel, a station, a tiny general store and postoffice combined, two residences and three railroads. There was no stable, so "Joker" had to spend the night in a ten-acre lot where six other horses of various ages, sizes, dispositions and colors made life miserable for him by keeping him moving so fast that he had very little time for eating or resting.

After chatting with the "residents" of the town, I decided that the hotel would be the only place in which I could stay. I was fortunate enough to find a front room with a lock on the door, and made myself as comfortable as possible. The meals were fairly good so I got along nicely.

Early next morning I went to Glendo, a small town in the extreme northern part of the county, in the heart of the old ranching community. The residents there had been expecting me for a week, but for some unaccountable reason I had changed my plans at the last moment and had made the southern part of the county first, and by so doing had escaped probable death from a severe hailstorm which tore all shingles from the houses, made kindling of the roofboards, killed and injured stock, turned into a tornado a few miles farther on, carried off three houses, killed three people and injured several others, just at the time I had written the postmaster that I should probably arrive in that vicinity!

At dinner time I was the first to enter the dining room of Glendo's "leading hotel." Hearty laughter and more or less "joshing" in the next room indicated that there would be plenty of company. In a few minutes the door opened and six "punchers" appeared attired in characteristic soft shirts with the bandanna kerchiefs around the neck, "chaps," high-heeled boots and jingling spurs. They were almost in the room when their leader spied me. An exclamation of surprise from him, and they all turned and fairly flew back into the next room, from where they re-appeared about five minutes later with their hair neatly combed; neckties taking the place of the bandannas; coats on; minus the "chaps,"

spurs, and rollicking manner, coming in the most quiet, dignified way imaginable. There are but two unmarried young women within a radius of thirty-five miles of Glendo, one living six miles and the other sixteen miles from town, and these two are extremely popular. As for young men, there are any number of eligibles living in this vicinity, owning more or less property, and most of them having a college education.

All of the ranchers called me by name as soon as they saw me. At first I wondered at it, but came to the conclusion that as I was the only strange woman on horseback who had been up that way for a long time, it was but natural that they should recognize me after they had learned that I was due there.

After arranging for placing a traveling library station in the Glendo postoffice, chatting with the ranchers, and snatching about four hours of sleep at the tiny frontier hotel, I saddled and mounted Joker about two-thirty in the morning, in order to avoid the heat and electrical storms prevalent later in the day, and "struck the home-trail" for Wheatland. It was too early for breakfast when I arrived at Junction, so stopping just long enough for Joker to have a good feed of oats, I rode on, reaching Wheatland after a ride of fifty miles, at ten o'clock.

No traveling library was established at Grant, about twenty-five miles south-west of Wheatland, as all of the ranchers there are well-to-do and motor to Wheatland at least once a week in their own cars, so that it is easy for them to secure their books from the main library.

Not long ago I was greatly surprised as well as amused when a library director in the northern part of Wyoming, upon requesting a library organizer for her county, required: "A young woman who is not only a college graduate with library school training and experience but in addition must be able to get along with Western people, ride and drive, as well as pack a horse, follow a trail, shoot straight, run an automobile, and be able to 'rough it' whenever necessary!" Now, it has been proved that those qualifications all come in as a part of the business, as well as the fun of organizing in Wyoming.

We haven't a fine Carnegie building, nor a large expensive collection—they will come later—but we have a trained librarian, Miss Fenton, who has had some experience, and a broad-minded and liberal board of directors. Our collection, though small, is exceptionally well circulated, and best of all, we are gaining the good will and confidence of all residents of Platte County, even to the professional grouches!

THE PUBLIC LIBRARY AS AFFECTED BY MUNICIPAL RETRENCHMENT

BY FREDERICK C. HICKS, *Law Librarian, Columbia University*

When at the request of the president, this study of the relation of municipal retrenchment to the financial problems of public libraries was undertaken, I was under the impression that there had been such general and marked reduction in support of public libraries that something like a crisis in library affairs had been reached. There had been public notice of a number of instances of retrenchment, and these had in the minds of many brought a state of unrest. What is the matter with

democracy, they asked, if the library is always the first to suffer in time of financial stress? Is not the library an integral part of public education, and education the bulwark of liberty, and liberty the watchword of democracy? If we were in the midst of a campaign for the establishment of a public library we would all answer yes, with a flourish; but such a reply would serve no useful purpose today. We must not declare Miss Democracy faithless unless we can support the accusation with

facts; and this I have been unable to do. The results of a questionnaire addressed to librarians in every state may be summarized as follows: During the last year there has been a general reduction in support of public libraries in five states. In three states, Oregon, Tennessee and Mississippi the reduction is attributed to general financial depression; in Washington, to a decision of the Supreme Court making effective an act which limits library expenditures in cities of the third class to one-fourth of a mill on the dollar; and in Ohio, to a law passed five years ago placing an absolute limit of fifteen mills on the dollar on municipal expenditures for all purposes including public libraries. In five other states (Alabama, Illinois, Minnesota, New York and Pennsylvania), there have been notable special instances of reduction in support; while in the five states first mentioned some libraries have suffered much more than others in the same states. Although the unhappy situation in which several of these libraries found themselves is the result of unbusinesslike city management, or of "graft," or mere failure to take the library's needs seriously, there are signs of public awakening in the comments of the press. For instance, after commenting on the meager appropriations for the Youngstown, Ohio, Public Library, a local paper says: "The first thing we know some of our critics will be tracing a connection between the East Youngstown riots and the neglect of our library. Which reminds us, that the Youngstown Sheet & Tube Company could not do a better or a wiser thing than to give \$15,000 or \$20,000 to the public library with the condition attached that a branch should be opened in the vicinity of its works. Books are better than policemen under such conditions as prevail in the East End." The opposite view was taken by an alderman of Columbus, Ohio, in debate on the apportionment of the city deficit of \$320,000. He argued "that it would be better to have the people do without books than to have the city subjected to a 'reign of crime,' and urged using the

\$10,000 which the library needs, to pay city policemen." As fair-minded librarians we are forced to admit that in the present state of affairs, national and international, it is an open question whether the policeman or the bibliophile is more potent for good. It depends on the point of view, and whether we speak of this generation or the next. Other instances there are of diminution of support for libraries of national repute whose affairs have been given much publicity; but when all the facts are judicially surveyed, it does not appear that there has been any general change of sentiment unfavorable to libraries, giving ground for widespread misgiving in the library world. There is partial support of this conclusion in a pamphlet issued in February, 1916, by the U. S. Bureau of Census, which gives "Comparative financial statistics of cities under council and commission government, 1913 and 1915." For these two years statistics of 24 cities are given, eight under council government, eight under commission government, and eight which have changed from the council to the commission form. Although the average per capita expenditures for libraries in the eight cities under council government have decreased from 20 to 19 cents, the expenditures for libraries under commission government have increased, in the first group from 12 to 15 cents, and in the second, from 10 to 15 cents. The full significance of these figures cannot be known until the complete report of the Census Bureau on "Financial statistics of cities having a population of over 30,000 in 1915" has come from the press; but if they are typical, there has been a slight reduction in library expenditures in cities governed by mayor and council; and a much larger increase in commission government cities. And when we realize that 85 out of the 195 cities, having between 30,000 and 500,000 population are now governed by commissions and that the number is rapidly increasing, the outlook is decidedly encouraging. The general testimony of librarians is that commission government is favorable to library develop-

ment because there are fewer men to convince.

It is not wise, however, to be unduly optimistic. Retrenchment is very real in character when appropriations stand still and no provision is made for normal growth. There is retrenchment also when appropriations for libraries do not increase evenly with appropriations for other municipal activities. Referring again to the statistics of the 24 cities above mentioned we find reason for inferring that there is a tendency to minimize the importance of public libraries. Whereas the average per capita expenditures for libraries in council cities have decreased, the expenditures for all other purposes have increased, and in the other two groups the increase for libraries is not equal to the increase for the police, fire, charities and education departments. Moreover there are very large areas in the United States where municipal retrenchment could not possibly affect public libraries, either because there are no libraries or because their existence has never been recognized in a financial way by municipalities. These are disquieting facts. It is the essence of Democracy that she must bow to the will of the majority. Is it the will of the majority that public libraries shall not exist at all, or that they shall exist only by the bounty of individuals, or that they shall be supported publicly only in a timorous manner? Were it not for the fact that the popular voice changes its tone under the influence of leadership the answer from some states would be in the affirmative. For instance, in answer to my questionnaire, the former president of the now defunct Louisiana State Library Association wrote, "There is no state appropriation for public libraries, never has been, nor likely to be any; nor is there any tax levied by municipalities, nor is there likely to be any." But on the other hand, in Alabama, where schools as well as libraries are at a premium there is now going on a determined campaign against illiteracy; while North Carolina, already alive to library values, has adopted the slogan "A public library in every town

by 1920." The leaders to stimulate the will of the majority must come from the library profession. And our work must be systematic as well as enthusiastic. May we not, therefore, find profit in considering for a few moments not only means of preventing retrenchment, but methods of initiating and then insuring a minimum of support.

Funds for the establishment and maintenance of public libraries come from one or more of the following sources, viz: endowments, gifts for specified purposes, rent of lecture halls, over-due book fines, duplicate pay collections, license fees, police court fines, state grants and local taxation, the latter to be applied directly, or as a subsidy, or to meet a contract obligation with an existing library. The moving power of a check for \$50,000, with or without conditions attached, need not be dilated upon, and we all are deeply conscious of the debt which the library world owes to a host of generous donors. They have hastened the establishment and growth of libraries throughout the land. They have taught the State by example. In them the voice of leaders is heard, but not the will of the majority. For that will we must look to enactments of the representatives of the people in state, county and city. And this voice speaks most significantly when it takes no note of existing endowment funds, or library subsidies made on the basis of circulation or of contract obligations existing between a city and a private library. If the right of a people to tax themselves for public library support is limited because individuals have been generous, or because there are libraries in being whose facilities can be had by the payment of a contract price, the incentive to individuals to be generous is taken away, while on the other hand, the tax-paying body is discouraged from raising its own library above those of less fortunate neighboring cities.

Constitutions and general laws applicable to a whole commonwealth are the most positive evidences of democratic will. When a state regulates education by general laws it is considered an evidence of

advanced civilization. General library laws are, therefore, proper products of state legislation. A recent pamphlet by Edna D. Bullock on "State supported library activities in the United States" (Nebraska Legislative Reference Bureau, Bulletin No. 9), gives the facts concerning library agencies, such as state and historical society libraries and library commissions which are supported directly by the state as a part of its central organization. Impressive as these activities are, especially in the field of library extension, and the traveling library, they are less important than activities developed under general laws which determine what the various local governmental units of society must, or may, or shall not do in relation to libraries.

In only one state do we find a definite constitutional provision concerning public libraries. Article 11, section 6, of the Michigan constitution says that "the legislature shall provide by law for the establishment of at least one library in each township and city; and all fines assessed and collected in the several counties, cities and townships for any breach of the penal laws shall be exclusively applied to the support of such libraries." Although the word "shall" is used, the laws passed by the legislature are permissive rather than mandatory. Moreover the courts have interpreted the clause relating to fines to mean those resulting from breach of the penal laws of the state, excluding those collected for the breach of city ordinances. We find, therefore, that only libraries established under the school law and thus under the control of the Superintendent of Public Instruction receive support from penal fines.

On the other hand, the legislatures of every state have passed general acts concerning public libraries. It is obvious that an intelligent idea of the underlying conditions affecting library support cannot be gained without a knowledge of these laws. Having examined the provisions of those laws relating to taxation, it is necessary through printed reports and correspond-

ence to learn something of their operation, and of modifying legislation by local governing bodies. In any study of library support the latter is a very important element. In many states, cities granted special charters are freed from the limitations of the general library laws. These charters then have the same relation to city ordinances that constitutions do to state laws. For library purposes, charters and city ordinances are still unexplored territory, the surveying of which might show important discoveries. Especially is this true since "home rule" has been emphasized. Any generalizations that have been made hereafter might, therefore, be considerably modified if they were based on an examination of charters and city ordinances as well as state laws.

The extremes of state-wide library legislation are found, first in those states, which, like Alabama, merely confer on cities and towns "the right to establish and maintain public libraries," without otherwise defining or limiting that right; and second, in the state of New Hampshire, where the selectmen in each town are commanded annually to assess and levy a ratable tax for the maintenance of a public library even though no such library exists. In the latter case the annual appropriations are held in trust and allowed to accumulate until a public library has been established. As a result libraries have been established in all except twelve towns, while it is only a question of time when there will be a public library in every town in the state. Between these extremes lie many variations in methods of library support. These I have attempted to summarize. In some states a source from which money may or must be drawn is designated. In Kentucky one-half of the net proceeds, and in Colorado and Washington the total proceeds of police court fines may be used for libraries. The constitutional provision in Michigan has already been mentioned. This is a device which places the librarian in an awkward position since it is to his interest to have crime increase in order that fines may be

larger. License fees, designated in Washington, are open to the same objection, but not so with the dog tax which is a source of library revenue in Massachusetts. Such devices perhaps insure a minimum of support, but it is to direct local taxation that we must look for results. The most popular device is to set a maximum limit to the rate without setting any minimum limit. Thirty-five states have done this for certain classes of their administrative divisions, the maximum rate varying from $\frac{1}{8}$ of a mill to 5 mills on the dollar. Next in popularity is a combination of a mandatory minimum and a permissive maximum. Six states use this device, the mandatory minimum varying from $\frac{1}{4}$ to $\frac{2}{5}$ of a mill, and the permissive maximum from $\frac{2}{5}$ of a mill to 1 mill. Only one state, New Hampshire, has a mandatory minimum, with no maximum. Another variation may be termed a sliding scale, by which a city is either permitted or commanded to raise designated amounts depending on some condition precedent, such as the assessed valuation, or the rate of school taxation, or the amount of support received from the state. The limits of taxation are usually designated in mills, but in a few states a poll tax is preferred. It must be noted also that usually there is a different rate for cities of different classes, and for counties, townships and other districts. In general it may be said that the rates of taxation as designated by state law, are lower for large cities than for small cities, and lower for counties than for cities. Ordinarily the actual rate of taxation that is to be levied within the limitations of the law, is determined by the local legislative body, whether it be a council, commission, board of county commissioners, or a town meeting. But in some states the rate is determined by the electorate, either at a special or a general election. When so fixed it cannot be changed until another election is held. Sometimes the school board has power to fix the rate; and in three states, Indiana, Iowa, and South Dakota, the library board has exclusive power.

Since our purpose is to consider means

of procuring and insuring adequate support for public libraries, it would be helpful if we could determine which of the several methods of regulating library tax rates is most desirable. Is it better to make no regulations at all, or to set merely a permissive maximum limit, or to have a mandatory minimum limit, or to have a minimum combined with a permissive maximum? A Massachusetts librarian would answer in favor of home rule, secure in the consciousness that in his state libraries are almost as numerous as churches. A very few librarians would strike the very ground from under our feet by asserting not only that tax legislation is of doubtful value, but that an occasional decrease in appropriations is a wholesome thing because it necessitates needed housecleaning. A Virginia enthusiast would heartily desire a law based on New Hampshire's, which forces the creation of library funds in every town. Most librarians, however, would say that neither Massachusetts nor New Hampshire should be taken as a model. Some regulation, they would say, is helpful, but not too much. They would then be called upon to decide between the two remaining classes. To those who prefer a permissive maximum, on the ground that it leaves greater freedom of action and is a goal for which a library may work, a further question must be put. What should the maximum be? Should it be $\frac{1}{8}$ of a mill or 5 mills; and what distinction should be made between cities of the various classes, and counties, townships, etc.? Existing library laws would not provide the answer. Another group of librarians would declare themselves in favor of a mandatory minimum tax on the ground that it insures continuous support on a known basis. They would say that it is a solid rock on which a library can be built; and their secondary care would be to have the permissive maximum made as high as possible. Answers to the questionnaire which I sent out show that wherever there is a mandatory minimum its continuance is favored. It is pointed out that in bad times the library is secure; while at all

other times it may count on a gradual increase as wealth and population increase. The majority of libraries not now having a mandatory minimum rate would fear to have one specified. They think that such a minimum rate would usually be made the actual maximum; and they give as examples the failure of city councils to appropriate for maintenance more than the specified 10% of the cost of Carnegie library buildings. Others give a qualified approval of the mandatory provision, advocating it for the weaker community, or for states where the library movement has not yet gathered strength, and favoring home-rule in more advanced communities.

For each method of library support there are plausible if not convincing arguments. But we must not overlook a fundamental fact. All taxation for libraries depends not only on the rate of taxation, but on the rate of assessment, and the kind of property to which the rate applies. A few states specify assessment of all taxable property, both real and personal, at full value. Others have a different provision for real and personal property, as in Illinois, where real property is assessed at $\frac{1}{3}$ value, and personal property at full value. For the most part assessment is at part value, varying from $\frac{1}{2}$ to $\frac{3}{4}$. But even where full value is required, there is no guaranty that such assessment will be made. The personal equation here operates with full vigor. Moreover, a change from one method of assessment to another may nullify the effect of the most mandatory provision for library support. Some cities in Missouri have suffered a reduction for this reason during the last year. On the other hand, Utah has nearly doubled the assessed value of its city property, by a recent change in the general tax law. The rate of taxation was correspondingly decreased; but the section providing for the library levy was overlooked. The result is that the Salt Lake City library has an appropriation for the present year of \$64,000 instead of \$29,000.

We are all convinced of the necessity for adequate support of public libraries. We

consider ourselves members of a profession devoted to a great cause; and we hold ourselves out as experts capable of guiding the destiny of libraries. Our library commissions and state libraries are giving intelligent attention to their particular problems. And we are now assembled in national convention to consider the relation of libraries to democracy. Suppose we were asked, as an organization, to advise the legislature of a state in framing a general library law which would insure adequate support. What would be our answer? Can anyone tell? I do not overlook the informing article on this subject by Mr. Franklin F. Hopper (A. L. A. Proceedings, 1911) when I say that the problem has not been solved. Personally, I quote with approval his concluding statement that "the only way in which a library may be *sure* of continuously progressive support in proportion to growth of population and increase of library needs, is to secure either by state law or city charter a certain minimum millage of the annual tax levy, such minimum to be adequate for at least the essential needs of an efficient library, and to be determined in the first place by the amount needed to reach the present population, and by the necessary modifications of property values, character of population, plan and number of library buildings." But as has been shown, there is still no general agreement on this method, and we do not know how to work this plan out in detail. We still leave each librarian to fight his own battle. And up to a certain point this should always be; for librarians must be a race of leaders directing the course of democracy. But can we give him help on this confusing and all important question? The proportion of public librarians who are members of this Association is overwhelming. There is a library trustees' section, a League of Library Commissions, and a Special Libraries Association, among the members of which are many municipal and legislative reference librarians. A committee of the American Library Association is co-oper-

ating with the National Municipal League in drafting the library section of a proposed model city charter. All of the above are vitally interested in legislation for the support of public libraries. May we hope that through their united efforts, not hastily but after much travail, there may be drawn up a statement of underlying prin-

ciples of library legislation to which this Association may give its approval, and which may serve as a guide to city councils and commissions and state legislatures? If so, one step will have been taken toward securing continuous adequate support for libraries and minimizing the evils of municipal retrenchment.

THE LARGER PUBLICITY OF THE LIBRARY

BY JOSEPH L. WHEELER, *Librarian, Youngstown Public Library*

At this late date, when librarianship has been an organized profession for forty years, we are making a small beginning in what always has been and always will be an important part of our work. If the goal of the library is to get as many good books read as possible; if the function of the librarian is to get two books read where only one was read before; then library publicity is an ordinary, legitimate activity, calling for our best interest and effort. For, no matter how good his service, the librarian can never hope to reach the mass of the people without advertising his wares.

That this is true, proof may be found in some of our well thumbed pages of library statistics, which show that even in those cities where the libraries are working for larger use of books, less than a fifth of the people are enrolled as library users. We have only begun to do library work, after these forty years. If we omit all of the population which is unable to read in any language, which is too young, too ill, too handicapped by distance and circumstance, to use the libraries in our cities and towns, can we prove to anyone that we have made much progress in our dealings with the remaining large part of the population?

The time may come when the technique of getting books read will be taught in library schools, along with instruction in marking numbers on their backs. One may arise among us and teach us the psychology of our profession, the appeal of colored book-covers, the lure of the book-line that

reaches out to the sidewalk, the cause and cure of the craving for "something new," the origin of dull seasons and rush hours, the mind of him who comes for a light novel and takes away a biography of power and inspiration. Publicity is nothing more than the study of human nature, followed by a carefully planned appeal to it. A man in any other work or business would tell us that if we librarians hope to achieve a greater use of books, we should make more study of human nature, and more appeal to it.

A feeling still lingers in some corners that library publicity is a fad, a side-issue, a running after newspaper glory and large figures of circulation. It is true that we still are so elated over the publication of a hooklist, circular, or news story, that our delight must often appear elementary even to our fellow workers. But it is not true that library publicity aims at size rather than quality of circulation, or that circulation of books is a less worthy object than their use in the library building. Why not assume that publicity can increase both quality and quantity of reading, that it can make steady book users out of persons who have previously used books but little, that it can be directed to building up reference work itself?

One thinks first of the publicity which works directly for a larger use of books. Even more important, in some respects, and in the long run, is the publicity which works for a larger public understanding of the library itself, and what it is trying to

do. In all too many instances librarians are reminded of this public understanding and support only when the city council is voting on the annual appropriation. Why is it that in a great many cities and towns, the playgrounds, the public schools, the social centers, the Christian associations, and all the rest of the agencies for social advance, receive so much more attention than the library? Why is it that the state experiment stations can send out a column of news that describes the county adviser as a distributor of agricultural literature, and have the column appear in every newspaper in the state, when a news story on the same topic, if sent out by librarians, is almost sure to be ignored by the editors. The answer is that though we ourselves take our work with tremendous seriousness, we have not yet made much of a dent in public opinion.

It is only natural that in a community where the library has followed a quiet course of handing out volumes to those who ask for them, distributing well-made booklists from the desk, trying to operate the library economically and according to the rules of Hoyle, we should become almost oblivious to the great question: What is our real standing in the community, as a vital factor in the life of every citizen? It is easy to delude oneself into thinking that the small number who use the library are typical of the whole population. It is hard to realize that even among the crowds who are already borrowing library books, few know anything of the purpose, the plans and the methods of the work for which they themselves are paying. The library plays such a small part in the public mind, as compared with schools, for instance, that to the nine out of ten, education and school are completely synonymous terms. Chambers of commerce, women's clubs, and improvement societies gather to discuss and argue about the Gary system, vocational schools, the platoon plan. Librarians probably hope that the time will never come when the public will assemble to discuss the proper aims, methods and finances of library work. Per-

haps it would be better for us if they did. Perhaps, in our well-meaning efforts to do just the right thing for our "dear public," we have built a fence around our profession, and have left our public too much on the outside.

To come down to facts instead of speculations, the public must know more about the library and the librarians, as well as about the books, if we are to gain a place in the sun. Conversely, unless the librarian himself has the outward vision, unless he studies and loves the crowd, and has his finger on the pulse of his community, he will find it slow work to build up enthusiasm, interest and support for his institution. The personal element plays a large part in library work, all the way up and down the staff. But nowhere is it so important as in the attitude which the librarian has toward one hundred per cent of his fellow citizens. People do not have to come to the library; they do not have to read books. There is no legal, social or moral obligation to use the library. We must use suggestion, attraction, enthusiasm and satisfaction, if we are to lead an ever growing stream of people to the open book, and secure for our libraries the increasing support to which they are entitled.

What then, more definitely, are some of the things which the librarian may do in this direction? Beginning close at home he can undertake to make each of his trustees into an active and zealous missionary. It is no easy matter. It is the librarian's self-punishment, that his willing, interested and conscientious trustee too often reflects the lukewarm attitude of the public. Rather should trustees act as bearers of the great truth that the library is vital to the community. Nothing can reveal to the librarian with such dismaying clearness his own neglect of this opportunity, as to have his trustees, perhaps at the threshold of some new development, assume that the library is doing well enough, that the public will not pass a bond issue, will not increase the millage, or that the city officials will not grant a larger appropriation, when current library practice

points forward. With their standing in the community, the confident and outspoken leadership that trustees could take before the public, would be a new and priceless asset to most librarians. It is well to have the librarian given the responsibility for running the library. But we have made another great step toward an ideal situation, when we know that each trustee is an active co-worker in some of these larger problems.

For the good of the library we have duties to our trustees other than making a weekly or monthly report. We must inform and inspire them, that they in turn may help us teach the public what the library means. We can keep them abreast with current library practice. We may inflict an occasional library magazine article on them. Bring them to the library between meetings, and visit them in their offices, not to bother them with troubles, but to tell them of constructive hopes, plans and problems, and to have them share the pleasure of directing the work, and realizing what it means in the community.

One would hardly need to add, if it were not so often overlooked, that the staff members are likewise indispensable helpers in winning public opinion. A recent article in a library magazine gives the warning that staff members should not have their first knowledge of the librarian's policies from news articles or from readers. Beside the embarrassment of the assistants in having what they regard as their business told them from outside, the public cannot escape the thought that the librarian is not closely enough in touch with his own family of workers.

There are conditions and developments of a general enough nature to allow the librarian to take his staff into his confidence, to some extent, especially in the smaller libraries. While it is difficult to know just how far to go, and one must be sure of himself, it is probably true that nearly every librarian could benefit by a larger discussion of general library problems with his staff.

Such an attitude would surely be reflected in the attitude of the staff toward the public, and in turn in the attitude of the public toward the library. The business man, especially, knows the value of team work in store or factory, and respects it in the library. Business men would take more interest in the library if they were shown how library operation follows many of the methods of business itself. To mention a few, there are: buying, turnover of the stock, advertising, organization, operating costs, scientific layout of the working space, and good-will. This is a good outline of topics on which to base a talk before business organizations. A librarian ought to take advantage of every possible opportunity to appear before groups of business men, not only to encourage them to a larger personal use of the library, but even more to let this large class of citizens know something about the library's purpose.

In attempting to reach the business men, and indeed, in trying to uproot the whole of the old-fashioned idea that a library is merely a storehouse for novels and cultural books, we often have the appearance of going to the other extreme and emphasizing far too strongly the mere dollar value of library books. But is it not true, after all, that this emphasis is more apparent than real? It would be hard to find a library, which in developing its work with artisans, engineers, business men, has really neglected or even slackened its efforts to make the library what it always must be, a center and source of culture.

The emphasis on the dollar is natural and necessary. Though it may have been especially noticeable of late, it is doubtful if it will be abated. We cannot change human nature to meet our little ideas of what books people should read. Nor is there anything about our work which we can tell with such force, as the stories of men and women who find library books of some use in earning their daily bread, and in solving the merely physical, commercial problems that are to be found in every city and town. It does no good to

stand proudly aloof from the crowd, whispering about culture and the classics. It does do good to meet the crowd on the basis of its work-a-day interests, and to have enough understanding and sympathy with its point of view, to be able to say in an effective way, "Here, too, are books for you. Books that will refresh and inspire, though they may not make your pay check larger." We take pride in knowing the single reader and his tastes. But we are on the right road when we try to know the taste and feeling of the great hundred per cent.

Therefore we must forever emphasize the mere commercial value of our work, in keeping the library in the public mind. It is because the public mind cares most for this presentation. There are three publicity methods which seem especially successful, and which have as one of their central motives this work-a-day value of books. The first of these has just had its best example in the Library Week that was carried out this spring by the joint efforts of the Toledo Public Library and Chamber of Commerce. We all know that in any town or city, the mass of people has practically no understanding of the library. It is reasonable to say that now, in Toledo, there is practically no one who has not at least heard of the library. The whole town was aroused and interested in the library. The business men were not only interested, but they did much of the actual planning and work. The Chamber of Commerce stood shoulder to shoulder with the library. Not that the library needed moral support, but that Business felt its personal connection with the realm of books. This campaign consisted of a whole week of widespread and active publicity of all kinds. There were circulars, posters, booklists, window displays, a proclamation by the mayor, public meetings and speeches about books and the library. There were signs on the street cars, even. What librarian with the outward vision, can help wishing to follow so notable an example?

Yet it is possible that there are still a few who murmur to themselves, "This is

not the library work of my grandfather's day." Even these would be inclined to approve of the second method that seems worth mention. This is the public exhibition of diagrams, charts and other material which shows what the library does with books and money. The purpose of such exhibits is not the larger use of books, except as an indirect result, but to tell the story that will bring greater interest and support for the library itself. Something is needed for the guidance of librarians in the preparation of such exhibits, and it is probable that the Publicity Committee of the Association will undertake something of this sort. At least the smaller cities, and many of the larger ones, could well use a traveling exhibit, as the nucleus for their local effort. The things which work most for success will be: choosing the few forcible facts and presenting them forcibly; the use of few and brief legends; the use of bold and clear-cut lettering, which should be done by an expert; the placing of the exhibit where it will be seen by the greatest number. Even the most conservative librarian could feel that exhibits of this sort were appropriate and useful, and they could be carried out in every community.

The third method is one which has been used in many cities, with marked success. This is the display of library books in store windows, to increase the use of books. By making a change in the display, the emphasis can be thrown onto the library and its work, as well as on the appeal of the books themselves. This means the use of placards and small diagrams which tell the important things about the library: How it is supported, how it spends its money, how it is used, increases in use, decreases in operating costs. In preparing window exhibits take advantage of the help that the advertising men and window-trimmers can give. In one city, at least, this cooperation went to the length of preparing a scene from a reader's home, with father and mother reading in their arm-chairs, while in the foreground a little girl lay at full length, reading "Alice in Wonderland."

In this instance the library's exhibit occupied an entire window in a large department store, and during the same week ten other windows, equally valuable, were given to the library by other merchants. The money value of such coöperation meant the loss of hundreds of dollars to the stores, and simply shows that though they would never grant such a privilege to anyone else, they regard the library as on a different basis from other organizations, and are glad to help it.

This is not the best time to discuss the details of actual publicity. The point is, that we have lying at our hands many means for showing the public something of our plans, methods and purposes, and this education of the public is worth the time and trouble which it takes.

All of our plans, hopes, labor, for adequate appropriations come to their climax when the town or city council takes its vote on the annual budget. The fortunes of the average town or city library are practically dependent on a very few men, and most of all on the finance committee of the council. Librarians can well depart from the usual American custom of electing men to the City Hall, and then charging them, in a vague and careless way, with being dishonest, small minded and incompetent. The men who make the city appropriations are perhaps as honest and conscientious as we could desire, if we only took the trouble to find out. The librarian is only one of the swarm of busy bees who sing loudly in the councilman's ears at budget time, and if he pays more attention to the ones who sing loudest, who shall blame him?

The librarian's hum is not very loud, sad to say, and his singing seldom arouses any loud echoes from the public, we must admit, still more sadly. When we make library service mean as much to the public as schools do now, we may expect the same outspoken demands for more support, and complaints at any cuts in the budget.

Be actually acquainted with councilmen, or supervisors, or selectmen, or whatever their titles are. Know the city hall and

its workers and their work. They will doubtless be as much interested in you and your work as you are in them, and not any more so. The librarian's temptation is to look on all the office holders as politicians, in the unhappy sense of the word, and to forget that he too must be a politician, but in the good sense of the word.

We need to go to council meeting, once or twice a year, to find out how little a part the library plays in the grist of motions for street openings, paving, more police protection, tax payer's complaints, and all the rest. Interest the President of the council, and ask him for ten or fifteen minutes out of some session, so that you can give the members a bird's-eye view of the library system, what it means, how you buy books, how a budget is divided, how the accounts and bills are handled, how your library ranks with others in various respects. If you have any forcible figures or comparisons, perhaps they can be made into a large diagram that can be shown. One showing the population growth, and the increase in library support as compared with the growth of circulation, could be used to advantage in a great many cities. These men are busy, they are not predisposed to give their time, but on the other hand they will give close attention and be much interested and impressed by a short, plain talk, that touches the main points.

Over and over, councilmen have been invited to visit libraries. It would be interesting to count noses and find out how many councilmen have ever been inside the libraries to which they apportion money. In one city, several invitations having had no effect, the library board descended upon the council chamber and brought the members to the building in their automobiles. Surprise at the amount of patronage was followed by deep interest in the methods of handling the work and helping readers in different departments. Still the wonder grew, as these men watched the steady stream of borrowers, that the library was doing so great and useful a work, and that

library books are not all novels, by any means.

The librarian can maintain a mutually helpful acquaintance with many city officials and show them forcibly the value of the library if he makes a point of seeing that the library service connects directly with the problems, at least the occasional more important problems, which come before the council and its committees. The larger library is able to do this much more successfully than the small. But the small library can often select a topic which is sure to interest the public very widely and deeply, and endeavor to make the books, pamphlets, and reports of some actual assistance.

The campaign with mayor and council and city officers is not a temporary or sporadic thing, therefore. It ought to be based on a continuous acquaintance with the men in authority, and find its expression in ever-renewed efforts to show them the relative importance of the library in a well organized community.

Last of all, and very briefly, what about the librarian himself?

We have heard that the librarian should spend fifty per cent of his time inside of his building and fifty per cent outside. Certainly every library worker feels the everlasting necessity of more books, the acquaintance with the inside of books, better service, attention to a host of details, and all the rest. It is in the worthy desire to perfect service that he forgets the people outside. Out of each day, or from his week, he should hold inviolate a few minutes, an hour or two, in which he can forget details and project his mind into

the community mind, get his ear to the heart of the crowd.

After all, the librarian is the library's greatest advertiser. To join the local historical, literary and scientific societies, has always been held in good repute. Join also the Chamber of Commerce, or the leading civic and business organizations of the city, not with the notion that mere membership produces support for the library, but to take active part in work that helps the people, and thereby show that the librarian is human as well as being a librarian. (Both in and out of libraries this interesting doubt still seems to exist in some localities.) We ought to seek and accept every opportunity to appear personally before clubs, social, business, religious organizations, labor unions, foreign societies, and all other groups. We cannot stifle the personal element out of library work. We cannot even use the newspapers successfully without injecting the personal name, the human interest into them. The value of interviews, the personal touch, is understood well enough by newspaper men and by everyone but librarians, many of whom possess a false modesty that is based on self-consciousness rather than on the good of the library.

There should be no specialists on library publicity. Every librarian must be a publicity man, with his heart in the work of reaching his people. The motive of publicity is the great democratic ideal of librarianship. It is a sound, healthy, helpful motive. It is only a reflection of our chosen motto, under whose inspiration we have all been striving these many years, "The best books for the greatest number."

HOW ONTARIO ADMINISTERS HER LIBRARIES

By E. A. HARDY, *Toronto, Secretary Ontario Library Association*

The origins, the development and the administration of a provincial or state library system are matters of high importance to the body politic. This importance is my justification for treating the subject in a somewhat formal fashion and for introducing considerable amplifying and illustrative detail. The broad outlook and the working detail are both valuable to one studying library administration from a provincial or state standpoint, for, although no administrator is likely to adopt another's plans in exact reproduction, yet he will find in these plans much material for comparison and for stimulating his own activities.

The thorough understanding of a state system involves a grasp of the political history of that state. The sovereignty of the town (or township) in New England is the explanation of much that would otherwise be mysterious to a Canadian. Conversely a brief glance at the history of Ontario is necessary to understand our library system. You will remember that during the Seven Years' War Canada passed into British possession, understanding by the word Canada what we now call Quebec and Ontario and some southwestern additional territory. Military rule from 1760 to 1763 was followed by civil government under royal proclamation till 1774, in which year constitutional government was granted in the Quebec Act. This act set up a legislature and a governor, with complete jurisdiction over the whole country of the then Canada. Note that this included what is now Ontario but in which there was no population to be governed, except Indians.

This state of affairs was suddenly changed by the immigration of the United Empire Loyalists in 1783 and immediately succeeding years, so that by 1790 Ontario had 30,000 inhabitants, over whom the Legislature of Canada had jurisdiction. In 1791 the Constitutional Act separated On-

tario from Quebec and gave each province a legislature, and, with the exception of the period of union, 1841 to 1867, these provincial legislatures have had full control over their respective areas.

What I want to make quite clear is that the legislative authority existed in Ontario before the population arrived. That means that it was the legislature which created the municipalities, and which defined their powers, which created the school system and which created the library system. That explains the uniformity or standardization in our municipal institutions, our school system and our library system. That also explains why we have no problems about city charters and the like, which are giving you so much concern. It also explains why the Ontario library system is under a minister of the crown and not under a library commission. When the legislature speaks, its enactments cover the province from its capital city to its remotest hamlet, and thus provincial uniformity and control has been our system for one hundred and twenty-five years.

The first library in Ontario was organized in 1800 in the town of Newark (Niagara). The first legislative grants were made in 1835 to Toronto and Kingston, and the first general library statute was passed in 1851, and under the provisions of that act 10 libraries were granted \$200 each. From that date to the present (with only a brief interval) the legislature has been generous in financial assistance. These early libraries were called Mechanics' Institutes and were planned to encourage what we now call technical education, but really they were public libraries, and they have been so designated since 1895. From 1851 to 1880 they were administered by the Department of Agriculture, but in 1880 they were transferred to the control of the Minister of Education, and thus became an integral part of the educational system of

the province. Two things at once resulted, viz., the appointment in 1881 of a superintendent or inspector of public libraries, which officer has full administrative powers over the libraries, and the passing of the Free Libraries Act, 1882, modelled on the Ewart Act (1850) of the British Parliament, providing for (a) the establishment of free libraries by the vote of the ratepayers, (b) their administration by a board of management ranking with the city or town council and the school board as a municipal authority, and (c) their maintenance by taxation to the extent of a half-mill rate. There has been much subsequent amending legislation, but the main features of the system remain the same.

This brief historical sketch sets forth the basis of the official library activities of the province which may now be treated in some detail. The authorization of these official activities is found in the Public Libraries Act, a comprehensive statute providing for the establishment, maintenance and administration of public libraries and their supervision by and financial assistance from the government. The act divides libraries into two kinds, (a) those maintained by the municipality and administered by a board of management appointed by the council and the board or boards of education, and (b) those maintained by membership fees and administered by a board of management elected by the members. The former must, the latter may, receive municipal support; both receive legislative grants and both are under government supervision.

The administration of the Public Libraries Act is entrusted to the Minister of Education, who reports annually to the Legislature the condition of the libraries, their progress and their needs, and who advises the House as to financial appropriations and advisable legislation. The actual work of administration, however, is in the hands of the superintendent of public libraries, who has a fairly free hand, especially in initiating advance movements for the betterment of the libraries. Just here it may be noted that the retirement this year

of Mr. Walter R. Nursey, after seven years of valued service, afforded the Minister of Education the opportunity of appointing to this position a trained librarian, Mr. W. O. Carson, chief librarian of the London Public Library, a forward step in our library development of the highest importance.

The chief official activities under the Public Libraries Act are, (a) grants, (b) supervision, (c) cataloging, (d) travelling libraries, (e) library school, (f) library bulletin. Every library is entitled to a legislative grant, which is obtainable in three ways. Approximately 50 per cent of its expenditure upon books up to a maximum grant of \$200 and upon periodicals and newspapers up to a maximum grant of \$50 provides a possible grant of \$250. To this is added a maximum of \$10 for maintaining a reading-room. Thus a library which spends \$500 a year on books and periodicals and which maintains a reading room may earn a grant of \$260. (By a recent regulation this has been extended to branch libraries.) The smallest libraries with annual receipts less than \$500 receive special maintenance grants of \$5 to \$20. The total grants paid out in 1915 were \$30,351.45 to some 400 libraries, and the total library appropriation was about \$40,000.

Assistance in cataloging is provided in two ways. The Department will send its official cataloger to a small library for a sufficient period to classify the library and to carry on the cataloging to a point where the local librarian can complete the work. Not only does the Department bear all the expense of its cataloger, but it permits the materials used in cataloging to be counted as book purchases in estimating the annual grant. In 1915 the official cataloger, Miss Patricia Spereman, classified and cataloged, wholly or in part, 16 libraries, with a total of 61,600 volumes, installing the Newark charging system in 9 libraries and completing the establishment of a children's department in all of them. In 8 years Miss Spereman has assisted 99 libraries with a total of 497,790 volumes.

Travelling libraries were introduced into the Ontario system in 1901. The maximum

circulation was reached in 1911 when 241 libraries were sent out. A comprehensive plan was laid out and special appropriations have been made, but from lack of office staff and facilities these libraries have not achieved their full usefulness. In spite of drawbacks, however, the average circulation for the past 8 years has been 175 libraries.

The summer library school was opened in 1911, and was held for four years, and will be resumed this year. A short course of four weeks is given to the students accepted by the Department. There are no fees in this school. The Department bears the whole cost of instruction and all the supplies used by the students, and in addition pays the travelling expenses of the students outside Toronto. The only expense to the student is for the four weeks board. In 1914, 48 students registered and 30 completed the course.

The library bulletin is a new venture which we owe to Mr. Carson; the first number is now being issued. It will follow the examples of well established American bulletins and be a medium of communication between the Department and the libraries, which has long been desired.

In addition to these official activities there must be noted certain unofficial activities, as they might be termed. I refer to the coöperative movements of the library workers themselves apart from the official staff of the Government. Library coöperation is quite an old story in Ontario. From 1857 to 1867 we had a "Board of Arts and Manufacturers for Upper Canada" made up of representatives from the various Mechanics' Institutes. From 1868 to 1880 an Association of Mechanics' Institutes for Ontario replaced it. Both of these were organized according to statute, and each did some good work. After a lapse of twenty years the Ontario Library Association came into being, resulting from the inspiration of the Montreal A. L. A. meeting. It was intended to organize a Canadian library association, but that was not possible. We have never ceased to be grateful to the American Library Associa-

tion for that Montreal meeting and its inspiring influence.

From its first meeting in 1901, with 32 representatives of 24 libraries, down to the recent meetings with an attendance of 200, the Ontario Library Association has been an active missionary force. It has striven successfully to secure modern methods in book selection and purchase, in accessioning, classification and cataloging, in charging systems, in library buildings and equipment, in library training, in short in all the phases of development for which the A. L. A. stands. It has brought hundreds of library workers together, it has initiated many improvements, and it has shaped legislation. One striking indication of its vitality was evident in the presence of six ex-presidents at the 1916 annual meeting out of the ten for whom attendance was possible.

A third group of activities remains to be noted. These may be termed joint activities, since they represent the coöperation of the Ontario Library Association and the Department of Education. These may be summarized briefly. First, the issue of the O. L. A. Proceedings. A stenographic report of the annual meeting along with the papers, addresses and annual reports, makes a volume of about 100 pages. The Proceedings are edited by the secretary of the O. L. A. and are published and distributed as a government document. The "Selected list of books" is published under the joint authority of the O. L. A. and the Department. It is a quarterly bulletin issued on the following plan. Part I gives a selection of the best books of the previous year, as chosen by some twenty experts; Part II lists some 600 to 800 titles of the new books of the first half of the year, January to June, classified on the decimal system and briefly annotated; Part III contains a special bibliography, e. g. Canadian History; Part IV lists some 600 to 800 titles of the new books of the latter half of the year, July to December. The purpose of the "Selected list" is to inform rather than to advise, two underlying principles being (a) that no two libraries

have exactly the same needs, and (b) that every community has readers of culture and experience whose ability in book selection may be utilized by the local library if reasonably full and accurate information is supplied. Decentralization in book selection is valuable as well as centralization, and both should be used. The "Selected list of books" is edited, printed and issued to all the libraries (and also to the high schools) at the expense of the Department.

The library institutes were begun in 1907 with an experiment at Brantford. Since then the province has been districted into 15 institutes, each of which has an annual meeting. The Public Libraries Act in 1909 incorporated the institutes as a feature of our library law and made three interesting provisions: First, to pay all the expenses of the meetings; second, to pay the expenses, travelling and entertainment, of one representative from each library in the institute, and, third, to fine every library that did not send a representative. All three provisions are carried out. The O. L. A. initiated the institutes and through the library institutes committee is still the active agent in arranging the yearly schedule and programmes. The inspector of public libraries is present at and assists in all of them. The Department of Education pays all the bills. Small wonder that the institutes are a great success, that they have linked up all but 16 of our 389 libraries with organized library work, and that they have brought a new conception of the public library to thousands.

The legal committee of the O. L. A. is composed of two judges and a practising lawyer, all keenly interested library trustees, and two of them ex-presidents of the O. L. A. This committee carefully considers all the resolutions of the institutes and the O. L. A. and makes such recommendations thereupon to the Minister of Education as may, in their judgment, assist him in amending the Public Libraries Act from time to time. The Department bears the cost of the meetings of this committee.

A special joint activity is that of deputations financed by the Department. For example, in 1910 a deputation of three members of the O. L. A. and the inspector of public libraries was sent to visit several American libraries to study the relation of the public library to technical education. Again in 1912 the Legislature, on the request of the O. L. A. to the Minister of Education made a special grant of \$1,000 to enable the smaller Ontario libraries to send representatives to the Ottawa meeting of the A. L. A. In these matters as in all library matters, the Hon. Dr. Pyne, the Minister of Education, and Dr. A. H. U. Colquhoun, the Deputy Minister, are always sympathetic and alert to take advantage of every opportunity to advance the library interests of the province.

To sum up, the distinctive features of the Ontario library system are four. First, the public library is an integral part of the educational system of the province. Second, voluntary coöperation, organized as the Ontario Library Association, is a driving force of increasing power. Third, the joint activity of the official staff and the unofficial organization makes possible many things that neither could accomplish by itself. Fourth, the development of the trustee has kept pace with that of the librarian. It may be that this is our most distinctive feature, for steadily from the outset a guiding principle has been this, that the advancement of the public library to its rightful status in the community and the State is too big a task for the librarian alone. The trustee must stand beside the librarian. Especially true is this when one reflects that while librarians and trustees may both be ratepayers, yet the trustee usually has a vote, while the librarian has not. We have tried to avoid the heart-break of an enlightened librarian and an ignorant trustee, by bringing them along the road of library progress together. They really make a fine team.

Our aims are two-fold, to extend library privileges to every community and citizen within the boundaries of the province and

to place the public library on a par with the public school. Both are high aims and difficult of attainment, but both are worth while. Until the public library is compulsory in every community, like the public school, and until the librarian takes his place beside the teacher as a public servant, with Government certificates, reasonable salary and proper superannuation allowance, we must not be satisfied.

The dynamic of library work is the vision of democracy in the coming years. The present giant struggle will leave no nation untouched. One result will be the rush to North America of millions of new

population. Another result will be the recasting of the federal relations within the British Empire. Another will be the revision of the international relations of all the great powers. Who can be sufficient for these mighty tasks of the future? An enlightened and ennobled democracy, of sound knowledge, wide sympathy and broad vision can render the highest service in the great days to come. The United States and the Dominion of Canada must be such democracies and the librarian must rank alongside the teacher, the legislator, and the preacher in the making of the new world.

COMPARISON OF THE CURRICULA OF LIBRARY SCHOOLS AND PUBLIC LIBRARY TRAINING CLASSES

BY MRS. HARRIET P. SAWYER, *Chief, Instructional Department, St. Louis Public Library*

In 1909, a questionnaire was sent out to 246 public libraries containing these questions, Do you take apprentices? and Does it pay? In 1916, seven years later, we have progressed to the point where the apprentice class is an accepted factor in library training and we are ready for a "Comparison of the curricula of library schools and public library training classes; points of similarity and difference between the two types of courses." It should be noted that the present paper covers only points of similarity. I freely confess, at the outset, that the resemblances between training class and library school depend largely upon the size and resources of the library that operates the class.

The library school has been standardized. Unfortunately, the training class has not and the variance in courses from one month's training to a curriculum approaching that of an accredited library school makes any general comparison somewhat difficult. However, there are at least half a dozen training classes in the country, perhaps more, giving nine and a half months to the work and approximately reaching the library school standard. These

will serve as a basis for the subject under discussion.

So far as entrance requirements are concerned, I think that the library school standard is pretty closely followed; i. e., a high school education or its equivalent, plus college credits where possible, with entrance examinations; or, the acceptance of the college degree without the entrance examination. Such requirements best conserve the interests of the small library as well as the large. In addition to the examination in history, literature and current events, the applicant for the St. Louis Library Training Class must also take an examination in one foreign language. This may seem ambitious but the library handles so many foreign books that it is a necessity. One of our applicants thought that she ought to be excused from the language test because her father had been minister to France and spoke several languages fluently. Needless to say, she was excused from taking the other examinations as well. On the other hand, it is quite common for our applicants to take the examinations in two foreign languages, and last fall we were fortunate enough to

find one who offered Hebrew, Yiddish and Russian, as well as German and French.

A well equipped schoolroom is not uncommon, supplemented on occasion by the use of the library auditorium, especially when visiting lecturers speak to both the class and members of the staff, or when the public is invited for some special address. In the smaller libraries, there is always a study room or work room where the Gary plan as to equipment may be carried out. Even the invasion of staff quarters should not be regretted, for contact with members of the staff will prove an inspiration to those in training.

Outside of the necessary textbooks and a small working collection of reference books in the schoolroom, the general library is used, and in this way the students become familiar with the location of the different classes and so more helpful during the practice periods. Even the books used in the cataloging and classification courses do not form a permanent deposit in the schoolroom, but are drawn from the reference and circulating department shelves as needed, so that the students handle live books and thus broaden their knowledge by actual contact with the latest editions and the latest books in the field, as well as by contact with the older standards.

The instruction of a training class is usually in the hands of a library school graduate, who may or may not devote her whole time to the work. In some instances, she has had experience on the staff of an accredited library school, but in any case, with the ideal of a thorough course in mind, you may be sure that library school standards will be the goal of her ambition, and toward this, she is going to bend her own energies and enlist the services of the general staff. It follows naturally that the curriculum, while planned to enable the student to meet the demands of a certain library, is after all a pretty close replica of the one which the preceptor knows best of all.

The foundation principles of technical knowledge are necessary in any system of training, with not quite so much stress laid

upon comparative methods, in the apprentice class. This gives the chance to expand the laboratory work, where the student has the opportunity to study the comparative methods of one system at first hand as she observes the work in the Branch libraries which varies according to their location and constituency.

In the training classes of Los Angeles and St. Louis special emphasis is laid on work with children, as the assistants in the Branches deal with both adults and children. In fact, in certain neighborhoods the work is largely with children. Brooklyn meets this situation by offering a special course for the training of children's librarians. Fortunately, a Pittsburgh Library School graduate will be found in all the larger libraries to conduct the course and supervise the practical work.

Specialization, of course, should receive no consideration but there seem to be unusual facilities for discovering the particular bent of a student as she is tried out in so many different departments during the year, especially as to fitness for work with children. Two of our own students qualified for the position of children's librarian, after the requisite experience as assistants. A third has been taking the special course given in the Cleveland Public Library, and we hope to send others for such specialized training.

The proportion of class room work is steadily increasing and although the danger point has not been reached, the question of elimination and substitution needs careful consideration quite as much in the training school as in the accredited school. It may seem, at first thought, unnecessary for an apprentice class to spend time on a course on the annotation of books and subject bibliography. It really is most practical in our case for the library assistants are expected to read and write notes for the new books received on approval. They also are often called upon to compile annotated book lists. As a part of the required work of the course, the students have written all the book notes for the annual Training Class number of our Monthly Bulletin,

appearing in May, 1915, and in June of the present year, and also compiled the selected bibliographies appearing in each.

Methods of conducting classes need no comment except to say in passing that the Seminar method is especially valuable in a training school where the direct cause and effect may be studied in every course as the subject is developed. The instructor has an unusual opportunity to observe the results of certain methods of teaching, and a great chance for experimentation, as the curriculum is more or less flexible. At the same time, the work of the student is checked up so thoroughly in the different departments, that such experimentation is naturally kept within bounds.

The number of hours devoted to practice work in the library schools varies from 200 to 500, the majority of them using a 400 hour schedule or thereabout. The time given to practice work in training classes varies still more, dependent partly on the length of the curriculum.

For practical training, a large public library system offers an excellent laboratory, with its branches presenting the various types of small libraries as to local conditions and clientele, while the various departments at the Central Library give a chance for intensive training along special lines. In St. Louis, for instance, the Carondelet Branch is a perfect example of the library in a small town. In the early history of the city, Carondelet was a rival town and it still retains community consciousness and interests. The student thus has a chance to observe conditions in a home neighborhood which has not been invaded to any extent by apartment houses or even by boarding houses. There are a few manufactories creeping in, but it comes nearer the agricultural community than any other section of the city, with its market and truck gardens and the large strawberry farms on its borders. The Carondelet Business Men's League holds its meetings at the library. The Carondelet Woman's Club raises funds for pictures to decorate the library and there is even a local newspaper to print lists of new library

books at the branch. The Carondelet yearly picnic, 10,000 strong, takes the place of Old Home Week and at this picnic, the branch librarian has a booth advertising the library in the most approved county fair fashion.

Divoll Branch, at the other end of the city, is also in an old residence district, which, however, has rapidly changed to a manufacturing community with only a few of the old landmarks remaining which figured in Churchill's novel, "The crisis." The branch is very active as a social center, with societies swarming all over the place on winter evenings when often the librarian's office and the kitchen are pressed into service as club rooms. There are also neighborhood parties, which are family affairs with both parents and children joining in the games and dancing. Here the student comes into contact with our growing system of library instruction for grammar-school pupils. Last fall, I was somewhat startled to hear of a reported statement by the mother of one of the apprentices that her daughter and the other students were being sent to the "most impossible places in slum neighborhoods." When the story was investigated, the "impossible place" proved to be Crunden Branch, where a west-end debutante—a very transitory member of the class—had been sent for her two weeks of preliminary practice work. The location is one which ought to delight the heart of either a social worker or a librarian. Most of the children are either foreign born or of foreign born parentage and turn to the library both for recreation and study, and many of the adult readers are conversant with several languages. It is a rallying point for such clubs as the Arbeiter Ring, Capmakers' Union, Karl Marx study club, Jewish National Workers, the Lithuanian socialists and all sorts of relief organizations. The branch librarian finds it advantageous to advertise the resources of the library in Yiddish as well as in English.

Soulard Branch is also situated in a foreign neighborhood and divides with Crunden the honor of circulating books in

all sorts of queer languages—to the Slovaks, Croatians, Ruthenians, Lithuanians, etc.

Barr and Cabanne Branches are located near high schools with plenty of reference problems to vary the students' afternoon work. Barr is in a German neighborhood and Cabanne in the west end residence district with no factories and no foreigners, but such societies using the branch as the Dickens Fellowship, French Circle, Dramatic club, Progressive club, Shakespeare club, Psychology class and Classical club.

The field of practice work is still further enlarged by assignments to school stations and our down town branch in a department store.

In the Chicago Library course, the theoretical work is finished before any practice work is given, but in most instances, theory and practice go hand in hand. In St. Louis, each student is scheduled for nine hours of practice work each week during eight months of the school year, and the ninth month is entirely given over to practice work, the individual appointments changing every four weeks so that each one is sent to branches and departments in turn. So far as possible, the appointments are arranged to cover short schedules and the rush hours in the afternoon, and the assistance is most welcome. In fact several of our branches and departments make up their yearly schedules with the understanding that a certain amount of help will be furnished from October to June by the apprentices. There is sufficient care taken, however, to insure a variety of work, for example: During an afternoon's assignment at one of the branches the first hour is usually devoted to general or technical work, whatever the librarian has at hand, the second hour to desk work and the third to work in the children's room. Again the routine may be varied by assisting at a reception given to the teachers or serving tea at the mothers' meetings.

The course in trade bibliography is given early in the year as the student has need of it in her assignment to the catalog department, where she looks up publishers,

prices and other bibliographical data, checks lists, files cards and typewrites.

During the latter half of the year, actual practice in telling stories to the younger children at Divoll Branch and a school station was made elective, and two of the students took entire charge of home library groups, under the instruction of the supervisor of children's work.

An S. O. S. call for apprentice help is likely to come any day and the practice work is planned so that it is usually possible to meet just such demands.

The supervision of the practice work of the members of a training class is, from the nature of the case, quite as thorough as in the laboratory system of affiliated libraries used by many of the library schools. The question incorporated in the monthly report blanks "Would you be willing to accept the apprentice as an assistant in your department or branch?" is a vital one and liable to be a live one at any moment. Hence the student is under close scrutiny as to personality, work and adaptability for each particular department and branch library during the apprenticeship, and in case of doubt, a second assignment in the same quarter is decidedly helpful to everyone concerned. To the chief of the department, it offers a great opportunity to make a choice from a number of applicants. To the student, it offers the opportunity not only for all around development but also for orientation in the chosen profession.

Although handicapped by lack of funds for such purposes, the larger training schools can count on the coöperation of the faculty of the local university for lectures on the bibliography of sociology, economics and kindred subjects. The Los Angeles Training School has a long list of speakers including several from the University of Southern California. In St. Louis, there are several educational institutions to draw upon, and this enables us to change the supplementary course from year to year, so that we shall not make too heavy demands upon the time of any one person. Then

too, a change is desirable because these lectures are always open to the staff at large and are attended by such assistants as may be spared from work for the hour. There are occasional lectures, open to the public, given at the University, which supplement our course in current news, and this last winter, the Pedagogical Society invited the class to hear Seumas McManus lecture on the fairy tales and folk tales of Ireland. We have also been fortunate in securing lectures relating to municipal affairs and conditions, given by persons actively engaged in civic work. Mr. Roger Baldwin, secretary of the Civic League, gives an annual talk on the library and civic activity. Mrs. January, secretary of the Consumers' League of Missouri, keeps us informed as to local industrial conditions and legislation on the subject. Mrs. Moore, former President of the General Federation of Women's Clubs, lectures on the work of women for a better city, with local references and examples.

The course on public libraries and publicity was contributed to this year by Mr. Ranck of Grand Rapids, Mr. Hirshberg of Toledo, Miss Morgan and Miss Ward of the Detroit Public Library. Miss Wales, secretary of the Missouri Library Commission, makes us an annual visit to bring news from the field, and a district conference, held in St. Louis, brought out other phases of library work.

As to library visits, every large city contains libraries of varying types to be

inspected, while the large library system itself presents current methods of expansion and development in every department and branch. Further than that, the student is better prepared for general observations and comparisons after a year or two of actual experience. The Detroit Library Training Class has gone as far afield as Buffalo for a library tour, but such visits are more apt to be made by the individual, as it is not often possible to ask a class to bear the expense of a long trip, valuable as it might prove. The Brooklyn Training Class makes a special point of visiting branch libraries.

The training class in general has kept pretty closely to its own field, i. e., preparing assistants only for the library which conducts it. However, because of the dearth of library schools on the coast and the demand for trained workers, the Los Angeles and Portland schools are training for other libraries as well.

In general, the youth of the student in the apprentice class militates against rapid promotion, on the other hand, there is more willingness shown to wait for the experience which is necessary for advancement in a large system.

The success of the graduate whether of a library school or an apprentice class is after all, largely a matter of personality and devotion to work, and the aim of the training, I take it, is the same, to provide our libraries with trained workers so that they may give the best possible service.

VITAL DISTINCTIONS OF A LIBRARY APPRENTICE COURSE

By ERNESTINE ROSE, *Librarian, Seward Park Branch, New York Public Library*

In Max Eastman's wholly delightful chapter on "Names practical and poetic," he says that a poetic name is one which "engenders a strong realization" of the thing named. I should hesitate to call the title of this paper poetic, but it will, I hope, "engender a realization" that to me there appear to be elements in library ap-

prenticeship which are distinctive and interesting.

Many prominent library thinkers believe that the training course as distinct from the library school is the temporary expedient of a poorly organized profession. Of course, in many respects this is true. One may, with reason, forecast a time when

both librarians and library boards will perceive the waste in efficiency involved in the extensive upkeep of small training classes by individual libraries.

This means, simply, that in all cases where the training class aims to arrive at library school results by cheaper and briefer methods, it is a professional shortcut, to be used only so long as necessity impels; to be abandoned as soon as the longer and better road becomes possible. It does not follow, however, that the aims of a training class may not be somewhat different, and in a way quite as valuable as those of the longer course. In that case, different methods may be not only permissible but indispensable. My purpose in writing this paper is two-fold. I wish not merely to point out the distinctive differences between the professional course of a library school, and the work of a training class: in addition, I desire to indicate certain values inherent in what we call apprenticeship, and to point out that, if understood correctly, its purposes and its results form a legitimate and integral part of professional training.

It will be simple enough, I fancy, to discover what are the main points of difference between the two types of training. Let us consider them very briefly.

Most important is the stress laid upon practical work in the apprentice class. This results from the need of preparing untrained persons in as short a time as possible to become efficient assistants. No doubt, also, it was felt instinctively, that practice rather than professional technique, should be the dominating note in an apprentice course. It would be well for us not to lose sight of this valuable point of view.

Another result of the need of quick preparation, in many instances, is the brevity of the training course. In such cases, it is important to alter, discriminate and condense in the use of material which is altogether legitimate matter for the curriculum of a library school.

A highly important factor in planning the work of a training course is the age

of the students. Such a course aims to prepare for positions lower than those occupied by library school graduates, and it is possible to use in these positions girls too immature to undertake the professional training. It goes without saying that difference in age must materially alter the character of the instruction. Quite irrespective of the requirements of such positions as the training course graduates will occupy, their immaturity and inexperience as well as their mental flexibility must be considered. These young minds respond readily to the training offered, but for the same reason, they are most easily bound by the strictures of the unessential. Moreover, they are not as yet capable of discriminating and rejecting in the use of masses of material, while such a process somewhat later will have a distinct value for them.

Perhaps the most conspicuous point of difference between the two types of training lies in the fact that a library school gives a general preparation for librarianship, while an apprentice course trains for one library or for one situation. This circumstance offers great variety to the possibilities of preparatory training, but it is also highly restrictive to the work of any individual course. It follows that training classes may vary extensively according to special conditions.

Take, for example, the work of the Los Angeles Training Class during the first few years of its existence. Without doubt, this class is the fore-runner of all professional library training in California. Miss Sutliff, in her paper on "Library training in California" read before the Pasadena Conference, called attention to the fact that "to the influence of this training class more than to any other single agency is due the high quality of library service in southern California." It was essential that the work of this course should be of a generalized nature, for from it went forth those who were to offer the highest type of professional service. Local training was necessary since no other was available.

Now let us observe a situation presenting conditions quite the opposite.

The training course for junior assistants in the New York Public Library is under no necessity of training its students for a variety of positions. This library has the advantage of close connection with a library school offering a professional training which renders quite inexpedient any other instruction of this order.

The training course, therefore, is a short one, designed to give the maximum of practical experience combined with explanation and interpretation of the work by practical experts, i. e. the librarians and supervisors of the library itself. The second task to which this course applies itself is the broadening of the students' knowledge of books and of the social conditions with which the library is in vital contact. Reading, book reviews, discussions of current topics, the freest individual expression of opinion, both orally and on paper, these are the elements which go to make up the work of a very busy short period.

The training class of the Brooklyn Public Library finds itself in a situation somewhat similar. It is fortunate, however, in the length of the course which it may offer, and the resulting facilities for more extended instruction.

Thus far I have confined myself to a discussion of the actual existing differences between a library school and an apprentice course. I wish now to draw your attention to the causes which underlie the continued existence of apprenticeship and which, I suspect, will continue this method of training for some time to come. I believe that such causes exist and they convince me that a discussion of this nature is worth while. Otherwise, I ask you, would it not be a futile thing to talk at length of a matter which is apparent to everyone? If we believe that library apprentice courses furnish merely a temporary bridging over of the situation which will be replaced as soon as possible by a more solid structure, why, to discuss distinctions in that case were much as though one should talk gravely of differences be-

tween the laying of stepping stones and the building of a modern bridge. All that is needed is a warning not to spend as much time and labor in placing the stones and smoothing their surfaces as we should in erecting our bridge. This, by the way, is a warning which we cannot afford to disregard.

But is this all the story? I think not.

An abused figure of speech is as tiresome as a gown worn too long, but permit me to inflict this one upon you for another sentence. I like to think of a library apprentice course, not as a frail and tentative construction, but as forming an approach to the permanent bridge structure. In other words, it is as a preparatory period that the training course interests me. I quite realize that many such courses are of an impermanent character, used merely to bridge over a transition period. But such courses do not interest me greatly, in this connection. As I understand it, there are two situations in which apprenticeship is still used, i. e. 1) by libraries which prefer to train their own assistants or which cannot afford to pay the salaries expected by library school graduates and, 2) by large systems with a graded service, in which the training course prepares for the lower grades. It is to training of the latter type that I would call particular attention. But these considerations do not apply entirely or even predominantly to very large libraries. It is the training course, per se, which interests me. There is every reason to anticipate that these methods, tried experimentally by the large libraries, may be followed or adapted by the smaller ones. It is entirely probable, as well, that small libraries may develop methods of their own. Experimentation on a sound basis is highly desirable.

Library training, we may remind ourselves, is in its infancy. That it is still possible, in many places, for almost entirely untrained persons to enter library work is surely a proof of this statement. So also is the dissatisfaction with the present methods of library training as a whole, which is felt in some quarters. Possibly

these two facts are more closely related than we have imagined. Perhaps the persisting desire for individual training by the libraries themselves, is in part, an outgrowth of such dissatisfaction. Whether this is the case or not, whether it is probable that school methods will be changed in any important degree, it is absolutely without question that in professional training itself lies the correction of all its defects. "More training to cure poor training," we may say, just as "More democracy to cure democracy." Under these circumstances, if apprentice courses are holding back the progress of training, as compromises always do, we should rightly be eager to do away with them. But I do not perceive such eagerness, quite aside from questions of expediency or appropriation.

What is it then, about apprenticeship which is valuable to a beginner? Which commends itself to the librarian?

I take it that insistence upon practical work is one of these elements of value. One of the criticisms of all academic training is that, to speak colloquially, "it takes a year or so to get over it,"—that is, to rid oneself of non-essentials. This applies particularly to the young person whose previous experience has not been such as to balance her judgment. When an immature and inexperienced mind applies itself to a new task, all phases of the new work seem equally important. There is little or no differentiation of values. From my own experience of a library school course directly after college, I realize this with a personal keenness. No doubt many of you have had the same experience. A little practical work before or during technical training is a mighty interpreter. It may be observed that library schools which require preliminary practice realize this to be true.

Another value of the local training course, and one which should do much to make it permanent, is the lower age limit of its students. There is little doubt, I think, that the library profession loses many promising young people who go at

once into other callings or into preparatory training for them. Note, then, the value of a course which openly prepares the young student for library work.

An extremely interesting element in such preparatory training is the opportunity of emphasizing the human, social, and book sides of our work. Can there be any doubt that in the minds of too many young aspirants for librarianship technique has been permitted to loom disproportionately? The library course attached to the curriculum of a high school has much to answer for in this respect, turning to the details of charging and filing, minds which need all the broadening influences of a general school curriculum.

There is another characteristic of apprenticeship which is at once valuable and restrictive. I refer to its local character. A library's apprentice class should prepare for its own service alone, and in this case, the very restriction is worthy, for it does much to protect other libraries from partial training.

The truth which I pluck from these various elements is that an apprentice course may be extremely, even permanently, valuable, if it restricts itself to the aims and methods of preparatory training. It is only a makeshift, however necessary, however valuable, when it copies the manners of a professional library school. More than this, it is a menace as well, for it turns out people who believe themselves trained, when they are merely prepared for the real training.

Still further, I glean from the situation as it has been outlined, that the preparatory work to which an apprentice course should devote itself, is not only of value, it is of supreme importance to professional training. Many of the failures in a library school are those who have been trained along entirely different lines or none at all. There are exceptions, I will admit, but they are the rare individuals who would succeed in any line of endeavor. I ask you if it does not seem reasonable that a preliminary training which combines a strong educational and social impetus with plenty

of practical work, supervised and interpreted, should be the proper entrance to professional training. But it is futile for such courses to attempt the methods of the regular schools, with their financial support, their high grade of instruction, and their professional standing. So long as such attempts are made, just so long will it be inevitable that parsimonious library boards and the indiscriminating public will persist in perceiving very little difference between the graduates of one and the other.

At this point the question naturally arises: Would it not be along the lines of logical and efficient organization to combine this preparatory work with the library school proper? My reply is: Yes, undoubtedly such would be the case. But I add, with conviction, that I believe such considerations are relatively unimportant compared with the greater freedom and the closer touch with practical conditions which characterize the union of *library* and apprentice course.

Of necessity, the viewpoint of practical work and that of technical training are profoundly different. This is not undesirable. While theory alone makes one vague and ineffectual,—in a word, too theoretical,—practice alone tends to restrict one within the narrowness of one situation. The two points of view are essential to a well rounded attitude toward any work. The most valuable worker is he who is guided along the broad basis of theory by his practical experience. An apprentice course is merely a systematized gathering of such experience. But should apprenticeship become an integral part of technical training proper, it would lose its most noticeable point of view. To however great a degree practical experience might be crowded into it, the dominating spirit would be that of training, not that of work. As a result, it is almost certain that confusion would arise in outside thought regarding the two courses, a state of affairs already too prevalent.

Turning now from a consideration of its proper place in a system of training, what, I wonder, could be more interesting than

the task which I have indicated,—that of turning the crude, unshaped material of a school girl's mind into an instrument of value and use? To be as practical and concrete as possible, I will state what would appear to constitute the legitimate elements which may be worked together to form a preparatory training course,—an *apprentice* course.

I like that good old word apprentice. In bygone days it meant individual responsibility, a great deal of drudgery, but of loving care as well; it meant a training at the bench, but it implied at the same time a knowledge of all parts of the work involved and an appreciation of its value to the world. In other words, it reached to that true culture which is a matter within the soul and refuses to be superimposed from outside.

What other statement is needed of the functions of a preparatory course of library training? Perhaps this sounds to you cumbersome, pretentious and altogether too serious. I can only say that if we do not aim so high, we shall succeed only in preparing, at enormous labor, mere commonplace routine assistants with souls no higher than the charging desk or the card catalogue?

The materials out of which to construct apprenticeship instruction are manifold. The realm of books may be entered, paths indicated, hidden ways interpreted. Have you any idea how utterly lost most high school girls feel when they glimpse the literary world beyond their school books and their home reading? With the present flood of popular books and the myriad social attractions of the day, even the girls from cultivated and book-loving homes find themselves very far from a genuine knowledge of literature.

Moreover, at a time like this, when the world is growing small and all its units touch in the bewildering intimacy of new relationships, a young person just from her high school desk needs not only an introduction to all these forces, but an opportunity to become acquainted with them.

We call the library a melting pot, and

set to watch and control it those who do not know even the component elements of the stuff within!

I may be reproached with encroaching in these remarks, on the function of the library school. Why, all the better! We need these elements in all our training. But the apprentice course may do its share to turn the minds of its students to those forces which are re-molding the world today,—even libraries!

Our greatest difficulty, I fancy, will be in gaining for our ranks those young people whom we would wish to see enter them. Very briefly, it may be said that there are two reasons for this situation.

One is our own failure to insist on the high standing of our work. The other is a sordid and earthly condition of which you are all aware and of which I have not been asked to speak! I should like to suggest, albeit with some temerity, that the latter

reason is partly an outgrowth of the first. We might abandon the apologetic, the sentimental, the too-genteel attitude, translating our high talk into the language of the practical man. Conviction within, possibly, would lead to quicker acknowledgment from without.

Let me finish very quickly. Without wishing to assume too large and serious a task for the apprentice work of libraries, I believe sincerely that those of us who have the opportunity of forming this work are peculiarly fortunate, and also extremely responsible. In our selection of young people to enter library work we cannot be too discriminating. What we need in our profession, I fancy, is spontaneity, a quicker life, a capacity for growth. Our privilege, as I believe, is to give every opportunity for such growth. It is a question whether any education, however complete, can do more.

THE UTILIZATION OF PHOTOGRAPHIC METHODS IN LIBRARY RESEARCH WORK, WITH ESPECIAL REFERENCE TO THE NATURAL SCIENCES

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Photographic methods are no novelty in library research work and many rare manuscripts and incunabula have been reproduced photographically. It is our purpose to call attention to the possibility of making fuller and more frequent use of some of the newer photographic methods in library research work, particularly in the natural sciences and industrial work.

Photostat Used to Copy Books and Manuscripts

In recent years there have been placed on the market large cameras which take photographs by the light of a mercury vapor lamp directly on a roll of sensitized paper which after exposure is cut off and developed at once in the machine. These cameras are known by the trade names of

photostat, cameragraph, etc., and were originally devised for use in copying important legal documents, letters, drawings, plans, etc. Such a camera has proved so valuable in our work that we venture to give a few notes on the uses to which we have found it fitted.

We have used in our work the larger size photostat (No. 2), which is able to take a roll of paper 13 inches wide and can also use the narrower roll, 11 inches wide. It takes a photograph of a maximum length of 17½ inches. By using the wide paper a print 17½x13 inches can be secured; allowing for trimming, plates or printed pages up to 16½x12 can be taken natural size. The large size machine can be set to wind off automatically 9 or 18 inches of paper and the smaller one 7½ or 15 inches.

By a new attachment devised by the junior author it is possible to wind into place 36 different lengths of paper, varying from one-half to 18 inches, so it is easy to set the machine to make the most economical use of the sensitized paper in photographing a book, plate or map. A special frame that comes with the machine permits the book to be held in a horizontal position and the image is rectified by passing through a right-angled prism which corrects the reversal of the image due to the photographic lens. Consequently a direct exposure gives a negative as to color, i. e. white letters on black background, but a positive as to position, i. e. the print can be read directly from the face of the paper. This permits the use of such a direct image or negative for reproducing printed or written matter.

The commercial uses of the photostat are usually limited to negative prints, i. e. letters, specifications, diagrams, drawings, etc., are reproduced in white on a black ground. Such negative prints are very useful for reproducing a single page or a few pages of a publication and may sometimes be used in photographing botanical specimens. If several copies are required, all that needs to be done is to make several exposures without changing the position of the book or specimen.

One drawback to such copies is that the black background prevents notes or corrections being added with pencil or pen. Even red ink does not show up well on the black ground. (Chinese vermilion ink that is ground on a slab like india ink makes a very good mark, and liquid white ink may be used.)

By photographing the negative print again a positive is secured which has black letters on a white ground. Such a copy can be annotated as easily as the original, which it is often desirable to preserve intact. By using positive prints pasted back to back it is possible to make very good copies of printed works that look remarkably like the original work. In all cases where positives are made a negative copy is also available. These negatives can be

bound up by perforating them so they can be tied into a pamphlet holder or a special binder made to fit them. They are then available at any time for making additional positive copies. It is sometimes desirable to make the negatives natural size, whereas the positive can sometimes be reduced in size to advantage, making a more convenient volume.

It frequently happens in copying old, more or less discolored, books or manuscripts that it is necessary to use a color screen and make long exposures to secure good negatives. Such negatives when once secured can, however, be copied into positive prints very rapidly. Moreover, the copying of negatives is always easier than making prints from the original book, since it is not necessary to open the frame and adjust the pages as with the book.

In general it would seem desirable to preserve the original negatives in the library and to make positive prints for the use of investigators. If, in addition to the cost of making the positive copy, say one-tenth of the cost of making the original negatives is charged to the investigator, in the long run the libraries will get back the initial expense of making negatives and at the same time supply to students positive copies more cheaply than negatives can be furnished. Such positives have the advantage of reproducing properly any illustration that may accompany the text. Only simple line drawings or mechanical diagrams appear equally well on the negative and positive copies. All complicated illustrations and especially all photographic process illustrations are difficult to understand or use in the negative copy. Furthermore, notes can easily be made on the white surface, whereas negative prints can only be annotated by using white ink or Chinese vermilion.

In copying works printed in non-European alphabets not to be found in the ordinary printing office and not capable of being typewritten, the photostat is, of course, invaluable. It has been found to be particularly useful in handling Chinese works on agriculture and botany. On ac-

count of the scarcity of translators it is often necessary to send such material to China or Japan to have it translated or abstracted. The photostat makes it easy to do such work cheaply. In the copying of ancient manuscripts the photostat method is absolutely necessary to secure accuracy. By using this machine, such copies can be made at very reasonable cost.

Having formerly used glass plates for reproducing rare books, we are in position to know from experience not only the heavy cost of such a method but also the great difficulties in filing in a safe and convenient manner the heavy and easily breakable negatives.

Photostat negatives are merely sheets of flat paper and if properly bound may be used for reference if the original work or the positive copy is not at hand.

We have found that in order to keep the operating cost of the photostat low per unit of work it is necessary to keep the machine in continuous use during at least five or six working hours each day, thereby permitting an economic utilization of the operator's time and of the chemicals used for developing. In this way we have found that the total cost may be kept down as low as $4\frac{1}{2}$ cents per photostat print $7\frac{1}{2} \times 11$ inches.

Although it is a fact that even a beginner can get some sort of results with the photostat, it is nevertheless true that a considerable degree of skill is necessary to enable an operator to get the best results, especially in copying old or discolored books or manuscripts and in making first-class positive copies. It is well worth while for librarians having such work done to insist upon a high standard of excellence in photostat copies. In this way, without materially increasing the cost, a superior grade of work can be obtained.

Utilization of Photography in Botanical Researches

Besides these obvious uses in reproducing rare or costly manuscripts or printed books and articles, we have found the photostat very useful in other ways.

In our work on crop plants and par-

ticularly in the study of the citrus fruits and their wild relatives, we have found it necessary to have at hand the original descriptions of hundreds of different species and also notes as to their uses in their native countries, etc. These descriptions and notes are, of course, scattered through many hundreds of volumes and even though one might happen to be so extraordinarily fortunate as to have within reach a library containing *all* of the books needed, it is not a simple matter to have a dozen or more descriptions from as many different books immediately before one for comparison.

Our citrus index comprises descriptions of more than twenty genera, each one of which has a number of species; in addition there are copies of numerous illustrations. Yet all of this material is contained in one filing drawer and is immediately accessible for consultation and comparison.

In addition to this file we have made up booklets in cases where accounts and discussions of several species are included in one work. The title page of the book is included in these booklets and an index of the species to be found in the photostat copy is bound in at the front of the booklet. In this way we have a small citrus library of our own containing the material on this special subject which is scattered through hundreds of volumes, many of them so bulky or so rare that they are practically inaccessible for daily use.

We have found it possible to use to advantage the large size machine in making copies of valuable herbarium specimens which we cannot retain in our own collection. These prints are made on glossy finish paper which gives a print somewhat like that from a glass plate. In many cases the type specimens of plants are too precious to be consulted except for very critical work. For all ordinary purposes the photostat print suffices.

Instances of the Use of Photography in Library Research Work

One of the most important uses of the method outlined above is to supply missing numbers of periodicals or missing pages

from valuable books. It has been possible for us to complete in this way a number of very important old works on natural history and in one case a series of 61 dissertations of the University of Upsala, Sweden, published from 1787 to 1827, constituting a catalogue of the Natural History Museum of Upsala, a collection of unusual importance because it contained many specimens collected by Linnaeus or his pupils upon which the scientific names now current all over the world were based. No American library had a complete set but by using the photostat two complete sets were made up, one for the Library of Congress (51 original, 10 photostat copies) and one for the New York Botanical Garden (59 original, 2 photostat copies). A memorandum bound in the Library of Congress copy shows where each original was found (they came from four public libraries and one private collection) so that in case of special investigations involving the quality of paper or ink, the original could be found and consulted.

A more extensive piece of work is the making of a photostat copy of an entire book, as was done with Osbeck's *Dagbok öfwer en Ostindisk Resa*, Stockholm, 1757. Only one copy of this work could then be located in this country. Since it was very important for our work we borrowed this copy and made one negative and two positive copies of it. The original negatives are filed in our office, one positive copy is filed in the library of the Department of Agriculture and the other positive copy is now available for field use so that an explorer traveling in China may consult the descriptions of plants that were written more than one hundred and fifty years ago by Osbeck, a pupil of Linnaeus, who was the first botanist to assign modern scientific names to Chinese plants.

Another instance showing the importance of photographic methods in reproducing an entire book is that of the original account of a new and virulent disease of sugar cane and maize that appeared six years ago in Formosa. A bulletin issued by the Sugar Experiment Station of the Formosan

Government in December, 1911, consisting of some 80 pages and 9 plates gave a full description of the new parasitic fungus causing the disease. It was not found in any library in Washington and was finally borrowed from the library of the Sugar Planters' Experiment Station at Honolulu, Hawaii. The entire bulletin and plates were copied by the photostat and largely because of the information thus secured it has been possible for the Federal Horticultural Board of the Department of Agriculture to put into effect quarantine regulations which it is believed will effectively prevent the introduction into this country of this dangerous maize parasite which if once introduced might easily cause a hundred million dollars a year damage to the corn crop of the United States. As the bulletin in question contained maps, photogravures, lithographic plates, and was, moreover, written in Japanese, it would have been impracticable to copy it at any reasonable cost in any other way than by photography.

Every Book and Manuscript in the World Placed Within the Reach of the Investigator by Photographic Means

It often happens that important investigations on critical matters involving interests into the tens or even hundreds of millions are delayed for years because of the lack of books which are known to exist in Old World libraries. Often these books are rarely or never put on the market, practically all of the copies being in the possession of museums, libraries and other public institutions. Under such circumstances it seems the part of wisdom to make definite arrangements by which photographic copies can be secured promptly of all works believed to be of importance for scientific or economic investigations in progress in this country. It is believed that any objection the librarians might feel to having photographic copies made of their treasures would be removed by delivering to the library furnishing the work to be copied a complete photostat copy of it. This could be circulated to readers in

place of the original copy which could be kept under lock and key and only consulted on critical matters. In this way the use of the photostat would not only result in the wider diffusion and greater use of rare books but also in the better preservation of the originals from which the photographic copies were made.

In view of the difficulty, often impossibility, of purchasing old foreign books it becomes evident that in the photostat we have a cheap and efficient means of reproducing quickly such works as are needed by American investigators. It will be necessary to place a photostat in one or more favorably situated cities in Europe and then copy such books and papers as they are needed.

We often forget that European investigators have access not only to the books of their own libraries but to those of foreign countries either by exchange or by a few hours railway travel. The English and French investigators for example, have access to the national libraries of France, Belgium, Holland and England and by a railway journey not exceeding eight to twelve hours' duration. In order to give our investigators facilities equal to those of western Europe our great libraries should be very much more complete than those of London, Paris and Berlin, not, as is actually the case, much less complete. The only feasible way to supplement our scanty library facilities is to use modern scientific and business methods to make available the books of the Old World until we are able and willing to purchase copies. In the case of manuscripts of which often only a single copy exists it is obvious that the photostat will be invaluable for making cheap copies.

There is no longer any need for any competent scholar to be hampered for lack of material provided arrangements are made to install photostats in Old World library centers.

Finally the need of the isolated worker in our own country can be met by furnishing him with photographic copies of the literature he cannot consult in his state.

Possibly if the original user were charged a fifth or a tenth of the cost of such a copy enough other copies could be sold to make the work self-supporting in a short time.

If American scholars are to take the place in the learned and scientific world to which their energy, originality and intelligence entitle them steps must be taken to free them from the heavy handicap they now suffer in competition with their Old-World colleagues because of the greater volume of old books and records at the disposal of the European scholars.

APPENDIX: NOTES ON THE SPECIMENS OF PHOTOSTAT WORK EXHIBITED

1. (a) Negative photostat copies on loose sheets, such as are used in commercial work.

(b) Positives made from such negatives.

2. (a) Negative prints in loose-leaf binders. In the case of material of which it may at any time be desirable to make extra copies, the negatives are made natural size, perforated at the margin, and preserved in these binders so as to be available for making positive copies.

(b) Positives made from these negatives.

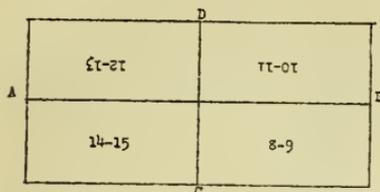
3. (a) Negative prints trimmed and rearranged for use in reproducing books. In the case of books that open flat it is often cheaper and quicker to make a print of two pages at one exposure. These can then be cut apart and tipped on large sheets of black paper in reverse order. When the positive is made it can be folded in the middle with the two blank sides pasted together; the pages will then follow in the same order as in the original book.

(b) A positive copy made from such negative.

4. A book (Osbeck, *Dagbok öfwer en Ostindisk Resa*, Stockholm, 1757) in positive photostat copy, one-fourth natural size, made as described below:

If the negatives show large clear print, four negatives, each of two pages, can be

placed at once in the frame under the lens and a reduced positive copy made on a single sheet. For example, pages 8-15 of a book would be arranged thus:



The resulting positive is folded first on the line A-B and the blank sides pasted together. Then the pasted sheet is folded on the line C-D; turning the double page 14-15 under, leaving the double page 8-9 on top. If the book is bound with guards, such a folded sheet, carrying 8 pages of the original work, can be attached to the stub by a single strip of linen which greatly reduces the work of binding.

5. (a) Negative prints stapled or sewed into a booklet without being pasted. These are useful for reference work and notes can be made on the blank side of the print.

(b) Positive prints made up into a booklet in the same way.

6. (a) Negative prints with the blank sides pasted together bound into a booklet. These small booklets resemble the original book from which they are made except that black and white are reversed. Positives pasted and bound in the same way make notations in the text easier. If bound with each sheet guarded these books open flat and are often easier to use than the original.

7. (a) Negative prints of herbarium specimens, on glossy paper, $16\frac{1}{2} \times 11\frac{1}{2}$

inches. Prints of this kind, made natural size, are very useful when the original specimen is not available for study.

They can be made for a small fraction of the cost of bromide enlargements from glass negatives.

8. Photostat cards and booklets from the Citrus index. A sample showing method of handling and indexing literature relating to the cultivated species of Citrus and their wild relatives. This index comprises loose sheets, filed alphabetically, giving the original descriptions of about twenty genera of the orange subfamily of plants, having from one to fifty or more species; in addition there are photostat copies of numerous illustrations. Besides these loose sheets there are about two hundred booklets made up from individual books, monographs, and local floras, which contain accounts and discussions of several species.

9. Photostat copy of index of Chinese botany. The *Chih wu ming shih t'u k'ao* by Wu Ch'i chün, the best modern work on Chinese botany, comprises 60 volumes but has no index and no general table of contents, though one is given at the beginning of each volume. These tables of contents of the individual volumes were copied with the photostat, the page references added and the whole bound together, which greatly facilitates looking up any particular plant in the text. This piece of work could scarcely have been done at all without using the photostat.

10. Card index of Chinese plant names. Extra copies of the tables of contents of the Chinese botany noted above were made and the plant names occurring in the work pasted on cards, obviating the difficulty and expense of writing these Chinese characters.

POSSIBLE RESULTS OF THE EUROPEAN WAR

BY WALTER LICHTENSTEIN, *Librarian, Northwestern University*

He is a bold man who will undertake to prophesy as to the outcome of the war and its effect upon the commercial and social organizations of the world. I need only point out how many fallacies have already been exploded. The greatest experts of the financial world were certain that the war could not last beyond a few months on account of the fact that all the countries involved would be bankrupt if it lasted any length of time. Likewise, many military experts were of the opinion that the loss of life would be so great as to preclude the possibility of a war lasting several years. And so, probably the experts will be found wrong as regards what will happen after the war. I need only mention a question which deeply affects our own country, the question of immigration after the war. I have heard statements to the effect that on account of the poverty-stricken condition of Europe, we should be swamped with immigrants, coming from all the belligerent countries. And, on the other hand, I have heard maintained with equally good reason the thesis that our immigration would be almost nil after the war, because there would be room for everyone in Europe when the present holocaust was over. So, in regard to the book market, I hardly venture to give any definite expression of opinion. All I should like to do is to point out a few possibilities, based upon what I know of the European book market.

In the first place, something will depend upon who wins. If Germany were to be hopelessly defeated, it would probably mean the end of that strong central organization situated at Leipzig which directly and indirectly has been able to control prices of books, not only in Germany, but also in many other parts of Europe by acting as a kind of a clearing house. Should Germany win an overwhelming victory, the power of Leipzig would probably

be extended. You understand, of course, that I am dealing with the class of books that chiefly interests American libraries in their purchases abroad, namely the large number of scientific publications long out of print. I am not speaking about current publications.

In France, England, Spain, Italy and other smaller countries the book trade is not nearly as centralized as it is in Germany, and the greater part of that book trade of which I am speaking in these countries was more or less in German hands before the war. If, therefore, the present war is practically a drawn battle, or if Germany wins, probably the German bookdealers will flock back into the countries out of which they have been temporarily driven, and, as far as the organized book trade is concerned, there may not be much change. If the Germans are unable to maintain this lead in the European book market, disorganization may result for a time, and, until matters are adjusted, prices may fall. If such disorganization does not result, it does not seem to me that we are likely to see a very sharp fall in the price of books. I know that this is not in accordance with the opinion of most of my friends, but the fact is that the more important dealers who own large stocks of books are most of them people of considerable means who, while at the present moment they would be glad to sell cheaply rather than have much of their capital lying dormant, at the end of the war will probably feel that, having been able to withstand business depression for so long a time, there is no need for them to make sacrifices when immediate improvement may reasonably be expected. These large dealers have not been suffering as much from the war as you may suppose. The ones that have been suffering most have been those whose chief business has been to supply us and

other countries beyond the seas with our current needs, but these library agents are not the people who possess the large stocks of books and are not the ones who influence prices. The dealers with the large stocks have been somewhat protected by the fact that in spite of the war the German government and some of the other governments also have not cut down their budget for the support of libraries and art museums materially. At least, in Germany it was felt that the amount that could be saved by any sudden cessation of the purchase of works of art and books would be more than offset by the losses occurring thereby to the business enterprises involved. My German friends have informed me that they have been doing a fair business in Germany, Austria-Hungary and in neutral countries such as Holland and the Scandinavian kingdoms in spite of the war. All of these dealers have had vastly more than the Biblical seven prosperous years and are quite able to withstand the pressure of seven lean years. Thus I do not anticipate a sudden fall in the price of the books that we ordinarily order.

You ask: Will there be then no result? Yes, I do anticipate some results, but not in the case of books bought through the usual channels. In England, in France, in Germany, in Austria-Hungary large collections of art and libraries have been handed down for generations in certain families. Especially in England, but also in the other countries, those families are paying very heavily the price of blood in this war. They are losing the bread earner. Oh, I do not mean the man who keeps them from starvation, but the man who can enable them to afford the luxury of maintaining a large library and a large collection of art. In many cases the whole male relationship of such families may be wiped out of existence, and the widows will be left perhaps not poverty-stricken but severely hampered. What is perhaps more important, the people who were the ones to be interested in these family collections will have disappeared. The ones left, women and small children, will regard the

possession of the books and treasures of art, which prevent them from moving into smaller quarters and thus husbanding their resources, as simply a burden, and they will be glad to sell for cash to almost the first comer. Formerly, the large book-dealers would have been the ones to buy, and they would have driven up the price rather than allow an outsider to obtain possession. But while, as I have pointed out in the first part of my paper, I do not believe these dealers will be so hard pressed financially as to be compelled to unload what they already own, they will probably not desire to load up with a large number of collections until they are pretty well aware how things are going to go. Before they are able to readjust themselves and to take action, we here in America will have the opportunity to acquire some of the choicest treasures of books and of objects of art that are now in private hands. We shall, moreover, be doing a service to the widows and orphans by being able to offer them cash for their treasures, cash which many of them will need badly, and which they will regard as a Godsend. From my personal experience, I can tell of a somewhat analogous case. This was the purchase of the Ehrenburg collection for the John Crerar Library. This collection had been the prized possession of Dr. Ehrenburg of the University of Würzburg. When he died rather suddenly he left a widow and a small child in very comfortable circumstances. I heard of this collection accidentally, visited Mrs. Ehrenburg and found that on account of the library she had to have much larger apartments than she wanted, and that she much preferred to let an American library have her collection, thus keeping it more or less together, than to turn it over to an European dealer. I bought the collection, as Dr. Andrews can testify, for about \$500. I could have turned around and sold it to any dealer for about double that sum. It is of situations like this that I am thinking when I say that perhaps as a result of the war the research facilities in American libraries may be increased. The

Hohenzollern Collection of German History at Harvard has nearly everything that it can obtain in the ordinary way and through ordinary trade channels. What it lacks are those older publications that are entirely in the possession of public institutions and in the hands of a few families who have held the material for generations. It is only as a result of a cataclysm such as has been taking place in Europe that America can hope to obtain any of this material and thus strengthen collections for scholastic research in this country and make us less and less dependent upon European libraries. I think that measures ought to be taken by the library world analogous to those taken by the commercial world in order to be prepared for action as soon as the war is over. We ought not to wait to plan until the war is over, because recuperation may be quicker than we expect—let us hope that it may be.

If we are wise, we may be able to make our libraries along many lines as

great as the greatest collections in Europe. What research facilities our libraries now offer and wherein they are lacking, others after me are to discuss. Only, this much is certain, that for practically all fields of history and literature except those immediately pertaining to this country, we are still far behind even many of the minor libraries of Europe. It has not been our fault, much has been done in recent years, but we have been handicapped by the fact that most of these European libraries have had centuries in which to develop and have often acquired material for an infinitesimal proportion of the expense which we should have to undergo now. This war may give us the opportunity to make up the loss of these centuries, and perhaps the old adage will be found to be correct:

"Yet true it is as cow chews cud,
And trees at spring do yield forth bud,
Except wind stands as never it stood
It is an ill wind turns none to good."

LIBRARY PREPAREDNESS IN THE FIELDS OF ECONOMICS AND SOCIOLOGY

By ADELAIDE R. HASSE, *Chief of Documents Division, New York Public Library*

In my most serious appeals about documents I never was as serious as I am about my present subject. Whatever I have said about the failure of librarians to get at the crux of the document question I see now is only part of the general failure of librarians to value the essentials of their whole business. Don't think I am knocking. I'm in the same business with you. I have no intention of going into another business. I think at the present time it's the finest business in the world. You remember Ben Franklin's "Mind your business"? Well, my friends, that is what we've not been doing. We've been letting our business mind itself—muddle along any old way. And now, last year, this year, to-day, to-morrow, we are face to face with the greatest opportunity that will come to us—and we are making mudpies in the back yard.

Every interest in this country which is essential to the economic and social well-being of our people has had, within the last two years, a prod to be up and doing. Manufacturers, engineers, scientists, throughout the country are arrested by the sense of an impending revolution in the existing order of things. You cannot pick up a single number of any technical journal without finding there some appeal for greater appreciation of this fact. The industrialists say: we must pull together, not apart. The technologists say: We must pay more attention to research. They all say in effect: We must look around more, we must extend our knowledge and intensify its application. Last autumn I sent out a questionnaire to engineers, manufacturers, and economists which read:

"There is every reason to believe that

with the cessation of European hostilities, scientific research in the United States, using the term in its widest application, will experience an intensified activity. Universities, manufacturers, engineers are already anticipating it. The large American libraries naturally will feel it too. What can these do in the way of preparation?

"What suggests itself to you as a practical, useful, above all useful, library undertaking in the field both of economics and sociology designed to meet the anticipated inquiries referred to?"

Since then I have been reading every technical and scientific periodical I could get hold of in order to sense the attitude of the interests represented. I have attended numerous meetings of business men in New York City with the same object in view. The Newlands Bill has been introduced in Congress. The replies to my questionnaire, the gist of the technical press, the substance of the addresses and the Newlands bill have all pointed to intensified research and the benefit to be derived from accumulated experience. Now, my friends, does this touch us? Does it touch us?

What are we but the keepers, the conservators, the dispensers of this accumulated experience? What are we doing to adjust it for the use of these men who maintain the good of the country depends upon their having it? We are making those confounded little mudpies in the backyard.

Dr. Willis R. Whitney of the General Electric Co., Schenectady, N. Y., is one of our keenest exponents of research as a national duty. In an article in *Metallurgical & Chemical Engineering* of May 15, 1916, he says, speaking of co-operative scientific research in a certain European state: "We should do all we can to bring about the establishment of this kind of effort in the United States. It could be done as it has been done in so many cases in that country, by encouraging the scientific men of our colleges. Most of them are now so exhausted by undergraduate teaching, and

discouraged by financial conditions that research seems impossible. When we recall the successful teaching and research work of such men as Liebig, Nernst, Roentgen, Hertz, Bunsen, Helmholtz and many more, we must deplore the short-sighted method of confining our scientists to teaching."

Consider the sheer waste of intellect. There is no other field calling so acutely for conservation. And the nation needs what these men might give it. Thus far we have been "forgetting that growth and continued prosperity come only to those nations which are responsible for original research work and not for the storage and conservation of knowledge." Governor Walsh in 1914 in the report of the Committee on organized Co-operation between the Massachusetts Institute of Technology and the Commonwealth of Massachusetts, said: "One cannot be Governor of the Commonwealth of Massachusetts very long without realizing the absolute lack of thorough research information available on public problems."

What Dr. Whitney says of scientific research and what Governor Walsh says of research in political economy is equally true of economic research and of social research. When the federal valuation law was enacted in 1913 we were stampeded with demands for railway statistics. We were not prepared and it was a case of hunt, hunt, and hunt with loss of time and loss of business. If the operation of one American federal law of normal intent finds us so unprepared, where will we be when the shattered economic and social structure of seven-eighths of the civilized world becomes operative! The years 1910 and 1911 were census years in most of these countries. In ordinary circumstances approximate estimates of probable variations could be based on these census figures. The war has made this impossible. Incalculable depletion of population has taken place, incalculable shifting of population will take place when the war is over. The same displacement is foreseeable in industry and commerce. Granted. But, you say, where do we come in? Just here. The academic

world and the business world are each considering the most feasible, the most advantageous adjustment of these displacements. They will require during the next five or ten years an enormous variety of combinations of fluctuation of value, of output of resources, natural and intrinsic, of marketing possibilities, of transportation facilities, of banking, exchange and credit. They will have to draw upon accumulated experience. This accumulated experience they themselves have recorded from time to time in the technical press. This we have religiously subscribed to, hound, shelved and considered our duty ended there. We have made of the lauded American library a vast storage place, a warehouse of accumulated experience. Our failure to appreciate the need of a practical display of the contents is an effective padlock on the warehouse.

I would like to see within the near future a plot of the country, state by state, displaying the library resources and the probable consumers, i. e. students, educational, industrial and manufacturing concerns. I would like a liberal distribution of this plot to consumers. I would like to follow this up with the actual goods. I would like to be able to distribute to consumers at least at the end of a year a general guide to the richest deposits of economic and sociological accumulated experience in American libraries.

It makes me heartsick day after day to have the shortsightedness of our business as a whole brought home to me. If this business were one of material profit and loss we would all have been in the receiver's hands years ago.

From personal experience, particularly since conducting reference work in the New York Public Library, I am convinced that there is a large and important public to whom the service we could render would be of material benefit. The little tapping of this lead which I have dared to do owing to our inadequate facilities to follow up any possible response, has amazed me with the richness of the prospect. I am sure other reference workers must have had the

same experience. It is not fair to our administrators nor to our trustees not to impress them with the impairment of plant which an inadequate reference service is. Almost all our libraries are overloaded at the business end and undermanned at the reference end. Yet it is the reference end which brings the solid business to the library. We all know what good advertisers students are for us. The slightest service rendered them is sure to bring a comeback. They do not, however, begin to compare with the business man. He will talk about your service at the office, to his friends, and he never fails to follow up the first satisfactory attention. It is a great pity, therefore, that with the opportunity of the past two years already spent, we are not making some effort towards economic and sociological preparedness. Our business sense, if we had any, would tell us that German systems of industrial co-operation, economic information without end concerning new foreign markets, port development in this country, terminal facilities, economics of transportation, utility development, are among the great questions which will influence theoretical and practical economic research in the near future.

It would be out of place to consider here the best method of preparation, but it goes without saying that the orthodox catalog is wholly inadequate. Nor is the exceptional industry of a few persons sufficient. We reference workers must have a program which will enable us to co-operate on a common basis, which will relate us closely as a body to those men and women in the world of affairs who need the corroboration of accumulated experience. Only then can we hope to lift our work out of that half-light of romantic piffle in which it is generally viewed. It is not fair to all the young people we are enticing into librarianship not to develop this opportunity of reference work for them, while insisting on overlong training in routine matters. It is not fair or loyal to the great men, Poole, Winsor, Dewey or Billings who believed so mightily in the American library, to allow

this most dynamic phase of our work to lapse into insipidity.

With the coming reorganization, countries heretofore in the lower ranks of the economic and sociological scale will come to the front as subjects of research. India, Russia, Latin America, Asia Minor are on the tapis for exploitation. It is our business to see that accumulated economic and sociological experience concerning these regions is exploited simultaneously with the demand. The finest collections of official documents in the world are in this country. I dare say some of the richest deposits of accumulated economic and sociological experience are to be found in the great American libraries. Has there been so much as a whisper of suggestion for the working of these deposits? No! Can it be

possible that we don't care? Dr. Whitney has said of the wastage of confining scientists to teaching to the exclusion of research—"the nation needs what these men might give it." The nation needs what we can give it. Why not then, my friends, arouse ourselves out of our professional complacency and do what another group of men, no more fit than we are, will surely do. By our own inertia we are condemning ourselves to a deserved inconsequence.

It is a sore temptation to expatiate on the importance to us of the opportunity now waiting. A trifle of foresightedness, a moment of attention to the alert professional and business men, and we must realize that an advantage such as is offering now to give to our business a functional value, will never again come to us.

LIBRARY WORK WITH CHILDREN: A SYNOPTICAL CRITICISM

BY HENRY E. LEGLER, *Librarian, Chicago Public Library*

1. Too many hours spent in reading.
2. Books read fragmentarily, and not digested.
3. Best books neglected for the latest books.
4. Too many books written especially for children.
5. Too many abridgments, extracts and compressions of masterpieces.
6. Too many titles purchased, and duplicates of best books too liberally supplied.

"You remind me, madam," said I, "of an old courtier, who, being asked by Louis XV which age he preferred, his own or the present, replied, 'Sire, I passed my youth in respecting old age, and I find I must now pass my old age in respecting children.'"

HANNAH MORE.

What are the children's rooms in the public libraries accomplishing?

Are their methods correct?

Are they influencing the lives of many young people, or but few?

Are they busily engaged in doing what is useless, extravagant, sentimental, ephemeral?

Are their efforts directed to the shaping of right ideals?

Are they putting emphasis upon the kind

of books that will place the right impress upon the characters of boys and girls?

Faultfinding is an occupation that requires no special training nor special knowledge, nor close adherence to facts, and it leads to no productive result. Constructive criticism, though it may prove as distasteful, is based upon actuality, judgment of comparative values, knowledge of conditions, and it demolishes in order to recreate. If this brief survey hopes to be excluded from the first classification, it can certainly lay no claim to the merit of the latter. Perhaps, midway, there may be place for an inquiry, and as such these questions are modestly submitted, rather than as a solution of the incidental problems. Every sentence that follows ought, perhaps, to end with an interrogation point.

For present purposes it may be assumed that boys and girls of from five to fifteen are under consideration. Intensive library work with children conducted by trained workers is employed chiefly in the larger systems. In the rural communities, sup-

plied with starveling libraries as a rule, workers trained and untrained are lacking, and indeed this is true of hundreds of libraries in many cities of considerable population. While authoritative statistics are wanting, scattered data supplemented by means of questionnaires indicate decisively that less than a million children are in contact with the influences that centre in children's rooms. This leaves 20,000,000 wholly unaffected. Certainly this woeful disproportion is not attributable to the children's librarians, whose zeal and interest cannot be questioned. It does raise the question, however, whether methods which apply to less than one-twentieth of the juvenile population can be profitably adjusted to more than nineteen-twentieths thereof, who are left to their own devices in the matter of reading, who never come into contact with children's librarians, and who are utterly uninfluenced by teachers beyond the use of the textbook. Some thousands of them procure books from their local libraries through delivery stations, making acute the problem of selection. If denied the loan of books comparatively mediocre in character, the library loses its appeal, and the reader turns to the unspeakable stuff in print which circulates among certain types of boys by the million copies, procurable at a penny a copy. The efforts of the Boy Scouts to introduce good books to such readers is a hopeful element.

Individual instances are within the experience of every librarian indicative of the immense importance chance acquaintance with a book may exercise in shaping the afterlife of a boy or girl. George Eliot has told with forceful effect how poor Maggie Tulliver's life was colored by a cherished volume. But one need not go to books of fiction to prove the controlling force of books. In an editorial preface to a set of books for young people, Thomas Bailey Aldrich notes that "they are often incidental factors in determining some step affecting all our future. The writer was lately told by one of our distinguished naval commanders that his career was pointed out to him by a chance reading of

a biography of Paul Jones. Doubtless many a lad has been sent off to sea by the perusal of Captain Marryat's 'Midshipman Easy' or Fenimore Cooper's 'Two admirals.' It was the sonnets of William Bowles that awakened the poetic instinct in Coleridge, as in subsequent years it was Spenser's 'Faerie Queene' and Chapman's translation of Homer that cast a spell upon the imagination of young Keats. His love of Grecian mythology, out of which grew his noblest poem, dated from the hour he opened Chapman's English version of the Iliad. In her 'Memoirs' Madame Roland speaks of the singular fascination which Plutarch's 'Lives' exercised upon her when she was little Jeanne Philipon."

Where choice of books may be influenced by personal association in children's rooms, there is no warrant or excuse for second-rate standards, though even here judgments of taste and of worth must not be so extreme as to become absurd. Many self-constituted judges of juvenile literature are prone to decry unsparingly the writings of authors whose books they have never read, basing their condemnation on the pronouncement of someone else whose censorious opinion has also been derived at second-hand. On the shelves of the children's rooms presided over by some of them may be found books fully as unworthy as the ones excluded.

It is of relatively minor importance whether the story hour should be conducted by children's librarians in the library, or by teachers in the class room. It seems absurd to spend time in argument over the excellence or futility of picture bulletins. It does not matter greatly whether certain books are assigned for children of a certain age or are listed with more elasticity of designation. But it is of supreme moment whether the approach to reading is through the right lane of print or the wrong pathway of books. Primarily, the problem is one of selection, and secondarily of application. It must be patent to any careful observer, as it has been for some time to many thoughtful parents and teachers, that in two particu-

lars the trend in children's rooms may be criticized severely:

For the average patron of juvenile literature in children's rooms, there is a surfeit of reading, and an oversupply of books not worth while.

It is not wholly new, this problem of over-reading, as we learn from the diary of Sir William Pepys. He lived in the days of King Charles, and this is what a matron of Bath wrote to him about children's reading and education: "The poor little things are so crammed with knowledge that there is scant time for them to obtain by exercise and play, and vacancy of mind, that strength of body which is much more necessary in childhood than learning."

This was the period when, as we learn from the same source, it was no unusual circumstance to feed Milton to boys and girls of six, lead up to the "Faerie Queene" at ten and eleven to note "an animated relish for Ovid and Virgil."

Many years later, though a hundred years before this present year of grace, we get from a contemporary source this illuminating picture of the time:

"I asked Kate how it happened, that she seemed to be distinguished on this occasion from her little sisters. 'O, sir,' said she, 'it is because it is my birthday. I am eight years old today. I gave up all my gilt books, with pictures, this day twelve-month, and today I give up all my little story books, and I am now going to read such books as men and women read.'"

These sage remarks are attributed to one of the parents of the little girl:

"We have," he said, "too many elementary books. They are read too much and too long. The youthful mind, which was formerly sleek from inanition, is now in danger from a plethora. As to the mass of children's books, the too great profusion of them protracts the imbecility of childhood. They arrest the understanding, instead of advancing it. They give forwardness without strength. They hinder the mind from making vigorous shoots, teach it to stoop when it should soar, and to

contract when it should expand. Yet I allow that many of them are delightfully amusing, and to a certain degree instructive. But they must not be used as the basis of instruction, and but sparingly used at all as refreshment from labor."

"I can get most girls to read Dickens, because I have read all of Dickens myself," is the testimony of a successful librarian, and in this statement is comprised the principle which many children's librarians would do well to note. Familiarity with the approved literature of the world is a prerequisite in the qualifications of a children's librarian, whose work must prove as potent in influencing parents and teachers as individual children.

Unhampered freedom in permitting undisciplined children access to miles of shelves has created disrespect for the physical book, and indifference to its contents. There is much reading and little thinking. Many books are bolted, and mental dyspepsia has become a prevalent ailment of childhood. Craving for excitement has been stimulated by sensational thrillers that would be termed dime novels, if they were bound in yellow and did not cost a dollar. The masterpieces of literature are given medicinally in school, and poorer substitutes are sought as a relief, to remove the unpalatable taste.

If young people are encouraged to demand the latest instead of the best books, a tendency now all too manifest among adult readers will be accentuated. If I may be permitted in this connection to quote myself, there is grave danger that the race will develop a ragtime disposition, a moving picture habit and a comic supplement mind.

Whatever may be said in criticism of library work with children, the fact is indisputable that herein lies what there is of hope in the larger and more permanent usefulness of the public library. In the modern definition of this service, so recent has been development on an appreciable scale that it would seem unfair to demand distinctive results at this time. Perhaps, even the experimental processes have been

justified up to now. With the multiplication of children's rooms, and their direction by librarians trained for this specialized service, the day has come when it is well to question more sharply the expenditure of energy and effort in unproductive activities. This does not imply that their work has been a failure. Out of it has grown abundant good, and more good will unquestionably follow. But, it is just as well to avoid an attitude of complete satisfaction with one's work. Complacency has never led to improvement and progress.

If the Library of the Twentieth Century is to be a greater force than it has thus far been in the intellectual life of the people, and to realize its possibilities in the cultural as well as the utilitarian development of the common life, the impulses must germinate in the children's rooms. And herein lies the potency and the worth that give character and meaning to the efforts put forth, gropingly maybe, but charged with that spirit which shall in the ultimate realize their purpose. With Mr. Compton Leith we may say that we need not repeat the cant that is often written about children. Not all of them, as he truly says, are like the infant angels of Bellini or Filippino Lippi or Carpaccio; some indeed are strident, pert, without charm or candour, not doves but little jays. But with him, too, we may hold that for the loveliness of many, whether rich or poor, whether wild or tended flowers, we may well hold the whole company dear.

"The comparison of children with branches of the olive is not the mere ornament of a Bible verse, but the simile of one who knows both tree and child. For as children are bright creatures of swiftly changing moods, so are the olive leaves in the blue Aegean air. I once read of an artist who essayed to paint a group of olives and a cypress growing before them. Against their silvery leaves its dark burnished form stood finely mysterious, the contrasting grey lending it a profound

depth of colour; all was propitious for his work. Then suddenly, the air being to all seeming quite still, the grey-green leaves began to shake and quiver, until each olive tree was like a silver bonfire, tremulous with a thousand waves of white flame flowing and following along the branches. It was a revelation and swift effluence of life, perplexing and full of charm. The brush was laid down, the moment of inspiration gone, before the capricious leaves ceased their quivering to be robbed once more in grey, casting on the ground that translucent shadow which tempers the sunlight only, and does not overwhelm its grace. In the end the canvas was covered, but with a sketch far less true and beautiful than the painter's first happy vision. Even so of all our children few attain the perfection of our dreams. While we look, some influence comes upon them and they are changed, some breeze, born we know not where, stirs them to their heart of joy while we stand perplexed; innumerable laughter of leaves, a rushing and a shivering in quick answer to a mere breath, silence as swift when unperceived it dies away—these are their replies to our silent invocations. We cannot follow the swift course, but are quickened with a glad rejuvenescence, the true prize and guerdon of fatherhood. They may grow old or die or bring us sorrow; it is enough that once they so lived and stirred a pride within us. Let Hedonist and idealist dispute, let one worship pleasure and another wait on the intangible joy, but in the fathering and mothering and the bringing up of young children, of the flesh, the mind, or the spirit, lies the natural happiness of men and women. It is a joy which outlasts disillusion; it rests surely upon achievement and deserts which lie ponderable in the archangel's scales. For it is certain that he who creates as best he knows best serves God, the world and himself, and what system of Ethics has conceived a more perfect entelechy?"

LIBRARY WORK WITH CHILDREN

BY ARTHUR E. BOSTWICK, *Librarian, St. Louis Public Library*

What I have to say was prepared under the erroneous impression that it was to be printed in advance of this meeting, and that you were to read it instead of listening to it. I was strictly limited in the length of it, which accounts for its brevity.

Children constitute a separate class in the community. Children's clothes, children's amusements, children's food, must all be considered separately from the same subjects in their relationships to adults. It is natural, therefore, that libraries have been forced to deal separately with children. The older libraries dealt with them by disregarding them. The first library that I used as a boy had no books for children. When children began to use public libraries it soon became evident that separate reading-rooms, separate book-collections and a separate staff would greatly facilitate the business of the library, not only with the children but with adults. My conception of library work with children is simply that adults and children both obtain more satisfactory service at the library if they get it separately, and that the business of a children's department is to study the way in which the children may be best served, having regard to the differences between them and the adults, their present interests and requirements as they see them now, and those interests and requirements as they will appear when the children, grown to adult age, look back upon their relations with the library and their experiences in it.

The conditions under which such service may be rendered may be different with different groups of children and in different localities. They may be conceived differently by different librarians; and yet the methods employed by each may be the best for him to employ and the best for the children that use his library. I would encourage each librarian to work out his own problem, never imitating without certainty

that the thing imitated will work as well with him as it does elsewhere; and realizing also that what he has found to be best in his own library and his own city may not be the best for others.

Library work with children has been more thoroughly systematized than that with adults. In the first place, it needs more systematization. In the second place, those in charge of it have looked upon themselves as specialists. They have regarded their task with a special enthusiasm, not altogether devoid of a kind of fanaticism. They have shown all the good points, and all the faults, of the specialist. It is unfortunate, I think, that they have all been women, although, if it is necessary to turn the work over to one sex, the women are the ones to do it. They have special love for children and special aptitude for dealing with them. But I should like to see one male assistant in every children's department. It would do no harm to have fifty per cent of our children's librarians men. I do not know that our present staffs would object, but I have yet to see the man who would like to specialize in this field. We meet with the same trouble in school education, in the primary and grammar grades. This is one of the problems to be solved by those who are studying the best methods of rendering library service to children.

The children's room in a library, or the children's department of a library system should do anything whatever that proves to be effective in bettering library service to its children, whether any other library does that thing or not. It should not adopt any method or introduce any innovation simply because it has been successful elsewhere—except experimentally, to ascertain whether it will also be successful in the place of trial. It should drop everything that is not shown clearly to be of advantage

in rendering library service to the particular children, in the particular place in which it is working. The children's librarian should remember that the library exists only because the community believes that necessary service can be rendered through its agency; and that she herself exists only because experience has shown that the sum of service rendered by the

library to the community is greater when it is rendered to adults and children separately. The criticisms that I have to make on library work with children as usually conducted by children's librarians in the children's rooms of public libraries may all be reduced, I think, to one—the occasional neglect of the fact stated just above or the failure to realize it.

THE PLACE OF THE SCHOOL LIBRARY IN MODERN EDUCATION

BY JAMES FLEMING HOSIC, *Chicago Normal College*

The campaign for better school libraries which is being waged with so much spirit and success in all parts of the United States is based upon a new conception of education and is, therefore, in harmony with the efforts which are being put forth to improve the schools in other ways. It is not merely the outgrowth of ambition springing up in the minds of a few professional librarians. Nor is it traceable to the efforts of publishers to increase the sale of the products of their presses. It is part and parcel of the onward movement which is rapidly transforming the whole educational system of America and which is destined to give us, ultimately, schools adapted to the training of young people in a democracy.

The education of the day is modern in two principal respects. In the first place, the doctrine of formal intellectual discipline through hard and disagreeable effort expended upon intrinsically valueless material is now largely discredited. In its stead is being built up a doctrine based upon the theory of native and acquired tendencies and capacities, to be developed through favorable environment in the direction of sound knowledge, useful habits, elevating ideals, and satisfying interests and appreciations. We are ceasing to talk of cultivating the memory. Psychologists tell us that in all probability the native power of retentiveness cannot be greatly altered by anything we can do in the

schools. We speak now of cultivating a memory for specific valuable facts and of developing the power of retaining certain types of facts. One person, for example, becomes deeply interested in all that pertains to plants. He forms the habit of remembering plants, their names, their habitat, their methods of propagation, and so on. Another person with quite different tastes may early conceive the idea that he would like to possess a library. Hence he examines every book that comes into his hands, noting carefully the title, the author's name, publisher, the price, and the principal contents. Presently he has a surprising fund of general knowledge of books. As with memory, so with skill and accuracy. Granting that we may come to cherish the ideal of being accurate and skillful, we must still maintain that the application of skill is specific. The fact that one can play the piano does not argue that one can play golf, though certain powers developed in the one will doubtless be of some assistance in the other. In short, education has ceased to be a process of strengthening mental faculties and has become a process of developing definite tendencies and capacities into certain specific usable attainments.

In the second place, the school course is being reorganized from the social point of view. This means, among other things, that the basic needs of contemporary society must be considered in the determina-

tion of what to teach and how to teach it. The children in the elementary school of yesterday were thought of as about to go into the world to make their living in the less intellectual occupations. They would be citizens and must know how to read the Constitution and their ballots. Therefore, they must be taught reading, writing, spelling, and arithmetic. Likewise, the pupils in the high school were thought of as candidates for college and the professions. They must, therefore, study the subjects demanded by college authorities in preparation for the work of college halls. Latin, Greek and mathematics, consequently, absorbed the lion's share of time and attention. Today, however, the curriculum of the elementary school has been wholly transformed and that of the high school is in rapid process. The elementary school is conceived of as a place for all-round growth and development of the human personality. The boy and the girl of today are to be the man and the woman of tomorrow and must be prepared to live their lives fully and effectively in the several relations which they will occupy. These are almost certain to include membership in the family, the social community, the state, and an occupational group, either industrial, commercial, or professional. Their time will be divided between work and play, and for both of these the school must prepare. It must prepare for them by providing experience in work and play. Here we have the viewpoint of the modern elementary school and the explanation for the stress now laid upon history, studies in vocations, handwork, music, art, playground activities, and not least of all, general reading.

As for the high school, it has ceased to be a college preparatory institution and is rapidly becoming a true people's college, that is, a place where the youth of our democracy may obtain somewhat of a liberal education combined with preparation for a specific vocation. Larger and larger emphasis is being placed upon manual activities, domestic science, physical education, community civics, music, art, mod-

ern languages, and the reading of the best books and magazines in the English language, both ancient and contemporary. The assumption is that the majority of the graduates from this school will take their places, without further scholastic preparation, as citizens, householders, and workers; that in their various relationships they will need that many-sided development which only a curriculum of studies made up from all aspects of modern life can provide.

It is clear that in the new scheme of things the library is indispensable. So long as "honing" upon a formal textbook in ancient language or mathematics was supposed to be sufficient to develop the human faculties and prepare for college, a collection of books for general reference and reading was almost unnecessary. The pupil merely coned his textbook and recited upon it to his teacher. This is the time-honored conception of the recitation, not yet obsolete, it must be admitted. When it comes, however, to the investigation of a problem in history, say, a far larger quantity of data is necessary than can possibly be gathered within the covers of a textbook. At the best the textbook can be only a sort of laboratory manual, an outline of the problems to be solved. The pupils must go elsewhere for the facts. This means the consultation of books and comparison of authorities. It means the use of maps, pictures, chronological tables, biographies, and eye-witness accounts. The case may be illustrated equally well by reference to the work in English. If the subject be composition, then the pupils must have access to numerous examples of good writing by contemporary authors. A sufficient number of these cannot possibly be excerpted and made available within the covers of a school text. The pupils must be sent to the library shelves and the magazine rack. They must be sent there, moreover, not only for examples of good writing, but for information on topics which they are seeking to develop and present to their classmates. This will require not condensed encyclopedic summaries, but

elaborated articles such as the modern magazine contributor so well knows how to put together. If the subject be literature, the masterpieces around which the class activities center must be supported by extensive reading. These masterpieces, indeed, must be thought of not merely as providing great pivotal experiences with art, but also as the open doors to fresh fields and pastures new which otherwise might remain unknown or at least unappreciated by the youth of the school. It is perhaps not too much to say that class-work in literary masterpieces which does not lead to wide and voluntary reading on the part of most of the pupils is in large measure a failure.

What has just been said concerning history and English holds true in greater or less degree of all the subjects in the modern school. All subjects have their literatures. It is now well known that laboratory work in science which is not supplemented by reading results in a hopelessly narrow and technical knowledge which is often meaningless to the immature pupils who are the possessors of it. Geography offers particularly rich opportunities for wide reading concerning the conditions and products of the various countries of the world. The teaching of French and German aims directly to produce the power to read the masterpieces of these languages, and pupils who pursue them ought soon to come to the place where they enjoy reading books printed in them. In general, the pupil is expected not merely to read and remember, but to read, select, evaluate, judge, and organize. To do these things he must have access to well-filled library shelves. He must become a skillful user of that most valuable of all the products of civilized life, the printed book.

There is, besides, another significant reason why the school library is indispensable in modern education. This is implied in what was said above concerning the socialization of the course. The modern school recognizes that life is made up mainly of work and play, of occupation and of leisure, and that, therefore, instruction

and training in school should include all the important aspects of these. It is not enough, for example, to teach the children of the people to read; they must also learn what there is to read and must form the habit of reading. That the majority of our people are not at the present time good readers of good books, is well known. The reading of the ordinary business man outside of the literature of his special calling seldom goes beyond the daily newspapers, or at least beyond a light magazine. The careful perusal of thoughtful works by either ancient or modern writers is quite beyond the power, certainly beyond the taste, of the vast majority of middle-class Americans. So long as this is the case, we cannot lay claim to having an educated populace. What Charles Lamb is reported to have said holds good today. He remarked that he could tell in a few minutes' conversation with a stranger into whose company he fell while waiting under a doorway for a passing shower whether his chance acquaintance was or was not a reader. There is no substitute for wide and discriminating reading. It is the one indispensable means of coming in contact with ideas and of developing the vocabulary which is evidence of ideas. Indeed, if the schools were to aim primarily at developing a wise and well directed habit of general reading, they would probably be performing their mission much better than they do today.

Now, the habit of such reading can never be developed by the use of mere textbooks, although much more could be done by the use of them than is now the case. Teachers, especially high-school teachers, realize that it requires years to form the habit of reflective reading, and should aim to train their pupils in doing it. Even so, there would remain the positive necessity of the library. Within reasonable limits the individual must be encouraged to pursue his own special interests and gratify his own special tastes. He must have the opportunity of companionship with books. He must turn to books in his leisure hours until doing so becomes habitual. He must,

in short, prefer it. This means the opportunity to browse and select, to discover for oneself the congenial friends upon the shelf. This opportunity the school must provide through a well selected library with a trained librarian in charge. Long ago science won its fight for the laboratory. Now, as a matter of course, all high schools are equipped with expensive apparatus, which is used by the pupils under specific guidance and direction. Lately we hear of the necessity of equipping the elementary schools with similar apparatus. The shop, too, has come. The principal will show you with pride his wood-turning lathe, installed at an expense of many thousands of dollars, while across the hall, perhaps, is the metal working room, equally well provided for. The gymnasium is now almost a matter of course and with it comes the swimming pool. There must be rooms

also for music, and for drawing and design.

Considering the place it occupies in the life of the school, of the home, and of the community, and in view of its importance and value to all the pupils alike, the library should unquestionably have the place of honor and should receive a support beyond that provided for any other single part of the equipment of the modern school. Every argument which can be advanced in support of the expenditure of public money for the gymnasium, the music room, the laboratory, and the shop, holds with double force for the library. In view of this it is easy to understand why the campaign for the school library is on, why it has already attained such signal success, and why it is sure, in the not distant future, to reach a point of development beyond the hopes of its most sanguine friends.

HOW THE PUBLIC LIBRARY CAN HELP IN DEVELOPING EFFECTIVE HIGH SCHOOL LIBRARIES

BY HENRY E. LEGLER, *Librarian, Chicago Public Library*

From such recent figures as are available, the opportunity for strongly organized high school libraries may be thus summarized:

There are 13,714 public and private high schools, 11,515 of them being public high schools. Of these but 968 are in cities of 8,000 population or more, with an average enrollment of 600, while more than 10,000 public high schools located in cities or towns containing less than 8,000 population, have an average of but 60 students each.

Practically all of the latter may be eliminated from present consideration. Of the 968 high schools maintained in cities possessing at least 8,000 inhabitants, about one-half are located in communities numbering less than 25,000 persons. These, too, may be set aside as unlikely to afford a profitable field for intensive library endeavor, because insufficiently financed.

There remain, therefore, less than 500

high schools of such strength as to invite consideration in connection with library organization on a basis of full effectiveness. This basis may be minimized, briefly, thus:

Suitable quarters planned as to size, equipment and location with this special purpose in view.

Ample book collection, reference, general and recreational, balanced to meet local requirements.

Trained teacher-librarians, or librarian-teachers assigned for full period of service during school year for administration of the library and its incidental demands.

Organization of high school libraries on the broadest and most practical plan possible as an essential and not an incidental factor in promotion of the school work, is justified by the increasing importance of secondary education in the development of every interest that makes for community

betterment. Not merely in the preparation for bread and butter courses, but in building cultural foundations, the high school library may serve in fruitful co-operation with every force that centers in the institution.

The high school is the residuary legatee of the old academy conducted by educators of the old-fashioned type whose rare personality and fine scholarship multiplied themselves in the student body that came within the radius of their influence. The blending of aristocratic tendencies, inevitable perhaps as the result of inherited wealth, has faded with the displacement of the old privately-supported academy by the free public high school. Unfortunately, there has also vanished something of that fine flavor of culture which one generation gave with increment to the succeeding generation. The public high school, first looked upon with suspicion as a survival of aristocratic arrogance, has been adopted by democracy as a necessary complement to the elementary school for life equipment. Nearly a million and a half boys and girls are enrolled in high schools today. The growth in attendance in recent years has been phenomenal, and there has been a marked increase in the number of students completing the high school courses. The increase in the aggregate number of students shows a gain of more than 100 per cent since 1902.

The fact that in three years past in cities of ten to twenty-five thousand population there has been an average increase in enrollment of 36.84 per cent, and in some instances as high as 75 and 80 per cent, marks the growing importance of this development, even though today only the larger cities are affected as regards local library service.

As of immediate moment, however, the problem is one for the larger cities, chiefly.* Using the 1916 "World Almanac"

*Certain wealthy communities of lesser population easily can, and some do, carry on parallel work. Among the communities so situated may be mentioned Kenilworth and Cicero, Ill.; East Orange, N. J.; Winsted, Conn.; Madison, Wis., and some cities in California. There are others not here mentioned.

estimates of population, there are 132 cities numbering each in excess of 25,000 inhabitants. There is a public library in each with one exception. Many of the public libraries are so poorly equipped and are supported so meagerly that they are unable to give more than casual service to their respective high schools. Two-thirds of the approximately 500 high schools in these 132 cities are located in one-fourth of them. Thus, under existing conditions, the high school library fully equipped and staffed is dependent for existence upon the willingness and ability of public libraries in thirty municipalities, if dependence for such provision is to be placed upon the public libraries. If the maintenance and administration of high school libraries is sought from the school systems, perhaps twice the number of cities enumerated in the first group would be in a position to make suitable provision, financially. So recent has been the development of the high school library as a vitalizing element in the school, that the controversial question of library or school management remains undetermined. For reasons which need not be entered into in detail here it would seem the wiser policy to entrust to the public library the direction of the high school library. But the important thing, after all, is that each high school should be provided with an efficiently administered library, and that it should be recognized not as a by-interest, but as an integral and indispensable part of the organization.

If the responsibility of management rests upon the public library, some of the ways and means that may be legitimately employed in furtherance of common aims are principally these:

Staff organization provided through trained and experienced librarians possessing university education and the teaching point of view supplemented with technical knowledge of library methods and the appreciation of larger concerns which grow out of them.

Such intimate fusing of school and library resources as will enable faculty and

student use of materials to the fullest possibility and the best advantage.

Instruction of freshmen and sophomore classes in the use of reference books, catalogs and bibliographic apparatus.

On a less comprehensive scale, proportioned each to its own situation, the smaller libraries can similarly serve their respective constituencies. Necessarily, they can accomplish at long range but a fraction of the effectiveness possible to the libraries which are in full control in the school buildings. They can, however, exert a powerful stimulus in the anticipation of the day when they may assume a more intimate and complete relationship.

There is a large meaning in the democratization of higher education. When

the gloomy days which have come upon the ruling races of the world shall have yielded to happier times, great reconstructive forces will dominate the world. In the development of economic activities that shall prosper the nations, those peoples will survive the severity of commercial rivalries which prove their superiority through knowledge of scientific methods.

The laboratory and the library must do their part if talent is not to remain undiscovered, and inventive genius and originality are to reach full fruition. And the library bears the added duty of serving those ends which make not only for general proficiency and prosperity, but for general intelligence and culture, and thereby national completeness.

WHAT THE PUBLIC LIBRARY CAN DO FOR GRADE SCHOOLS

By ERIE L. POWER, *Carnegie Library, Pittsburgh*

The first conception of library work with children was in connection with grade schools. The librarian of thirty years ago, who had no room for children within his library, sent a few books into the classroom and expected the teacher to thus provide for the needs of the pupil who had no books in his home. If she was a poor teacher she succeeded in satisfying him with the books at hand. If she was a good one, he wanted "more" and still "more" and his enthusiasm spread from the classroom to the library, where he was finally taken care of in a separate children's room presided over by an assistant specially trained to direct his reading. The teacher continued her work of forming reading taste, while the children's librarian studied the field of children's literature for the few best books which the teacher might use, and the many more which the children should read during their leisure hours. In theory the child was passed from one to the other, but the line was not sharply drawn. The children's librarian took over some school methods and gave them new

color, as has been exemplified in modern library story-telling and club work, but each kept to her own special field, while both built upon the same basic educational principles.

Thus library work in grade schools developed naturally as a means to an end, and not an end in itself, its aim being to train to an appreciation of good books, and an intelligent use of public library resources.

Methods have changed with the growth of educational ideals, but from the beginning of the public library movement in America in 1876, library work has held an intimate place in grade schools.

Since the unit in the grade school is smaller than in the high school, its tendency has been to combine with other agencies rather than to build up an independent department. The library, being essentially a co-operative institution, has responded to its call, or more often, anticipated its needs and met it half way. The resultant co-operation when successful, has required systematic organization, and as a

result departmental library work is at present more fully developed in grade schools than in high schools. It is also true that more uniformity in grade school library methods has been possible owing to the comparative simplicity of the grade school curriculum. This does not mean a dead level of activities.

A head of a school department in a large public library where the work is closely organized was recently told by a member of the local school staff that it would be much easier to help her in the matter of equipment if she could make up her mind to follow one plan. "I've observed that you work in a little different way in each school," he remarked, not realizing that this variation was an end to be desired, and was the result of system rather than a lack of it.

Granted that library co-operation with grade schools has developed practically, and has reached a satisfactory basis as regards departmental organization, what is the problem confronting us today?

Following is a summary of the activities in operation among library departments at the present time:

The selection of books, pictures and other material.

The care and distribution of deposits of library material in schools.

Reference work with teachers and classes of pupils.

Instruction to teachers and classes of pupils in the use of the library.

Instruction in library use and children's literature in normal schools.

The publication of school lists.

The exhibition of model collections of books for children.

The selection and collection of pedagogical books and magazines.

The collection of textbooks for comparative study.

The collection of museum material for teachers and pupils.

The collection of magazine and newspaper clippings showing local and current history of school work.

Talks and lectures on school-library topics.

Story-telling.

Attendance at school-library meetings.

Co-operation with other child-welfare agencies.

The administration of a special room for teachers within the library.

The presentation of library work as a vocation.

The training of school librarians.

The materials which have been deposited in schools by such departments are books, pictures, maps, museum specimens, lantern slides, stereopticons, victrola records:

As one studies this long list of functions it is apparent that each operation is an extension requiring specialization along one of the following lines:

The selection and presentation of children's literature.

The selection, care and distribution of books of information and related material.

The exploitation of the special field and the ideals of library service.

Of these lines of work, the first two, which are the fundamental ones, have been long established.

Looking within the grade school one sees the same tendency toward specialization intensified, in the courses of study and teaching equipment. Why is this? The practical problem of every-day living demands it. Today large and constantly increasing numbers of children of varying racial instincts and capacities throng the grade schools and children's libraries. A larger output of ever finer quality is expected and this must be met through increased efficiency. More and better service along old lines, rather than old service along many lines is what the modern grade school asks of the modern public library. The high power machine, well-oiled and driven by a well-trained hand and discerning eye, which turns out the best product with the least waste is the only one tolerated today. This applied to school library work, means an organization so definite and practical, that it shall give freedom for variations in method to meet every legitimate school call, skilled service in book selection and perfection in methods of directing children's reading.

WHAT THE PUBLIC LIBRARY CAN DO FOR GRADE AND RURAL SCHOOL LIBRARIES

By ORPHA M. PETERS, *Assistant Librarian, Gary Public Library*

Few topics recur more often in the library world than that of the relation of the school and the library. What the library can do for the school. Co-operation between the school and the library, etc., are frequent topics for discussion. Only recently however, has consideration been given to the rural and graded school library. In the great movement for rural betterment, school gardens, proper school sanitation, adequately equipped playgrounds, contests in the scientific raising of corn and garden produce figure very largely, but the school library has received very little attention. Many magazine articles and books have been written on the need for better rural schools but only a few of them are devoted to or include any reference to the school library. Yet the school library should be a most vital factor in the school curriculum and in the life of the rural community. There is still a large percentage of the population of the country to whom an adequate collection of books or a reading room is not available.

Taking for granted that we are considering what an up-to-date public library can do for rural and graded schools in their present condition, we must then first know what the present condition is. The typical rural school library of today consists of from fifty to several hundred books, unorganized and sadly in need of repair. The titles have been selected chiefly from the state reading circle lists. It would be a joy to some of us to find the best rather than so many mediocre books on these lists. Nevertheless, the reading circles deserve much of the credit for whatever library advancement has been made in many of the rural schools. The method of selection, however, has caused much duplication of certain kinds of books. These are soon read and reread by the children and there is no new supply to freshen

the shelves. If the schools of a township would co-operate, and select their books from a list of four or five hundred, each purchasing a different collection, the books could be interchanged and all children would have the use of several times the number of books they would have otherwise. Provision for such exchange has been made in at least two states,—Wisconsin and Alabama. The Wisconsin law making this possible was enacted in 1913. It gives the county superintendent the right, with the consent of the district boards, to arrange exchanges or they may be made without his assistance. Given such arrangement and teachers who love children and who know and love children's books, the usefulness of the books in the township would be greatly increased and the school library would come more nearly meeting the needs of the children.

But even with the above plan the public library, in many ways, can aid the rural and graded school libraries. Since most city public libraries are maintained by city taxation, the first step toward making possible public library aid to the rural and graded school library is to bring about some financial co-operation between the library and school authorities. The county library method is working successfully in some places, notably in California, where it has been tried now for six years. Here the school library and the public library finances are pooled and the public library takes the entire responsibility of managing the school libraries. In Indiana, the state law makes it possible for a city library to extend its privileges to townships on condition that they in return contribute to its support. Co-operation between the rural school and the public library seems most advantageous as well as most economical. Both are educational institutions, both are supported by the same people. It is the

business of the public library to furnish reading, both for pleasure and profit, to the people of the community—and that community includes the school. Why not combine the school library book fund and the public library fund and thus be able to more adequately serve all of the people. It would mean the saving of money in the purchase of books. Where books for a county or several townships are ordered together there is a great saving in the cost of transportation and better discounts for larger quantities obtained. Then, too, it is the librarian's business to keep informed not only as to the best books but the best editions of the best books and where they can be bought to advantage. Neither the teacher nor the county superintendent of schools can be expected to know as much about this as the librarian who has had special training for the work and who knows about books and knows what to buy and where to buy. More people can be served with more books at less cost.

Some financial arrangement having been made, the librarian should of course visit the school, familiarize herself with the books in the school library and interest herself in the general and special work being done in the school. She will then be in position to place the resources of the public library at the command of the teacher. The aid may be fourfold. First: In the organization of the books already owned by the school and in supplementing the collection. School authorities are often willing to turn over to the public library the school library books for binding, repair and preparation for circulation. This school collection placed in proper condition and supplemented from time to time by books from the public library is thus made available for home circulation. In supplementing the school collection not only many informational books on the special lines of work being done in the school but many inspirational books as well can be supplied which the school library working independently could not possibly provide.

Second: The public library can attend to all the binding and repair of books. Instruction, also, as to the care and use of books and the kind of books to read can be given by the members of the library staff. Third: The joy of school work can be greatly increased by having in the library stereoscopic views of various countries and industries which can be supplied by the public library. If the school possesses a lantern, lantern slides can be loaned and thus the verbal and book information can be more clearly and firmly fixed in the minds of the children. Fourth: It is possible also for the public library to furnish books for adults as well as children. Here too, the adult book collection should consist of both practical and cultural books. A "community organization with the school as the intellectual, industrial, educational and social centre" has been advocated. This plan carries with it, too, the teacher's home and demonstration farm. In this plan, also, the library should hold a foremost place providing material for grange papers and women's study clubs, books and magazines on scientific farming and all kinds of rural community betterment along with books on music, art and the more cultural things of life.

The possibilities of a rural library for the betterment of country life are great. Much work is to be done. The methods used are not so important as that results be obtained. It would seem, however, that adequate library facilities will be more readily and firmly established and maintained through the three following avenues: The pooling of library and school interests and funds; township or county supervision by the public library with a staff especially trained for the work; teachers who know how to judge a book and who know and love good children's books. Given these things, the possibilities are infinite for aiding, through the public library, the rural school library and through it is given the opportunity of playing a most important rôle in solving the rural problem.

REPORT OF THE COMMITTEE ON TRAINING COURSES FOR SCHOOL LIBRARIANS*

At present several committees of both the American Library Association and the National Education Association are investigating the general subject of trained librarians for school libraries. As their investigations to some extent overlap, the present committee has thought it desirable to confine its report to the changes in courses of training for school librarianship and the demand from schools for librarians trained in these courses, together with a general survey of the opinions of some representative educators and members of library commissions on the general subject of trained school librarians both as to the desirability of employing them, the actual qualifications required for those in school library positions and any further qualifications deemed desirable. The questionnaires sent out by the committee have been too short to be exhaustive but the replies are sufficiently representative to give some bases for general deductions.

In the regular library schools two reported changes of importance in courses have been made in the school year 1915-16. In the New York State Library School, the Library School of the New York Public Library and Simmons College Library School there have been slight increases in the number of special lectures on the subject. Both Simmons College and the Syracuse University Library School expect to introduce definite courses in the subject next year. Among the colleges and universities giving such courses the only considerable change has been the introduction of a course in library training at the College of Education of the University of Minnesota. It is planned to develop this into a regular library school as soon as practicable. Carleton College will also introduce courses in library training next year. Among the normal schools the actual and prospective changes in training courses are more numerous. The Geneseo (N. Y.) State Normal School has outgrown its quar-

ters and added room and instruction will be provided next year. The East Tennessee State Normal School (Johnson City) has given for the first time a course of two periods a week for one term. At the Kirksville (Mo.) Normal School, the work is to be divided into a required course in reference work and children's literature and an elective course in more technical subjects. The Western Illinois State Normal School (Macomb) has increased one of its elective courses from 30 to 60 hours while the advanced course at the Milwaukee State Normal School will next year be increased from 36 to 60 periods. Several schools represented in last year's report have sent no data this year but no extensive movement toward further increase in these courses is apparent except in the few cases noted above. Perhaps this may be explained, at least in part, by the answers received in reply to the question, "Has there been any perceptible change in the demand for trained school librarians?" Of the twenty replies received, eleven indicate no increase in demand, though Pratt Institute sees a prospect in the near future. Simmons College Library School replies "Yes, though there is still not a clear idea on the side of the school people of what library training is, and they are inclined to consider a librarian's work as purely clerical and to offer most inadequate salaries." At the New York State Library School a perceptible increase in demand has been noted. In several cases it was impossible to meet this demand because of the greater preference of the students for other kinds of work or because of the low salaries offered by the schools or for other local disadvantages. The University of Tennessee reports an increased demand and at West Virginia an increased demand for high school librarians is anticipated though it is not yet apparent. Beloit College has noticed a slight increased demand, as has

*Presented to the School Libraries Section.

also the University of Minnesota.

Among the normal schools, three (Kirksville, Mo.; Springfield, Ill.; and White-water, Wis.) report increased demands for teacher-librarians. In last year's report, it was noted that only one normal school attempted to train for general library work and that very few train specifically for librarianship. The same situation exists this year. It is well summarized in the reply from the Milwaukee State Normal School. "We are not trying to train librarians. . . . We give teachers a knowledge of library methods so that they may be able to organize and make use of the books in their schools."

The reported enrollment of students in library training courses shows such striking variations as to be of little general value. In 13 institutions, 1703 students in such courses are reported, varying from 6 in the Library School of the New York Public Library to 348 in the Milwaukee State Normal School, 432 at the Winthrop Normal and Industrial College (Rock Hill, S. C.) and 561 at the Emporia (Kan.) State Normal School. The statement already quoted from Milwaukee shows the need of differentiating clearly between "teacher-librarians," and those training specifically for library work in schools and invalidates any general conclusions drawn from present data. In general there seems to be a slight increase in the number of those in training to become school librarians as well as of prospective teacher-librarians.

As was stated in last year's report, product without market is of little effect and the establishment of training courses for school librarians is of little avail without a rather general demand for *trained* school librarians. As other committees are investigating the general subject, this committee felt it beyond their jurisdiction to make a detailed investigation of the matter. All the organized state departments of education and all existing State Library Commissions were circularized as to their regulation of school libraries and brief questionnaires sent to the superintendents

of schools in some fifty representative cities presumably large enough to afford the services of trained librarians devoting their entire time to their library work.

A detailed table showing the amount of supervision of school libraries by state education departments and state library commissions is included as an appendix to this report. The data received show that 15 state education departments exercise no supervision, 2 "very little," and in 9, such assistance, either on the part of the State Department of Education or the State Library Commission is simply advisory and given only at the request of the school library concerned. In 10 states, considerable supervision over school libraries is exercised. From the reports received this work seems most highly organized in Minnesota, New Jersey, New York, Oregon, Utah and West Virginia. In Minnesota, New York, Tennessee, Utah and Wisconsin, the state education departments have school library inspectors or organizers attached to their staffs; in New Jersey and South Dakota the school libraries are under the control of the State Library Commissions. In these states the amount of supervision varies considerably but both technical organization and book selection are included in it. A considerably larger number of states (12) give their chief aid to schools by preparing required or recommended lists of books for school libraries.

It is quite natural to expect that indifference to supervision of school libraries would be coupled with little demand in the way of required qualifications for school librarians. On the basis of the information received in preparing this report, such proves to be the case. In 33 states there are no requirements. In those states which have requirements, they are almost always confined to high school librarians and to the librarians of larger schools. In most cases even the minimum requirements are fixed by the local boards, not by the state authorities. Idaho, Minnesota, New York and Wisconsin demand varied amounts of library training (usually a summer course as a minimum) from their high school li-

brarians. Minnesota and Wisconsin require high school librarians to be regularly certified and California and Rhode Island have definite plans for certification under way.

An encouraging sign is the feeling on the part of several state departments or commissions that improvement in this direction is necessary. Fourteen make specific recommendations ranging from six weeks instruction in library methods to a full year of professional library training. It is interesting to note the general location of these states. One (Rhode Island) is in New England; New York, New Jersey, Pennsylvania, the District of Columbia and West Virginia are Middle Atlantic states; Illinois, Ohio, Michigan, Missouri, Nebraska, North Dakota and South Dakota are in the Central West; California represents the Pacific Coast. It is hardly credible that these represent the only states in which some attempt has been made to improve school libraries by improving the librarians or that those which already have some standard are not planning even higher ones. It is interesting to note the desired qualifications. As a rule, the school authorities suggest broader education and an ability to do reference work; the library commissions usually lay emphasis on a knowledge of the essentials of organization. There is no fundamental disagreement in this, but it does suggest the great need of co-operation between the school and the library if a well-balanced plan is to be developed. In at least one instance lack of such co-operation seems to have had positive as well as negative effects. A state official (not a teacher) writes:

"The department of public instruction is making a conscientious and systematic effort to build up libraries in all of the high schools of the state and this department is co-operating in giving personal assistance in the organizing of these libraries. The department of public instruction welcomes this assistance but some of the leading members of our State Library Association look upon it with disfavor. It is a

case of the chronic opposition of the public library people against the development and administration of the public library through the agency of the public school authorities. . . . In the meantime our department of library organization is lending every assistance possible to the public school libraries already in existence on the assumption that the public school library is much better than no library at all. We propose to do what we can to build up and popularize it where the effort to establish and maintain a public library through other sources has failed."

The establishment of school libraries and the appointment of properly qualified school librarians has in most cases been a matter of local action quite apart from the general attitude of the school or library officials of the state. Naturally enough, it has usually been the larger cities with large schools that have felt able to afford librarians with special training to devote their entire time to the school library, and these librarians are seldom found except in schools below the secondary grades. From the fifty superintendents of typical cities to whom inquiries were sent, thirty-two replies were received.* Eighteen of these reported that "trained" librarians were employed in their schools but in most cases the amount of training was not specified. There are strong grounds for believing that in several cases the only professional training these librarians have had was received in a summer session. The requirements in New York City are the most rigid and, if actually enforced, will make it out of the question to put the high school libraries in charge of any but trained people. It is significant to note that the educational prestige of a city is no index to its school library policy. Boston has no school librarians and apparently wants none. Springfield, Worcester, St. Paul and Providence have none, though the last is making an attempt to get at least one and St. Paul expects to have several next year. Philadelphia has but one (a library school

*These cities were selected as representative by Miss Mary E. Hall.

graduate). Cincinnati and Houston appear to have them irregularly.

In about a dozen cases, "Library training" is required. In some instances college training and library experience are added requirements; in others, they may be substituted for library training. In many cases there are no definite requirements. Indeed, in some cases the indefiniteness seems intentional rather than accidental. Here are a few instances. "A specially adapted teacher;" "Knowledge of books and aptness in dealing with pupils;" "We combine the position of librarian and study hall keeper and have not insisted on library training for these positions." Although outside the scope of the questionnaire, information has reached the committee which seems to indicate that the old tendency to make the school library a refuge for the unsuccessful teacher is by no means gone and, in several recent cases, prescribed or implied qualifications have been waived to permit the employment of such persons or to provide a congenial resting-place for a specially favored teacher.

There are grounds for thinking that this tendency is more prevalent among boards of education than among principals and superintendents. When the reporting school officer did not pass in silence the question as to his suggestions for points to be included in a training course for school librarians, the answers, in nearly every case, showed a growing recognition of the need for *competent* librarians and a rather definite opinion as to the character of their work. Personality, general education and technical training are all mentioned. In many cases a knowledge of school curricula or other pedagogic training is mentioned. Skill in reference work and knowledge of and sympathy with children are frequently cited as necessary. A broad knowledge of literature, history and civics in its wide sense are also considered by many as legitimate subjects for inclusion in a training course for school librarians or as prerequisite to such a course. There is no apparent disposition to undervalue the need of technical training even when per-

sonal service to the pupils and teachers is emphasized. The characteristic attitude is summarized by the Principal of the Baltimore City College: "Include everything in a regular librarian's training course, omitting nothing. Emphasize personal qualifications, reference work, administration, mechanical arrangement and library technique generally."

From the mass of data of which this report is a brief summary these deductions seem justified: 1. There are two distinct types of training for school librarianship. One is represented by the normal school or teachers' college course which aims primarily at a knowledge of books and simple methods of administering small libraries. The teacher-librarians who are the products of these courses must be first teachers and second librarians. Their double training, though necessarily lacking in depth, makes them available for many positions in many schools which cannot afford a separate librarian. Under present conditions most of the work with classroom libraries and with the first eight grades and the care of the smaller high school libraries must be undertaken by these teacher-librarians. The second type of course is that planned for the student who intends to devote her entire time to library work. The courses in library schools are usually of this type. This, as stated before, practically presupposes a position in a large city or, at least in a large school.¹ Though apparently more restricted in scope, this work requires even broader educational foundation than is required from the teacher-librarian. The school-librarian must be the intellectual

¹ "There are two classes of school librarians who require first of all training as teachers and secondarily such library training as they may be able to secure in the university or normal school, (1) those who are to have charge of rural school libraries which may serve the general public, and (2) those who are to have charge of city school libraries which are a part of a public library system, in which the reference work is done by the school librarian and the books ordered and catalogued in this central library. "Even in the larger city schools it will often be easier to secure the appointment of librarians of this type and quite as often the results will be more satisfactory."—W. D. JOHNSTON.

equal of her faculty associates and their superior in her own technical field. Lowering of requirements means lowering of standard, lowering of prestige and lowering of efficiency. The established courses, as pointed out in last year's report, divide naturally along these two general lines, and, when properly organized, seem to be providing about as good preparation as can be expected at present from the general educational equipment of the students in those courses. There seems little general disposition to alter present courses except in the direction of more intensive work. So far as any definite feeling exists among school authorities their ideas of what the efficient school librarian should do corresponds quite closely with what the training courses are teaching her to do.

2. The demand for trained librarians is increasing slowly. This slow increase is largely responsible for the apparent lack of marked increase in the number of persons preparing specifically for school library work. The demand is also lessened by the apparent lack of interest on the part of local and state authorities alike in school libraries. Until the library is supervised as carefully as any other part of the school, the librarian will not be required to bring her work up to the standard required from the teachers, and until an equivalent standard is required, the appointment of competent librarians will be more of an accident than a matter of general policy. Persons with common sense will prefer not to prepare for positions which are subordinate in prestige and salary and uncertain in tenure, and training of the right sort in library methods will not flourish. An increase in the number of trained teacher-librarians is generally impracticable except through state action in connection with normal schools or with college or university schools of education. A healthy demand for better school librarians of either type, must be the natural expression of a realized need in the school, not a concession made by a local board of education or a state department to placate a persistent group of interested specialists outside the

school. The demand must be stimulated and such stimulation must be the result of a patient, persistent policy pursued if necessary for a number of years. Your committee, therefore, offer the following recommendations:

1. That an effort be made through the school libraries section of the American Library Association, the Library Section of the National Education Association and similar bodies to avoid useless duplication in the work of all committees appointed to investigate and report on the work of school libraries. This can be done by clearer definition of the specific jurisdiction of such committees, by conference between members of similar committees and co-operation in dividing between them the field of their investigations.

2. That a standing committee be appointed to report annually on the subject of training for school library work, and the demand for suitably trained school librarians; to suggest suitable means for increasing the demand for such librarians and to indicate needed improvements in courses of training for school libraries. This committee should be large enough to be representative and its personnel changed often enough to prevent its becoming fixed in its general policy.

3. That this section encourage the intensive study of the school library situation in definite localities and the report, to this section, from time to time, of such studies or surveys as may be made.

FRANK K. WALTER, Chairman.

HARRIET A. WOOD.

MARY C. RICHARDSON.

W. D. JOHNSTON.

EFFIE M. POWER.

IDA M. MENDENHALL.

MARY E. HALL.

APPENDIX A

The Trained School Librarian
(Questions sent to school superintendents,
and their replies)

1. What qualifications do you require from your school librarians?

2. In planning a training course for school librarians, what subjects would you include and what points would you especially emphasize?

3. Do you employ trained librarians (i. e. persons who have taken courses in technical library work) in your schools?

Name of school.....
Name of officer reporting.....

Qualifications for School Librarians

I. Cities requiring none: Boston Mass., Des Moines, Ia., Jersey City, N. J., Nashville, Tenn., New Orleans, La., Paterson, N. J., Providence, R. I., St. Louis, Mo., St. Paul, Minn., San Francisco, Cal., Springfield, Mass., Syracuse, N. Y. (not at present), Trenton, N. J., Worcester, Mass.

II. Cities with requirements:

Baltimore, Md. (Graduation from approved training school for librarians, and previous experience in library work with schools.)

Birmingham, Ala. (Graduation from library school or apprentice class.)

Bridgeport, Conn. (College diploma, library training, and teaching experience.)

Cincinnati, Ohio. (Prefer regular library training.)

Columbus, Ohio. (Graduation from high and normal school, with summer school library training when possible.)

Houston, Tex. (Prefer college graduation.)

Indianapolis, Ind. (Regular library training in high schools.)

Los Angeles, Cal. ("Library certificate issued under state law.")

Milwaukee, Wis. ("University training, or equivalent, and graduation from a library school.")

New Haven, Conn. ("1) Familiarity with the library. 2) Ability to systematize and catalog. 3) Ability to maintain discipline and to co-ordinate library work with the school studies of the children.")

Oakland, Cal. (Library training and experience.)

Philadelphia, Penn. (The one librarian in the system is a library school graduate.)

Portland, Ore. (Ability.)

Reading, Penn. ("A knowledge of filing, cataloging, accessioning, charging, mending; familiarity with publishing houses, standard editions, government bulletins, pamphlets issued by libraries and societies; wide reading and ability to use this in helping pupils to choose books; skill in reference work.")

Richmond, Va. ("A broad educational foundation, professional training in library work, some administrative ability, and an abundance of tact and good judgment.")

Scranton, Penn. ("Knowledge of books and aptness in dealing with pupils.")

Seattle, Wash. (Same as for high school teachers and some training in library work in addition.)

Youngstown, Ohio. ("High school graduation, special library training and ability to handle class groups in library room. Also ability to direct research work well.")

Suggestions for Training Courses for School Librarians

I. Cities suggesting no changes: Boston, Mass., Des Moines, Ia., Indianapolis, Ind., Jersey City, N. J., Los Angeles, Cal., Nashville, Tenn., New Orleans, La., Oakland, Cal., Philadelphia, Penn., Richmond, Va., St. Louis, Mo., San Francisco, Cal., Scranton, Penn., Springfield, Mass., Trenton, N. J., Worcester, Mass.

II. Cities making suggestions:

Baltimore, Md. ("Include everything in a regular librarian's training, omitting nothing. Emphasize personal qualifications; reference work; administrative; mechanical arrangement and library technique generally.")

Birmingham, Ala. ("A good high school education as a minimum qualification. Courses in the technique of library management.")

Bridgeport, Conn. ("Literature, history, science, political economy.")

Cincinnati, O. ("Such training as is given for librarians in the Public Library plus the special training which school librarians should possess to make them of the greatest use to the different departments of the high school; especially such courses as would enable the librarians to give a special library course to the pupils.")

Columbus, O. ("A knowledge of children's books, and of reference work with children of the elementary and students of the high schools. Having passed through the normal school, they are familiar with the course of study.")

Houston, Tex. ("Literature, history, library methods.")

Milwaukee, Wis. (Prerequisite of college graduation, personal sympathy with children, upon which could be erected a superficial structure of library technique, especially the effective cataloging of subject content.")

- New Haven, Conn. ("Ability and disposition to be helpful to pupils; order and system in arranging and cataloging books; orderly assignment of work in connection with library.")
- Paterson, N. J. ("English and history courses particularly; a liberal education such as an A. B. degree demands, with general knowledge of a wide range of subjects; technical library work.")
- Portland, Ore. (Emphasizes book selection and ability to read aloud.)
- Providence, R. I. ("Ought to include thorough courses in English and Civics.")
- Reading, Penn. ("Should include (a) A knowledge of filing, cataloging, accessioning, charging, mending. (b) Familiarity with publishing houses, standard editions, government bulletins, pamphlets issued by libraries and societies. (c) Wide reading and ability to use this in helping pupils to choose books. (d) Skill in reference work. Special emphasis on (c) and (d).")
- St. Paul, Minn. ("They should be widely read so as to be able to find material in books, magazines and pamphlets on questions on which pupils desire information.")
- Seattle, Wash. ("Good knowledge of English and History. Other reference subjects also need much attention.")
- Syracuse, N. Y. ("1. A knowledge of books, papers, etc., as sources of information. 2. Their proper classification, arrangement, and care. 3. The general operation of a public library, etc., in serving persons interested. 4. How to reach more people with the library.")
- Youngstown, O. ("Buying and cataloging of books; reference work; current events; English and history.")

- II. Cities employing trained librarians in schools: Baltimore, Md., Birmingham, Ala., Bridgeport, Conn. (in high schools only), Cincinnati, O. (whenever possible; summer school training sometimes taken after appointment), Columbus, O., Houston, Tex. (not always), Indianapolis, Ind. (in high schools), Jersey City, N. J. (several school libraries are branches of the public library and in charge of its employees), Los Angeles, Cal., Milwaukee, Wis. ("Public library furnishes the librarians both in high schools and grammar schools"), New Haven, Conn. (in the high schools), Oakland, Cal., Philadelphia, Pa. (the one librarian in the system is a library school graduate), Reading, Penn., Richmond, Va., Seattle, Wash., Youngstown, O.

APPENDIX B

Supervision of school libraries by State education departments and Library commissions

Questions Sent to State Officials

1. To what extent does your department supervise the school libraries of your state?
 2. What qualifications are required for school librarians?
 3. What changes, if any, in these qualifications, do you consider desirable?
- Name of department or commission.....
Name of officer reporting.....

Replies from State Officials

Letters indicate departments reporting, as follows:

- E Education department or department of public instruction.
- L Library commission.
- S State library.

- I. States exercising no general supervision:
 - Arkansas, E.
 - Delaware, L.
 - District of Columbia, Board of examiners.
 - Georgia, L.
 - Iowa, L.
 - Kansas, L.
 - Kentucky, L.
 - Maryland, L.
 - Massachusetts, E. and L.
 - Michigan, E.
 - Missouri, E.
 - Nebraska, L.
 - New Hampshire, L. and E.
 - Oklahoma, E.
 - Pennsylvania, E.
 - Virginia, S.
 - Washington, S. and L.
 - Wyoming, E.

Employment of Trained Librarians in Schools

- I. Cities not employing trained librarians in schools: Boston, Mass., Des Moines, Ia., Nashville, Tenn., New Orleans, La., Paterson, N. J., Portland, Ore. (does not state definitely), Providence, R. I., St. Louis, Mo., St. Paul, Minn. (not at present, but expects to next year), San Francisco, Cal., Scranton, Penn. (not at present, but thinks it would be a good plan), Springfield, Mass., Syracuse, N. Y., Trenton, N. J. (not at present, but expect to employ one with library experience next year), Worcester, Mass.

II. States with a small amount of supervision:

- California, E. (Very general.)
 California, S. (No supervision for all school libraries; county free library provides it for each school district joining the county library.)
 Connecticut, E. (Grants money, and "special attention is given to school libraries" in towns where supervisors are appointed by Bd. of Educ.)
 Connecticut, L. (Assistance in organizing and cataloging given on request.)
 Florida, E. ("Very little supervision.")
 Illinois, E. (Advisory only.)
 Illinois, L. (Organizes and advises on request.)
 Indiana, E. (High school inspector must see that "certain requirements" for such libraries are met.)
 Indiana, L. (Organizes on request; hopes for a special supervisor of school libraries in the near future.)
 Michigan, L. (Book list, and advice and organization on request.)
 Missouri, L. (Acts in advisory capacity only.)
 Nebraska, E. (Power to recommend, no other.)
 New Jersey, L. (Grants money, approves purchases, and adopts "rules and regulations for the organization and management of such libraries.")
 New Mexico, E. (Advisory only.)
 North Carolina, L. (Advisory only.)
 North Dakota, E. (Exercises some supervision through the high and rural school inspectors.)
 Pennsylvania, L. ("Only casually"; help on request.)
 Rhode Island, E. ("In a general way"; for future plans see H193 "an act to promote efficiency of library service in public schools.")
 South Dakota, L. (Aid in book selection, administration, etc., on request.)
 Tennessee, E. (Law provides for Director of Library Extension who shall "encourage the establishment of libraries, especially in public schools; to prepare selected lists, . . . and to assist in preparing Reading circle courses for public school teachers and pupils.")
 Utah, E. (Has supervision of all libraries in the state; the library organizer works under the state department of education.)
 Vermont, E. ("By inspection.")
 Vermont, L. ("Book lists and any other advice" on request.)
 Washington, E.
 West Virginia, E. (Standard requirements for high school libraries before

they can receive state aid; as to size, "care and use of the library.")

III. States with considerable supervision:

- Minnesota, E. (Provides a Supervisor for school libraries who prepares lists from which books are required to be purchased, gives advice on all matters relating to school libraries, holds exhibits, gives talks and instruction, etc. also requires that each school shall provide a library with certain definite qualifications, e. g. at least 500 books, \$50 annually to be spent for books, a separate room, books to be classified according to a standard classification, marked, kept in repair, etc., records of circulation to be kept and an annual report to be made.)
 New York, E. (Provides a School Libraries Division which apportions funds to be applied toward the purchase of books approved by the department. Certain requirements must be fulfilled before state aid is given, such as an accession book, proper care, record of circulation, etc. Inspection is made by the regular department inspectors who visit schools for general purposes of inspection.)
 Ohio, E. (Certain requirements for all school libraries, such as a permanent classification, a card catalog, and good care; poor libraries forfeit H. S. charters.)
 Oregon, S. (Makes rules, adopts standard supplies, buys books, prepares book lists, and gives advice by letter and in person; hopes to have a special field worker for high schools.)
 Wisconsin, E. (Provides a Supervisor of school libraries and an assistant, both under the Library department of the State superintendent of public instruction. This supervisor selects books, prescribes rules and regulations for school libraries, gives advice and assistance and collects statistics.)
 IV. States issuing book lists only:
 Georgia, E.
 Idaho, L.
 Iowa, E.
 Louisiana, E.
 Montana, E.
 North Carolina, E.
 Texas, E.
 Virginia, E.

Qualifications for School Librarians

I. States requiring none:

- Arkansas, Connecticut, Delaware, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri,

Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming.

II. States with requirements:

California. (Certificate issued by State board of education; requirements for certification not yet definitely fixed; "this is for high school librarians.")

District of Columbia. (For high school librarians, "graduation from approved high school and one year of training in library methods and science.")

Idaho. (Larger schools and state institutions have "trained librarians.")

Illinois. (No uniform requirements; larger schools have trained librarians.)

Minnesota. ("Same educational qualifications as a teacher" with minimum of six weeks summer school professional training, and "if possible, a full year's training in an accredited library school.")

New Jersey. (No legal requirements, though attempt is made to have library school graduates, summer school training also accepted; prefer teaching experience in addition.)

New York. (Varied; to draw "teacher's quota" from the state, librarian must be graduate of approved library school, approved normal course or its equivalent; for small schools summer course or equivalent is accepted.)

Rhode Island. (None at present, but proposed law provides for certificate of qualification from Board of education.)

Utah. (Summer school training when possible.)

Wisconsin. (No legal qualifications; if paid from district funds, librarian must have a certificate from Board of education; for smaller schools same as for teachers.)

Recommended Changes in Qualifications

I. States recommending none:

Arkansas, California, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine,

Maryland, Massachusetts, Minnesota, Missouri, Montana, New Hampshire, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming.

II. Suggested state changes:

District of Columbia. ("Special library courses, preferably with college degree in addition, or sufficient number of library courses with allied or related topic courses to lead to a college degree, provided salary paid is same as that of a regular high school teacher.")

Illinois. (First need is law providing for school libraries; second, a state supervisor of the same.)

Michigan. (Each graded school should have librarian with at least summer school training.)

Missouri. (High school diploma or equivalent in general education; minimum of 2-hr. normal course in library economy.)

Nebraska. (Same as for teachers, with professional training in addition, especially in reference work.)

New Jersey. (To make present preferences (see opposite column) mandatory.)

New Mexico. ("Professional training.")

New York. (Librarian in every school should have some special training; minimum for small schools should be high school diploma and summer school, and "as much more as practicable.")

North Dakota. ("A course in library science in a higher institution of learning.")

Pennsylvania. ("The place to get at this is in the normal schools and in our state this is a difficult nut to crack.")

South Dakota. (Minimum of six weeks' training in library economy in addition to regular requirements for high school teachers; a plan similar to that in Minnesota.)

Utah. (Summer school training at least.)

West Virginia. (Professional training, though most schools are too small.)

SOME OPPORTUNITIES IN AGRICULTURAL LIBRARY WORK

By MRS. IDA A. KIDDER, *Librarian, Oregon Agricultural College*

The longer we live the more practical and the more idealistic most of us grow, paradoxical as that may seem; by practical we mean, if a deed must be done, hunt the shortest, most effective way of doing it. Some one has said the world asks just three questions of every man, What can you do? How well can you do it? How quickly can you do it? But we cannot answer even these questions satisfactorily without ideals. By being idealistic we mean, appreciating more deeply that only as we are actuated by high and strong ideals shall we accomplish anything worth while; ideals are the impulsive force which pulls us up and out to accomplishment.

So when the writer was asked to prepare a paper for the Agricultural Libraries Section on "Some opportunities in agricultural library work," she felt that she had no right to confine herself to the few methods of her own library and her own few ideas and ideals. The agricultural librarians were therefore called upon to tell what they were doing outside the regular routine library work and what they thought might further be possible. This paper is, therefore, a compilation of what is being done in our various libraries and of what under sufficiently favorable circumstances our librarians believe may be done. From these suggestions each of us can see the opportunities presented by our own library.

From some of the replies to the questionnaire sent out, it would seem that some received the idea that something original or spectacular was desired; far from it, our work is too great, too vital to be weakened by spectacular attempts at originality. Also such an attempt would be futile; there is very little originality to be found. There may be such an unusual adaptation of methods employed in other lines of business that it looks like originality, and we can scarcely have too much careful scrutiny of the methods of other successful busi-

ness enterprises, or too much weighing of the principles which underlie these methods. It sometimes seems as if librarians were rather too prone to feel that their work is set off in a sacred niche, and like most things set apart in sacred niches, it doesn't get taken out and scrutinized and criticised often enough.

Now we are going to observe the methods in operation in many libraries and see what suggestions we may get for improvement in our own work.

Analyzing the replies to the questionnaire sent out, there stand out clearly certain divisions of our work: methods of administration, work for students, work for the faculty, and that new and wonderful work for those outside the college campus, especially those in rural communities.

In the work for students, the opportunity most remarked was instructing students in the use of the library. In many schools the librarian is giving instruction in the use of the library, usually to freshmen, ranging in extent from a regular two credit course, to three or four lectures a semester.

One library reports that in addition to work for freshmen a course of six lectures is given to students taking secretarial work; the lectures cover classification, cataloging, indexing, subject headings and government documents.

Special bibliographies are made out for the use of students in certain courses.

Some libraries keep a vertical file of material which might, otherwise, be easily lost, and also material of an ephemeral nature.

Lectures are being given by the librarian to seniors in domestic science and art on reading in the home.

Several libraries are making a strong effort to get complete files of duplicate bulletins and reports so filed as to be easy of access for reference work.

Many libraries are extending the inter-

est of students in cultural literature by use of the library bulletin board and the college paper, calling attention frequently to a new and interesting book or magazine article. New books are displayed on special tables or shelves in the reading room, and partial lists of them published in the college paper. One excellent bit of work is reported by a live library—traveling libraries, or small collections of books, are sent to the women's dormitories, and it is suggested that collections of cultural books might be sent to the different club and fraternity houses. In the reading room of several libraries there are special collections of books for general culture on shelves close at hand. One library has on these shelves the Harvard Classics in the edition bound with facsimiles of the celebrated historical bindings. From this attractively bound group of books there are always in circulation from four to ten volumes; this same library has frequently on exhibit at a table conveniently near the entrance attractive groups of books on special subjects. One library makes the effort to interest its students in broader culture, by placing in attractive covers among the most popular magazines, an illustrated periodical published in each of the languages taught in the school.

Another wide-awake library has instituted a very prosperous and growing Book-a-month club, the membership of which is entirely voluntary. The purpose of this club is stimulation to the reading of general cultural literature; the faculty has been interested in this movement by being asked to select a certain number of books and to give a talk on the books selected. This is one of the most original and progressive movements for general culture reported.

In the same line of endeavor one librarian reports a dream which she has not yet realized. She thinks that for our technical schools nothing would so broaden and deepen interest in the great books of the world as to require that in sections of moderate size every student should attend a session once a week in which throughout

his entire four years' course a selection from some great book was read aloud by an excellent reader of broad culture, who should give just enough explanation to arouse interest and make the historical setting clear. A number of duplicates of the books read from should be in the library for circulation to those interested enough to pursue the subject. Her argument that this course should be required rather than elective is, that the students whose interest in good literature is already aroused and who would elect such a course do not so greatly need it as the students whose interest is not yet awakened. There should be nothing compulsory about the course except attendance at the readings. This librarian thinks constant association with good literature may be trusted to awaken and cultivate a taste for it. We should like to see this beautiful dream realized in some school with courage enough to step outside the beaten path.

From all the reports received, it would seem that nearly every librarian has the general culture of the students greatly at heart and is endeavoring in season and out of season to promote it, and though many of us have little time to go outside our routine work to help in this really vital matter, there is always in our hands what is perhaps, after all, the most powerful and effective instrument—personal help. If we have the spirit for it the students will come to us and force us to give them of our little time the help they need. In our every day service at the desk what opportunities we have! One of the sweetest memories of my life is awakening in a big sturdy boy the love of poetry. He had come to the library to get for a friend a copy of Gray's "Elegy in a country churchyard." I took him to the shelves with me (taking a student with you to get a cultural book is always an excellent thing), then I read a little of the poem to him. He exclaimed, "Why! that's great." I asked if he cared for poetry; he replied no, but if it was like that he was going to read some and asked me to recommend some poems. This I did, also recommending him to read them

ajoud at first, and so this young fellow, just at the time of his life when he needed the idealism and music of poetry, came into his rightful heritage. I recall another lad, the captain of our football team, who accidentally overheard me reading Kipling's "McAndrews' hymn." He begged the book and became a devoted admirer of Kipling's poems, and several years afterward I found he had become a lover of good poetry. Let us then take heart of grace; our simple, nearby opportunities for this service are perhaps our greatest.

A considerable amount of work is reported as being done for the students who come from the farms for various short courses: lectures by the librarian on books and reading for the farm home and how to procure material from the State library commission and from the United States Department of Agriculture; lectures on children's reading, with an exhibit of children's books for the mothers; exhibits of books from the college library on subjects of special interest to different groups of short course students, and a specimen traveling library from the State library commission.

One library has a collection of books permanently in the reading room that are strictly scientific in basis, but popularly written. This collection was purchased from a fund left for that purpose by various short course classes. The origin of this little library, as related, is very interesting. A young lawyer, a graduate of Yale, who had come "back to the land" and was attending the farmers' short course, was much struck by the smallness of the library, and collected a fund from his class for the purchase of books; the librarian conceived the idea of a little farmers' library of scientific books popularly written. This library has grown by successive gifts from short course classes and is much enjoyed by the farmers and their wives. The announcement of the short courses always contains an invitation and welcome to the library, mentioning the Short Course classes' own collection of books.

One school invites the state librarian to

address the short course students, making them acquainted with the resources of the state library and its very generous lending policy and methods.

It would seem that the opportunity afforded by the presence of so many farmers and their wives at the short courses was one of the greatest presented to our librarians. We have thus a chance to send to the farm an effective message calling to a higher intellectual life. There is no reason why our farm homes and the grounds about them should not be just as beautiful, just as artistic as those of the city, and nobody has a better opportunity to foster this artistic expression than the librarian if she has it on her heart and her mind. Why may not the librarian cooperate with the landscape gardener, the lecturer on architecture, the teacher of domestic art, and have in her library collections of books on exhibition which these lecturers recommend? Why may not the librarian in her lectures on books for the farm emphasize the aesthetic side, which usually gets all too little attention from the lecturers absorbed in their technical subjects? Why may she not in sending out to the farmer some technical book requested, inclose a beautifully illustrated book on landscape gardening, or house decoration, or a book of poems or essays appreciative of the common beauties of nature? Why, in fact, should not the agricultural librarian as a public servant in one of the broadest fields of service, feel it her duty to be alert to every possible opportunity to foster the love of beauty in the country home as the city librarian does in the town? Who that cares for these things that elevate and make for the sweetness and light of home has so good an opportunity as we to embody our ideals in action for the country dweller, and what home presents so favorable a field for cooperation with nature to produce beauty, as the farm home in the midst of the open country? It is encouraging to note the cooperation of the farm dwellers for their own advance in intellectual and social life as well as in busi-

ness, and it will be our loss if agricultural libraries have no part in this expansion.

There was rather a meager report from libraries as to special work done for the assistance of the faculty. Several libraries reported that lists of new books added to the library were sent to the members of the faculty. This certainly is an excellent work as it noticeably increases the reading of the faculty outside their own technical subjects.

One library reports a library reception held for the faculty, at which there were on display interesting collections of books; during the evening the librarian gave a brief talk, calling attention to the collection of trade bibliographies and the "Book review digest" briefly explaining the use of each in the purchase of books; she also called attention to the vertical file recently begun; she impressed upon the faculty the privilege of inter-library loans, especially those of the United States Department of Agriculture Library; she called attention to the duplicate collection of bulletins and reports which was being constantly increased and made more usable, she bespoke their help in sending to the library such bulletins as they received, but did not care to retain for their own collections. These receptions were well attended and the faculty seemed to find them enjoyable, and expressed themselves as benefited by the information given.

Another library reports making up special bibliographies for her faculty. Another librarian, in charge of continuations, has succeeded in arousing a great deal of interest in her department, having, by her enthusiasm and personal work, aroused the faculty to assist her in building up her collections.

One librarian who has the interest of her faculty warmly at heart, reports that in a time of financial stress she set about procuring that splendid collection, the publications of the Carnegie Institution of Washington. The officers of the Institution responded promptly to her plea, and before the depressing year was ended, the faculty were cheered by the gift of this collection,

so wonderfully inspiring to men in the research field.

There is little doubt that our greatest service to our faculties must be direct and personal. The faculty in few of our agricultural colleges is so large that we may not know the members well. We may know the bright young man who is becoming too absorbed in his specialty, who is narrowing his reading to the degree that his perspective is becoming limited, so that, presently, in his own chosen field he will not be able to estimate values correctly. It is for his librarian to lure him into the safer, broader path by a delightful book or article so interesting that he *must* read it. It is the librarian who sees that the head of some department is too utilitarian in his selection of periodicals, it is she who can call his attention to those of broader, more inspiring scope, and if she has the genuine sympathy with him and his work which she ought to have, he will listen to her suggestion. It should always be suggestion, not advice.

There is, perhaps, no opportunity with our faculty which we should be more careful to cultivate than that of inspiring them on all occasions with confidence in our disinterestedness and desire to be perfectly just. Disinterestedness is the source of great power with a college librarian. We never can afford to allow personal feeling to creep into our relation with our faculty. We must regard each man's work as of value, we must try to see of what extreme value it appears to him; that will explain why he sometimes appears jealous and selfish, and why he may be impatient with the imperfections of our service; his fault grows out of his virtue usually, and we ought to be big enough and disinterested enough to sympathize with his ultimate desire and ignore the unpleasantness of his method. When we get to this state of mind our own irritation vanishes and his greatly diminishes, for it is remarkable how much more quickly we hear what a man thinks, than what he says.

The opportunity which seems to be impressing itself most deeply upon agricul-

tural librarians just at present is that of reaching the farm home with helpful literature. This, no doubt, has been brought to us more forcibly through the activities of our colleges under the Smith-Lever act. It is gratifying to note that though there seems comparatively little financial provision made, the librarians are bestirring themselves that they may have a part in this interesting, broadening work.

The writer was greatly pleased to note by the replies to her questionnaire, that the majority of agricultural librarians are working in harmony with their state library or state library commission in furnishing literature to the farmer and his home. It seems the ideal way that the state library or commission should furnish the more popular, frequently called for material and the college the more technical. In our own state this method works very well. The college library turns over to the state library all requests which it is thought that library can grant, and the state library turns over to the college all requests for material of such a technical nature that the state library cannot afford to carry it. The state and college librarians whenever they speak before farmers and their wives acquaint them with this arrangement. This coöperation permits much more effective and economical service than if each operated independently of the other. As limited as are the funds in every state for this kind of work, we cannot afford expensive duplication; we are also interesting each farmer served in two valuable state institutions instead of one. It speaks well for the broad-minded outlook of the librarians that there appears no jealousy concerning the work of the state libraries and commissions in this field, this, certainly, is as it should be.

Some librarians are going out occasionally under the auspices of the extension division of the college to speak before granges and in the movable schools of agriculture.

Several libraries are making out lists of desirable books for the farmer and his home. One reports lists of books for high

school agricultural libraries, published in the state educational journals, and lists of books and periodicals for the farm home in the farm and county papers. Another library coöperates with the Library commission in making out lists of short stories for reading aloud at the gatherings of country girls. This librarian suggests collecting for country girls, old magazines containing especially good stories for reading aloud.

Several college libraries that either do not have effective commissions or do not coöperate with such as they have, are sending out package libraries consisting of books, bulletins and clippings; these are sent either direct to the farmer or through the county farm adviser.

Some libraries have a special assistant detailed to assist the extension division in its correspondence courses.

The extension work of our colleges is just in its dawn, and it behooves the live librarian to be alert to render every possible service. It is true that most of us are already taxed severely to meet our immediate duties with the resources at command, but we must not allow the difficulties in the way to limit our vision, or dampen our enthusiasm; the way usually opens to the wisely adventurous; and certainly we who have gone into the country and have seen the many homes bare of the beauty which might have blossomed there, and lacking the stimulating books and periodicals which should be theirs, must realize that here is a field for enriching life, our very own, a field which no one has so great an opportunity to cultivate as we, and we must be strong enough and wise enough to go up and possess the land.

Several successful librarians have spoken of the need of a better organization of our library staff and resources, and of better business methods among us. There is, no doubt, a goodly opportunity for improvement here. In our smaller libraries especially, it would no doubt be well for us to consider carefully whether we have our staff, however small, as effectively organized as possible. Are we all doing a little

of everything, or have we organized our force, making certain assistants responsible for certain departments of the work, and impressing upon them the fact that they are not only to care for this department, but are to see that it grows in effectiveness, that they are to be alert for every new method of improving their department, that it is a part of their happy duty to make faculty and students feel the value of the service of that particular department, and above all that they are to realize that the *spirit* in which their department serves is, perhaps, the most important factor in the whole library? Are we pressing home upon our assistants this feeling of responsibility for certain definite work? Nothing so dignifies our work to us, nothing calls out our best service like feeling that this piece of work is our very own; we alone are responsible for its success or failure.

Are we arranging our work so that as many as possible of our assistants have certain hours in which they are in direct contact with the public they serve? Nothing so refreshes and inspires interest as direct contact with students and faculty. This can easily be arranged in libraries where the staff is not too large, and makes not only for refreshment of spirit, but for efficiency of work; for instance, your cataloger is not going to run off into technical ruts if she has a couple of hours a week at the loan desk during the busy time of day and sees whether she is choosing too technical or too popular subjects for her public; also in giving to those assistants doing strictly technical work, a certain period of direct service with students and faculty, there may be careful arrangement, be secured relief from the fatigue of too long periods of one kind of work, thus conserving the efficiency and energy of the staff. This side of our administration merits consideration.

Are we careful in dealing with our assistants to direct and to criticize from the point of view of principles rather than methods? We can much more easily bear a criticism of our method, if we see the

large aim of that method, and are made to feel that it is not because we are negligent or inefficient that we are criticised, but because some great work suffers. The more we lift our criticisms out of personality and up to the plane of large and high service, the more truly and lastingly effective they become. Do those of us who serve as librarians always remember that our assistants have just as high ideals as we, that they make mistakes just as we do, from lack of experience and natural limitations? And do we who are assistants bear patiently the criticisms of our librarians, crediting against their impatience with our mistakes their high ideals of service?

Do we sit down to our problem of library administration like a good business man, marshalling before us the end we desire to accomplish and the forces at our command? Do we plan carefully and deliberately to accomplish with these forces the desired end in the most economical and effective manner? Do we compare our administration and business methods with those of other successful business enterprises, trying to discover the principles which have led to success?

Are we keeping always in view that we are not a department of the college, rivaling in funds or fame other departments, but rather that we are a vital part of every department, that our every failure in service or spirit weakens every department of the college, our every improvement in method, in resources, in spirit lifts the work of every department a little higher? It is only as we take this larger, comprehensive view of our place in the scheme of college work that we can hope to do our legitimate part toward building up a great educational institution.

Are we not only cherishing big, high ideals, but are we putting our brains to the practical realization of our ideals? Our work is so big, so fine, so useful that it is worthy of all our powers.

In looking over all the letters received from the agricultural college librarians, there is one opportunity which stands out above any other, calling most imperatively

that we embrace it. It is plain that our greatest lack is not in enthusiasm, ability, or even practical methods, but in the financial means absolutely necessary to the proper development of our libraries. Unquestionably our small and moderate sized libraries are not taking their legitimate place in the development of the college. The opportunity toward which we must put every particle of our brains and our enthusiasm is, inducing our boards of regents and administrative heads to realize the importance of the library. There are just three factors absolutely indispensable to the normal growth of a college, first rate teachers, first rate research men, a first rate library; and perhaps the most important of these is the library, since the first two cannot be kept in the first class without a constantly renewed, up-to-date library. We must impress these facts upon our president and board of trustees.

We must bring every legitimate pressure to bear to this end. We must arouse our faculty to their duty in making a plea for adequate library equipment. We must be alert on every occasion to press home upon our administrative college authorities the importance and the needs of the library, for it is appallingly plain that without greater resources than are at present provided, few of us can hope to enter into that splendid field of service which waits, an alluring heritage, for our future.

In presenting the subject of our opportunities, the writer feels that they have been very inadequately expressed and are but partially realized, but it is plain that our vision is rising and broadening, and we have only to give ourselves with practical devotion to the opportunities that are opening before us to become true builders, working upon the foundation of the temple of education.

PROBLEMS DISCOVERED IN CATALOGING THE LIBRARY OF THE MISSOURI SCHOOL OF MINES AT ROLLA

By JESSE CUNNINGHAM, *Librarian, St. Joseph Public Library*
(Formerly Librarian, Missouri School of Mines)

The Missouri School of Mines is a department of the State University of Missouri and is located at Rolla. The University proper is located at Columbia. The Mines school was created in 1870 by an act of the General Assembly and was formally opened in 1871. The statutes fix the status of the school as one of the colleges of the State University. The school is within easy reach of the important mining districts of the state and offers facilities for the study of the theory and practice of mining geology, mining methods, ore dressing and mining machinery. The allied subjects of civil engineering, chemistry, electrical engineering and mechanical engineering are a part of the curriculum of the mining and metallurgical courses.

The library contains about 20,000 vol-

umes exclusive of pamphlets, bulletins and reports of mining companies. The bulk of the collection consists of works in the sciences, chiefly geology, physics and chemistry, and the useful arts, the main part of this division being engineering and mining treatises. In literature the standard American and English authors are represented; there is some fiction; a good section of biography and an extensive collection of description and travel.

The student body of the institution numbers ordinarily about 300 earnest, virile young men ranging in age from 18 to 30 years. There are 30 members of the faculty. These students, the faculty and other officers, the janitors, engineers and gardeners, with pupils from the grade schools, students of the high

school and citizens of the town are the resources for the clientele of the library.

The library for a period of years preceding the erection of the new building in 1913 was housed in a suite of three rooms located in the main college building and administered at various times by members of the faculty whose work permitted of some recreation, or by some widow of a former professor and occasionally by the director's stenographer. The resulting conditions of this arrangement were brought forcibly to the attention of the authorities by a "French leave" vacancy in the chief librarianship in 1912. The time was ripe and a demand was made for a trained, experienced librarian.

The problems met in organizing the library were not so much problems of cataloging as problems of administration. There was a demand for library facilities; an excellent collection of books was at hand, fortunately experts in the faculty had recommended all purchases; the problem was to get these books and the material in them to men hungry for information and earnestly seeking it. The immediate task was a technical one. Good books were at hand, eager students were wanting them. Could we make the library attractive and usable for a body of men opposed to formalities, extra routine and restrictions? A systematic arrangement of the books on the shelves and a full catalog, the backbone and foundation of any serviceable library, were the paramount needs.

The collection, already well classified in the subjects least used, needed revision in the engineering classes. The seventh edition of the Decimal Classification was used as a basis for the revision relying on the expansion of the general engineering subjects made at the Engineering Experiment station of the University of Illinois and the expansion of the mining engineering sections made at the Colorado School of Mines.

In taking up the work of cataloging, we were not on the lookout for a great deal of unnecessary trouble and we did not wish to prepare a deluge for those that should come

after us. The usage of the Library of Congress was adopted except to shorten entries when cards had to be typed. Library of Congress cards were used in all cases when they were obtainable. When Library of Congress cards were not available the L. C. list of subject headings was used as a guide for the assignment of the headings.

At the time the organization of the library was begun the "U. S. Catalog of books in print to January 1912" was distributed and our problem of ordering cards was made easy. Three student assistants were employed in shifts of four hours each and starting with the O classes, working down through the succeeding sections, the U. S. Catalog was examined for the entry of each book and if found the order number taken and cards ordered by number. For books not found in the U. S. Catalog, cards were ordered by the author and title method.

The most liberal use was made of analytical cards for all serial publications, this material including printed matter from the different departments and bureaus of the U. S. government, the bulletins and reports of the state geological surveys and publications of educational institutions, societies and congresses. The headings given on the cards for publications of this nature taking particular note of the issues of the Geological surveys, Bureaus of Mines and other offices of the U. S. government are designed to conform to the headings used in the catalogs of the L. C. whether copy for the cards is supplied by the libraries of the publishing office or by the cataloging division of the Library of Congress. The subject headings on these cards were found satisfactory, with few exceptions. True, headings assigned for a general catalog were occasionally unnecessarily long for use in a catalog of a special library or collection. This is especially the case in a library made up almost entirely of works relating to mining and geology. It seems unnecessary to repeat over and over again terms which indicate that the subject is a subdivision of mining and geology, but in

case these cards were put in a general catalog the addition of the terms is necessary. The L. C., recognizing this difference in the requirements for a general catalog and a special catalog, is allowing the Bureau of Education, Department of Agriculture and the Law Division to have alternative headings printed on the cards and these can be used without change in the special catalogs. This arrangement would be desirable in the case of geology and mining but neither the Geological Survey nor the Bureau of Mines is interested or equipped for working out a connected and satisfactory series of headings for a special catalog in this line. Important influences in reaching a decision to follow the practice for a general catalog were the facts that the scope of the school was likely to broaden taking in more subjects for study and instruction, and if the scope of the curriculum was not broadened there seemed a possibility of consolidation with the parent institution.

The standing order for Library of Congress cards was used for all U. S. Geological Survey publications and for publications of any interest to the school coming from other federal bureaus as well as issues of state and foreign departments of geology and mines. In the beginning blanket orders were placed for all Library of Congress cards for the state survey material as each state was taken up separately in the reorganization. These orders brought cards for material in the collection, also for publications not received. The same condition resulted from standing orders for cards for current publications; the cards were often received for bulletins, memoirs, reports and circulars not in the hands of the library. These cards were used to serve a dual purpose.

Headings were added as if the publications were in hand and a dictionary file separate from the main catalog was made.

This served as a list of the wants as well as an addition to the bibliography of geology and was used in begging material wanting in the collection and it showed

material that might be borrowed on inter-library loans if wanted by the clientele.

This scheme of standing orders for loose bulletins, circulars, etc., of regular and irregular periods of publication amply cared for a large part of the pamphlet material. Other matter of this class of material and for which no cards were printed was treated according to one of two methods. Those pamphlets that seemed worthy of the treatment were bound in Gaylord binders and cataloged with the same care as books. Those pamphlets of a somewhat ephemeral nature were all classified according to subject, filed in pamphlet boxes and shelved in the stacks immediately following the books in that class. The relative index to the decimal classification served as an index to this material.

The test of any tool is its use and the reception of the reorganized library and its bibliographical aids were awaited with considerable interest. During the early stages, that is, the first year of the work in the old building, practically no use was made of the library other than the reading of "Life" and the newspapers. To the positive knowledge of the chief librarian not more than a dozen students and less than one-half the faculty made any attempt to use the collection. Those persons well enough acquainted with the books to be able to locate them by size, color or kind of binding occasionally made the effort.

The plans were so made that the work was brought to such a stage of completion and the new building finished for occupancy so as to allow the moving and arrangement of the books during the summer vacation, the object being to have the new quarters ready to open to the students at the beginning of the fall semester. Preparatory to the introduction of the students to the new building the chief librarian delivered three lectures to each of the four University classes, outlining briefly the scheme of classification, the arrangement of the books on the shelves and the dictionary catalog. A fourth period was given to visiting and examining the library build-

ing and the bibliographical tools. Immediately following these lectures and visits the use of the library began to increase beyond all expectation. Students and faculty, the public schools and the townspeople alike began to recognize the library as a useful tool in their work and there never seemed the least difficulty in understanding the use of the catalog.

Entering freshmen each fall received the regular instruction in the use and methods of the library and beyond the first few weeks when everything is new and strange to the incoming boys, no difficulty was experienced in the utility of the catalog. The young men seemed naturally to take to the proper use of a library. This may be due in great measure to experience gained in school libraries, a feature

of library work in Missouri which is progressing very rapidly.

It was a happy condition to find that after a few years of experience with improved library facilities every member of the faculty made regular use of the school's libraries and practically every member of the student body made some use of the opportunities offered. More than 80 per cent of the students were withdrawing books for home reading and study. The library in this institution is given credit for raising to a higher level the standard of scholarship and requirements for admission to the institution, as well as bringing the public schools in the locality to an accredited standing and a deeper appreciation of better things by the community as a whole.

INSPIRATION THROUGH CATALOGING

By J. CHRISTIAN BAY, *Chief Classifier, The John Crerar Library*

One of the most common superstitions about library work is that it offers not only a fair social advantage but also a snug haven of rest, relaxation and perpetual delight to the person fond of literary pursuits. We all know the stern reality does not sustain this popular view; that we are not called upon to collect, but to dispense information, and that mere enthusiasm about books will lead us nowhere, unless it is properly balanced with a wholesome regard for library routine and a willingness to bow to the spirit of service.

Education for library work presupposes such a tempering of enthusiasm to a practical end. We are not dreamers, but workers. We are not poets or historians or scientists shelved in a library position in order to enjoy leisure for a set study. Library training justly emphasizes the business, social and routine phases of library activity, and the personal equation is expected to be solved by personal effort.

I am concerned here with this personal equation. There is no lack of evidence in the experience of every one of us to show

that its solution is a matter of common interest. We know that many are called but few are chosen, even in our profession. We are aware of a tendency of the young in our ranks leading away from its philosophical, scientific aspects and even disregarding the routine details, and instead making straight for what is termed administrative work. This is not an evidence of ambition toward higher things as much as it is due to the belief that an easier life and a greater power go with administrative and representative duties, which is another delusion. We also know colleagues who perform routine duties in the spirit that fate has wronged them by consigning them to drudgery, and who regard their work as a necessary evil, hoping that the tide may turn and land them high and dry in a swivel chair on a Brussels rug in an exclusive office. The feeling of dissatisfaction with routine work undoubtedly is responsible for much lack of buoyancy and for many a case of nervous prostration among library workers.

I give praise to the sentiment that

whether we catalog, classify, shelve books or label them, file cards in a catalog or gather in our hands the threads, the web-work of administration, *we all are librarians*. I claim for us the ideal spirit that during the janitor's sickness any one of us willingly and in the sight of everybody would sweep out the reading room or dust the furniture. I still am to meet the librarian that refuses to admit the equal necessity of all work in the library, the equal privilege of doing it, the equal honor in performing it well.

This is theory and philosophy. In practice we frequently think differently. The work, well done, does not always seem its own reward. Cataloging and classification will grow monotonous, the preliminary leaves, semicolons, plates, subject headings and what not, bore us, and we chafe at the necessity which dooms us merely to pass into the routine a book which we would rather read and enjoy.

These days of severe specialization are apt to foster the idea that only functioning administrators are librarians *ex professo*, while those who functionate in a special line of work possess no general view of the whole field—precisely as the chief librarian is not considered versed in the details of other specialties than those which he prefers. The functioning librarian may speak for himself, yet as a type of worker he undoubtedly deserves credit for a mastery of detail not often attributed to him. The functioning *specialist*, however, frequently lacks the broad outlook on library science, and remains content to support such linguistic immoralities as "cataloger," "classifier," "shelver," "subject-header," "card-filer,"—the result being that only a "reference librarian" is considered some sort of a librarian, others are mere clerks. Even the romantic title of "page" is of some positive value as compared with the ignominy of "shelflister," just as a Reginald or Horace will color the human clay differently from that designed by John or Peter. The clay does not become inferior, perhaps, but different. Luke McLuke asserts that "the name

is one-half of the education." Our specialties begin with their names,—they should not end with them!

If we fall into the error of regarding invariably the cataloger only as a person who catalogs books but is supposed to know little else, we are apt to narrow the sphere of influence and utility of a person perhaps well versed in matters of other special and probably general interest in the library. We cannot wonder that cataloging has fallen into most undeserved disrepute as a monotonous, grinding occupation involving some tedious routine, much fogging and automatism unworthy of a real live woman's or man's efforts. Classification still retains some flavor, because one may gain reference knowledge or other useful insight from even a casual glance at a book.

The cataloger's professional attitude depends in a measure upon the value set upon the work by others. But it depends emphatically upon the cataloging librarian's estimate of his own efforts, their general and relative importance, their results. Experience seems to prove without doubt that a great deal of that knowledge by which a librarian's usefulness is measured, begins and ends with the art of cataloging. It is an art, the doing of which can be learned, but the philosophy of which develops only with personal growth toward the ideal. Describing a book accurately and adequately for a definite purpose certainly is an accomplishment worth striving for; if it is not worth doing passing well, no library work is of any value. The very keynote of the work is as democratic as the plan of the city directory where none is excluded because of rank or fortune. The catalog department is the one place in the library where all books are treated equally, without reference to their individual merits, described calmly and committed to the catalog to win such use and favor as they deserve.

While the work of cataloging is a routine effort depending for its efficiency upon the intelligent observance of a code of rules, the very intellectual character of this

work should presuppose in the cataloger a personal method as a safeguard against monotony and drudgery. This can be indicated better than described. First and foremost, let it be remembered that all rules for cataloging yet are in a preliminary and preparatory state, and that we are far from creating in the reader's mind an adequate picture of any book by simply recording the title, noting some of the most apparent physical and historical peculiarities of the book, and confiding to the world some subjects of which the book seems to treat. The cataloger should know that his art still is in a state of development; that many cataloging problems await a general solution,—that the ideal of full and adequate book-description still is a far and distant light. It always gives courage and buoyancy to know that we are carrying stones to a common temple; and certainly, every day's work must satisfy any of us that we can work our problems and accumulate intelligence of common interest to all. Here the personal method should apply itself. If we carry out easily and cheerfully those rules which already have been formulated for general practice, we shall be able to reserve some effort for the problems which are still to be solved. We may carry the particular detail which engages our attention through the process of comparative study, until by observation and experiment we have surveyed it fully and succeeded, perhaps, in solving it, thus adding a trifle to the common store of professional knowledge and gaining the high joy felt by the pioneer in breaking new soil.

By the term personal method I do not mean a free, individual use and interpretation of cataloging rules, for each library is bound to demand a historical continuance in the methods of work it sustains, and this does not permit a free play of personal preferences. Furthermore, it is not contrary to freedom and independence to follow a system which, although the individual may chafe at certain inconveniences, represents a collective effort, historically fixed and of known efficiency. A personal method is *that economy of efficiency which*

draws the line between essential and unessential, which lets the rule or regulation have its way in all ordinary questions, which wastes no effort in discussing futilities, but bridges with alertness to new forms, important distinctions and rare opportunities. There are some catalogers who seem incapable of anything but debating the distinction between illustrations and diagrams; who spend every grain of their energy upon the elaboration of impossible and misleading author and subject headings, collations and descriptive notes, plagiarizing information easily available everywhere. In such cases, the "cataloger" is not the master of the catalog, but the catalog governs him—not as a cherished care of which he is proud, but as a burden. His mind may be perfectly serene as to the treatment of literature on apples until he runs up against the reports of a pomological society and realizes that he cannot use the subject heading "Apples—societies," and relapses into consternation, because he cannot be consistent. If of a literary bent he may remember with a sad feeling the young farmer in Eugene Field's story who bought an encyclopedia and looked up the subject of apples when they came and searched under "baby" when the baby caught the measles. He was referred to pomology and maternity, respectively, and growled because the volumes containing these letters had not yet appeared. George Eliot throws him into cold perspiration until, after having consulted every available source of information, he produces the following beautiful concoction:

Eliot, George, *psued.*, i. e., Marian Evans, *afterwards* Cross, 1819-1880.

Cross, Mrs. Marian (Evans), *see* Eliot, George, *psued.*, i. e., Marian Evans, *afterwards* Cross, 1819-1880.

Evans, Marian (Mrs. Cross), *see* Eliot, George, *psued.*, i. e., Marian Evans, *afterwards* Cross, 1819-1880.

Small wonder that catalogers go into nervous prostration under the strain of the dictations of a supposedly harsh catalog which demands the distinction of being an encyclopedia of universal knowledge rather

than a discreet guide to the library's resources of books.

Let us turn the leaf and consider how that inspiration which means well balanced power and mastery of required method, may be won.

One important source of inspiration to the cataloger in the library itself, the mass of books with their actual or potential value for public reference or enlightenment. The library may be small, sordid, commonplace, and the cataloger may despair of it, but this despair should relieve itself in an effort to build up the catalog all the more effectively. Analytical entries, or even a sort of indexing, will do wonders to increase the efficacy of a limited collection of books. If the library is deficient in modern, up-to-date books, the cataloger's duty consists in bringing to light all that is of actual value to the community, according to the spirit of Mark Tapley, who grew more alert, the darker and drearier the prospects were. Not one of the little, out-dated, perhaps mismanaged libraries is indifferent, nor the library which lacks support,—for the *problems* are there; and problems turn up to be solved, not to be despaired of. The worse the catalog, the greater the necessity of renewing it. If one can do nothing with a small library and under adverse circumstances, he had better not imagine that an easier life will make him either more efficient or more happy.

One very important matter—one, moreover, which touches upon the personal method aforesaid—is that the cataloger never should become *isolated*. The principle of specialization frequently isolates workers in different departments of even moderate-sized libraries. The cataloger may feel that his very work relegates him to a place out of touch with what is going on in the library. This isolation is not necessary. I admit that the average daily working period is too long for most employees in the modern library, but I contend also that whoever works strictly by the clock fails to have acquired the correct institutional spirit and attitude. This spirit demands that you reach out at all

times and make certain of being in ready, sympathetic mental intercommunication with your surroundings. In a large library, an occasional extra hour or two spent in looking about, in studying the catalog, in exchanging opinions with colleagues, in the hundreds of ways offered by intellectual workers being housed under one roof, will assist materially to build up that *esprit de corps* without which we despair.

Again, there is a great satisfaction in doing justice to a book which partakes of the public service extended by the library. A good and useful book—any book in the true sense—will reward your efforts, perhaps by being worn out with use; or it may back up on you and remind you of some mistake in its treatment. Books respond in these ways almost as readily as human beings.

Nor are the human beings themselves slow in responding where the right word has been spoken. The cataloger always should consider himself in direct intercommunication with the reading public; should speak through his catalog, of the books, tersely and clearly, with the one object in mind of engaging the reader's attention. If he fails, it is not the fault of the public, it is the fault of him who has not spoken well enough, advertised well enough, offered strongly enough the opportunity which it is his business to see in behalf of others.

In the large libraries all these conditions are emphasized and more complicated, but not different. There, the cataloger has the added advantage of finding the great books and of co-operating with persons who know them. The advantage to the cataloger of working in a large library lies chiefly in the wider range of view and in the greater historical outlook induced by the greater mass of books. On the other hand, the danger of isolation grows with the greater specialization,—and the isolation embodies the most significant source of discomfort of the cataloger. A wise organization will do all in its power to harmonize the different elements among the workers, by assigning some reference work, book selection, advertising, etc., to such as might suffer from

the monotony of one continuously repeated effort.

It is possible that some of the ill repute of cataloging may arise from a fault of adjustment which is a common trait of many young librarians in these days of strenuous life. The library worker who follows the recognized and universally applauded course of professional training, will acquire a college education, followed by a library school course,—and then, suddenly, *his education ceases*: he no longer reads professional literature, no longer feels the spur of a definite purpose, but plunges into work and is lost in it. Many and many a library worker who studies eagerly and with good results while at school, becomes indifferent to library science and library literature as soon as he lands in a position. Thenceforth he thinks of little else than his daily duties, and carries stones to no building but the cherished castle of his own success. Many and many of this type of library worker never read, far less study, a book, but fling themselves into work at that pace which kills,—which stifles the higher ambition and renders its slaves incapable of personal growth, philosophic view and ideal striving. Why go to the trouble and expense of a special education for librarianship, merely to toil strenuously for outward success and gain, when we know that the same amount of dynamic effort in other lines will produce far greater remuneration? Why seek library work at all, unless one strives toward the ideal which colored the lives of such men as Panizzi, Ebert, Justin Winsor, and Spofford? Rarely if ever do the executives of our large libraries antagonize an effort toward personal growth and development in their subordinate associates; on the contrary, a ready and free sympathy is reached out to those who strive for higher things.

No library worker can succeed in the highest sense without being somewhat of a *studiosus perpetuus*, nor can he create harmony within himself without dreaming the healthy dream of high hope. Efficiency alone is as much a curse as knowledge alone. Only a handful of years ago men's time was of scant commercial value compared with its value today. But the woman

or man is lost who thinks he has solved the great life problem of an occupation when he has succeeded in trading his time and work against a fair economic equivalent. The frequent changes in library staffs all over the country, and the rather numerous adventures in neurasthenia, prove that the few suggestions offered here are not entirely out of season. There is some need of a pastoral theology for library workers!

The problem which I have tried to discuss freely and without prejudice to any side, may be summed up in a simile. Years ago a man came out of a country of wild heather and fresh breezes to a great metropolis, where an unkind fate consigned him to a night's so-called rest in a large modern hotel which faced an open square. He went to his room, but could not sleep. He lay awake long, listening to the noises within the immense building and without, in the vast city surrounding him. Finally he arose, opened a window and looked out. There was the rush of sound in his ears, of clang and noise—but not one sound which he knew. He listened a long time. Then, of a sudden, he became all alive with attention. He heard something which he recognized. It was springtime, and from high above the city came the rush of swift wings and the honk of the wild geese and other migratory birds which travel by night. He knew the sound of each new and different flock that came. None was visible, but they were there, and he felt grateful and at rest.

Such is in some respects the position of the worker in a modern library. The din and rush of the routine are around him, and he responds with sullenness or cynicism, or becomes apathetic and automatic—unless he listens and reaches out for the higher, but often hidden, symbols of freedom and joy, and listens for the chorus of gleeful and jubilant praise which is everywhere to be heard by him who listens earnestly. And then he will turn to his work with a morning face, glad that he is there, his work awaiting him, *his* work, because duty alone does not call him, nor the reward, nor anybody's praise, but the approval of his own conscience.

THE CATALOGING TEST: RESULTS AND OUTLOOK

By ARSEL G. S. JOSEPHSON, *Head Cataloger, The John Crerar Library*

The result of the cataloging test as a whole would seem to be negated by the fact that such a small number of libraries took part in it. Of the 38 libraries that finally sent in replies to the questionnaire that was sent out first in 1913 and again in 1914 only 17 took part in the test, and one library took part in it without having answered the questionnaire. These 18 libraries divide themselves naturally in the following four groups:

1) Three large libraries, each of which represents a type of its own, none of them easily compared with the other two. These libraries cataloged for the test a total of 302 books in 283 hours and 23 minutes at a total cost of \$193.83, giving an average of 56 minutes in point of time and an average cost of 64½c.

2) Four university libraries which cataloged together 402 books in 139 hours and 16 minutes at a cost of \$64.20, giving an average of 20½ minutes in point of time and an average cost of 16c.

3) Seven large public libraries with branch systems, reporting together 684 books cataloged in 399 hours, at a total cost of \$172.52, giving an average of 35 minutes in point of time and an average cost of 25½c.

4) Four smaller libraries, namely three

public libraries and one state library, reporting together 326 books cataloged in 73 hours 31 minutes at a total cost of \$36.14, giving an average of 13½ minutes in point of time and an average cost of 10½c.

Studied in these groups the tests made by the different libraries will have a story to tell, and the Committee on Cost and Method of Cataloging has recommended to the Executive Board that a study of them be made. The most fruitful group, because more of a unity than any of the others, is the third group, the seven large public libraries. For the purpose of this paper, however, I have chosen the second group, the four university libraries, and the university library included in the first group. These libraries are numbered X, XI, XII, XIV and XV in the tables of replies to the questionnaire.¹

Dividing the grand averages of time and cost in the reports of these five libraries under the heads of books cataloged by these libraries themselves, and books for which they have used cards printed by other libraries (here called L. C., because the number of cards from other libraries than the Library of Congress is infinitesimal) and again dividing the books cataloged by

¹These tables, which have not yet been printed, cover both the test reports and the replies to the questionnaire.

OWN			L. C.	Grand Total Average	Estimated Average Cost
English	Foreign	Total Average			1912
X 1h. 42m.	1h. 10m.	1h. 16m.	35m.	54½m.	
91¾c	65c	67½c	39c	52½c	\$1.34
XI 23¼m.	30¼m.	26¼m.	17¼m.	21¾m.	
16½c	22¼c	18¾c	16c	17¼c	39c
XII 16½m.	18¾m.	17¾m.	12¼m.	15m.	
11¼c	12½c	12c	18¼c	15½c	30¼c
XIV 25m.	37½m.	36½m.	19m.	26¾m.	
17½c	26¼c	25¾c	18c	21½c	70c
XV 18½m.	20½m.	20m.		20m.	
8½c	10¼c	9¼c		9¾c	47c

the libraries themselves in books in English and foreign languages, we find the results shown in the accompanying table.

It is a seemingly curious fact that Library No. X spent so much more time on the English books than on the foreign; but this is explained by the character of the books. Of the total of 101 books cataloged by this library nearly 25 per cent required long searches, because the authors were new to the library and found neither in the L. C. depository catalog, nor in the first couple of reference books consulted, and some of the books in English were of this kind. Two of the titles reported by this library represented long sets of periodicals. This library deliberately included in the test a number of difficult books, while the others more closely followed the recommendations of the Committee, that in all cases average books be selected. No. XI stated that in its test, books of average difficulty had been selected, and that the test, therefore, was not representative of its work; the more difficult and time-consuming books had been eliminated. This was to all appearances the case with the other three libraries as well.

No. XII stated in the reply to the questionnaire that its "accessions consist to a large degree of documentary and serial matter of all sorts, for which we have some particular method of cataloging, devised to expedite the reaching of the shelves by this material." This class of books, however, was not selected for the test. That No. XIV, in estimating the cost in its reply to the questionnaire, counted a monograph series consisting of a number of analyzed monographs as one title, should be taken into account when comparing this estimate with the average computed from the test report, where individual titles only were recorded.

The high cost reported by No. X, in 1912, as compared with the average computed from the test report is accounted for by the year 1912 having been a very unfavorable one for that library to make any estimate of work in, on account of its opening of a new building, which necessitated the mov-

ing of half a dozen large libraries, and this in addition to the library being engaged in changing its method of work to a new system. That this library maintains a number of special catalogs and shelf-lists affects the number of cards to be prepared and therefore the cost of multiplying them; it affects, however, chiefly the cost of filing, a process on which this library did not report in the test.

No. XI finds a cause of economy in the fact that the same person attends to both the cataloging and the classification of a book, and that the books for the purpose of treatment are divided into groups, of which each cataloger has charge of one; these groups consist in some cases each of a definite subject, sometimes of two or three.

No. XV did not make a very detailed report in response to the questionnaire, but, if I am not mistaken, this system of dividing the books into groups, prevails there also, at least as far as the classification is concerned.

While speaking of the kind of books selected for the test, I might mention that, when I selected at the John Crerar Library what I considered books of average difficulty from the standpoint of cataloging, the classifiers threw up their hands and said that they had never had such a collection of snags coming to them at any one time.

Another factor that naturally influences the cost of the work is that of salaries. In this respect the five libraries stand as follows:

No. X has a cataloging force of 24 persons, with an average salary of \$906.00.

No. XI has a force of 20, with an average salary of \$581.00.

No. XII had in 1912 a force of 16, with an average salary of \$985.00.

The staff of this library has since been increased, but I have no report of any increase in the salaries.

No. XIV has a force of 12, with an average salary of \$505.00.

No. XV has a force of 19, with an average salary of \$502.00.

There are other factors that will influence the time consumed in cataloging and thereby the cost of the work: matters of organization, of local conditions, the

experience and alertness of the workers, lack of which will naturally result in waste of time.

Now, what might we regard as the net result of the test? One thing stands out clearly enough, and that is the economy effected by the use of the printed cards prepared by the Library of Congress. That library No. XV does not use Library of Congress cards at all, and still shows a low, one might say minimal cost of cataloging even if compared with the other three libraries that selected easier books than usual for the test, cannot be said to vitiate the result in this respect, because in this case the cost was clearly the result of low salaries. It has been shown by No. X both that the use of Library of Congress cards reduces the cost and that in university libraries, especially the larger, there always will be a large number of books for which the Library of Congress cannot supply cards. The test, therefore, in this respect, points to the question whether the work of the Library of Congress could be supplemented by a central bureau, perhaps organized as an appendix to the catalog division of that library, where books purchased for a number of large libraries could be sent for cataloging before being shipped to their final destination. This involves, however, other questions of co-operation which, if I am not mistaken, are being considered by the American Library Institute. If such arrangements be made, what would then become of the cataloger? Would he be relegated to the scrap heap? By no means. For one thing there will always be a residue of local and other publications that would come within the scope of neither the Library of Congress nor any other central bureau; then there is what might be called the individualizing of the catalog of a library, the annotations to be made in order to meet the needs of a particular constituency.

Until a co-operative cataloging bureau be established, and in case this idea should not be realized there is another way of

solving the problem, at least partially, namely, by arranging to have each of a group of libraries prepare entries for books falling within its special fields, the cards to be printed by the Library of Congress under some such arrangement as already exists, only with a more definite plan.

There is also the problem of possible reorganization of the work within a library, such rearrangement of the functions of the members of the working force as is suggested by Library No. XI which has found it profitable as a saving to have the books handled by the same person for both cataloging and classification. This method would necessitate a certain specialization in studies on the part of the individual. At present too much attention is paid to the technique at the expense of the higher functions. The reorganization of work along the lines indicated might lead to a reorganization of the studies in the library schools by introducing, as a part of the curriculum, a thoroughgoing study of the history and interrelations of the sciences and arts. If the plan were adopted more generally it might lead to attracting to the library profession university graduates with definite scientific specialties who might find in library work an even better outlet for their faculties than in teaching. In the meantime, libraries adopting the plan of organizing their staffs along subject lines would have to demand from their workers a certain amount of specialization in their outside reading and study, and might well encourage such specialization by offering extra time to such members of their staffs as are willing to give a considerable amount of their own time to studies of this kind.

These two ideas: the extension of the central cataloging work of the Library of Congress and the possibility of organizing the work in the individual library so as to utilize to a larger extent than is now the case the special interests and the special knowledge of the individuals, stand out for me as the net result of the cataloging test.

MAKING MAPS AVAILABLE

BY BEATRICE WINSER, *Assistant Librarian, Newark Free Public Library*

All libraries are confronted by the map problem. The first question is: shall we collect them? The next is: if any, which? And the next how shall we keep them and use them if we acquire them?

We have no definitely settled policy; but after experimenting for eight years we have succeeded in making our maps easily accessible at a comparatively low cost. Many libraries feel that they cannot afford to have maps; not primarily because of the cost of the maps themselves, but because of the cost of putting them into condition for use, this process usually involving expensive storage cases and the taking of much space therefor.

Another very serious difficulty, one about which you wish me to speak to you especially, is the cataloging of maps. We contend that a well arranged map collection, without a catalog, is infinitely to be preferred to a well-cataloged collection with an arrangement so cumbersome that it is difficult to find the desired map or so expensive that few libraries can afford it.

The Newark Public Library employs several different methods in the cataloging of its maps. As conditions vary greatly in the two places, we employ certain methods at our business branch and certain others at the main library.

For example, at the business branch we use the Irving Pitt Loose Leaf Ring-Book, No. 721, which costs \$3.30. Sheets of ledger paper each 8 $\frac{3}{8}$ x11, cost \$7.50 per thousand. Each map is entered on its own separate sheet; and sheets are arranged by class numbers, thus making a classed catalog of all the maps in the collection. Full information about each map is found here, and nowhere else. This brings together the maps in each geographical group, no matter where the maps themselves are filed. The reason for using a sheet rather than a card is that the catalog of maps at the business branch requires many changes, as new

editions of maps are received and the old ones are returned to the main library to be stored; also, we find it easier to consult and to manage sheets than cards, for a small collection.

In addition to the above "Loose Leaf," which serves the purpose of a classed index to the map collection, very brief catalog cards under subjects are made and put in their proper places in the general catalog.

We find it indispensable to make analytic cards for maps found in Baedeker Guides, and foreign directories. The maps in these books are excellent; but as they are often small, and seem unimportant, they are seldom used. These analyticals give us a complete index to all the map resources of the branch. We are often asked for maps which we could not find if we had not indexed books of this character. For example: A shipper, desirous of sending to Kula Lumpur, wishes to know whether the town of Penang is nearer to that place than Singapore; and also wishes to know of the railroad connections. The answer, found in an inexpensive guide to the Federated Malay States, could not have been given readily, if at all, if an analytical had not been made.

Real estate dealers, in developing real estate, give high sounding names to certain sections of certain cities. This is done, of course, for advertising purposes merely. Other sections get special names in other ways. Inquiries are often made at the business branch as to where certain of these parts of cities are to be found. To answer these queries it was found desirable to make analyticals for local real estate atlases. For instance, a man asked about Elmhurst Park; the analytical showed that Elmhurst is in Westfield, a town in New Jersey. The usefulness of analyzing such local matter is shown again by instances like these: Waverly, once an independent town, is now incorporated in Newark; New-

ton is now part of Queens; Ampere is now part of Orange. The names I have cited are still quite commonly used for localities which were, as towns, long since merged in other towns.

The Automobile Blue Books have small maps which, although not very good, contain information about many small towns for which other maps are either not available or not worth buying. Questions about Warren, Pa.; Three Rivers, Canada; Malone, N. Y.; and many other places, have been answered through analyticals for the Blue Book maps.

I will describe very briefly our arrangements for maps:

1. *Large wall maps, and smaller ones which are in constant use:* Mounted on Hartshorne shade rollers and hung from shade roller brackets on a specially constructed platform. Each map has a handle hung by wires a foot below the map's lower edge, and on the handle is plainly printed the name of the map. These make effective advertisements of the maps and also form a visible catalog of them.

2. *Vertical Map File:* All small maps of temporary interest or value or maps that are used too seldom to warrant the expense of mounting, are arranged as follows:

Each is mounted on a large sheet of pulp board, a cheap card board, and all are filed like cards in a catalog in a huge box. The name and character of each map are written on the top edge of its mount.

Colored bands, pasted over the edges of the cards, are used as guides in keeping all in alphabetical order.

3. *Topographical Maps* (U. S.) are mounted on smaller sheets of the same pulpboard and filed vertically on shelves divided into small compartments. They are classified by states and under each state alphabetically by quadrangles. The government checklist thus becomes a catalog of them.

4. *Rural Delivery County Maps:* Nearly 1,000 have been published to date, covering nearly a third of the United States. While their topographic information is

meager, they cover large areas not yet mapped by the U. S. Geological Survey, and information given by them, and not found elsewhere, makes them very valuable. For example, they give names of roads, railroads and trolley lines; locations of schools, churches, institutions, etc., and, frequently, names of farmers. They cost 20 cents each, and are not given to public libraries.

We paste these maps to the edge of cloth strips which hang from pieces of sheet metal folded over steel rods. The rods are all of equal length and their ends rest on the edges of a large box, while the maps suspended from them hang down in the box. This method we adopted to save space and still preserve the vertical filing, and is suitable only for maps on tough paper and where some degree of fixed location does not harm. From one to four maps may be hung on a single rod, depending on the completeness of the alphabetical sequence. The official Postal Guide is the index of the collection. Questions of this kind can be answered by these maps:

Is there a schoolhouse near Pealiquor Landing, Md.?

Is there a deer-preserve near Leathercorner Post Office, Pa.?

How far from New Castle, Pa., is Coal Centre School?

How far from the Wampum Road is Irish Ripple, Lawrence Co., Pa.?

Storing and lending maps

1. *Large Roller Maps:* Older and less used maps of this kind, including also many which are lent, are tightly rolled about the bottom stick, tied with tapes, and numbered on a large round Dennison label pasted on each. A screw eye is fastened into one end of the stick, and all is hung from a screw hook in an overhead platform. This method saves not only much storage room, but makes every map immediately available.

2. *Dissected Maps:* Since the beginning of the current year many maps have been prepared for lending by dissection. They are cut into sections of convenient size and

mounted on cloth by an expert. Grommets are put in the top margins for convenience in handling. They are then folded, as per the dissection size, and a stout card is pasted over each outside fold, as a cover.

3. *Maps Mounted on Pulp Board or Compo Board:* We mounted about 50 maps on pulp board or compo board, with edge bound and top corners fitted with grommets. This method we abandoned. The maps were of awkward size to carry, or even deliver by wagon, and were frequently damaged and in need of repair.

4. *Unmounted Maps.* No money is spent on maps little used, like those taken from atlases, books, directories or obtained by gift. They are folded and then placed in envelopes of convenient size (17½ inches by 13 inches), made of Rugby paper, with wide flap on the long side. The name of the map, corresponding in form to the catalog entry, is written on the upper right corner of this envelope. The envelopes are kept in alphabetical order by legend, in an appropriate box. Maps are lent in the envelopes and required to be returned in them. With maps of unusually light weight a sheet of pulp board is kept in the envelope to prevent folding or creasing.

Rules for cataloging maps

1. *Main or Author Entry:* The main entry is the subject entry. It should be as brief as possible and still be descriptive, —as "Asia," "California,—Land Office," "New York (city)—Geology, historical." This entry is written on the card in the position of an author entry, first line, 1 cm. from left edge. On the maps it appears with the year of publication.

2. *Year of Publication:* Placed on line with and as part of subject. If copyright date only is given, or if date is known but does not appear on face of map, date is put in brackets. If unknown, "n.d." is written in its place.

3. *Title Entry:* This corresponds to the title entry on a main author card. It is indented 2 cm.; the second line also is indented 2 cm. The title entry gives all the inscription on the face of the map, includ-

ing the publisher's name if this is used as a possessive, as in "Rand McNally and Co's. map of Asia." In this case the name of the publisher is repeated in the publisher's entry.

4. *Description:* Any added information descriptive of the map is added directly below the title entry. Often the subject is description enough, as, "California—Land Office," Land Office maps being all alike and well known.

5. *Author:* The author or designer of the map is often given. It follows the title entry (as amplified by description) on the main entry card.

6. *Scale:* The unit or natural scale is given first, then the scale in miles to the inch. Meter scale is not given unless no other is mentioned. If no scale is indicated, "no scale" is written.

7. *Publisher, etc.:* Information concerning imprint is given next. The order of arrangement is: place, publisher, date, price (or cost). Information of this kind, known but not brought out in the inscription, as in the case of maps taken from atlases, is enclosed in brackets.

All the foregoing is written as one paragraph.

8. *Dimensions:* Dimensions are given in inches or parts of inches to the nearest half inch; width or horizontal dimension first. Measurements are made from the innermost border of the map face, i. e. where the parallels of latitude or longitude end, or where the lines of configuration end. Dimensions are written at right of line following information concerning imprint, etc.

9. *Insets:* If of no special importance, insets are merely listed. Brief title only; not cataloged. Cross references are made, however, to main card. If important and not covered by another map, size, scale, and information are given. Cross references are made. Indent 1 cm. Dimensions, scale, and information follow.

10. *Location:* The place where the mounted or folded map is to be temporarily located is pencilled in the upper left corner above subject line.

11. *Copies*: The number of copies of the map is pencilled in upper left hand corner, below the subject line.

12. *Cross References*: Only title of main author entry and date are given. Indent 2 cm. "See" is written on subject line 1 cm. from subject heading of reference. Title is written on line below. If an inset, "inset" is written after title entry.

13. *Place of Publication*: See Publisher, etc.

14. *Date of Publication*: See Publisher, etc.

15. *Price or Cost*: See Publisher, etc.

I have indicated only a few of the kinds of maps acquired and of the methods employed in handling them, to show how simple a matter it is to make maps available at small cost.

A trustee, of a library which shall be nameless, admired a large map of Northern New Jersey, displayed at our business

branch in the simple and inexpensive manner we use. He expressed the wish that his library could afford it,—it costs less than \$10. Later he told of buying a charging desk for \$125;—and his library's total yearly appropriation is only \$5,000!

I have not gone into details of cost or construction in this brief statement, as all these, and of course many others upon which I have not touched, are covered by the pamphlet in the Modern American Library Economy Series called "Maps, atlases and geographical publications." I do not hesitate to mention this pamphlet, because it so completely covers the ground. It is especially useful to the librarian who has been afraid to put money into maps because of the cost of their care. It describes how one library has begun to solve that bugbear of all librarians, the map question, and gives its experience to those who are still grappling with the problem.

BOOK WAGON DELIVERY

By MARY L. HOPKINS, *Librarian, Scaford, Del.*

The book wagon made its appearance in Delaware in the spring of 1912. The State Library Commission had abundant reason for desiring to reach and help a large part of the rural population, as you would agree could you have read the answers to a questionnaire sent out to the pupils of the rural schools. Here were the books so full of information and inspiration, and there were the children and grown-ups who needed them but between the two there was a great gulf. The book wagon has bridged the chasm.

The writer of this paper was asked to test the plan in her county because the need seemed greatest there. The result was gratifying and the work, extended to the other counties, has become permanent, at least until some better plan is evolved.

The results are of course partial and temporary, for the reason that there is but

one book wagon in each county; and Sussex County, the field of my labor, has 964 square miles.

To aid in the extension of the work, it has been the plan to seek the coöperation of the rural school-teachers in placing libraries in their schools for the winter, after the book wagon has visited these districts through the spring, summer, and fall.

The work has been altogether interesting. After four years in it, I look forward with increasing pleasure to my trips over the various routes and to my association with the folks on the farms.

A professor from one of our state agricultural colleges visited our county recently. He said it was the spottiest section he had ever seen; that it contained some of the richest soil and some of the poorest in our country. It is just as true of mental culture. I visit homes from which sons

and daughters have gone out to fill chairs in our best schools, while in the very next home neither parent can read.

This latter class is composed generally of tenants who form a large proportion of the rural population in some sections where large farms and non-resident owners are the rule. These tenants move from farm to farm, never staying long enough for the children to receive much benefit from the schools. Few of them attend the rural church and Sunday school; indeed in these sections, the Sunday school is almost a figment of the imagination, for they are closed in winter because of the cold and in summer for the campmeetings.

It always pleases me to see the boys and girls, at the sound of the book wagon, raise their heads from work or stop their play, give an instant's look to be sure, then run to the house crying, "The book-woman is coming."

I most enjoy the work with the children. The mothers on all the routes tell how the little folks have read, or had read to them, the same book over and over again, and between ourselves, the mothers like these books quite as well as the children.

I hardly know when they find time to read during the busy months of the book wagon season, but they do, for I loan an average of one hundred books a day. The boys and some of the men read at the noon hour. One woman said that she read an hour after the other members of the family had retired; she was too tired to sleep and reading rested her.

I have two routes on which I use a car, each requiring a day from seven until six. On one I visit and loan books in sixty-seven families, on the other, seventy-four. A third route passes through a section where the roads are quite sandy, too heavy in portions for even the Ford. On this route, forty-eight miles long, I use a horse and carriage and it takes three days to do the work. But I like it best of all, for being alone I feel that I get closer to the people and I take more time at each farmhouse. The noon hour, while the horse is

eating his dinner and I am enjoying my lunch (I commend the work to the dyspeptic), and the nights on the farm, help in getting the rural viewpoint, particularly in regard to early rising when the hour of six-thirty finds the book wagon well on its way.

When I begin the work in April, I do not know where I shall spend the second night and although I do not feel the same anxiety that I did the first year, I am always glad when at the end of the day, some hospitable farm-house is willing to add to its labors by sheltering the book wagon and its driver.

Next to the pleasure of helping the children is that of serving the old folks. I have in mind a dear old lady, the children married and gone and herself sad over the death of the youngest, when I came along and introduced her to Rebecca of Sunnybrook Farm. At my second visit she said, "I did not neglect my husband, as you said I might, but I am afraid that I have neglected my Bible."

You may be interested to learn what they read. The children have a decided preference for fairy tales and some of the older ones have not outgrown it. Such books as "When mother lets us garden," "A little garden calendar" and any nature books in which the forces of nature are not personified are drugs on the market. The statement of other rural librarians that the rural reader prefers stories about city life has been verified in my experience. The unfamiliar is always interesting.

The boys and younger men prefer adventure and humorous literature. "Give me a wild west story," or "Haven't you a jokey book?" are frequent requests. So seldom does "A young man's fancy lightly turn to thoughts of love" that I have begun to look upon such an one as almost abnormal. Neither does the college story with the baseball or football hero appeal to them. Napoleon fails to interest but Lincoln is always enjoyed. A young wife said to me recently on returning Morgan's Lincoln, "My husband read it through twice."

The young girls are very decided in their preference for sentimental books but Miss Alcott, Mrs. Wiggin, Miss Montgomery, Eleanor Porter and other writers of good wholesome literature are displacing other writers of little merit. The farmer prefers the agricultural paper to the book. A notable exception is the foreigner who comes from another country or only from another state. Most of these former are German. No sentiment for him, science first, last and all the time.

There are many of both sexes who have formed the reading habit. I have been able to interest some of the women in domestic

science books, but their general attitude toward that class of literature is indicated in the reply of one woman who said she had enough of work without reading about it.

In this little string of commonplace experiences the thing which redeems them is the faith of those who send out the book wagon which is expressed in this little verse:

"Never yet,
Share of truth was vainly set
In the world's wide fallow;
Other hands may sow the seed,
Other hands, from hill and mead,
Reap the harvest yellow."

LIBRARY INSTITUTES IN NEW YORK

By ASA WYNKOOP, *Head of Public Libraries Section, New York State Library*

The system of local library institutes, as developed in New York State, is based on the same theory as underlies all associated effort in the library field, that progress is mainly the outcome of association and co-operation on the part of library workers. The degree to which libraries share in each other's ideas and achievements is the degree of their individual and collective efficiency. The date when a library is first represented at a library meeting is often as important for it as the date of its founding. Isolation for a library is starvation, self-sufficiency is death.

One of the first problems, therefore, in the working out of any successful state program for library development is obviously that of bringing the scattered, unrelated libraries and library workers of the state into some degree of fellowship and unity. Toward the accomplishment of this end, nearly all the progressive states have organized state library associations, with annual conferences lasting from a day to a whole week. New York was the first of the states to organize such an association, and its annual meeting in September, known as "library week," has come to assume a place in the library world second

only to that of the American Library Association.

At the meeting of 1900 at Lake Placid, where with an attendance never before approached, numbering 115, and with a consciousness of assured success, the Association voted to make permanent its annual observance of "library week." There were a few at the meeting, with eyes fixed on the state as a whole, who were not quite satisfied with the kind of success represented at this meeting. Among these were Mr. W. R. Eastman, the state library inspector, Mr. A. L. Peck of Gloversville, Dr. Canfield of Columbia University, and Mrs. Elmdorf of Buffalo, all of whom were concerned more with the strengthening of the weak and needy than with the enrichment of the strong and prosperous. They made a careful analysis of the attendance at the meeting, brought out the surprising fact that out of a total of 175 free libraries then existing in the state, only 15 were represented at this meeting and only two with less than 4,000 volumes, and presented a strong resolution emphasizing the duty owed by the Association to the many small libraries which never had been and never could be reached by a central state meet-

ing, and calling for the organization each year of not less than ten local meetings covering every section of the state, to do for the small, weak and scattered libraries something of what "library week" was doing for the larger ones. The resolution, presented by Mr. Eastman, was cordially supported by most of those prominent in the Association, and on formal vote was enthusiastically adopted, and thus the system of library institutes in New York State was born. A committee was appointed to report on a practical scheme of work at the next annual meeting. Such a plan was carefully worked out during the year, and at the meeting of 1901, was adopted, to be put into effect in the following spring. To show its faith and deep interest in the enterprise, the Association voted from its scanty funds, \$125 for meeting expenses.

The work began with the division of the state into eight library districts, each with its central meeting place, the districts being so constituted as to reduce so far as possible the average distance between the libraries and this library center. Each of the meetings consisted of three sessions, covering the afternoon and evening of one day and the forenoon of the next. The day sessions were designed to be mainly instructional and were for the benefit of those engaged directly in library work. The evening sessions were termed "inspirational," consisting of one or two more or less formal addresses on the general scope and function of the library, and to these, all local friends and patrons of the library were invited. A general program and outline for all the meetings was prepared and printed in advance, and two members of the state committee were in charge of each meeting, so that, except in respect to the public sessions, the meetings were almost duplicates of one another.

At the eight institutes of the series there was a total attendance of 299 at day sessions, 735 at evening sessions, and 110 different libraries were represented. Thus in a single year of this work more libraries were reached and helped and more library workers brought into associated ef-

fort than in the entire previous decade of the association's existence. On receiving the report at the 1902 meeting, the Association expressed its mind and purpose regarding this work in the following resolution: "That inasmuch as the holding of institutes is the most definite and important work of this association, the funds in its treasury should, in large measure be held for the benefit of this work."

With very little modification either in the plan or in the personnel of the committee in charge, the work as thus instituted, was carried on for four years. Attempts were also made, with some success, to organize into district clubs the more active local workers in the different institute groups and to put upon these clubs an increasing degree of responsibility in the organization and conduct of the meetings. No one can estimate the amount of good done the library cause in these four years of pioneer institute work.

With all the eloquence, energy and ability that were put into the work, hardly more than a quarter of the libraries on the committee's list and to which invitations were regularly sent, could be induced to participate in the meetings, and from the first to the fourth series of institutes there was an actual and material decline in the number of libraries represented.

When these facts were presented to it in the annual conference of 1905, the Association was as firm as ever in its conviction that the work in some form must be continued, and that if it had erred at all in its attempts to bring the benefits of associated effort to the smaller libraries of the state, it had erred only in not going far enough in its approach to these libraries and in not beginning in a sufficiently simple and elementary way. After careful consideration it was, therefore, unanimously decided at this meeting to adopt a plan proposed by the Committee of increasing the number of districts and meetings from eight to thirty, of thus bringing a meeting each year near to the doors of each library; and further to popularize the movement, to let the libraries of each group select

themselves the topics which should be discussed at the meeting. For the word "institute" the term "round table" was substituted and all attempts at systematic or formal instruction were laid aside. The whole emphasis was placed on the one idea of drawing the libraries out of their isolation, of bringing them into touch and acquaintance with one another and so of fostering a sense of unity and common interest.

In this design the new plan showed itself immediately to be a distinct success. In the first year of its adoption the number of libraries registered at the meetings increased from 93 to 194, a large proportion of these being very small libraries which had never before been in attendance at any library meeting. This plan was continued with slight modification and with growing popularity for eight years, the register showing in 1913 that no less than 433 libraries of the State had had a share in the meetings of that year.

But with all its success in the fundamental thing of bringing libraries together, the plan had decided disadvantages which year by year became more and more evident. With no fixed or comprehensive program, with the topics chosen each year by vote of those attending, there could be no consistency or definite progress in the discussions. The Committee, while never in doubt on this point, concluded at the end of the 1913 series of meetings, that the time had come for the adoption of a more serious systematic and logical plan of work. Having developed among the libraries in so large a degree the habit of association, it was now hoped to put into practice some of the more ambitious and constructive ideas with which the work had first started. With the expressed approval of the Association, the Committee worked out such a plan in the winter of 1914, to comprise a continuous and consecutive course of work to cover four years, the program each year to be devoted to a particular field of library economy, the whole course to include in an elementary way, the entire problem of the small library.

The plan was put into effect with the meetings of 1914. With such a fixed and formal program, removing at once from the libraries their privilege of choosing for the meetings such random topics as they might prefer, it was fully expected that some of the popularity which the meetings had attained under the former plan, would be lost.

This plan has now been in operation for three years, and the results are interesting. The first year of the new plan, owing to some financial uncertainties that the Committee had to take into account, the number of meetings was cut down from 30 to 20, furnishing a strong additional reason for expecting a falling off in library attendance. But the libraries proved themselves more serious in this matter than the committee had dared to hope, showing a remarkable change in their attitude since the first plan for instructional institutes was given up in 1905; and when the reports for the twenty meetings came in, they showed that in average attendance, both of libraries and individuals, they had broken all records, and that in total attendance, the 20 meetings under the course plan had brought more libraries together than any 30 meetings under the former plan, except for one year. In 1915, the second year in the course plan, meetings were held in 31 centers, with a total representation of 535 libraries or districts, 112 more than had ever before been registered; and this year, in the series of meetings completed on June second, consisting of 27 institutes, there was a representation of 568 libraries or districts and an attendance at day sessions alone of 1,248 persons.

The total advance then, in figures of attendance, since the work began fourteen years ago, is from 108 to 568 in the number of libraries participating, and from 299 to 1,248 in the number of library workers or patrons sharing in the benefits of the meetings—figures testifying eloquently, both to the notable increase in libraries during this period, but more specifically to a growth in professional interest and *esprit de corps*, which are the best guarantee of

their growth in efficiency and public service.

From the first, although initiated, directed and sustained by the State Library Association, it has been made possible only through the close coöperation and support of the library department of the state. A member of that department has always been the administrating member of the institute committee and upon him has devolved the larger share of the work. On the same ground, the state bears a large part of the other expenses of institutes, such as cost of printing, postage and traveling expenses of such state officials as help at the meetings. Altogether it is a fair estimate that the State expends the equivalent of \$500 a year on this work, while the Association itself appropriates from \$150 to \$200 toward it.

The Committee plans in all cases to give each institute group as much of initiative and responsibility as it will and can assume. In a few of the districts, where there are permanent library clubs, the meetings are put in charge of these clubs, and the state committee does little beyond providing the program, outlines and references and forms of announcement and invitation. The same is true in a few other centers where there is an especially strong library with a recognized and gladly accepted position of leadership in the district. In point of attendance and sustained interest, the meetings in these centers are unquestionably the most successful. But the need is certainly greater in the less favored districts and it is to these that the Committee gives the greater part of its effort and attention. In such districts, practically all the work and responsibility for organizing, securing attendance and conducting is assumed by the Committee, the local library being asked merely to provide a suitable place for meeting and a spirit of cordiality and welcome.

The first work of the committee each year is to decide how many meetings shall be held, to find the most suitable centers for these meetings that are available, to draw the boundaries for the several dis-

tricts in such a way as to bring each library into the district whose meeting place is most accessible to it and to make out a complete mailing list for each district. This is a work that has to be done over again each year, for it has been the policy of the committee to change somewhat each year about one-third of the places of meeting, which requires a change in boundaries and mailing lists, not only of these districts but of those adjoining them on either side. Then there is of course a constant development of new libraries to be included and constant changes in the personnel of old ones. In 1916 there were in the mailing lists 1,116 different libraries distributed among the 27 districts. One can easily understand how careful a study of maps, railroad routes and time-tables, state roads, omnibus routes and library records is needed, in the assignment of each library to its proper district and the selection of the particular person at each library in whose name and care the invitation is likely to prove most effective.

The next task of the committee is to prepare the year's program. As the plan for a four years' consecutive course is now in force, the topic for each series of meetings has of course been prescribed; so the preparation of the program is now merely the analyzing of this topic into its simplest elements, the preparation of an outline emphasizing and giving in detail its points of principal interest to the small library and the citing of references treating more fully of these points. The outline has now become one of the most distinguishing features of the meetings, being prepared with much care, printed and distributed in advance to all on the mailing list, and designed to serve not only as an aid to the meeting but as a permanent guide and help to libraries in the treatment of the questions under consideration. The references are mainly to articles which have appeared in "New York Libraries," a file of which is supposed to be on hand at each library, though numerous references are also made to standard library textbooks and periodic-

als. This outline is regularly printed in the May issue of "New York Libraries," so it is permanently available for reference.

The final and most important task of the committee is to find and assign to the various districts, the most helpful and inspiring conductors and contributors that can be secured from the library workers of the State. In this task the committee has had from the beginning the most delightful experience. From 60 to 75 persons are now needed each year to insure for all the meetings the desired freshness, variety and interest in the carrying out of the program. Almost without exception the leading library workers of the State best fitted for this task and selected as

first choice by the committee, have freely volunteered their service at the committee's call. Practically the only limitation on the amount of library talent to be provided for the different meetings has been in the amount of funds available for traveling expenses. Were these institutes notable for nothing else, they would be worthy of commendation and would prove highly profitable for the State, merely for the large amount of purely altruistic library service which they have called out and made available for general library stimulus and progress. They have been the agency for the mobilization and practical utilization for the good of all, of the best library talent of the state.

LIBRARY AND SCHOOL COÖPERATION IN UTAH

By MARY E. DOWNEY, *Library Secretary, Utah Department of Public Instruction*

On going to Utah I found the state library work affiliated with the state Department of Education instead of the State Library to which I had been accustomed. I am sometimes asked whether this association is an advantage or otherwise. At present it is a distinct advantage in Utah as it places the whole army of teachers behind it. The coöperation is all that one could desire and it is wonderful what can be done in the library movement of a state when all the school people are back of it. This connection with the state Department of Education has brought about such coöperation between the libraries and schools as I have not seen possible in states where the work of the two departments is separate. In fact, in addition to increasing the efficiency of libraries already established, and starting new ones, which is usually considered the work of an organizer, it would seem to add a third feature of equal importance, that is the supervision of the school libraries of the state.

We have usually been led to believe that library and school coöperation is almost wholly a one-sided affair—in favor of the

library. But in Utah I find the school people in every case ready to welcome whatever can be brought about. Where we have any conservatism at all, it is on the part of the librarian and board, which also is rare.

The schools till recently have followed the old time method of haphazard purchase and use of books with little idea of the real purpose of a school library. A few books, called a library, could be found in most schools. The books were usually for adults, seldom selected to suit the grades or the individual child. But Utah is coming to be proud of her public school system, and is learning that no state can have first-class schools without good libraries to supplement them.

Wherever there is a public library, we are advocating that these books and any school funds for books be turned over to it. Then we urge that a school census be made by grade and that sufficient books be provided to distribute to each teacher as many as she has pupils and suited to their grade. The books are all returned to the public library for summer vacation use.

The library thus increases its services to the children many times, for no librarian or group of children's librarians can possibly do for the children of a whole community what the teacher can do for her group of thirty or forty children of the same grade with whom she works every day.

Why is it that teachers in the high school, academy, college and university tell us that the average child comes to his higher studies of history, language, and the classics with no background of general reading?

What will happen if we teach a boy manual training and then give him no tools or material with which to work? Or a girl domestic science and give her no kitchen utensils or other things to make an attractive home? That is just what is happening to our boys and girls in learning to read and it is probably the greatest fault of our public school system today. We are spending great amounts of money for public school education, primarily to teach people to read and then give them nothing to read.

Do we realize that the masses of our children, all over this country, are going through the public schools, yes, even through the colleges and universities without learning how to read? I do not speak of learning to read from the philological standpoint, but from that of getting the reading habit.

Nor has it yet been possible to have a generation of reading teachers. Ask the following questions at our county teachers' institutes and see the results. "How many of you in your preparation for teaching had the use of a good public library?" "How many of you now in your teaching have the use of a good public library?" The answer is not at all common to any one state, but the point is, we can work together to bring about a generation of reading-teachers from the children now coming through our public schools.

School boards and superintendents in Utah are coöperating with us in a state-wide campaign for a book to a child, suited to his grade, in every school-room. Where

there are no tax supported libraries the books are being distributed from the superintendent's office. So strongly is this movement taking hold that the measure of a school-board member, superintendent, principal, teacher, library board member, or librarian, is his ability to accomplish this result in his community.

By the time the child reaches the fifth grade, the plan is to so have the parent, teacher, and librarian working together as to assure his reading habit. A record is to be kept by author, title and date of books read. This means that the children now coming through the public schools will be a generation of readers. Members of the committee now working on the new course of study for the public schools have assured me that every child will be required to have read one hundred books to finish junior high school and two hundred for graduation from senior high school. There will then be no chance whatever for school boards to evade the fifteen-cent law, or to divert the book fund, as the books must be supplied, to enable the children to meet the requirements of the state course of study.

It is so planned to supply the public school system with books that the child may be shown that each study is merely a suggestion of the store-house of knowledge, and that the end of his public school course may be the beginning of freedom of mind, capable of guiding itself through the maze of books.

Another stimulus to this movement is the library established in the state Department of Education. A beautifully equipped room has been set apart for a library in the offices in the new capitol. This library is as near model as it is possible to make it. A section is set apart for each grade, first to sixth inclusive, two for the junior high, two for senior high and four for the teachers' professional collection. The library is also practically used by the school people over the state, the books being sent and returned by parcel post.

The university and public libraries are also very generous in sending books to

schools and individuals over the state who pay transportation.

A series of addresses relating directly to library work and reading has been given before a number of county teachers' institutes. The results are: stimulus to the use of the local library by the teachers of the county as well as the town where the meeting is held; encouraging the teachers to create the reading habit in children through the grades; interest toward developing a library in towns and counties having none; such cooperation between the libraries and the schools as will bring about an intelligent use of the technical and reference helps of libraries throughout the state.

Addresses have been given also before many parent-teachers associations over the state and before the normal school students of the University of Utah.

Both school and library people like to have state approval of books for purchase. So lists are provided as fast as they have money to buy. A list of about sixty books for each grade was made for the schools which will be revised from year to year.

State traveling libraries are not practicable on account of long distances from the railroad and great cost of transportation. County traveling libraries, however, would be the ideal thing, with a library at the county seat, and traveling libraries going to every school and community center. The condition is different from the east and the middle west in that there is almost no isolated farm life. People live in community centers and go out to the ranches and mines. So the problem resolves itself into every town wanting its own individual library.

A state-wide campaign is also being inaugurated through the schools, libraries, and parents' organizations, teaching care and respect for books. The annual loss from some of the libraries is entirely too great. Experienced school people say, too, that the wear and tear of textbooks is far more rapid than it should be. To help meet this, and also because of the binding problem, we are recommending the purchase of

children's books in re-inforced bindings as far as possible. While they cost a little more in the beginning, they can be used several times as long and seldom need re-binding, which really makes them cheaper in the end.

Another great need being met as fast as facilities become adequate is teaching people how to use the library. The classification, catalog, and periodical indexes in our libraries are as a, b, c, and 1, 2, 3, and yet to the masses of people, are a closed door. No child today should go through the public schools, even through the eighth grade, without these things being made clear to him. All these things should be systematically taught in our public schools in order to have the library accomplish what it should.

Again, in addition to branch buildings some of the school people of our cities, in line with the "Back to the schoolhouse movement" are asking that public library branches be provided in their school buildings. It is especially easy to make provision for a library with an outside entrance on the floor of new buildings. Such a library with its children's, reference and reading rooms, provided with wall shelving, open in the afternoon, after school, and in the evening, for the use of the whole community, would give more value for money invested in school buildings and make many a dark schoolhouse a source of greater light. Why not? The school buildings are so located as to cover every part of the city so that a library placed in each building at a distance from the main library would make books available to all the people. Every family, or its neighbors, has children going to the public schools who may act as messengers, carrying books to and from the library and home. Under this plan the school board would provide rooms and furnishings, heat and light, for the library in the school buildings, while the library board provides the books and attendants. Such a plan would bring about the millennium so far as library and school cooperation in the city is concerned.

Our states are spending great amounts

of money for education. In fact, they boast that the greater part of the tax is expended for public education, primarily to teach people to read. Again, I repeat, is it ever

wise to create a demand that is not supplied? The school without its efficient library laboratory is like "Hamlet" with Hamlet left out.

THE IMMIGRANT, THE SCHOOL AND THE LIBRARY

BY ALBERT SHIELS, *Director, Division of Reference and Research, New York Board of Education*

The school and the library equally are conscious instruments of education. One emphasizes the agency of man directly, the other that of the books he writes. Yet the school has its books and the library has its teachers. Really the difference between the school and the library is not so significant as it may appear to be.

Yet the school and the library must continue to remain separate organizations. This does not mean that they should be isolated one from the other. Isolation means waste. Democracies are prolific in making new adjustments to meet new situations, but they permit unnecessary duplication. Business being under one head does not do these things, because, I suppose, business is not a democracy. The librarian and the school teacher will have to put two heads together, but they can have a single directing purpose.

Wasteful duplication we find everywhere; it is not confined to the library or to the school, but it is only with these we are immediately concerned. We all realize keenly enough that they ought to work one with another, so we utter the familiar cry for co-operation. We hear so much of co-operation at every convention and every council meeting! Everybody pays a verbal tribute to its value. Unfortunately much of the effort devoted to it, as to the realization of many excellent things, is exhausted in strenuous expressions of agreement. To plead for co-operation is as unnecessary as to plead for the Ten Commandments or the Declaration of Independence. Everyone believes in them, but not so many act on their belief. Faith we have—not works.

My text is three-fold: The variation in

types of immigration and its implications for us; the relation of the library and school to the immigrant; the getting together of library and school. Yet it is concerned with but a single subject—co-operation.

This requires a digression concerning the immigrant, for the immigrant holds the third place in the triangle. Of late he has been a somewhat popular subject at educational meetings and at all sorts of public and private gatherings. Time was not long since when interest in the immigrant was a negative one. Publicly and privately he was disliked, suspected, abjured. At one time the antagonism was strong enough to make a party platform. The vocabulary of description was more forcible than elegant—"superstitious," "criminal," "ignorant," "dependent," "diseased," "foul," "dirty." Turn to the newspaper files before 1870 and again about 1900, and contrast them with the amiable appreciations of to-day. For this change in attitude there are many causes. Let us be hopeful and assume that the greatest is a more enlightened sympathy and a more general intelligence.

Those of us whose business it is to work with the immigrant and not talk about him are aware that in this fortunate reaction there has been a little excessive emotion. The immigrant is discussed in rather hyperbolic terms; there is sometimes a flavor of saccharine sentimentality. Serious workers are interested in actual conditions. They find no profit in writing fanciful descriptions of peoples as miracles of intellect or artistry. When one is seeking for facts it is a bit wearisome to be regaled with stories of the great brown eyes of

poetic Giuseppes, of little Ivans who weave impossible tales, of Infant Solomons who quaff daily drafts of Tolstol, Nietzsche and Herbert Spencer.

The foreigner is not made up of such extraordinary types, young or old. He is much like ourselves. There are some who are very good, some quite indifferent, and some who are most unpleasant. Like us the foreigner loves and hates. He is sometimes industrious and sometimes lazy. Let us conceive him as an ordinary human being to whom we have something to give and who has something to give us. We should understand and sympathize, not abuse, nor flatter, nor patronize.

In some respects, however, the twentieth century immigrant may be distinguished from such of our ancestors as were immigrants of the seventeenth and eighteenth centuries. He does not know English, or he knows it imperfectly. He is very apt to foregather with his own people—a very natural tendency. He is told to respect our institutions and to obey our laws, and he does this, on the whole, very well, though he has some opinions of his own concerning them. Surely he must sometimes be puzzled when he sees dishonest notaries licensed, dangerous and unhealthful buildings permitted to stand, and private banks allowed to represent themselves as institutions of the state until the loss of his savings shows the immigrant depositor the difference. If hailed to court he observes that the official court interpreter may not understand his language, although that may not prevent the latter translating fluently. Our contradictions of profession and practice confuse him. What wonder! They confuse us sometimes. He is promised a good job by an office licensed by the state, and when he is dodging stones or bullets, learns for the first time he is a strike breaker. Later on, when he is with us longer, he may do some stoning on his own account.

No, every immigrant is not a Columbus, or a Beethoven, or a Kant, but usually a plain man who has had some very hard knocks, knows too well what work and pri-

vation mean, and comes here and remains here because he is able to market his labor as we are able to use it.

But the possession of these common qualities should not permit us to forget the greater differences. When the immigrant is considered neither with hysterical sentiment nor blind prejudice, so that he can be dealt with as an individual, we realize that each of the differences in type requires its own method of approach. We shall not deal with all immigrants in one way; instead our judgment will be selective. Not one school or one book or one method for immigrants, therefore, but a variety of schools and classes, books and methods each adapted to the class or group to whom they apply.

In making individual adjustments for the immigrant, the library has been more successful than the school. To begin with, the reader in the library chooses his own books, and reads after his own fashion. He may receive suggestions, but he is not oppressed by direction. Then again the library is devising new methods for different classes. Besides provision for the usual class of readers who know what they want, libraries like those of Providence, St. Louis and Chicago have special reference shelves of foreign books, and room for foreign periodicals. This suits the browsing and uncertain reader. In Buffalo, they find the reference shelf insufficient and they print and issue special manuals for certain groups. Here is a class of immigrants that needs to be brought in and the library goes out after it. The opening of the lecture room for foreign groups shows that the library can take a school suggestion. The lecture crowd and the library crowd are often not the same. When a librarian utilizes the knowledge of the most intelligent and best educated persons in a foreign group so as to get a really fine bibliography, as Miss Campbell did in Passaic, you have an excellent example of selective adjustment, the service here being given by the immigrant. I really did not appreciate what a fine thing this was until a librarian explained to me that good

book lists are really rare—that a librarian's idea of Paradise is a golden typewriter, which under the guidance of an invisible spirit of omniscience prints perfect bibliographies on any subject at command, and which corrects and renews them automatically through the years.*

The special adjustments to the needs of individuals I have noted, do not represent all that the library has done for the immigrant. The State Library Commission of Massachusetts has a special director whose function it is to devise better methods of reaching the immigrant through the library. Our State Departments of Education might well consider the propriety of appointing a similar school officer, especially for the immigrant in rural schools and camps. Again the libraries are paying a great deal of attention to an improved text for foreign readers—a subject concerning which our schools yet have much to learn. The original list of books for foreign groups usually included names of literary masterpieces in the foreign tongue. Later, books were introduced which were written in the foreigners' own tongue, and which discussed American government, American history and civics, and industrial opportunities. Other books have been issued in which both the foreign sentence and its translation into English are included. We also have some fairly good books written in simple English for those who have acquired some elementary command of the vernacular. We have yet to reach the perfect series that will combine simplicity of language, maturity of thought and attractiveness of style, but we are getting on.

There is a great deal yet to be done if we are to extend library facilities and benefits to the foreigner. But already we owe the library a heavy debt. Since the library has done so much at least in spots, what remains to be done? The first thing is to capitalize its efforts up to date, so that

it can yield better dividends to libraries that are poor because they suffer from a poverty of ideas. The second thing is to get into closer touch with the schools.

A committee of the Association that works throughout the year should act as a clearing house for exchange of views on current experiments. Every librarian in a town that has a foreign population ought to know what every other librarian in similar towns is doing. Youngstown, Providence, Altoona and Cripple Creek may differ ever so greatly, yet, in relation to the immigrant, they have certain problems in common. Librarians may have tried out certain methods, or they may wish to initiate some new experiment. From what I have read and from such conversations and correspondence as I have been privileged to share, I feel very strongly that what we need is less the initiation of new library experiments for immigrants than the multiplication of existing experiments in places that have yet done little or nothing concerning this subject.

Now, what of the other educational agent, the public schools? I have no disposition to criticize the schools, for this is my own field of labor. Moreover, I am well aware that in all the ocean of discussion on the immigrant and notwithstanding all the multiplication of foreign newspapers, of welfare associations, of philanthropic organizations, the school and the library together have made by far the greatest contribution to the problem of immigrant assimilation. But there is so much more for the schools to do! If we work together it will be so much better done.

At present we are co-operating to some extent. The school sends its pupils to the library and the library sends its books to the school. In the day schools I could quote a great many examples of really enthusiastic co-operation. I know, for example, of one place where at stated periods classes of pupils are assigned to a neighboring library just as they would be assigned to the shop, the kitchen or the playroom. The library receives them most hospitably. The children have most care-

*Miss Tracey of the library school of the New York Public Library has prepared a very useful bibliography on the work of the library for the immigrant, which is appended to this report.

ful attention and the material given them, whether books or pictures, is suggestive and abundant. Now, so far as the children who attend the day schools are foreign born, or are living in homes that in language, point of view, habits of living, are really foreign, we might assume that the schools and the libraries are co-operating for the foreigner. But the assumption is unsound. A child brought up in the public schools is not a foreigner in a sense that we use the word for adults. Therefore, while I rejoice in this co-operation, while I believe that library attendance should be part of every child's experience, while I believe it is even more necessary to put children into libraries than to try to put libraries into school buildings, still that does not touch the real problem—how shall the school and library co-operate in the education of the adult immigrant?

Does the foreign adult go to school? Some do, although the fraction of attendance either in library or in school is a small one. The optimists are not disturbed. They seem to think that the only foreigners to take care of are the school children. For them the adult wave of immigration is a passing phenomenon. It represents a group that will be with us for a time only, ten, twenty or fifty years at the most.

For many of us who are interested in this problem of immigration, ten or twenty or fifty years is a long time indeed. We know that adult immigration is a constant and not an infrequent or sporadic thing. We believe that those who live in a community for half a century, or for very much less time, exert an influence that will continue long after they have been forgotten—an influence that may not always be as good as it might be under proper conditions.

We are aware that foreign people have a very great deal to give us, not only their skill and their labor, but the finer contributions of their social and emotional life—their fiestas, their folklore, their athletic organizations, their dress, traditions—all things that contribute to our national life.

But we cannot be recipients only, and they need what we have to give. These foreign people should become literally an integral part of our national life, and not merely hewers of wood and drawers of water—great sluggish groups that are with us but not of us—speculating with their labor in the industrial market but keeping their hearts and souls to themselves.

We have as you know evening schools for these foreigners. Our educational systems have established a rather modest organization by which the foreigner may learn English and something of civics and institutional life. The conditions are yet more encouraging for promise than performance. In the volume of work done proportionately, New York and Boston stand first; yet even in these cities there is room for much improvement in the kind, amount, quality and extent of teaching.

We have been able to attract to these schools perhaps a tenth of the foreign population and to retain something less than a quarter of the number. We have in a few cities learned something about proper organization. There is now a pretty clear conception that classes of foreigners must not be mixed together any more than you would mix books on a shelf no matter what the subject. We have finally established some effective methods of teaching. We have made some progress in the use of better texts. Therefore, we have reached the time when we can undertake some very real kind of co-operative action.

Of actual co-operation there is but little record. Miss Hansen used the schools, among other instruments, in order to make a survey of the foreign districts of the city of Seattle. You doubtless heard her describe the work at the last council meeting. In one New York neighborhood, on the evening when the schools are closed, a branch library sets aside a reading room for classes of Bohemians, and provides appropriate books. The libraries generally have sent reading books to evening schools. The teachers have told pupils the location of libraries and have explained their facilities. I do not say that this is all the

evening schools and the libraries have done. Except through original investigation, there is no means of knowing what has been done. But if I cannot discuss history I can indulge in imagination. May I suggest some such program as this:

In communities in which classes for foreigners are maintained, let the local librarian and teacher appoint committees corresponding in number to the preponderant immigrant groups. Usually a neighborhood does not require more than two committees. On this committee there should be three representatives—the librarian, the teacher, and one recognized leader of the foreign group in question. At regular intervals—for we must have some sort of organization—the class will meet in the library reading room. These meetings may be held on school nights. They should be very carefully planned in advance, so that the speaker and listeners both will be prepared. The subjects chosen should be varied and especially interesting—a foreign author, a local industry, a bit of American history, a story of the national song. Supplementing the subject there should be related books in the room, not a list of books, but the books themselves. These are to be shown, handled, referred to in the talk and passed about so that each member of the foreign group shall get the feel of the book. If possible there should be an exhibit of maps or charts, not necessarily so elaborate in arrangement as the excellent one Mr. John Foster Carr suggested at the Washington meeting, but as good as conditions permit. The committee should be present as part of the audience and should have a share in the proceedings of the evening. The members of the class should not be silent; the immigrant should always be conscious of his own identity with the group. Such meetings need not be held on evenings only. There is a large place for instruction and guidance for the foreign woman during afternoon hours.

Similar meetings should be held in the school premises, but they should not displace the library meetings nor should they

be repetitions of these. The foreigner must not imagine that he goes to the library room merely for a change of scene. In the school the librarian should be present and should have an occasional short conference with students, giving talks on recent accessions to the library, suggestions for magazine or periodical reading. She should ask as well as give. For foreigners who have not advanced far enough to understand her, either there should be a librarian who speaks the language or an interpreter present. But the librarian who is the committee member should be present.

If the library has a lecture room, it is sometimes better than the school auditorium. The lecture room activities should be more formal than the reading room activities, should include a larger number in the audience and might include some unusual features.

If social affairs are conducted in the evening school or under its auspices the librarian should be present, not as a guest but as a member of the faculty. She should attend not for her own pleasure, though she might well be pleased, but for the good of the cause.

An outline like this is not concerned with precise steps of procedure, for these are matters which must be determined by local conditions. It is not so much a question of doing a particular thing as of realizing the purpose for which the thing is done.

The immigrant should be conscious of the fact that the library and school are co-operating. He should learn to realize that the library and the school are two great engines for social development in which he himself is an active agent. After all the really significant persons in a library or school room are not the librarian or the teacher, but the readers and the pupils. From this co-operation between school and library the foreigner should learn to form two habits, the school habit and the library habit. At present a great many foreigners never get either. Some start to get these habits but they leave off too soon. Wherever the fault lies, I am quite sure that it is

not altogether the foreigner's. I can speak positively so far as the school is concerned.

Every school system tends to be mechanized, and the bigger it is the greater the tendency. In dealing with adults a certain flexibility in administration is necessary. It is true that so many fixed hours, so many days, so many periods do guarantee much service, but usually it is a minimum service regulated by the needs of the poorest students. We need variety in the classroom. The teacher needs the occasional visitor and the librarian; the regular text needs occasional multiplicity of texts; the standard methods of teaching, however good, need an occasional lecture and conference. In these occasional supplementary conferences the immigrant himself is apt to take a larger part, and thus he gets a new sense of personal importance which is one of the greatest incentives to all human activities. If the schools are selective in their organization, this gradual flexibility will make for better teaching and will affect favorably the library attendance. In time the foreigner will come to look at the library from a new point of view. You may not realize that notwithstanding the soft voice and the engaging smile of the librarian, she is apt to appear a distant sort of personality to the grown men who attend; just a person who receives a slip and hands out a book. Meeting her in the school will make her seem a different personality in the library. The foreigner will no longer be an isolated figure occupying a solitary corner in the reading room. Having met the library people in the class, he will enter the library with a sense of ease as if dropping in to borrow a book from a friend. I believe sincerely that co-operation of this kind will tend to give immigrants both the school and the library habit.

There are too many evening schools for foreigners which lack any good standard for organization. If the same class is to hold a graduate of the gymnasium and a graduate of the plow, there will not only be difficulty of instruction, but difficulties

in library co-operation. No discussion on the brotherhood of man can hide certain obvious facts. In grading students I should inquire into previous education first, nationality, age and occupation next. Under normal conditions nationality is important only for first year students and not then in all cases.

Even if classes are properly organized, the methods of instruction will be poor. The ignorance of methods in teaching English to foreigners is too common in American evening schools. I do not assume that there is a single perfect method; but there are several excellent methods susceptible of definition. A librarian might well become familiar with some of the fundamentals of methods, not because she is going to displace the school teacher in her work, but in order that she may have a more sympathetic understanding of the teacher's own procedure and problem.

I have already referred to the textbooks that are used. We have made very great strides in this matter in the last three years. I believe, however, in letting the foreigners see that there are a great many kinds of texts and making them understand the resources of the neighborhood library. Extensive reading is as necessary as intensive reading.

There are school systems whose rigidity seems to make co-operation difficult. Nevertheless the regulations as to time, the size of classes, the place of recitation, and the number of sessions can be adjusted in any school system. The difficulty of overcoming such handicaps is greatly exaggerated. Any intelligent teacher who can show a rational scheme of co-operation will find it an easy matter to have regulations waived if they interfere.

Finally, there is the personality of individuals. It is quite useless to expect co-operation unless the persons who are to determine it are thoroughly sympathetic. It is difficult to continue it unless they are also intelligent. In this great land of ours there are doubtless some librarians who look with cold and fishy eye upon any change in administration, and believe that

the premises are desecrated by anyone who is not there for the precise purpose of writing on slips, receiving books and returning them. I have not met such persons, but if they exist they should be promoted or otherwise disposed of as to be got out of the way. In school systems there may be persons who take their office very seriously and who look upon teaching as one of those mysterious functions which only the elect can comprehend. They are sensitive to the presence of others. I do not know what can be done with such persons, because the remedies I have in mind, however effective, are too violent for adoption. But all these are exceptional cases. I have met so many persons who seek only some method for closer co-operation that I am confident that the way how is the only thing they need to know.

Much has been said about the futility of mere book knowledge. Volumes have been written on the necessity of knowing things rather than words. There is just enough truth in the statement to be deceptive. The fact is that few men can know more than a very little at first hand. Even those who have travelled extensively cannot go far beneath the surface. We are all aware that there is a certain kind of reading that does not get the thought from the page. That is because all the reader obtains from the print is the image on the retina of his eye. There is so little back of that! But the same holds true of a certain quality of observation. To get a thought from either words or things needs brains.

Not only for the treasured knowledge of the past but for an understanding of the present, man must continue to depend upon the words of others. Nothing can ever change the fact that civilization must appeal to its books if it is to be worthy of its books. In this respect the immigrant differs from no other human being. He must learn not only in the shop, in the home and in the streets, but through language—of the tongue, the pen, or the type. Whether he learns well or ill must depend first upon himself and then upon his teacher.

It matters not if we be preachers or

editors, authors or lecturers, school people or librarians—we are teachers. Teaching is the oldest and noblest of occupations. If we really feel what teaching means, then neither of us, librarians or teachers, can refuse to work together intimately, not for ourselves only, not for the immigrant alone, but for that greater group—the strange complex mass, the marvelous social whole, we love to call our country.

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Buffalo Public Library
Calumet & Hecla Mining Co. Public Library, Calumet, Mich.
Cedar Rapids Free Public Library
Chicago Public Library.
Cleveland Public Library
Detroit Public Library
Duluth Public Library
Grand Rapids Public Library
Homestead, Pa., Public Library
Newark Public Library
New York Public Library
Passaic, N. J., Public Library
Pittsburgh Carnegie Library
Providence Public Library
St. Louis Public Library
Seattle Public Library
Springfield, Mass., City Library

AN AMERICANIZATION PROGRAM FOR LIBRARIES

H. H. WHEATON, *Specialist in the Education of Immigrants, United States Bureau of Education, Washington, D. C.*

The Americanization of the immigrant is not merely a problem of rendering a service to the immigrant himself. It is not merely a question of philanthropy, of giving something to the newcomer who has arrived upon our shores. The Americanization of the immigrant means something larger and more fundamental than dealing with the immigrant himself—it means the making of America. This country fifty or sixty years ago was practically a homogeneous country. In the early days of immigration, most of our immigrants came from English-speaking or allied stocks. They came from England, Scotland, Wales, Ireland, Germany, Holland, Belgium and Scandinavia. Immigrants from these countries readily acquired our language and adapted themselves to our conditions; hence it may be said that during the first part of the nineteenth century the country was unified in spirit, unified in language, unified in ideas, and unified in attitude toward democracy, liberty, and equality of opportunity. Since the Civil War, however, this has changed on account of the enormous development in industry, and immigrants have been coming from Southern and Eastern Europe and Asiatic countries, coming from countries wholly different in traditions, wholly different in customs, wholly different in language, wholly different in habits of thinking, ideas, and ideals.

Now, the injection of that mass—and there are thirteen million and over foreign-born in this country today—into our population of one hundred million means that we are not altogether that unified country which we were fifty or sixty years ago. It means we are not unified entirely in language. One person out of every eight in Pennsylvania does not speak the English language; almost as many are illiterate. It means that this country is not a unit in thought, for we have injected into our thought and into our national psychology

a mass of ideas foreign in origin, foreign in nature, foreign in type, thereby making more than anything else that uneasiness so noticeable in America today. We do not have complete sympathy between ourselves and the man of foreign birth or of foreign origin.

There were in the United States, in 1910, 2,953,011 foreign-born whites ten years of age or over who were unable to speak the English language. With immigration coming in at the rate of a million a year, mostly from non-English speaking countries, this has undoubtedly increased to five million. The number of illiterates is almost as large, and yet we are not coping with these conditions through our public schools by providing night-school facilities. Only 375 communities are providing evening classes directed toward overcoming that tremendous inability to speak English and the illiteracy of our foreign-born.

I am glad that Dr. Shiels has mentioned and taken up rather extensively the school phase of the problem, for of the agencies, educational in nature, who are to cope with this enormous task of Americanization, the school and the library are the most prominent. These are the two which must bear the burden of education, removing illiteracy, teaching the English language, and giving civic training. These two institutions hold the key to the situation.

Now I am not coming here to make a speech or read a paper. I am going to take up with you frankly some of the things I think ought to be done by librarians in foreign communities.

I may say that with reference to the library you stand in a position somewhat different from the school. The library can reach a substantial number of immigrant mothers, who will never attend any evening school, however effective or interesting may be its instruction. The library can get a

great many children over school age who will never again go to school. The library can get many immigrant adults who feel that they are too old to go to school, especially men, who are afraid of the ridicule of their children should they go to school. The library may become, if properly organized and equipped, the place where such people can go, drop in for an evening and read a book, since they are not bound, as in the schools, by any rules regulating attendance. This freedom of action appeals to a certain type of foreigner, and hence the library is in a position to take care of a substantial portion of the foreign population which the school can never reach.

Now, I am going to put three propositions before you. The first is for librarians to make a survey of your immigrant communities; find out how many aliens reside in your community; find out how many do not speak the English language and are illiterate, if the figures are obtainable. Of course in the census you cannot find complete figures for small communities, but you can find some data of value. Find out how many attend schools and what schools are reaching them; what nationalities are attending school; what the principal nationalities are; what foreign-language newspapers there are, and who their editors are. Find out the districts in which the aliens live. Find out what nationalities live in those districts. In other words, learn your community, so that you can know what will be demanded of the library by the foreigners living in that community. It is indispensable that the librarian or a committee representing the librarian should know the foreigners, know who they are, know where they live, know what schools they are going to, and know their relative social, industrial and economic status, because only by knowing these facts can you adequately equip your library to take care of their needs. In other words, it is a question of studying your community and the needs of the foreigners residing therein. You can get much of that information in the census, but most of it must be obtained by personal investigation or observation in

the field. That is something which you must take care of locally.

The second proposition is this: make a survey of your own conditions. What have you in the library for the use of foreigners? Two years ago we made a survey of the conditions, provisions, and facilities for foreigners in libraries in a state adjoining New Jersey. We found some remarkable things. We found one community which was composed almost entirely of those of foreign birth or foreign origin. In that community, made up of immigrants largely from Eastern and Southern Europe, and even Asiatic countries, 25 or 30 nationalities being represented, there were four books in foreign languages,—only four Italian books. The same thing was true of many communities. We found others that did not have any foreign-language books, and we found still other communities that had only German or French books, which were put in largely for students in high schools or their teachers; not for the Germans or French in the community. I am going to mention a city of about 500,000 inhabitants. Thirty-three and one-third per cent of its population is of foreign birth; seventy-five per cent of foreign origin, that is, of foreign birth and of foreign parentage. There were 325,000 volumes in the entire library system, including the branches. Only 21,000 were in foreign languages. Of that 21,000, over 16,000 were in German and French, not in the languages of those who needed the books. There were, for example, only 401 Italian books for an Italian population of 20,000. Fifty thousand foreigners in that city could not speak the English language.

Take an inventory of your book supply for the foreigners, and see whether you are meeting the conditions and needs as shown by your first survey of the community, and your eyes will be opened immediately to something tangible which you can do—buy books. It may be difficult to get those books because of lack of money, because the city administration, perhaps, does not look with especial favor on the library. Let me suggest a way of overcoming that. Only

by getting an enormous public interest through coöperation—the interest of societies of all descriptions, native and foreign-born—will you be able to overcome apathy on the part of the city council in the appropriation of money. I believe in the militant manner of getting appropriations, and not in the apathetic manner which many of us adopt of sitting down and saying, "We need \$10,000," and then waiting for the report to be read by some councilman or congressman, or what not. It may never be read, and hence you may not get your \$10,000.

Here are a few of the questions you must ask yourselves in the library introspection you may want to make as a second part of your work. What is the number of books in foreign languages in your library? Is the number available in proportion to the foreign-born population? Are the foreign-language books in proportion to the languages spoken by the various immigrant groups? What is the circulation of the foreign-language books? How does it compare with the circulation of books in English? Are the foreign-language books those which the immigrant wants to read? Are they those which the immigrant should read for Americanization purposes? There is quite a difference. What foreign newspapers or magazines are available for the reading room? How much are they read? What special means does your library use to encourage immigrants to take advantage of your facilities? What are the titles and numbers of books for immigrants on citizenship and learning English? If you will inquire of some successful librarians, you will find they have studied their communities and the conditions of their own libraries, and have endeavored to build up a foreign department so that conditions and needs may be met.

Now the third proposition which I am going to lay before you, and which I hope somebody will act upon, is an Americanization program for a public library. One of the things really lacking in this country is coöperation. The Bureau of Education at Washington is constantly

emphasizing the importance of coöperation; the importance of getting together on a proposition, not of endeavoring to carry it out exclusively for your benefit, perhaps purely for your own pride. Get together and render national, state, or city service; that is the keynote upon which each should work. Hence, interview members of your foreign societies. Ask to speak at their meetings, ask to have announcements made relative to the libraries. Encourage the appointment of committees for these societies to represent the various nationalities for the purpose of coöperating with the librarian and the assistants in the library in purchasing books suitable for each nationality. Encourage coöperating committees on publicity. The only way you will get effective publicity for a library is by getting people to talk about it; by getting the foreigner himself to talk about the library facilities; by going to the foreign-language societies and asking for their coöperation; by making speeches on the public library and its facilities, and by urging the appointment of committees to give publicity to the library and get people to patronize it. Then you will have started a publicity campaign in behalf of the library at the very root where it should be started, with the foreigner himself as the active agent. Circularize by multigraph letters or otherwise the various foreign societies in your community, enlisting their interest, sending them, if you have them, printed or type-written lists of foreign-language or English books suitable for their respective nationalities. Then interview also the foreign-language newspaper editors and persuade them to insert free advertisements.

There are two agencies which can be made exceedingly important factors in Americanization. We have come to take the position in this country that the foreign society and the foreign-language press are against Americanization. They are, if you set yourselves up against them and constantly attack them as being un-American. You can, by going to them, get their coöperation. They have a well-organized association, the "Association of Foreign-

Language Newspapers," with about 742 membership newspapers. You can get them to do a great deal through their columns in Americanization work. They will give you free space for articles concerning the library; they will advertise your library facilities. Try them out by writing articles on the importance of learning English, of reading books, of becoming literate. It has been done in many communities. These two agencies, the foreign society and the foreign-language press, should be taken advantage of more largely by the Americans of this country and made into an Americanizing influence, not left out in the cold to promote foreign ideas and ideals. We must utilize these tremendous factors in the life of the immigrant in this country in order to overcome that element of decentralization in the Americanization process which has been going on for so many years.

I would suggest further that you display posters and handbills, regarding library facilities, in lecture halls, fraternity meeting places, stores, banks, steamship ticket agencies, even saloons, if necessary. These should be in foreign languages and also in English. You may, through the Boy Scouts, distribute handbills, circulars, and small dodgers advertising the library. Through the various industries you may distribute pay-envelope leaflets. These circulars are folded and slipped into the pay envelopes by the company paymaster. They should be put out in sufficiently large numbers, so they may be inserted two or three times during the year. This is a very effective way of reaching the foreigner, because the slip comes with his pay. He reads it out of curiosity and interest, because he thinks it is a communication from his employer, and has some reference to an increase in pay.

Request night-school teachers to devote at least one lesson in an English or civics course to the library and its facilities. If it can possibly be arranged, ask that different classes be brought up to the library from time to time for some oral instruction upon the library facilities, how to take out library books, what the rules are, and

so forth. That cannot be done, of course, in the larger cities, on account of the enormous numbers, but it has been done successfully in cities of two or three hundred thousand inhabitants or less. It is a very effective means of familiarizing them with the library and its facilities, a work which you cannot so effectively carry out through dodgers, handbills, and posters. Also make arrangements with the evening-school teachers so that you may speak to some of the more advanced classes concerning the library and its facilities. Then if you can arrange with the director of evening schools for a mass meeting on library facilities, at which the librarian, his assistants, or other interested individuals, may appear and present the objects, facilities, rules, etc., of the library.

Then, too, in connection with the evening schools, you may conduct a campaign of issuing library cards. Print application slips. Have these distributed by the evening-school teachers, filled in by pupils wishing library books and giving satisfactory credentials, and returned to the library so that cards may be issued. You will find that there will be an enormous increase in library attendance and circulation of books through this method.

Clerks of naturalization courts should be provided with these slips to be handed to the applicants for citizenship. These slips may urge the applicant to patronize the library, read books about the government and constitution of the United States, and learn English, so that they may be equipped to pass their naturalization examination.

Finally, I would suggest preparing an exhibit of library facilities specially adapted to foreigners, an exhibit which can be placed for short periods in the various halls where foreign societies hold their meetings, in public schools, and in other places where foreigners congregate in large numbers. Such an exhibit may be placed on a large placard or displayed in some other suitable form so that the immigrant will be attracted to it and will be induced

in this way to pay more attention to library facilities.

In closing I wish to make one comment, and that is this, that while there are many libraries in this country which are doing effective Americanization work, the number is relatively small. It is small for two reasons: first, because librarians and Americans generally have not appreciated the problem of Americanization and the part which the library can play in this process, and second, because our state and city governments have not interested themselves

sufficiently in civic questions. *Government itself is a civic factor, yet we have been too much interested in the machinery of government and not enough in real civic relationships between the various citizens of a community.* We must do something more than merely try to educate: we must try to inspire and instill in the mind of the foreigner the instinct of civic responsibility to the community. That is one of the things which the school and the library must and can do in this great Americanization problem.

AMERICANIZING BOOKS AND PERIODICALS FOR IMMIGRANTS

BY J. M. CAMPBELL, *Director, Work with foreigners, Massachusetts Free Public Library Commission*

I think the first time the American Library Association put itself on record as having any duty towards our immigrant population was at the Narragansett meeting in 1906 when Dr. Canfield made a motion that the institute should investigate the subject and report to the Association. What became of that suggestion, I do not know. If there has been an investigation and report by that august body, it has not reached the ears of one humble member of the Association!

At that meeting, I made a plea for more and better material—books, pamphlets and magazines—with which to satisfy the hungry demands of our foreign-speaking population. If I recollect rightly, I referred to the "starvation diet" on which we were trying to produce results. I regret to say, we have not fattened perceptibly since then, though we have a *little* for which we can give thanks and I am here once more to ask—with your indulgence—that the members of the Association make known our starving condition, in the hope that we will receive help to enable us to carry out the program Mr. Wheaton has laid out for us.

This seems to be the psychological moment, for "Americanization" is the word

of the hour. There are innumerable definitions of the word, from those of the presidential candidates to that given me by an Italian friend. In response to my inquiry as to what he thought of all the talk about Americanization, he said, "With all respect, I really think the Americans who are so much agitated about the loyalty of the foreign-born now, are really whistling to keep up their courage. They know, in the struggle for wealth and social position, many Americans have forgotten the patriot's zeal and the passion for justice which in the old days made this country—in the true sense of the word—a real democracy. We have to acknowledge that we have had a privileged class with its grip on politics which, in some cases, used its power in such disgraceful ways that 'politics' became a by-word for corruption. In the swinging of the pendulum there is hope for the return to the sturdy incorruptibility of the just and liberty-loving that the newcomers shall be impressed with citizenship of the pioneers. And in order the importance of living up to our *ideals*—rather than in following our recent example—everyone is now shouting 'Americanization.' There is no need to fear the lack of loyalty to American ideals on the part of

the immigrant class; they set far too great a value on liberty and justice. And to those of foreign birth in high places who, following our example, aspire to 'privilege' through corruption, the cry of 'Americanization' will never reach."

I am giving you his opinion as it points to the place where we through our libraries can lay the emphasis; and where we feel the pinch of our "starvation diet" in the way of inadequate material.

Few libraries can reach the foreign-born in high places from whom we may have cause to fear disloyalty. Many, many libraries—ever so many more than ever thought of such a thing at the time of the Narragansett meeting—are doing active, intensive work with the immigrant class who come here open-minded, ready to appreciate the torch of an enlightened civilization which this country is trying to show to the world, founded on equal justice for all; the moral asset which makes Lincoln's definition of this government "of the people, by the people, for the people"—more than a dream. And yet how little of the right material to intensify this love of the ideals of our government do we have in foreign languages!

I am not speaking of the literatures of foreign languages; we have that in both quantity and good quality. The more we work with the books in foreign languages the greater our surprise at the many interesting and admirable things to be found in most of them; the brightness of the French plays and poetry; the characteristic thoroughness of Germany's contribution to the world's science and government; the romance of Italy's literature; the depth and graphichness of Russia's drama and fiction, which is now coming into its own; and so on through almost all languages. While we have much to learn of foreign literatures, largely on account of our lack of culture of the language senses, we need have no misgivings as to the extent of this literature though difficult to procure just at this time. While these things are essential to success in attracting the foreign-speaking to our libraries, they are not the

most fundamental to our success in chaining the mass of our foreign population to the ideals we are seeking to present,—the Vision of greater liberty and wider opportunities which was the lure that brought many to these shores. And is not this really the only thing this country has to offer of real worth? We have no national culture, no national language and stand supreme in the eyes of the world today only for our wealth. As one of the Italian newspapers recently stated—if by some strange fatality most of the things we boast about, our buildings, wonderful engineering feats, railroads, etc., should all be wiped out, we would only lose material things, bricks, iron, mechanism, gold. But the pioneer spirit which has spelt Liberty for all times and nations; the spirit of sacrifice which led the pilgrims to face unknown dangers, privation and suffering in order to found a haven for the oppressed and establish the principle of the brotherhood of man, this is the finest offering made to the world's history and that can never be lost. This is the thing we should seek to perpetuate for our foreign-speaking population and for which the material is so strangely lacking. For many nationalities we have absolutely nothing to offer about this country in their own language, and even for the others, who is writing our history for them? Personally, I feel that those whose interest and love for this country is greatest ought to be better equipped to tell the nation's story and inspire it with the true spirit; they should be the ones to undertake the task and not leave it to foreigners to interpret for us, or simply supply the dry bones of history. And look at the form in which even these things come to us; take Sawicki's Polish history of the United States, undoubtedly accurate and better than the average foreign-made history, but look at the paper, type and illustrations; look at the picture of Benjamin Franklin, or even worse, General Lee, and see if you think it would inspire respect, far less admiration, for the Bayard of our history. With such historians as Channing, Bancroft, Fiske, Parkman, Lodge, Winsor and

countless others, I hate to have such unknown names as Cermak, Badach, Gianl, Sawicki, etc., supplying our history to their different nationalities. We want the inspired histories to create the Vision which is to be the salvation of our newcomers.

And in the more practical matters of life in this country, how strangely silent we have been! To me it always seems most unpatriotic to circulate books on poultry-raising in Italian, for instance, which contain no mention of "Plymouth Rocks" or "Rhode Island Reds," yet in spite of the enormous amount of gratuitous information issued by both federal and state departments of agriculture, and our loud cries to the immigrant of "back to the land," we have to satisfy the demand for such material with books published abroad, and dealing with conditions entirely different from those our immigrant people meet here. It is only their native wit that saves them from shipwreck!

Look at the ridiculous conditions we find in our work in Massachusetts. I have been told by bankers, that, for the amount of money invested, there is nothing showing as great a return as is earned by the Poles and Italians raising onions and tobacco in the Connecticut Valley. Their harvests net millions and most of this goes right back into improvements upon the land. To see that lovely valley you can readily believe this. When we have requests for printed material on these crops for the foreign-speaking husbandmen, we either have to say there is nothing, for tobacco and onions are not cultivated to any extent in Poland, so we cannot procure material from there; or supply the demand with material printed in English which is a barrier to the understanding of the majority. Another instance of our helplessness. The most successful in raising cranberries and strawberries in Massachusetts are the Portuguese on the Cape. When the Falmouth Library had requests for printed material on the culture of small fruits in Portuguese, the only thing we could send to supply the need was either books in English, or imported books in Portuguese, barely mentioning

strawberries, as in Portugal they are not cultivated to the degree which would dignify them to be considered as a crop, the Portuguese consul tells me; cranberries were not mentioned at all, but there were fascinating pictures of the "espalier" method of training fruit along brick walls, which are about as scarce on the Cape as cranberries in Portugal. And such experiences can be multiplied indefinitely in most of the practical concerns of life in this country, whether we are interested in agriculture, manufacture, hygiene, the laws, or what not.

Where are we to look for aid to remedy our difficulties? Personally, I think we can look hopefully to the patriotic societies for the right, inspiring historical material but we have to acquaint them with the need and then convince them that it is their "job" to provide the right material to enable us to perpetuate the spirit of patriotism of *their ancestors*, of which the "Sons of the Revolution," "Daughters of the Revolution," "Mayflower Descendants," etc., are so proud. The federal and state departments of agriculture must be made to see that the very information they are now distributing will be a welcome help,—and not a menace,—when translated into the only language our successful agricultural workers can read, their own.

Then we will have to suggest to our publishers not to be outdone in patriotism by the publishers of the foreign-language presses and not to look too closely to a large financial profit from the books we need for this work. In speaking to an Armenian publisher about the lack of a history of the United States in Armenian, he said he regretted it as much as I did, as he felt sure it would be of great interest to his race. He was quite willing to put a good deal of time and some money into the publication of something, but he did not feel competent to supply the proper material. He would be quite willing to take the time to translate anything I could suggest, and to put his own money into the necessary stock and printing for an edition of say a thousand copies, and while he

did not expect to get his money back for some time, if ever, he would be glad to contribute his mite to a better understanding of this country's history for the benefit of his countrymen. I thought this was quite a generous offer. Having in mind a small U. S. history which would have been suitable, I wrote to the author asking if there would be any objection to having her book translated into Armenian, and possibly Italian, and got a very cordial reply saying she would be only too glad if her little book could be made of benefit to our newcomers, but as the copyright stood in the name of her publishers, I had better see them. I wrote the publishers explaining what we wanted and asked if they would allow the book to be translated and what arrangements could be made about the use of the plates for illustrating. They replied, I had better send the Armenian publisher to see them, which I did; and after getting him to call three different times, and after they had said each time they would look into the matter, but would make no offer one way or the other, he came to see me and said he would have to give up the idea; there were other ways in which he could help his own people and these publishers made him feel as if he were making illegal demands upon them. I urged him to write, asking them just to state their terms for the use of the cuts and the privilege of translating the book, which he reluctantly did, and got a reply saying under no circumstances would they lend or rent the cuts and for the privilege of translating the text they wanted five per cent! This does not sound very patriotic from the firm which an enterprising librarian discovered charges more per page for their books than any other publisher librarians usually patronize, especially in comparison with the sacrifice the

Armenian publisher was ready to make in order to spread a knowledge of this country's history among his countrymen.

As librarians I think our opportunity to help comes in buying freely the books we can get which seem good. I have visited several libraries where the librarian told me with evident pride that they did not have a single book on their shelves for learning English, or books about this country in the foreign languages, they were so much in demand; but on inquiring, I discovered the library usually only owned a single copy of these very popular books. We can certainly afford to duplicate this sort of material, especially when at the same time we are encouraging the publication of it.

About periodicals in foreign languages. At present we are somewhat in the position of the galley-cook who went to the captain of his vessel and asked if a thing was lost when you knew where it was? On being answered, "Of course not, you fool!" he replied, "Well, Captain, your copper kettle is at the bottom of the sea." The receipt of foreign magazines is uncertain, owing to the war, and with the possibility of not getting them, there is just a question how far we should invest our money in them, though they are often the first tie to bind a foreigner to our libraries.

I know some of you are thinking that, as librarians, our "job" is to circulate books, not endeavor to get them published. For our comfort, I think we can take to heart the parable of the faithful servant and decide whether we want to be considered among those who buried their treasure, or whether we would rather hear the response, "Well done, good and faithful servant, thou hast been faithful over a few things, I will make thee ruler over many."

LIBRARY WORK FOR IMMIGRANTS

BY JOHN FOSTER CARR, *Director, Immigrant Publication Society, New York*

One of our local humorists has an excellent fable of a typewriter possessed by a familiar spirit. I know not what familiar has entered into possession of a certain typewriter, for I find to my surprise that the subject for which I am set down on the program does not agree with my official invitation. The humor of the situation is further emphasized by the fact that, as stated, it is a suggestion with which I am not entirely in sympathy. So I propose to say, in the first place, a few words about that; in the second, with the consent of your program committee, to discuss the subject assigned me by your President: that is to say, foreign lists, and how the books in foreign languages that are so much needed by our public libraries can be provided.

First, then, I think there is no exaggeration in the statement that perhaps the library's greatest need in the matter of work with foreigners is that of publicity, publicity among those whom you hope to make readers, as well as the publicity that chiefly concerns us this morning, that will be of mutual help to librarians. This need is all the greater for the fact, that, as I believe I showed you yesterday, the libraries of the United States have already built up a highly successful and efficient program of work in this field. It remains to make that program known to libraries that have not yet taken up this work, and wish to do so, as well as to libraries that tomorrow may find the need to do it.

In increasing the local service of the library, everything that can help in advertising is important. The question is how to get the maximum amount of result from your efforts. In this connection I would like to call your attention to a very excellent article that appeared in your Bulletin for last January, by Mr. Kerr, of Kansas. It seems to me that that covers the ground—with easy adaptation to immigrant work—in the most splendid way; and itself de-

serves the widest publicity, for I know of nothing so practical and useful in advice on this subject.

As to the help that library can give library, as well as other societies: It is the officially declared purpose of this Association that the Secretary and his office, within due physical limits, constitute a clearing house of information. Here is the useful germ that can be usefully developed by actual demand—a far better plan, it seems to me, than the sudden creation of imposing machinery.

Dr. Shiels has spoken with effective humor of the common use of the word "coöperation." In the jargon of modern efficiency there is one other alluring term, and that is "clearing house." I know of a society interested, among other things, in immigration, that during many years has made—I am so informed by its secretary—a very comprehensive collection of books, documents, pamphlets, leaflets, and what not, relating to immigration. It has aspired to be a clearing house of information on the subject. Yet its facilities are almost unknown to specialists in the field. Another society, of large means and active interest in immigration, wrote to me some six years ago on this same subject of "the clearing house": "Do you approve of it?" "Would you help?" "Would you give money to support it?" The last letter received from it, just a few weeks ago, proposed the same three questions. As a matter of fact, to speak very frankly, I think it hard, if not impossible, to find one of these ambitious clearing house projects that has ever succeeded. They usually fail either on account of the unforeseen and forbidding cost of the enterprise, or because of lack of interest on the part of those that they are organized to serve. That is my own experience.

It is, of course, very important for other societies to have the means of knowing what the public libraries are doing in this

great work with our foreign-born, but it is vastly more important for the librarian, suddenly faced with the need of work with foreigners, to know how that work is being done successfully in other libraries, and how other libraries have failed. A formal resolution will doubtless provide for the development of this new publicity. I wish only to emphasize the need of individual interest to help, and like Dr. Shiels, to beg that "coöperation" be interpreted in terms of work.

And now for the matter of foreign lists: I have a friend whose little girl was suddenly confronted with the statement that God had made everything. She asked, "Did God make you, mama?" "Yes, dear." "Did God make me?" "Yes, dear." "Did God make the flies, too?" "Yes, dear." The child thought a few moments and then said: "Awful fussy business, making flies!"

That is the thing with these lists; yet lists we must have. Good annotated lists are the basis of this work of ours. They are imperatively necessary for purchase and reference. Many librarians keep them in constant circulation — particularly through the children, they are sent home to suggest reading to adults of the family who do not come to the library. They are cut and pasted within the books to which they refer, and so are useful to readers who go to the open shelves. They are useful to librarians who are not familiar with these languages. They are also useful to Americans interested in foreign languages.

But there are, as I have suggested, many difficulties in preparing such lists, and difficulties beyond the thousand details of a minute bibliographical task. Our immigrants are largely illiterate or poorly educated. There are very few competent advisers to be found among them: The few with education are rarely fitted to select books for the average man who needs them. One of your ex-presidents has told me of his attempt to start an Armenian department. He found a well-educated young Armenian who had repeatedly asked for Armenian books. He said, "Make up a list,

and we will see if we can't get you the books." The list was made. He insisted upon having the titles translated, and to his horror the books consisted largely of anarchistic and atheistic literature. Another librarian—I want to give you very briefly the experiences of librarians—had the help of a deeply interested priest, who provided, at need, a list of books in his native language. But it was found to contain almost nothing but imposing classics. Another eminent librarian has told me of his library's need of a French list suited to French Canadians. He tried to get it from a French professor of learning and repute, and explained to him the necessity, that these people were not highly educated, that what they wanted were books simple, useful, interesting. "You hardly need have said that to me," said the professor, "I have been on a walking trip through French Canada. I know these people." And yet when the list was finished it was found to be made up of books far too scholarly for popular use.

To illustrate further the difficulty of getting competent advice: There is an important foreign society, devoted to the service of one of the great languages of culture. With a large endowment it has specialized on libraries and books for workingmen. Yet when I wrote and asked what practical methods they were using to interest working people in reading books, methods that might be of service in America, their reply was: "What are your American libraries doing, and what do you advise?" If this is true of a foreign society of that sort, of distinguished standing, what shall we think of other foreign language literary societies, with imposing names?

Then there is the danger of having the matter handled, as it often is handled, by those who have no personal knowledge whatever of the language that may happen to be involved, and who furthermore, as you librarians so well know, often attempt to force their advice upon you.

Now, what are some of the other conditions that we are facing? Faithful, they say, are the wounds of a friend. So let me

tell you a few facts. On the shelves of one of our most important libraries the largest representation of Italian fiction is devoted to the Laura Jean Libbey of Italy. It boasts her complete works in I know not how many duplicates. In another library I was shown the other day a book which had been innocently placed on the list—a bartender's guide. Many of our libraries have been victimized by popular demand for books that are flagrantly indecent. Books of religious polemics are too often admitted. Then one library has lately sent me a nicely printed sheet of library conversation in Italian, interlined with English. There was not an Italian sentence or line of that sheet that did not contain some gross error. Two or three sentences were absolutely unintelligible because of their errors. Another important library, in a very attractive leaflet, got out to advertise to foreigners the facilities and opportunities of the library, is using in one language for the word "library" a word that does not mean library at all. It means a bookseller's shop, or two or three other things, but never a public library. That is the danger of depending upon the chance adviser, even though you believe him cultured in his native language!

Now, one need of these lists as reflected in the correspondence and work of our Society with libraries shows the sharply marked difference between the needs of small and large libraries. Preliminary lists are often needed of a small number of selected books, say of from 25 to 50 volumes. Then lists of general use are in large demand giving about 500 titles, such as the Italian list that our Society has published. Beyond that, supplemental lists are immensely needed; and more ambitious than that, an annotated list, regularly issued, of the important and useful books published each year in a dozen foreign languages.

A question that is constantly being asked me by librarians, several times since I have been here, is how persons can be found who are competent to prepare these lists? For the reasons that I have given you I

think it must appear that it is difficult, if not impossible, to find single helpers who are capable of preparing any one of these lists. You know the extreme pains you have to take, and that you are continually taking, in the selection of books in the English language; the endless process of criticism and suggestion and consultation! Yet I know how modest you are with regard to the result. You do not consider it as definitive, or perfect in choice, or free from error. How much more necessary is it to observe the greatest care, indeed to multiply care, when you are dealing with books that are in a foreign language.

To sum up, then, the teaching of our experience in these matters:

First, a list of foreign books is worthless unless it is in harmony with the culture of their land of origin, but it must still be made up of books that are simple, appealing, useful—books that will meet the taste of the people who are going to read them here.

It is, consequently, worthless unless it is prepared with an accurate knowledge of the people's needs.

It is worthless unless prepared with an accurate knowledge of what has already been done in popular library work in the country of origin.

A list is worthless unless it is formed with American library experience behind it, and, if possible, experience in the special field of the language treated.

It is worthless unless prepared with a comprehensive knowledge of the foreign publishers' newest lists, and with accurate knowledge of the best editions for library use, as well as with the definite knowledge that the books listed are not out of print.

Supplying these lists and books in foreign languages, that will help the immigrant to adjust his life more quickly to that of the new land, and to understand its conditions, as well as his duties and opportunities here, is a matter of very large expense indeed. Every librarian knows that no bibliography of the sort we are here contemplating can by any possibility even pay for the expense of printing, to

say nothing of other expenses involved.

So with the preparation of other books, that form the second subject of our discussion. It is impossible, I think, to expect a publisher whose business existence depends upon making money, to undertake the publication of books having a circulation, restricted at best and that must necessarily be dwindling, as we have seen—with the certainty of making no profit, and with the possibility of large loss.

Now, our Immigrant Publication Society is intensely interested in this matter. We have the experience, and we have the co-operation of the most competent helpers. We have the sympathy and the enthusiastic interest of our foreign-born—a unique thing—who delight in the democratic ideas that we have been trying to stand for. The work is not endowed; it is not a commercial venture, but it must pay its expenses in the large and more ambitious field on which we are now entering. The question is how we can make these needed books pay for their cost, and that is placed before you librarians with the hope that through you in part the affair may be managed, if we can continue successfully to meet your needs. The first suggestion I take the liberty of making, in reply to your President's question, is the wider trial and the use of the books that we have already published, and that have been fully and satisfactorily proved by library use.

I have been talking this matter over

with some of our friends here, and they have suggested this plan: We propose soon to send to each member of the Association, who is conceivably interested in this work with foreigners, a letter stating the titles of books that are very much needed, among others, the History of the United States in Italian and Polish that Miss Campbell has just spoken of. And there are other books in constant library demand, the Yiddish and other foreign lists, our Immigrants' Guide in other languages, our "Makers of America" in Italian and Yiddish, the Guide to Citizenship, now nearly ready, a simple book on agriculture, one on hygiene.

We are going to prepare a list of such books, a few of them already well advanced for publication, and we are going to ask you: "If we publish these books, how many will you agree to take?" Some of them you are already familiar with, because it is only a question of translations. For others you may wish to place merely a trial order. All will be very modestly priced. Then when we receive your replies, we shall proceed as rapidly as possible, first with those for which we find the expense most nearly guaranteed. Also through this means, with the successful advance of the work, I hope we shall be able to develop an efficient bureau of advice. We are always willing to give advice and help, within the limits of our power. We shall be glad to hear from you at any time on any subject relating to this work.

THE AMERICAN PUBLIC AS SEEN FROM THE CIRCULATION DESK

A SYMPOSIUM

I.

This is the first time that I have attempted to record, even for my own use, a statement regarding my personal feelings toward the American public. It is one which is ever present, but to discuss it, even among one's friends, seems almost equivalent to betraying a confidence, and perhaps would be considered so by most of us, if

any attempt were made to cite special cases. I feel quite sure that in the discussion this evening, the American public will be considered in its entirety and we shall thus escape being accused of disloyalty to our readers. I believe that those who are to follow me on the program would have preferred the subject reversed, and it is possible that some of the speakers will ap-

proach it from the other side, for certainly we all frequently question ourselves regarding the public's view of us, particularly when our sins of omission and commission are so many that we sometimes wish to hide our heads in shame.

The acceptance of a library position indicates a willingness to become a public servant, and we may excuse our presumption in discussing our employer, the public, on the ground that every servant, no matter how conscientious and loyal, at some time places his employer before him and attempts an analysis of his chief characteristics, so perhaps it is not altogether out of place for us to take this position.

The American public, as viewed from the circulation desk, should not be limited to library readers, but should include all of those who have the right to use the library, for the library employee must be able to see far beyond the walls of the library building, out to the very limits of the district which the library is to serve, for the comparatively limited group which uses the library must not be allowed to represent to us the entire American public. Naturally the attitude of mind of the employee at the circulation desk is much influenced by those who decide the library's policy and if the management has not the broad general outlook, the employee will be lacking in this particular. It rests with those at the top to have a well defined belief that the library exists for all the people, not alone for the mere handful, which happen to use it.

As we look out from our libraries upon the groups of people in which we are so much interested, have we not all felt at times, that the task of making the library effectively known to the entire community is almost more than we dare undertake? We wonder by what means we can make these people believe in our honesty and in our sincerity and also, that having accepted the position and the responsibility we will try to use their money to their best advantage. It is not often that a library serves directly more than thirty per cent of the people and, counting the indirect service which it is so very hard to esti-

mate, not more than fifty per cent. The honest and sincere library worker believes that this condition is due for some reason to some fault of hers and if she has any of the spirit of the social worker, she longs to bring about a decided increase.

Much, perhaps too much, has been said about conducting our libraries on business principles. Businesslike methods must be adopted, without question, but this should not mean that we must look upon our readers and possible readers, with the same attitude of mind and the same commercial spirit as that shown by the merchant toward his customers. As soon as the commercial element enters into our work, we are in danger of losing that sympathy for our public which our interest in the public has created, but which competition will soon destroy. A comparison of figures of circulation with other libraries, and an effort to learn the reason for increase or decrease of library use is always commendable, but as soon as we begin to look too eagerly for numbers in circulation, we are becoming too commercial, or we are being overly zealous for figures by means of which we may acquire a good standing in the library world. I would rather bring about a condition which would prompt every person of the community to use the library once each year, than to prompt what might appear to be a much greater use, if the latter would mean service to only a part of the population: for in so doing, I should feel sure that the earnest effort to give good service at the circulation desk by extending sympathy and help to all was receiving the response and co-operation of the public. Generally speaking, the public is not indifferent to the value of its public institutions. It simply needs to be kept informed of the existence of these institutions. We must always keep in mind the fact that we have no compulsory library law corresponding to our public school law. If we had, possibly our libraries would seem to be as important in the eyes of all the people as are our schools. We must depend upon holding the public's interest principally by giving freely of ourselves to

our work and by recognizing the public's due.

In our western cities the public libraries are used more generally by all classes of people than I believe is the case in eastern cities. This is due, no doubt, to the existence in the older cities of many association and semi-private libraries. This naturally prompts a different outlook by the library upon the public. You of the eastern cities may not be much concerned if the people of some particular district do not use your library, because you believe they may have access to some other library, but we of the west know that generally it is a choice between the purchase of books and the use of the public library and knowing something of the financial standing of our people, as we generally do, we know whether or not they can afford to purchase many books, and from this we know fairly well who are readers and who are not. These facts often govern in the work of library extension.

I am quite conscious that the personal work which we do is the most valuable to both doer and recipient. Our work would not seem worth the doing if at the close of a hard busy day, we could not look back over the past few hours and recall those cases where much service has been needed and which has been greatly appreciated where received. Sometimes at the close of a period of concentrated effort and hard work, we may ask ourselves if it is all worth while, if there is any reason for its being done, for sometimes the indifference of the public is deadly. When we are able to look on the brighter side of things we recall not only the service given to the student and to the scholar, but also the fact that real joy has been taken into many homes, into homes where the chief pleasure is that derived from the use of library books. It would be foolish and sentimental to go into details of this character of the work, but we may as well admit to ourselves that the personal work which we do gives us the keenest pleasure of all, because it is the most human. We are conscious that we are acting as the medium by which the thing which we believe is of vital import-

ance to the people is being conveyed to them and which without our assistance might not reach them, and this belief naturally produces a feeling of real joy in the work that we are doing.

It is a noticeable fact that the employee in the library who occupies some other position than that of serving the public from the delivery desk, generally considers that she is holding a higher position than what is generally termed "desk assistant," but what position in the library can possibly be of more importance than the one which brings us in direct contact with the public? Her position is equivalent to that of the teacher who comes in direct contact with the pupils and should be considered of the first importance. Who can possibly wish to exchange the position which gives breadth of view and largeness of outlook, which prompts an open mind and brings one in contact with the world at large, for one which may limit its horizon to the interior of the library building? It is only when we place at the circulation desk our best library assistants, those employees who can look upon the public in a generous, sympathetic way that we shall reach the best results from our labors.

Naturally, no two of us will look upon this question of the American public in quite the same way. To some, it is the exceptional reader who makes the strongest appeal, to others the children, still to others the person who is down and out and to many, perhaps the majority, the great middle class will be looked upon as being the strongest friend and advocate of our free public libraries. I am sure we shall each have our favorite type, but this feeling of favoritism will be carefully concealed in the circulation department which wishes to make a success of its work.

We must remember as we look upon the American public from the circulation desk, that the term "The Public" means all of the people, that every possible human characteristic enters into the make-up of the public, that the library is their institution, not ours, and that we are placed in our various positions for the purpose of convey-

ing to them in the simplest manner and according to the rules which they may approve the material contained in the library. It is the public's privilege to judge of the work of the library employee and the duty of the library employee to profit by such criticism if it be just, and always to see in her field of labor an opportunity for greater service.

EDITH TOBITT,
Omaha Public Library.

II.

Few of those who come to this country looking for copy report shyness as an American characteristic. Yet diffidence is evident when the average citizen enters a library. It is surprising to see how much awe can be inspired by a very young assistant who does not know much and is aware of it, but who happens to be sitting behind a desk against a background of books. The result of this diffidence is a tendency to ask for what is wanted, in the most general terms—"a book on agriculture" when all the man really wants is to raise cucumbers in his back yard.

Part of this vagueness is due to a hope of obtaining information without exposing his own lack of knowledge though it might uncover only what someone has aptly called one of "the honorable points of ignorance;" and part to the inability of the majority of people to phrase their meaning exactly.

Men who need technical books are used to doing things, and they know precisely what they want, but their range of expression is often limited. Others know their subject in a general way, but cannot put it into words. Some day we may take a hint from the salesmanship schools and have practice classes for our staff in the science of questioning and the art of finding out by suggestion. For a textbook we can use some librarian's pamphlet on "Successful questions I have asked."

An unexpected trait is encountered when we ask for a borrower's signature before he uses certain books. People do not like to trust you with their names! It is more

than the reserve of modern life, it is something more elemental, a queer and atavistic kink that makes us kin to Rumpelstilzkin. I have felt so often that it harked back to the old folk ways superstition. If you get possession of another man's name, or anything that is a part of him, even one hair from his head, you have him in your power.

It is not for malignant power but for purposes of identification that we prefer to have a borrower's full name as part of our library records. Our success is largely a question of locality. In the east the middle name is usually a matter of family pride and used very freely, while farther west the name seems to be regarded as a mere tag, and shortened for convenience, with even a vigorously expressed distaste for using more than the two initials.

There is a part of the public as seen from the circulation desk, which—to put it Irishly—we never see at all.

"Please give me a book for my mother."
"My grandmother wants another story." I have in my mental picture gallery a whole row of nice grandmothers still reading Marlitt and Rosa Carey; but you cannot be sure that somebody's grandmother will not return "Gold Elsie" and demand instead "The great adventure."

That is the difficulty in indirect work of this kind. Finding the right books for someone you have never seen is as elusive a task as matching a piece of red calico. A method of solution, however, can be found for every problem, and the approved first aid in these emergencies is "What book had you before that your mother liked?"

I still remember my own initial experience. A small girl asked me for a book to take home to her mother. I applied the formula—her mother liked Thackeray. In less than ten minutes another little girl came in. With "Henry Esmond" and "Vanity Fair" in mind, I did, however, stop long enough to say again, "And what has your mother had before that she liked?" "Please, teacher," the little girl said, "she likes the Blue fairy book pretty well."

By such means we choose the books and

the children take them home to fathers and mothers, big brothers, Catholic Sisters in the parochial schools, and often to "neighbor ladies," sometimes at as much as a penny apiece.

For sisters the formula is, "Is your sister in high school?" not "How old is she?" for she is always "twenty," old enough, that is, so that you will let her have a love story.

The children develop an amazing keenness in selecting and remembering books. If you have given them a love story they look at the frontispiece. If they have not seen it before, but if he and she are both pictured there, in colors, and close enough together to indicate a happy ending, they know Big Sister will be satisfied.

In foreign districts much of the adult work is done through the children. It is necessary to win their confidence first and then find out what they want.

Foreign juvenile books we send to the grandmother; fairy tales frequently, to the mother; fiction and travel, to the father. Some of the fathers will come to the library, but history and tradition are against the mothers. Often, when asked to come and take out a card, they say, "I'll have to ask my man." Cook books and crochet books are often a successful bait, and apparently "my man" approves reading with so practical an object in immediate view.

Fortunately no fixed questions or formulas, however skillful, can cover all cases, and every day at the circulation desk brings some new situation to meet and some new opportunity for service.

LOUISE PROUTY,
Cleveland Public Library.

III.

The desk assistant might divide the American public into three classes. First, those who disconcert her by their reverential awe; second, those who embarrass her by a surprising irreverence; third, those, who reassure her by intelligent appreciation.

She cannot judge them without realizing

to what extent the library is responsible for their attitude. If, for instance, librarians had not at one time sanctioned the belief that the library was a retreat for scholars only and the librarian a law unto himself, we would never have inherited the "reverential" class. If the public library had achieved a wider publicity, we would no longer be approached with a deference which we do our utmost to discourage. Neither would the public find it necessary to resort to an air of bravado, evidently intended to conceal an uncomfortable strangeness in the presence of books. Everyone would feel as much at home as does that intelligent reader who is alive to the inherent democracy of the library and to the librarian's desire that it shall be put to test.

While the desk assistant can never attempt to shoulder responsibility for all of the public's foibles and failings, (alas, she is altogether too conscious of her own shortcomings!) she can at least "give the devil his due" and see to it that the discussion is not entirely one-sided.

If the librarian has many new standards to uphold, she has also many traditions to live down. She must direct the scores of borrowers who come with ready-made ideas of the old-fashioned library, to the up-to-date information bureau. They will expect to find a literary atmosphere, a scholarly librarian, a ponderous printed catalog and books invisible, or at any rate inaccessible. Indeed they are vaguely disappointed to be greeted by anything else. No wonder that the sight of many tables crowded with earnest workers, who help themselves from open shelves and actually consult the impressive card index, should stagger them. The amazing part of it is that so many months pass before they can bring themselves to apply the object lesson. What joy, pray, can you find in the happy slogan, "Our business is answering questions," if borrowers will continue to apologetic in the removal of "silence" placards, if gize for asking them? What virtue is apparatus-whispered inquiries still persist? What gain have you made in setting no

limit on the number of books lent, if borrowers uncomplainingly accept one volume as their quota?

As for the card catalog,—it is only the thoroughly acclimated and intrepid reader, whom you may *direct* to it. All others need to be coaxed. Printed directions for its use are posted, but they prove no substitute for personal reassurance. You must accompany readers to the cases to explain that the filing is by dictionary arrangement with authors, titles and subjects in one alphabet. You must pull out one of the neatly labeled drawers, find the required entry, copy the call number and produce the corresponding book. And then, having partially convinced them that the process is simple, you leave them to flounder helplessly among the cards and to discover that titles, identical with subject headings, are listed only under subject, that nondescript titles beginning Principles, Elements, Text-book are disregarded entirely, etc.

Nevertheless every library is convinced that the theory of self-help is correct even if the practice has its disadvantages. Yet, while a vigorous and persistent campaign is being waged to introduce the reader to the catalog, other library tools, almost as indispensable, are often shelved in some remote corner where the timid fear to trespass. To remedy this inconsistency the Newark Library has recently collected "Books in print," "Publisher's trade list annual," "Cumulative book review digest," together with the new "Standard dictionary" and placed them on a raised table convenient to the card catalog and supplementing it. Familiarity with books and index tools—the useful variety like city directories, street maps, railroad guides, etc.—is certainly the most effective antidote for literary prejudice and the librarian's halo.

Is it some perverted form of deference or distrust arising from ignorance, that is responsible for the public's reluctance to take us into their confidence when they have any definite information to secure? Are they too considerate to burden us with their personal problems? Or, does the importance of their own affairs advise against

the indiscretion of confidences? They know what they want, but are loath to give us the clue. If it is possible to obtain the desired information by any indirect scheme, so much the better. Should worse come to worse they may drop an inkling of what is wanted; but will never by any chance tell you why it is needed or precisely what it is. Adroit and tactful questionings are just as likely to prove disastrous as successful. The inquirer grows suspicious under cross-examination and will answer at random. Sometimes, if you are content to take him at his word and give him exactly what he asks for in spite of your better judgment and acquired intuition, he will make a pretense of examining the material submitted, while planning his next move; will then return to the desk, make a second request a little nearer the truth, and repeat his inquiry until eventually the secret is out. Which of us has not interviewed the mother who asks for books on travel, when what she really wants is a large picture of a polar bear; and the student who asks to be directed to the art books when she merely wishes Shakespeare's "Hamlet?" Occasionally it happens that the inquirer, encouraged by a sympathetic assistant, will throw discretion to the winds and suddenly decide to make a clean breast of the entire situation. Such impulses are rare. If the riddle remains unsolved, the library's efficiency is discredited. If the borrower departs with the "answer," it must be with an awakened assurance in his own ability to "play the game."

The irreverent are not so. They stoop to no such subtle subterfuges. They cherish no illusions regarding marble halls, literary atmosphere and a librarian's intellectual superiority. Books, catalogs, and index tools have no terrors for them, because they cheerfully decline to consider them. They prefer to get their information first-hand from the librarian. Why is she there, unless to make herself generally useful? If a shortage of time makes it advisable that they leave their list or question, or problem, the librarian can be depended on to look it up "at her leisure." They depart with a

promise to call again for the information. Perhaps a personal visit presents difficulties. In that case a messenger may be sent with very satisfactory results. For instance, a third grade child, dispatched by a teacher with a note, will return to school with a dozen pictures, selected from a collection of three hundred thousand, to illustrate the effect of climate and rainfall on human habitations! What matter that innumerable subject headings are consulted and hundreds of pictures handled in the search? The child is willing to wait and will overlook interruptions.

We have advertised that all questions will be answered. We are anxious to spread the news that the library is prepared to furnish information on electric bell, tariff, the fire-fighting apparatus in Kalamazoo, pill-box manufacturers in Pennsylvania, parliamentary law or scientific salesmanship. We are distressed that a great number of taxpayers know the library only as a place where you can consult a local directory, where you can read a San Francisco paper in New York or a New York paper in San Francisco, or where the children go to prepare school compositions. Each advertising venture brings an influx of new business and our claims are taxed to a point which is more than interesting. We have announced that all questions will be answered, and the questions are forthcoming. Memory-gem enthusiasts bethink themselves of forgotten favorites and present them for identification. They seat themselves at a table to await results and when, after a painstaking search for "When grandma danced the minuet," you report nothing closer than "When grandma danced the tango," it is a sorry reward to have the borrower smile blandly upon you and casually remark, "I'll ask the next time I'm at the Business Branch. They can always tell you what you want to know!" Likewise a skeptical patient will puzzle his amateur brain for hours over professional medical terms that he may confirm a physician's advice, and a prospective client will spend days among the law books to fortify himself against the

tricks of unscrupulous lawyers. When in doubt the desk assistant is called upon to settle fine points. The idea that a public institution is not justified in devoting an hour to some inconsequential query, or that it is not qualified to furnish professional aid, simply does not occur to them. The number of estranged families, reunited through the city directories service, cannot be estimated. Certainly some very absorbing family histories are poured into the desk assistant's ear, in spite of non-committal replies and discouraging silences. There is practically no end to these confidences. Borrowers like nothing better than to discuss books returned, weighing their opinions with the author's and expounding their own pet theories. The elderly retired gentleman is a problem. He spends most of his time at the library, cultivating ideas on a variety of subjects and rehearsing them to the desk assistant. He explains at length his elaborate plans to return the ten tribes to Canaan and invariably mistakes your attitude of polite attention for one of deep concern. Meanwhile a party of gay young friends may flounce in, sweep you and the rest of the equipment with an appraising glance, miss the other crowd, whom they have arranged to meet, sing out "nobody home" and whirl out again with an innocent indifference. All are oblivious to your distraction and to the business in hand.

Many of these offenders would doubtless prove agreeable and interesting under more favorable circumstances. They do not, however, constitute a satisfying public. Some of them are natural-born drones. The majority would rather impose on good nature than betray a strangeness in unfamiliar surroundings. In their eyes it is the lesser of two evils.

Those readers, who reassure us by intelligent appreciation, are obviously the most satisfying class. Appreciation is here meant to imply understanding and not gratitude. There is no more reason for a desk assistant to feel exalted because she is the humble means of cheering a convalescent with "Molly-Make-Believe," than

for an obliging clerk to experience a missionary zeal in the sale of a becoming gown. It is simply that to them the library has succeeded in imparting the spirit of good-will and unobtrusive helpfulness, for which it strives unceasingly. They recognize our aims, but respect our limitations. They ask for what they want with a business-like directness and avoid irrelevant personalities. They discriminate between legitimate requests and unreasonable demands. They question our inconsistencies and arbitrary rulings. They do not indulge in promiscuous praise. Neither do they withhold honest appreciation. In short, they are as near perfect as the public can well be.

In one form or another these qualities, good and bad, are met in every business and profession. They are not peculiar to patrons of libraries and the public is under such constant criticism that we can hardly expect them to be visibly affected over their failure to conform to our particular standards. Nevertheless, experience shows that many borrowers would be far more comfortable in the library were they better acquainted with its machinery. Others, whose unfamiliarity has deterred them from making a first visit, would undoubtedly be encouraged by more frequent and more casual reference to the library in print.

Here, then, is the strongest argument for library publicity, widespread and far-reaching; for a publicity which presupposes the generous support of local newspapers and educational agencies; for the type of publicity which prompted the "Saturday evening post," with a circulation of two million a week, to arrange for a two-page story about the Newark Library under the suggestive title of "Literature on the job"; for publicity which awards libraries a place side by side with public schools and public health in Zeublin's "American municipal progress"; and, finally, for publicity as spontaneous and delightful as Mary Atlin's tribute in her "Promised land."

Mistaken notions and contemptuous indifference could not long survive a cam-

paign of print. Articles which depend for their interest on the facetious rehash of curious questions and ludicrous errors would soon lose caste. Not only that, but our advertising would then be absolutely honest. We would, for example, never intimate that information was invariably at hand, when in reality a diligent search is often necessary to unearth it. We would sacrifice to an even greater extent library hobbies to popular wants. We would somehow manage to buy books as they are needed. The complaint that books are "never in" is often more just than we are pleased to admit, and is one which we cannot afford to dismiss with a circulation-desk smile and a word of praise for the admirable reserve system.

After all, it is not with the born librarian a question of how the public appears across the circulation desk, but of how a library impresses its community.

CATHARINE VAN DYNE,
Newark Free Public Library.

IV.

The procession which files past the main desk in the library I am acquainted with raises three questions; where it comes from, what it contains, what it might contain.

It comes from a normal American city, located towards the setting sun from the line dividing the East and the West. We have had our moral survey and profited by it; we have had Billy Sunday and profited by him; our city is not dead to its opportunities for social service, and it has plenty of such opportunities. Among them is a large foreign population, but the census tells us that not more than one of each twenty-five of us who are more than ten years old are staying out of this procession because of illiteracy.

A study of the first thousand names in the registration book in the library I know about gives a composite picture of the borrower, seven-tenths Anglo-Saxon, more than one-tenth German by birth or descent, a little less than one-tenth Irish, and so on. I picture him as one who looks back for

the most part to Magna Charta and Plymouth Rock for his tastes, his prejudices, his views, and as one who owns a Ford and rents the upper flat to another family. He is all this in spite of the fact that a good deal less than half the population of the city is made up of native whites of native parentage, and in spite of the fact that the usual inducements have been made to reach the reader who is at home in Italian, Yiddish, Polish or Greek.

It is rhetorical license to refer to this composite borrower as "he." The borrower is in fact, mostly the other sort of thing. Out of every forty borrowers in the line I am describing twenty-three are women.

So far as we have gone then, in describing this procession at the main desk we are at liberty to frame an indictment against ourselves for not penetrating more deeply below the polished crust of what is genteel and well-to-do to make our institution a more positive social force in the community, and we are also at liberty to say to ourselves that we are not doing all we might to commend ourselves to the more practical and vigorous elements of the community. Too much Myrtle Reed, perhaps, you will say, and not enough O. Henry. Too much Chautauqua and not enough Ginger Talks on Salesmanship.

Of our duty to the readers in foreign languages we have been very frequently and forcibly reminded. I find a wealth of suggestions in the proceedings of this Association and in the contents of library periodicals. It has been an almost constant topic of discussion for the past ten years, led by such capable enthusiasts as John Foster Carr of the Immigrant Publication Society. Three years ago this Association listened to an inspiring talk by the author of "The promised land," who said that as for the five-foot shelf of classics the child of the immigrant swallows it whole and makes no bones of it. . . "There," said I to myself, "I always knew that if I lived long enough I would one day hear of somebody who could read the Harvard Classics." And as I read that statement and considered the writings of Mil-

ton, of Mill, of Locke, of Hume and of Pasteur contained in Dr. Eliot's choice collection, and thought of what an examination I could pass in these standard authors, and then of the ingenuous immigrant child sitting there and swallowing them whole, I wondered what all the indignation was for which has been shown at the proposal of a literacy test in the immigration law. It is the librarian, the school teacher and the English professor, I said to myself, who should be forced to undergo a literacy test.

Mary Antin's exaggeration is the natural outgrowth of her inspiration and zeal. On the other side quite as interesting, is the indignant rejoinder of Miss Replier to Miss Addams, Mary Antin and the rest, in that remarkable essay "The modest immigrant." She resents the idea that if we don't give ourselves up to the work of Americanizing the foreigner he will presently swallow us up alive. Well, if the aliens whom Edward Alsworth Ross describes as "backward men" are becoming a threatening danger to the Republic, which I doubt, probably it is the immigration officials and not the public libraries, that must be looked to first for protection. The reason for trying to increase the number of foreign born in this procession that files past the main desk should not be shame nor fear but love of the great calling of leading our fellow men to the living waters of good reading, and contributing joy to the lives of those who can be led to appreciate the splendid heritage of literature. For promoting the influence of literature is I assume still the chief business of our lives.

But what I miss chiefly in this procession is not the Russian, the Hungarian, the Pole, the Italian, or the male of any species, but the American farmer, the farmer's son, the farmer's daughter, the farmer's wife, and most particularly the last.

I miss these folks especially, because they are my own folks. I know them. I know what they are doing for America and what they deserve at her hands and what they need if they are to keep their indis-

pensable end up. Something, I think, remains to be done for them which has not been done, something that can't be done by the splendid organization of our departments of agriculture, our experiment stations, our summer courses, our soil surveys, our innumerable bulletins and our union schools. All these cannot give these people all they need of vital impulse and inner growth and gratify in them the appetite for joy. I say that the agency that can add joy to the life of the family on the back road, that can make the son of this family braver, purer and nobler, that can give to the daughter of this family companions among all the heroes and heroines of poetry and fiction, and that can lighten the burdens of the mother by taking her mind for a little time away from the deadening routine that so often weighs her down is a more valuable service even than the most recent information about lime, sulphur spray and incubator chicks.

Can it be possible, I ask myself, that the library in the city will be able indefinitely to remain deaf to the call from the American on the farm? Does the library which acknowledges so compelling an obligation to the immigrant in the city owe no obligation at all to the people on the farm whose children are drifting aimlessly to the city though the welfare of city and county alike demands that most of them should stay where they are and make country life better? Are the city limits a dead line at which the influence of the library, as a free institution, must halt forever? And on the other hand, is it out of the question to expect that county and town authorities in counties where large libraries exist may some day be awakened to the splendid advantage of free reading, and to a willingness to cooperate with the city in securing these advantages for country people?

Is there no hint for us, city and country, too, in the extension of rural free delivery routes over the whole United States and the consequent growth of the mail order business to the stupendous proportions that we see today? The most notable encour-

agement which this Association appears to have got on this subject is that contained in the stimulating address of Dr. Claxton two years ago who told you that every city library should at once be open to all the people of the country districts in the county where it is located and that some other provision should be made for the 2,000 counties with no library of more than 5,000 books.

Finally, if I were asked how I regard and describe the public as it files past the main desk in the Carnegie building in Syracuse, I should answer that I look on each individual as a worker of miracles for the glorifying of my duties. The boy in the young people's room who sat immovable and undisturbed, neither seeing nor hearing the explosion of the flash light that took his picture as a faithful reader, was then engaged with the Tanglewood Tales. He was engaged in bringing Nathaniel Hawthorne back to life. That is the miracle I mean. Hawthorne was there talking to that boy. The inmost, sweetest, strongest soul of the author, whether it be Moses or Homer or Stevenson or Shakespeare speaks to the appreciative reader wherever the book is read. Here is the Miracle of the Real Presence of the author actually taking place hundreds of times a day. The more frequently it happens the more completely is the library itself brought to life, and to bring it all to life we need the assistance of all kinds of readers. Towards the end of the Billy Sunday campaign in our town a fellow citizen whom I had never seen before, demanded an interview. Then he demanded a copy of the Holy Bible. Then he demanded that I turn to a certain verse. I didn't know where to find the verse, but I knew where the concordance was. I don't remember what the verse was, but it might well have been that bit of advice to the Galatians "be not entangled again with the yoke of bondage." The man's voice was thick. His gait was wobbly. His breath was strong. There is no reasonable doubt that he had left a friend somewhere in a saloon and that he wanted the Bible to decide a bet as to how

that verse read. So he took the book and zigzagged out of the building. Weeks afterwards I met him. He shook my hand for a long time. Then he told me who he was. He had changed. He had climbed on the wagon. "I'm on to stay," he remarked. "You should hear me at a trail litter's meeting. My conversion dates from the day I came into the library." The man, you see, had brought St. Paul to life in that saloon in Syracuse. I want more and more people and more and more kinds of people to take part in this kind of mir-

acle. It can never be complete with any element of the reading public left out. It demands the help of the immigrant, the graduate student, the club woman, the shop girl with her splendid appetite for romance, the mechanic, the salesman, the farmer and the farmer's wife. I want to think of the farm house in Onondaga as a place where David Copperfield, Alan Breck, Beth, Joe and Amy are enjoying an immortality.

PAUL M. PAINE,
Syracuse Public Library.

TIMES PAST—TWENTY-FOUR A. L. A. CONFERENCES RECALLED *

BY FREDERICK W. FAXON, *Former Secretary of A. L. A. and Chairman Travel Committee*

Listen my friends
And you shall hear,
Of the A. L. A. travels
From year to year.

Look closely good people,
That you may see
How the delegates journey
From sea to sea.

A wonderful opportunity to see our country under the most satisfactory auspices has been enjoyed by those who have regularly attended our annual meetings for the last twenty-four years. Aside from the interest in the papers and discussions, and the added inspiration and enthusiasm for our work gained, those yearly trips have broadened our knowledge of the world, have made us familiar with our country's scenic wonders, and introduced us to the beauties of many of the cities—their parks, art collections, and libraries.

At the request of our president, I am going to bring back to you some of the joys of our travels since I became a member of the A. L. A. in 1893, and attended the Chicago World's Fair meeting.

The fascination and beauty of that ex-

position will always remain with me—the myriads of lights at night reflected in the lagoons, the bands playing, the gondolas silently gliding by—it made an impression that will never fade,—a vision of some foreign country set down in the center of the United States. Since then we have attended five other world's fairs each beautiful in its way, but the first will to me remain the unique experience. Samuel Swett Green has given us in his book "The public library movement in the United States" an intimate history of this Association down to 1893, so it is appropriate that we should begin with that year, the fifteenth conference. Mr. Dewey was president, Dr. Hill secretary, and Mr. Carr treasurer. In 1893 was gathered the A. L. A. model library and the first "A. L. A. catalog" was compiled. The sessions at Chicago were spread over two weeks, thus allowing opportunity to study the exposition without missing meetings. They were held all over town,—at the Art Institute, in the old Newberry library, in the City Hall—where the Chicago Public Library was housed,—in several of the buildings of the University of Chicago. I believe the mileage we covered attending the 1893 sessions has remained a record to this day. A tally-ho ride from the North Side out to

*This paper was written to illustrate a series of lantern slides shown at the Asbury Park meeting, but was not read owing to lateness of the hour. Descriptions of slides are here omitted.

Buffalo Bill's Wild West I well remember, and as a new member I marvelled that Dr. Poole and Mr. Dewey and such important and famous members should enter into the spirit of the outing like boys at a circus. I learned at this my first A. L. A. what approachable and delightful persons librarians were. Though the weather was hot, and our poor feet blistered by sight-seeing, it was a long to be remembered experience.

The following year the conference was at Lake Placid, the Grand View and Mirror Lake Hotels accommodating us nicely. President Larned in his address mentioned the new work libraries were doing with schools, and spoke of the need of librarians getting outside their library walls. There were three social evenings,—one the annual dinner, at which I first met Miss Ahern, then librarian of the Indiana State Library. Mr. C. C. Soule was toastmaster, and when he called upon her to speak she prefaced her remarks with a story of how a man passing a barber shop in Boston saw a sign, "Whiskers dyed here." He went in and handing the astonished barber a bunch of flowers, said: "Put this on his grave." Lake Placid was a most beautiful region, and many were the walks, rides and boating trips we took. I remarked that even on these excursions much discussion of library problems was in progress. It was evident that the social side, the between-sessions periods, the meal times, were fully as valuable as the program. One could not help becoming enthusiastic for the library profession. My first post-conference followed—a coaching party through the Adirondacks—to Saranac Lake, Loon Lake, Ausable Chasm and Lake George, and thence by boat and train to Saratoga Springs. Lasting friendships are made on these jolly excursions which follow the conference almost every year.

Eighteen ninety-five brought a small company of librarians to Denver, where Mr. Dana of the Public Library and Mr. Dudley of the City Library had planned a truly western reception for us. Mr. Utley, of Detroit, was president, and urged the duty of each

state to provide a free library for every town, as New Hampshire had done. Denver impressed us as a beautiful city, and we saw the Rocky Mountains for the first time, a dim wall to the west. Later we touched them in their rugged cañons and on their mountain railway passes—wonderfully grand. The "Loop trip" to Georgetown was a day's excursion. The journey to Glenwood Springs and back to Colorado Springs was the post-conference. It gave the tenderfoot his first intimate Rocky Mountain knowledge. A trip to the top of Pikes Peak was a fitting climax to this Colorado week, though the visit to Cripple Creek, then but recently discovered, was unique. Librarians on burros are a funny sight, but we found that method of locomotion quite exhilarating; not that the beasts were rapid,—oh no! they try to see how slow they can go, and they easily become "stalled" unless a small boy with a whip follows close behind—for it was before the days of the "self-starter."

Mr. Dana was president at the Cleveland conference in 1896 and told the librarians about "The seamy side of library work." Since that early date Mr. Dana, of Denver, Springfield and Newark, has ever been listened to with increasing interest. His speeches fill a book,—he shows up our pet troubles, dear Bernard Shaw of librarianship that he is.

It was at Cleveland that Miss Anne Wallace, of Atlanta, attended her first A. L. A. and told of her pleasure in meeting on such friendly terms the great librarians. It seemed to her flippant to laugh and joke with the author of "History for ready reference"; an honor to lunch with the writer of "Public libraries in America," and she said she would never forget having danced with the man who perfected that wonderful device "The Cutter rules for a dictionary catalog."

That year the post-conference was a steamer trip to Detroit and thence to Mackinac Island, where a two-day stop gave opportunity for a final session, and much sight-seeing. "And with all, the

wonder grew, when so much had been done, so much remained to do."

Another year rolled by, and we gathered in Philadelphia, in 1897. Mr. Brett, of Cleveland, was president, and sessions were held at the Drexel Institute. This year we found in attendance one whom the registrar listed as "J. O. Wyer, Jr., student." Do you recognize J. I. Wyer, Jr., of Albany, ex-president of the A. L. A., and in "Who's Who." Then he belonged in the "Who's He?" class. Another unknown seen in the official group was Mr. Purd Wright, of St. Joseph, Mo. A small post-conference to the Delaware Water Gap was provided for those who did not sail for England. The Kitatinny was headquarters, and thence excursions were made by foot, by bicycle, by carriage, by ferry—delightful days, and restful.

In 1898 Miss Mary E. Hazeltine, by her charming personality, secured the meeting for Lakewood-on-Chautauqua, near her home, Jamestown, N. Y., where she was librarian. Dr. Herbert Putnam served as president, and what a delightful presiding officer he made. The sessions were held in the Waldmere Hotel. One of the largest exhibits we ever had was installed in the little unused chapel near at hand. A "Geographical section" was organized this year, to explore, in the early mornings, the many beauties of the region. It had two permanent members, and others were members by invitation and ability to arise in the early morning hours before breakfast.

One day the conference journeyed to Niagara Falls, giving many members their first sight of that splendid cataract, and its gorge. We recall the vivid color of Mr. Dewey's white trousers after he had sat upon a bunch of those luscious black cherries, which the boys sold along the Gorge, tied by the stems in great bunches, like the toy balloons at a circus.

Miss Anne Wallace won the meeting for 1899 and carried us off to Atlanta. We went by way of Old Point Comfort and Hampton Institute. Mr. Lane was president, and next in importance came the bar-

becue. See the shoats turning on the spits! Hear the "lard-can quartet!" This year our Constitution was changed and we nearly died during the ordeal, but at last it was over and the post-conference proceeded from Lithia Springs to Lookout Mountain and Chattanooga, with the Natural Bridge of Virginia and Caverns of Luray for good measure. Did any one of you ever try to room sixty people where there were beds for but forty? A gold A. L. A. pin I am wearing was the prize won for that accomplishment on top of Lookout Mountain.

Canada's first conference was a great success in the early summer of 1900, and Mr. C. H. Gould as our host, aided by the manager of the Windsor Hotel, was ever alert for our comfort. Mr. Thwaites, beloved of all who knew him, was president at this Montreal conference and in his address "Ten years of library progress" (the first presidential address which had been given a title) he recalled how in the short space of ten years there had developed: Library commissions, district associations, traveling and branch libraries, library advertising, children's rooms, rooms for the blind, access to the shelves, coöperation with schools and teachers, coöperative cataloging, inter-library loans, library buildings, library gifts and library legislation.

Here at Montreal was a re-union of the party which went to the Atlanta Cotton Exposition in 1895 and discovered Miss Anne. They were Mr. and Mrs. Carr, Mr. Bowker, Miss Hannah P. James, Miss Mary Sargent, Miss Alice B. Kroeger, Miss Nina Browne, Miss Edith Tobitt.

From Montreal two specially chartered steamers took 300 of the 450 in attendance on a never-to-be forgotten post-conference cruise to Quebec, and up the wonderful Saguenay River to Chicoutimi, with a visit on the return to Ste. Anne de Beaupré. There has never been such a large post-conference and probably never will be, as this planned by Mr. Gould, and so successfully carried out.

Now among all the librarians none is so devoted to his Vichy water as he who pre-

sides over the Scranton Public Library. It was eminently fitting, therefore to hold the 1901 conference among mineral springs. At Waukesha, Wisconsin, Mr. Carr was president. "Being a librarian" was the title of his address, delivered during one of the hottest conventions,—as to weather—we ever held, until in 1914 Washington, D. C., set the record for all time to come. "Madison day" was a treat—we were entertained in true western style, and shown the beauties of the region, and the great new library building occupied jointly by the State Historical Society and the University library. Sam Walter Foss was with us this year, having recently been appointed librarian at Somerville, Mass., Purd Wright, of Missouri, was no longer an unknown. Mr. Godard, of Connecticut, made his first appearance this year; he is now one of those we could not spare. The Eastern and Southern members returned homeward via the Great Lakes, and "My, my, what a sail!" as Dr. Steiner would say. But on the last day Lake Erie did misbehave awfully just when "the Infinite Eight" had planned a dinner party. We finally landed at Buffalo and spent several days at the Pan-American Exposition before separating for our homes.

Nineteen-two brought 1,018 of us to the Boston-Magnolia meeting and set a record for attendance not equalled until 1914. Dr. Billings was president and addressed us on "Some library problems of tomorrow." That was where he said "twelve new novels a year is ample allowance for the average public library." President Eliot of Harvard came to this meeting and advocated storage libraries for little-called-for books, an address that created much discussion. It was here, too, that the announcement of Mr. Carnegie's gift of \$100,000 to the Association was made. Magnolia was one of the pleasantest meeting places we ever had, the three big hotels—Oceanside, New Magnolia and Hesperus—accommodating everyone comfortably.

A small party made a post-conference trip to Mt. Desert where two fine days between the storms gave opportunity to

explore the region, and the western members had a fine taste of rough weather on the trip down.

Niagara Falls was the place of the 1903 conference and Dr. J. K. Hosmer spoke in his presidential address of "Some things that are uppermost," discussing Pres. Eliot's address of the year before. This year the question of a headquarters for the Association was discussed; the office had always before been in the secretary's pocket between meetings, and on a little table near the door of the assembly hall during convention week. This was the "shredded wheat" conference, for the meetings were all held in the hall of that company's plant. It was Sam Walter Foss who one morning said he was going out for a trip on the "Mayflower"; he meant "Maid of the Mist," but his New England ancestry led him to make this unintentional slip of the tongue. We all enjoyed the Falls that week and the wonderful Gorge trip, but the post-conference into the Canadian wilderness was long to be remembered. Seventy, chosen as it seemed, for their congeniality, took this excursion, crossing Lake Ontario by steamer to Toronto, thence by train and boat to the Royal Muskoka Hotel in the center of the then newly opened Muskoka Lake district. The return was by way of Rosseau, Maple Lake, Parry Sound and thence by steamer down through Georgian Bay's ten thousand islands to Penetang and Toronto, where we were entertained by the local library folk.

We had not seen a World's Fair since 1901, so in 1904 St. Louis was our Mecca, and the Inside Inn our home for a week in October. The very mention of this Inn with its chilly barn-like rooms sends a shiver down our spines to this day. The Fair was much enjoyed; and the international character of the sessions will be long remembered, for there were delegates present from England, Belgium, Italy, Sweden, Austria and Netherlands. Cool evenings on the Lagoons, long walks from hotel to meeting place for sessions, informal sessions at the Tyrolean Alps

restaurant, Mr. Crunden's indefatigable efforts for our enjoyment, are other recollections of that week at the great exposition.

But listen! you who have only recently begun to come to these meetings, while I touch upon the high points of a most wonderful trip across the continent in 1905 to the Portland (Oregon) conference. We had a Raymond and Witcomb special *de luxe* train of Pullman's and our own dining car, and observation car. We traveled West by way of the Canadian Rockies, stopping a day at Banff, and at Glacier, where we went up and stood upon the great Illecillewaet glacier. A perfect day for the passage over the Great Divide with glorious views of mountains and canyons, comparable only with Switzerland, made everyone enthusiastic. Our arrival at Seattle was an event. The local library people had literally filled our rooms at the Washington Hotel with all sorts of flowers. Special trolleys were at our disposal to see this hustling city with its lakes and hills and parks. Next, a boat trip to Tacoma and a sightseeing trip there, with views of the pyramid of Mt. Tacoma, pink and ethereal in the sunset glow. There our special train was waiting and it seemed like getting home to find Nathaniel waiting with our bags and the beds all made. Of course all seven porters were not named Nathaniel, but he shall be here typical of all that was good and faithful. He could even pick cactus, in the desert, for the ladies.

At Portland was another Exposition, the Lewis and Clark—smaller than St. Louis had been, but interesting. We had for president Dr. E. C. Richardson, of Princeton, whose address was on "The national library problems of today." 359 registered at this far western meeting, and 150 sailed at its close for Alaska. Words fail me when I recall that ten days inland cruise on the "City of Seattle." There were mountains by the thousand, glaciers by the hundred, icebergs, Indian baskets, totem poles, furs, forests, and vegetation such as we had never seen before. Daylight lasted all night. We had frequent opportunities to go ashore explor-

ing. We saw Vancouver, then a little struggling village. We visited Father Duncan and his Indians at Metlakahla, we founded a public library at Juneau, the new capital of Alaska, a library of novels which at Miss Plummer's suggestion we had saved from our reading *en route*. Indian baskets delighted Mr. Dana's artistic eye, and Newark's museum is the richer for this trip. At Skagway we made the ascent of the White Horse Pass to the international boundary, and saw where the gold seekers had travelled and perished on their way to Dawson a few years before. Sitka was an interesting city. Taken as a whole the A. L. A. never had such a trip before. But even this was not the end. Yellowstone Park was visited on the homeward journey and that five-day coaching trip among the geysers, paint-pot-holes, and other freaky wonders of nature will be remembered as long as we live. We saw lakes, mountains, canyons, tame wild animals, hot springs; we enjoyed every moment even those nightly visits to the garbage heaps, back of the hotels to see the bears come down to feed. Our routine became:—

"After breakfast walk a mile,
After luncheon rest a while,
After dinner garbage pile."

Then again we found Nathaniel waiting for us at the entrance, and resumed our miles in our Pullmans to finish the 9,000 mile trip of 1905.

Nineteen-six spells Narragansett Pier with Dr. Hill at the helm of the A. L. A. ship. He brought out the change in library methods from the book-wise, book-loving, library care-taker to the business executive in charge of a complex system of library aggressiveness. Two vivid points we recollect—the universal sea bath from 12 to 1, and the very late hours kept by the library company.

One whole day was given to a visit to Providence:—libraries, spreads, and clam bakes, special boat, special trolleys, and even special clams, provided for our enjoyment. Then Newport was added to our list of notable places visited by the A. L. A.,

and a stay on quaint, restful old Nantucket.

In May, 1907, the Southland again claimed us, this time Asheville, N. C., with Battery Park Hotel as headquarters. Dr. C. W. Andrews was president, and "The use of books" his chosen subject. Had he been writing an address today its title would have been, "Have you seen my latest library plans?" Biltmore recalls visions of black Vanderbilt pigs, happy apparently with asphalt runways and private bath tubs; big stables full of thoroughbred horses and cattle, fields of alfalfa. Though we were not allowed to approach within half a mile of the mansion house, the stables were open to visitors. From the south porch of Battery Park Hotel is visible the peak of Mt. Pisgah, sixteen miles away. Twenty-five miles beyond is the great Hog-Back, the top of which is named Toxaway—Redbird mountain. At the foot of this mountain is the lake and by the lake Toxaway Inn, where a delightful post-conference was spent. Oh, the recollections of mountain laurel, and flaming wild azaleas, verdant forests, waterfalls, and the wonderful feat of Miss Ahern—her climb of Mt. Toxaway and her thrilling descent thereof. Others rode on horses or were content to sit in carriages, or, like our Mr. Hovey and Mrs. Ross of Charlotte, found contentment in a rowboat on the lake,—and ever since our ex-executive officer has made his happy home in Carolina—a warning or a hint to all good people who attend A. L. A. post-conferences.

To complete this trip the Jamestown Exposition was visited on our return trip, and one more World's Fair added to our record.

Have I now made it clear, that regular attendance upon our conferences gives one an ever broadening knowledge of our country, and an ever increasing enthusiasm for library work? If not, bear with me a few minutes more while I rapidly recount the travels of more recent years—no less extensive, and fully as interesting as those trips already recalled.

In 1908 it was Minnetonka Lake, near Minneapolis. Tonka Bay Hotel was headquarters, where "gentlemen without coats

will not be allowed in the dining room," and—so very proper are these western resorts—"ladies having gentlemen callers and gentlemen having lady callers will please have the same in the public parlors and not in their rooms."

Dr. Bostwick presided over this conference which was held in the "Aviary," or at least it was so known until the chirping sparrows among the rafters had been prevailed upon to cease their song and give the speakers a chance. This year we had a daily newspaper with cumulative attendance register through the enterprise of Mr. H. W. Wilson. There was even a pink sporting supplement on one occasion.

For post-conference we visited Duluth, and explored iron mines at Eveleth; then went to Calumet, Mich., and saw more mines, this time of copper, and came home by way of the Great Lakes.

Nineteen-hundred-nine was White Mountain year, with Mr. Gould, of McGill University, our president. The Mt. Washington Hotel at Bretton Woods will forever remain our ideal of all a hotel should be. Coördination was the keynote of the program, and Rev. S. M. Crothers gave us that delightful essay, "The convention of the books."

One day we visited the Flume, another we enjoyed a trip by cog-wheel to the summit of Mt. Washington. Then for post-conference a mountain-wagon trip through the mountains—Jefferson, Randolph, Gorham, Glen, Jackson, Intervale, North Conway—and to add variety two days on the sea coast at Ogunquit, Maine, where one evening we were entertained by John Kendrick Bangs, George Jay, and Nathan Haskell Dole—three summer residents of the region, whose humor you all know so well.

Nineteen-hundred-ten was Mackinac Island,—a hazy, fog-horror week at the old Grand Hotel, yet a very successful conference. President Hodges when he wanted to call the meetings to order had but to come out on the broad piazza and clap his hands—and wait. One day was given up to a boat trip and picnic at "The Snows" where

one of our number, Mr. Stevens of Braddock, has his summer bungalow. The post-conference was to Temagami Lake, Ontario, a veritable Canadian wilderness near the mining district of Cobalt. Although only a baker's dozen were able to take the trip we enjoyed every minute of it. Temagami Inn was a rustic joy; the beautiful chain of lakes, the canoeing with swarthy Indian guides, the primeval forests on every hand contrived to make our stay interesting.

Pasadena in 1911 meant another special train excursion—this time by the Santa Fé route with two days at the Grand Canyon of Arizona, and a remarkable trip across the desert—really a wonderland of sage, of yucca, of hills and rugged valleys, beautiful and strange, though parched in the hot sun. Then the sudden change from desert to Orange groves and roses as we entered California. What a regal reception we had, how charming was our Hotel Maryland and its bungalows, how strange to Eastern eyes the palms with their geranium covered hoot-jack trunks, the heliotrope "trees," and the geranium hedges!

After the sessions we went north by the coast line to Santa Barbara—Old Mission, Mrs. Linn's reception; Santa Cruz—big trees grove lunch; Del Monte—maze, old cypress grove, seventeen-mile drive; San José—fruit farms, Miss Eastman's horseback ride; Palto Alto—reception at University club, Leland Stanford, Jr., University; San Francisco—newly rebuilt,—excursion to Chinatown, to Golden Gate Park, to Mt. Tamalpais summit, to Oakland and Berkeley,—and then—Yosemite Valley, three days in heaven. Homeward via Sacramento and Salt Lake City, with two days at Manitou, Colorado, a trip to Cripple Creek on which the railroad tried all too successfully to show us why the region was so named. Thus ended a trans-continental trip entirely different from that of 1905, but just as wonderful and ever to be remembered for the opportunities to see at the best the beauties of our country. "The greatest travel for the best people at the least discomfort."

Ottawa—the new Château Laurier hotel,

—our first woman president, Mrs. Elmen-dorf—post conference, a repetition of that steamer cruise up the Saguenay river. Such in topical form is the index record of 1912, the second Canadian conference.

Nineteen-hundred-thirteen, the mountain top meeting at Hotel Kaaterskill, is too recent to need my account of a most successful conference in a most unsuccessful hotel. If ever any hotel had seen better days, it was the Kaaterskill, yet there were advantages. It is probably the only hotel in the country that can accommodate the present size meetings of the A. L. A. and give exclusive occupancy. It simplifies the giving of dinner parties to have all registered at one hotel, and the dinner acquaintance is one of the most valuable features of a conference. So we had a good meeting in spite of the hotel, and we paid our bills eagerly at the end of the week by patiently sitting for hours in line before the cashier's window. "Rocking chair row," was something unique in the annals of our meetings. Mr. Legler was president and the program one of the best in recent years, and sessions were always well attended. The post-conference was a visit to Mr. Dewey's Lake Placid Club in the Adirondacks, with a stop on the way, over Sunday, at Albany to inspect the new State Library building. Then a pleasant excursion to Eagle Bay, and Blue Mountain in the southern Adirondacks. The presence with us of Mr. Jast of the British Library Association added much to the excursion. The very cordial reception at Lake Placid by the Deweys and Miss Sharp will long be remembered. The council fire was lighted in our honor in the forest amphitheatre, and motor trips were made to the points of interest in the region, including Ausable Chasm.

Washington, D. C., in 1914 will be remembered, first for its heat, and second as the largest meeting we had ever held. Mr. Anderson, of the New York Public Library, was president. The New Willard Hotel was headquarters, but delegates were scattered all over town, and the hotel being European plan few had meals there. In fact the nearby *Café des Enfants*, otherwise known

as Child's Restaurant, looked like an A. L. A. gathering at eating times. Although no official post-conference was "personally conducted" this year, over fifty went to Old Point Comfort after sessions were over, and several made the trip thence to Richmond, Va.

In closing what shall I say of last year's conference? It was the third special-train transcontinental journey in ten years, ten thousand miles of delightful travel under most auspicious circumstances. West through Denver and the Royal Gorge, with a glorious day at Glenwood Springs, Colorado—re-visited after twenty years; then a morning at Salt Lake City, followed by the desert journey through Utah and Nevada to Riverside, which received us in true California style, with fruits, flowers and an orange luncheon in the inner court of the Mission Inn. Thence to Los Angeles for dinner and the following two days at the San Diego Fair, with side trips to Old Mexico, Coronado Beach, Point Loma, and Ramona's home.

Then again aboard our special A. L. A. train we go north to Berkeley where the conference was held. There had been two dining cars all across the western country, a luxury of travel we had never before experienced, and the use of "first sitting" and "second sitting" cards prevented the usual long waiting line of hungry people at the entrance to the diner.

Mr. H. C. Wellman was president, and the sessions were held in one of the halls of the University of California. Of course the greatest attraction was the San Francisco Exposition across the bay from

Berkeley. You are all familiar with its beauties from pictures if not from an actual visit. The indirect illumination and the changing colors cannot be described. Homeward our way lay north past Mt. Shasta and the volcano Lassen to Portland, Oregon, where Miss Isom provided a day of the annual rose festival for our enjoyment and showed us her beautiful new library. At Tacoma we motored 72 miles, to the base of Mt. Tacoma, in Ranier National Park—an excursion no one should miss. After a day in Seattle, we took steamer to Vancouver, stopping at Victoria on the way. Vancouver was a big city now, and we marvelled at its growth since our previous visit in 1905, only ten years before.

We turn East and, with a special train provided by the Canadian Pacific, traverse once again America's Alps, stopping two days at Lake Louise, and an afternoon at Banff where a big hot sulphur swimming pool seemed an even greater attraction than the wonderful mountain scenery. At Chicago ended the 1915 conference, and our series is complete to date.

Look back and consider what these years of A. L. A. membership and travel have meant, even if we omit the three European excursions that were participated in by a goodly number in 1897, 1910 and 1914. The broadening of our vision, the interchange of ideas with workers from all parts of our country, the ever-increasing incentive to make our libraries even more useful and efficient, such are a few of the advantages of membership in the American Library Association.

LIBRARY TRUSTEES' OBLIGATION TO THE STATE

By ELIZABETH CLAYPOOL EARL, *President, Indiana Public Library Commission*

Since we rise or fall with the masses—is it not of the most urgent importance to educate the masses in the proper standards of living? And in the process of the education of the masses the library is the state's greatest asset—in fact about

its only hope, since the public schools turn the masses out into the world before or in the eighth grade, with immature minds, and almost, as yet, no library habit; hence it does not take much of a prophet to speculate on futures.

When trustees realize their obligation to the state, public sentiment will be molded into channels of constructive effort, through a well equipped library force—be it one person or more. A small library in a small town has the same obligation as a large one in a great city; even more important because small communities have time to think and those who have time to think are the ones who arrive in mature years and do the world's constructive work and whether they arrive in considerable numbers depends with what degree of honesty the members of library boards have performed their obligation to the state. There is no trust in this wide world so abused as the use of public money, and the man who will not take time to invest *public money* with the same careful study as that of his own private funds, is certainly unfit to handle public money. It is a much more serious graft to employ an incompetent librarian to shape the young life of the community than to build a sidewalk without any grouting or many other familiar examples I might name in public life.

I am truly glad to see an awakening among taxpayers to a realization of what a library *should be*—I admit if all the taxpayers did know what they had a right to expect three-fourths of the libraries today would be closed, until boards could be reorganized, funds increased and real librarians in charge. The community cannot receive all that is due to it until librarianship ranks second to none among professions and not as a means to an end, but as the high calling of a noble profession, and with a special person in each library to cooperate with the public schools, study the needs of each child and teach him to know,—not to believe,—but to know that the library is the great source of information; instilling the library habit so fully as a part of his nature, that his feet will unconsciously strike the path to the library door all his life for information and recreation.

The results of this investment cannot be estimated in dollars and cents. Personally

I would rather trust a children's librarian born for the job, and I say *born* advisedly, to raise the moral and spiritual standards of the community than any of the other forces employed at the present time.

Librarianship can never take its just rank among professions until trustees do realize their obligation to the state, and we in Indiana have found organization a satisfactory way to bring them to a consciousness of their sins. Measuring up with their fellow men at the state meetings soon starts a campaign of education. Much of the trouble comes from a misconception of the real value of a library as an educational force in the community.

Too many persons accept positions of trust on library boards out of compliment, personal or political, never for a moment considering their fitness or responsibility. The librarians themselves are not without blame for the lax way in which boards conduct themselves. People who have not time to attend local and state meetings should resign. The trustee obligates himself under oath, to spend the public funds economically and judiciously, to meet the needs of the community, and he cannot honestly shift his responsibility to the librarian or other board members. He must be willing to give the required time for intelligent study of the business of library administration and management. How can he otherwise know when the librarian is meeting the needs of the community or have the courage to dismiss the librarian if the need arises. Trustees should define the policies of the library and *demand* results, if their sense of obligation to the state means anything to them. Miss Ahern defined a trustee as "one to whom property belonging to the public is entrusted to be used for the public benefit," and the public, she explained, "Means everybody, not just those in whom one is interested."

The Indiana Library Trustees' Association was organized seven years ago, meeting each November in Indianapolis, every other year holding the convention at the

same time as the state library association with some joint sessions. The results toward a better appreciation of the trustees' duties, higher standards of library administration, value of the budget system,

securing legislation and the dignity and value of the library as an educational force have been so satisfactory that we feel Indiana should urge other states to do likewise.

THE SCHOOL-LIBRARY SITUATION IN THE SOUTH

By C. C. CERTAIN, *Head of the Department of English, Cass Technical High School, Detroit, Michigan, (formerly of Polytechnic Institute, Auburn, Ala.)*

My discussion of the school-library situation in the South is confined entirely to library conditions in the southern high schools. It seems advisable to discuss the situation from the standpoint of southern high-school libraries because, until recently, little information has been available concerning library conditions in southern high schools.

In the past any attempt to secure definite information from public officials as to high-school library conditions usually resulted in some such generalization as the following:

"I am sorry I cannot give you any definite information in regard to libraries in the public high schools of this state. Practically every high school in the state has a library of some kind and many schools have excellent ones. In every new school building that is erected there is a room set apart for library purposes and by means of effort on part of faculty and pupils this room is soon supplied with books.

"We have no public aid in support of high school libraries, but there is a certain amount set apart each year for the support of libraries for the common or elementary schools.

"Few high schools have paid librarians.
Yours very sincerely."

Typical again is this reply from the secretary of one of our state library commissions:

"The limited data which I have to give you on the subject of high school libraries was delayed because of absence from the office of the State Supervisor of High Schools, and on his return he has little to give us, etc.

Very sincerely yours."

Another letter that I might quote, from the Virginia Board of Education begins,

"Our records on this subject I regret to say do not give as full information as I would desire."

Legal emphasis has tended toward a greater development of library facilities in the elementary schools than in the high schools, and as a consequence little attention is given to facts concerning high-school libraries in official reports from state departments. In most southern states there are school-library laws but the chief beneficiaries of state aid are the elementary schools, the rural schools, or perhaps at best only a few one or two-year high schools in the smaller towns. A recent investigation in the state of Virginia showed that the high schools of the larger cities as a rule do not receive aid from the state because the list of books from which libraries must be selected is too limited and does not contain good reference works. Most of these larger high schools depend upon donations from friends, patrons, and alumni associations. A few of them receive small annual appropriations from local boards; but as a rule any official relation with the state or municipality is so slight that no official records are kept regarding high-school libraries.

In view of these facts the Southern Conference for Education and Industry at the suggestion of the N. E. A. Committee on High-School Libraries created in April, 1915, a High-School Library Committee to make investigations and serve in an advisory way in bettering conditions. One

of the foremost objects of the Committee was to secure the appointment of local committees in all southern states. While these committees were being organized during the past winter a thorough inquiry was made into high-school library conditions in seventeen southern states. In order to coordinate this survey with that contemplated by the Committee of the National Education Association, the questionnaire of the National Committee was selected and used with only a few alterations. Through the cooperation of the National Bureau of Education copies of the questionnaire were sent under government frank to 3,729 southern high schools. Of the questionnaires sent out there were returns from over 1,300, or about 35 per cent.

At the outset the Committee considered it unwise to send a questionnaire of more than six or eight separate items, for fear of forestalling replies by excessive inquiries; but the completed form contained more than seventy-two items. When this elaborate form was released, it was with the expectation of receiving returns aggregating from 7 per cent to 8 per cent, and of sacrificing a larger percentage of returns in order to secure the benefits that might result from advertising. The returns are tremendously significant, since they have in number exceeded all possible expectations and indicate an intense interest along library lines throughout the high schools of the South.

The tabulation of figures from these returns is yet incomplete, but the Committee is continuing its study of the questionnaire with the view of publishing its findings in the form of a bulletin which will be issued by the National Bureau of Education during the ensuing year. The following facts may be stated as the most important ascertained so far:

1. The dates of establishment of southern high-school libraries indicate no growth in many cases, and the accumulation of much dead and useless material.

2. Results are not commensurate with expenditures.

3. Sources of income are unbusinesslike, show a lack of system and indicate ignor-

ance of the importance of the library in the high school.

4. The selection of books is haphazard, resulting in poorly balanced book collections with very meager duplication of standard books.

5. The use of the reading room and books remains undeveloped. Illustrative material and periodicals are almost unknown.

6. There is but little provision made for filing, classifying and cataloging the material in the libraries.

7. Instruction in the use of books is given in but few instances and then but very imperfectly.

8. The policy toward adult patrons and the public is unsatisfactory. The libraries are of but slight service to their communities; even the children do scarcely any home-reading from library books.

9. The few libraries having full-time, trained librarians are giving far superior service to those having part-time, untrained workers.

Statistics from this questionnaire show that the administration of high-school libraries is almost universally neglected in the South. In Delaware, Virginia, Kentucky, Tennessee, Georgia, Florida, Alabama, Louisiana, Mississippi, Arkansas, Texas, Oklahoma and Missouri, more than 870 high schools report but 24 full-time librarians and but 10 part-time, at an average annual salary of but \$350 for the full-time librarian. Only 136, or 15.5 per cent, of the libraries in these high schools have card catalogs, and 56 of these are in the state of Missouri.

The following statistics regarding conditions in Delaware, Virginia, Georgia, Alabama, and Florida are illuminating:

The combined report of 235 high schools is as follows:

Total number of volumes in libraries, 144,173.

Average number of volumes to the library, 613.

New volumes added past year, 17,063.
Of these new volumes 10,688 or 62% were gifts.

Increase in total number of volumes for the past year 13%.

Income from states for past year, \$65.
Income from counties for past year, \$1,349.
Income from cities for past year, \$1,411.

Proportion of libraries borrowing from state librarians, 9%—none outside of the state of Virginia.

Proportion of libraries borrowing from state library commissions, 1.7%—none outside of Delaware and Virginia.

Proportion of libraries borrowing from state universities, 1.7%—none outside of Delaware and Virginia.

Libraries with card catalogs, 16.5%.

Libraries with books classified, 50.2%.

Thirty-two per cent of the libraries take daily newspapers.

Fourteen per cent keep newspaper clippings.

Average number of magazines received per library, 3.

9.4 per cent keep magazine clippings.

6.3 per cent have sets of post cards.

10.6 per cent have picture collections.

3.8 per cent have collections of lantern slides.

8 per cent have bulletin boards.

3 per cent have full-time librarians.

40 per cent keep libraries open to the public.

16 per cent report public libraries in the same town.

60 per cent of the high schools in towns with public libraries report cooperation in some form.

In reply to the question, "Who selects the books?" one high-school principal wrote laconically, "Nobody now." Another significant reply to this question was "Whoever donates them."

Under the heading "Needs" were listed: funds; more books and definite income; regular appropriation; more money for books and card catalogs; new books and equipment; regular librarian; better catalogs; paid librarian full-time; organization; a librarian and a suitable room; better supervision; more books, more room and a librarian; books and periodicals.

The needs in other states, as expressed on the questionnaires returned are much the same as those given by the high schools in Delaware, Virginia, Alabama, Georgia and Florida. "A librarian" is demanded by 21 high schools in Missouri; one asks that she be a "cataloging librarian." In Louisiana and Missouri many ask for definite appropriations. One reports, "We have the *merest* start; we need *everything*."

Conclusions as to many points are obvious. Nearly every southern high school does seem to have a library of a *sort*, but few high schools appear to be getting the

utmost or even much from their libraries. Very few teachers seem to understand the function of the library. This is shown by the fact that there is little or no use of loans from state agencies, and but slight cooperation with public libraries. The selection of books and of student assistants in the library is haphazard. There is almost no systematic instruction in the use of libraries; and there are very few card catalogs, collections of pictures, slides, clippings and other such material. Many libraries have no bulletin boards and in very few cases is the use of the bulletin board understood. Nearly every high school reports a confusing variety of methods of selecting books. The periodicals received have been selected in most cases with even less foresight. Many of them, no doubt, were received as gifts. On the list of periodicals are the "Ladies home journal," the "Pathfinder," the "Midland Methodist," "Modern Priscilla," the "De-lineator," the "Hibbert journal," the "Christian herald," and the "Cosmopolitan."

Notwithstanding the many discouraging facts brought out through the inquiry, the outlook is hopeful. On the question sheets returned were many requests for literature on "How to use the bulletin board" and how to get other advantages. The main trouble seems to be ignorance, especially ignorance of the function of the library and how to remedy existing conditions.

Miss Lucy E. Fay, librarian of the University of Tennessee, and a member of the High-School Library Committee, states her conclusions in these words:

"Such expressions 'under greatest needs' as, a larger library; comfortable, respectable furniture; almost everything at present; a library that will occupy the idle and leisure time of pupils; more good reading material and means of getting people interested; a library room and a 'posted' librarian; more room and more books; by all means a librarian in charge all the time,—such expressions as these show the trend. It needs more intelligent direction. Somehow we must go forward until every high school, of the first class at least, has:

1. Annual and adequate library funds.
2. Sufficient library room, both reading

room and shelf room, to accommodate the needs of the school.

3. Better selection of books and wiser buying.

4. Instruction of pupils in the use of books and the library, to be given by the librarian and required for credit of all pupils.

5. A trained librarian with the rank and salary of a teacher."

The securing of trained librarians is of the greatest fundamental importance.

Recently the principal of the Gilbert High School of Winsted, Connecticut, wrote me:

"I am convinced of the fact that the librarian is as important as the library itself, because in this school for twenty-one years we had a library practically as good as our present day library; but for the first thirteen of these twenty-one years the library was not properly administered with the result that it was of no practical value to the school. For the last seven or eight years we have had a well-equipped librarian and the result is that with the same books, practically, the library is the busiest and at the same time the most useful part of the whole plant, hundreds of pupils using it every day; while, according to a census that I made seven and one-half years ago, only 24 pupils had ever set foot within the library. It seems to me, therefore, that our problem is to get the appointment of the right kind of librarians and thus make secure the right selection of books. The librarian and the books will not fail to make the desired connection with the needs of the school."

The high-school library situation in the South can be but imperfectly understood without some knowledge of the variety of activities carried on by sub-committees of the Southern Conference. For the recent meeting of the Conference in New Orleans, La., seven special reports were prepared by the chairman of these sub-committees. The report of Dr. Milledge L. Bonham, professor of history in Louisiana State University and chairman of the Sub-Committee on Rural High-School Libraries in Louisiana, Arkansas, Missouri, Oklahoma and Texas, bears testimony to the usefulness of the local state committees. The members of these committees, Dr. Bonham reported, have through personal contact and letters urged leaders to promote the movement

for better high-school libraries. The following excerpt indicates the nature of the work that is being done.

"Talks have been made in these states at teachers' institutes, at conventions, and to classes in normal schools and teachers' colleges. Articles and letters have been published in the general press, journals of education and professional journals along allied lines. In many instances the press has, by editorial comment, materially aided the work. In most cases state departments of public instruction have willingly co-operated; though, in some instances other problems have been regarded as of more immediate moment than libraries. Where it seemed expedient tentative effort was made in the direction of securing state library commissions, traveling libraries and directors of public school libraries. The local committees are endeavoring in some states to organize state conferences in the state teachers' associations. Interest has been aroused, promises of help secured and plans formulated. A foundation has been laid for real progress in the light of intelligence secured from this year's questionnaire."

Another report of peculiar interest is that by Mrs. Pearl Williams Kelley, state director of Library Extension, Nashville, Tenn. This report has as its subject, "Library conditions in the rural high schools of Kentucky, Georgia, Alabama, Florida and Tennessee."

"In these states," says Mrs. Kelley, "the rural high-school library consists usually of only a shelf or two of poorly selected books, being in reality a pathetic collection and in no sense a library. In but few instances has the unsuited collection been supplemented by well-balanced school libraries. At its best the rural school library is in varying stages of development, first as a table or corner devoted to library interests, and in but very rare instances a room equipped with carefully chosen books and periodicals, with pictures adorning the walls, and plants and flowers adding to the attractiveness of the room. The library and the reading room are combined, and under favorable conditions separate from the study hall. Few of even the best libraries have the books classified, fewer have them shelf-listed, and still fewer cataloged. A trained librarian giving her entire time to the administration of the library and receiving a salary equal to any teacher in the school is almost unheard of. The benefits accruing from rural high-school library

acquisition, however, are making their appeal to the entire rural population by nourishing and building up the best possible activities of the country boy and girl, and by preventing the adult mind from running around upon a cycle of hard industrial facts. The non-reading habit, so common to the average rural community is being gradually broken down."

For the state of West Virginia, Mr. Walter Barnes of the Fairmont Normal School prepared an exhaustive report. Mr. Barnes drew up eight counts in the indictment against the high-school libraries in the cities of the state and at the same time indicated the direction along which improvements should be made. Reports similar to the report for West Virginia have been completed for Maryland, Tennessee, Alabama, Virginia, Louisiana, Arkansas, and Missouri, with detailed supplementary reports upon the question of high-school library control in the South.

Only a beginning has been made in the undertakings of the Committee on Southern High-School Libraries. The greatest task ahead consists in the awakening of public sentiment. Public opinion must be aroused concerning the functions, services, and needs of the high-school library. Specific problems must be solved more definitely regarding the administration, the maintenance, the organization, and the use of the high-school library. Investigations must be made regarding school-library legislation in southern states. Work in the future must be done with sufficient completeness and authoritativeness to appeal strongly to taxpayers, school boards, and teachers. The forthcoming bulletin, now being prepared by the Committee, will contain a constructive program for high-school library development throughout the South.

ONE HUNDRED YEARS AGO—RELATIVELY SPEAKING

BY MARY S. SAXE, *Librarian, Westmount (P. Q.) Public Library*

When the British delegate to the American Library association meeting was in this country in 1913, he journeyed homeward via Montreal, Westmount, Quebec, to take his steamer for Liverpool. We, therefore, had an opportunity to entertain him by asking him to tea at the Place Viger Hotel, a Canadian Pacific hostelry, extremely well run. And there on a wide balcony, with flippy awnings, and potted plants tea was served.

Our guest I remember stirred his cup very fast, tasted it, and murmured, "Oh! my aunt!" Now I have never been quite sure whether that tea was to his liking or not. But the expression, "Oh! my aunt!" has remained with us, and I have been apt to use it when surprised.

Therefore when your secretary wrote to me in May, and asked if I was ready to come here tonight and tell you somewhat of a dead and gone New England poet whose centenary is this June, 1916, I was

startled enough to have said "Oh! My aunt!" but I had to change the gender, and say "Oh! My uncle!"

It seems that your president, Miss Plummer, thought you might feel an interest in this Vermonter who amused an older generation. And now that the incense which has been wafted toward Shakespeare's image, has all vanished into 'airy air,'—I quote the bard of Avon's own language which we know to be good despite the commentators,—and now that the disputes, as to whether Shakespeare ever ate Bacon or not, are more or less settled, perhaps you will be ready to hear of the anniversary of the birth of a much, much humbler poet.

John Godfrey Saxe was born on June 2, 1816, in a very northernmost corner of Vermont, in a town marked on the early maps of Franklin county as Saxe's Mills. We know it as Highgate. He was born in the frame house, still standing, which had

been built by the pioneer grandfather, who moved in Revolutionary days from Rhinebeck on the Hudson river, up through the full length of Lake Champlain and settled in those northern woods, very certain that he was in Canada. But they had to draw the line somewhere, and when the boundaries were finally settled, this great-grandfather discovered that he had been taken in by the United States!

Journals which John Godfrey Saxe kept in his boyhood and which are now the property on his grandson in New York City, show that he was fond of roving in those northern woods, of sitting by the mill stream and reading Scott's novels.

Verses of his which begin,

"Beneath the hill, you may see the mill
With wasting wood and crumbling stone,
The wheel is dripping, clattering still—
But Jerry the miller is dead and gone,"

are clearly reminiscent of his youth. He was educated at the local schools, and graduated from Middlebury College, Vermont, in 1839. Last week his centenary was celebrated by his Alma Mater in a very special manner. With the class of Harvard '54, he received the degree of LL.D., and at a banquet on that occasion he read the Psi Upsilon verses, the closing lines of which are sung at most of the meetings of that fraternity today. They run thus:

"Success to Psi Upsilon, Beautiful name!
To the eye and the ear it is pleasant the same.

Many thanks to one Cadmus who made us
his debtors,

By inventing one day those *capital* letters,
Which still from our hearts, we shall know
how to speak,

When we've fairly forgotten the rest of our
Greek.

Remember 'tis blessed to give and forgive;
Live chiefly to love, and love while you live;
And dying when life's little journey is run
May your last fondest sigh—be Psi-
Upsilon."

After his graduation, Saxe settled at Burlington, Vermont, and studied law there. He became attorney-general, state's attorney and was twice candidate for governor.

At one time he was editor of the Burlington Sentinel, and old scrap books of his are filled with bits of campaign jests and rhymes of those good old fashioned times that have lost most of their meaning for us. There is a note of sternness in his northern Democracy that makes us feel he would not have been "Too proud to fight!"

When he was about twenty-five years of age, his ballad of "The briefless barrister" appeared in the "Knickerbocker magazine," the leading periodical of that day. The next contribution was "The rhyme of the rail." This was reprinted all over the United States and appeared in London "Punch" and was known to generations of school children. "In reading it," says one commentator on Saxe, "one can close his eyes and almost hear the varied sounds that form the undersong to the monotonous rumble of the train."

Now it is not my intention to read to you any extracts from his published verse. If you are interested enough to look it out for yourselves, it will help your non-fiction circulation, and after all, that is a librarian's aim in life—to have a good circulation. But I will repeat to you some verses that have been handed down to me, and which you will not find in any complete edition of his poems, nor anywhere in print just as I give them. I quite realize these are not suited to the ears of the children's librarian—but we will hope she has gone home!

(Miss Saxe here recited "Ho-Ho of the Golden Belt. One of the nine tales of China. Versified and di-versified by J. G. S.," but the limitations of space unfortunately prevent reprinting it here.—EDITOR.)

I think you will agree with me that such rhythm is not found in the so-called modern poetry, which has to have its rhythm beaten out so that the eye catches what there is rather than the ear.

Fashions change in literature, but certain things abide. There may be disputes from generation to generation, even from decade to decade, even from day to day, as to what is beautiful, what is aesthetic in

poetry. But there is less dispute as to what is human. Perhaps that is why the verses of John Godfrey Saxe still appear and reappear in the press, though he has been dead more than a quarter of a century.

He realized that the mission of humour was to restore the balance which is frequently lost by so much that is drudgery in life. A vein of jests is soon worked out, but humour is a perennial flower.

THE PRINTING BILL

BY GEORGE H. CARTER, *Clerk, Joint Committee on Printing, Congress of the United States*

I am directed by the Joint Committee on Printing of the Congress to thank you for this opportunity of again discussing the Printing Bill before your round table. The Joint Committee greatly appreciates the continued and helpful interest that the American Library Association has manifested in its efforts to bring about much-needed reforms in the printing and distribution of government publications. On behalf of the committee, I desire especially to express its appreciation of the generous co-operation of your genial chairman, Mr. Godard, in the consideration of these provisions of the Printing Bill that are of principal concern to libraries. The committee regards as of the highest importance the distribution of government publications to libraries and, I am sure, earnestly desires to have that distribution made in the best possible manner that the fullest information may be freely available to all the people concerning the affairs of their government. With this object in view, the Printing Bill has been presented to Congress.

When I had the pleasure of addressing your round table at Washington in 1914, the bill was pending before both Houses of the Sixty-third Congress. Subsequently, the bill was passed by the House at the third session of that Congress and was favorably reported to the Senate, but it was not reached for consideration in that body before the end of the Congress. The bill was re-introduced in both Houses at the beginning of the Sixty-fourth Congress and has again been favorably reported from the Printing Committees of the House and

the Senate. In the House, the bill has been considered on two calendar Wednesdays of the present session and about half completed without any material changes, other than the rejection of the proposed valuation plan for the distribution of documents by members of Congress, which the committee expects to have restored before the bill is passed by the House. Under a new rule of that body, the bill had to be laid aside as "unfinished business" until the Printing Committee is reached again on the Wednesday call of committees, which probably will not occur until next session. In the Senate, the bill is now well to the front of its calendar of business, but will hardly be taken up for consideration at this session unless Congress remains in Washington until late in the summer. The committee is very hopeful, nevertheless, that the bill will become a law before the close of the Sixty-fourth Congress.

Representative Barnhart of Indiana, who put the bill through the House in the Sixty-third Congress, is again in charge of the measure in that body, while Senator Fletcher of Florida, chairman of the Joint Committee on Printing, has charge of the bill in the Senate, assisted by Senator Smoot of Utah, who, as chairman of the Printing Investigation Commission, introduced the bill in the Sixty-first Congress and secured its passage by the Senate in the Sixty-second Congress.

Senate and House Bill Identical

The Senate and House Bills (S. R. 1107 and H. R. 8664) are identical except for a few minor amendments. The two committee

reports (S. Report 183 and H. Report 32) are also similar, thus clearly showing that the Senate and House Printing committees are united in their support of the measure, as they were in previous Congresses. It was the purpose in submitting the bill to the Senate and the House at the same time not only to give added strength to the measure by favorably reporting it in both Houses, but also to have the bill in position to be urged for consideration in whichever body the opportunity might first present itself. Thus, if the bill passes the House first, the Senate committee will substitute the House bill for its own measure in the Senate with such amendments as it may then desire to offer. The House committee will do likewise, if the Senate should enact its bill first.

As submitted to the present Congress, the bill has been thoroughly revised and rearranged in the constant effort of the committee to perfect the measure, but the principal provisions are substantially the same as in the bill of the Sixty-third Congress, which I discussed at some length at your Washington meeting. I trust you will pardon me, therefore, if I may indulge in some repetition of the views then expressed.

Though the bill is a complete revision and codification of all the laws relating to the public printing and binding, and the operation of the Government Printing Office, I assume that you are interested chiefly in the provisions relating to the distribution of government publications to libraries and accordingly shall confine myself to that phase of the bill.

Depository libraries

First, let me present those provisions that relate especially to the libraries which are designated by law as depositories of government publications, for it is in those libraries that Congress is particularly concerned. The bill continues the present plan of designating certain libraries throughout the country as depositories of the government's publications which are supplied by the Superintendent of Public Documents.

These designations are made in section 79 of the new bill, which provides, in addition to the government, state, land-grant college, and certain other libraries, that one library for each congressional district and two libraries at large for each state shall be selected by the Superintendent of Public Documents as depositories of government publications. The existing depository libraries are continued as permanent designations. This latter provision was taken from the printing bill and enacted into law by Congress in 1913, thus ending the privilege which members of congress had had since 1858 of changing at will the designation of depository libraries in their respective districts. This bit of so-called "political patronage" was given up without the slightest objection on the part of any member of Congress. It is also a credible fact that during the debates on the printing bill in either House not a single criticism has been made of any of the generous provisions relating to the library distribution of government publications. Nor has any opposition been manifest to the additional proposition that all future designations of depository libraries, whenever vacancies exist, shall be made by the Superintendent of Public Documents instead of by members of Congress, thus completely removing the libraries from the field of politics, if such a consideration has ever entered into their designation.

There are now 482 libraries on the mailing list of the Superintendent of Documents as designated depositories of government publications, while the total number of possible designations is 667. Thus 185 more libraries may become official depositories, if so designated under the present law by members of Congress, whose districts now have no such depositories.

Publications for libraries

Next in importance to their designation, are the number and character of publications that may be sent to depository libraries. It is the intention of the Printing Bill to make available for depository library distribution practically every publi-

cation issued by the government, whether congressional or departmental. The bill provides in section 80 that the Public Printer or any other government officer issuing publications shall furnish sufficient copies of each, whenever and wherever printed, for distribution to depository libraries. This provision, however, especially excepts from library distribution "matter ordered withheld as confidential, publications for the use of the courts or officers thereof, blank forms, and circulars not of a public character," which, of course, are not suitable for general library purposes. The section by its broad terms is intended to cover such printed matter as committee hearings and other committee publications which frequently are of great importance but are not now furnished depository libraries. It also includes the House and Senate Journals which now go to only three libraries in each state under special designations by the Superintendent of Documents that are abolished by the bill. The bill likewise makes the much sought Executive Journals of the Senate available to the depositories whenever printed and released to the public by order of the Senate. Another provision of the bill makes the daily as well as the bound edition of the "Congressional record" available for all depository libraries which will thus complete the sets of Congressional proceedings that are provided for library readers.

Additional assurance that the depositories will have access to all government publications is contained in the section which requires every establishment of the government to have practically all of its printing done at the Government Printing Office. This will end the present practice of some of the departments of having publications printed by private contractors which thus makes it impossible for the Superintendent of Documents to obtain copies for library distribution. The Postal Guide will be one of the more useful publications affected by this provision, which also prevents the War Department from having another valuable document

like its "American campaigns" printed in a private office where it is inaccessible for depository distribution. There is absolutely no occasion or excuse for any government publication to be printed elsewhere than at the Government Printing Office, which is the largest and best equipped printing plant in the world. The committee is determined that henceforth Uncle Sam shall print all of his own publications.

Exceptions in distribution

There are, however, certain publications that the bill expressly excepts from distribution to depository libraries. These include the bills of Congress, Supreme Court decisions and reports, Patent specifications, publications of the Hydrographic Office, Coast and Geodetic charts and pilots, and Geological maps and atlases.

In section 60 of the bill, it is provided that the reports and digests of decisions of the United States courts shall not be distributed to depository libraries. As before stated, section 80 also excepts from depository distribution such publications as are printed for the use of courts and their officers. This relates to briefs, pleadings, motions, and similar legal papers which, like the reports, are of no practical value in a general public library. These publications, if distributed by the government, should be sent out only to law libraries. Depository libraries and libraries of the courts of last resort in each state will, however, continue to receive the slips and session laws, Statutes-at-Large, and the Revised Statutes and Supplements.

Though patent specifications are excluded from distribution to depository libraries, any public library may obtain a copy of each patent specification with the accompanying drawings upon the payment of \$50 a year to the Commissioner of Patents. Such sets must be kept accessible for free public inspection. The bill as considered by the Sixty-third Congress restricted this privilege to only one library in each state, but under the pending measure any number of public libraries may receive the sets of patent specifications on

payment of the required fee. This distribution takes the place of the library edition of patent specifications and drawings which was abolished on recommendation of the Joint Committee in 1912. The patent specifications now made available to libraries are sent out in separate sheets which each library will have to bind at its own expense, amounting to five or six hundred dollars a year. It would cost a library or an individual fully \$1,500 a year to buy these specifications separately at the fixed price of 5 cents each. The nominal charge of \$50 a year to libraries is simply to prevent irresponsible requests for this costly set of publications which are of value to comparatively few libraries in large manufacturing centers.

In this connection, I call your attention to the fact that the bill abolishes the present "Patent gazette" distribution to eight libraries specially designated by each senator and member under existing law. The total possible designation at present is 4,488 libraries, of which only 1,813, or about one-third of the total number, have been made by members of Congress, indicating the small interest taken by libraries in the weekly "Patent gazette." The "Gazette" will, however, be available for depository distribution.

Geological publications

Geological maps and atlases for gratuitous distribution to foreign governments, literary and scientific associations, educational institutions and libraries, to be designated by the Director of the Geological Survey are limited to 500 copies which, I take it, prevents their distribution to depository libraries, as such. These maps and atlases, if desired by depository or other libraries, are to be obtained by direct application to the Geological Survey. Two copies of each map and atlas are also placed at the disposal of each member of Congress who, undoubtedly, will gladly donate his supply to interested libraries. The bill abolishes the special depositories of geological publications, including monographs, bulletins and reports, for which

each senator and member has been entitled to designate for public libraries. Out of a total possible designation of 2,144 libraries only 716 are now carried on the mailing list of the Superintendent of Documents. All the geological publications that have been sent to these special depositories will be included in the distribution to the libraries designated by the bill.

The publications of the Coast and Geodetic Survey, including charts, coast pilots, and tide tables, are specifically withdrawn from free distribution except as to a limited number of copies provided for the Secretary of Commerce and members of Congress. This provision seems to prevent library distribution by the Superintendent of Public Documents.

The Secretary of Commerce has 300 copies of the charts for presentation to such foreign governments, libraries, scientific associations and institutions of learning as he may direct. Ten copies of the Coast and Geodetic charts for each session of Congress and four copies of each Coast Pilot and Tide Table are also made available for distribution by members of Congress, which gives the libraries an opportunity to obtain such of these publications as they may desire.

Publications of the Hydrographic Office of the Navy Department are withdrawn entirely from free distribution "except for official use" and no copies are provided for library distribution either by the Navy Department itself or by members of Congress. These publications relate entirely to navigation and are extremely technical, including maps, charts, navigators' sailing directions, and instructions to seamen.

Bills printed for Congress

As for the bills, I do not know what the average depository library would do with such a flood of printed matter if it were to be let loose upon them. In the Sixty-third Congress the bills numbered almost 30,000, many of which were reprinted half a dozen times in the course of their consideration by the two Houses. The bound

set of bills for the Sixty-third Congress fills fully 20 feet of shelf space. The government itself preserves only six sets of bills in bound form, two each in the documents rooms of the Senate and the House and two in the Library of Congress. I understand that only two other libraries obtain full sets of bills. Your round table, I believe, has suggested that the text of a bill be printed in the accompanying report. It is evident that many of the reports now distributed to the depository libraries are of little value without the bills covered by such reports, but the reprinting of bills in the form of reports would entail a very large expense and be of little or no service to Congress itself, for Congress, as you know, considers bills in their regular form with lines numbered and every amendment to the original text carefully indicated according to line and page. Some committees, however, are beginning to include the text of important bills in their reports to make the presentation complete and more intelligible to the public. Perhaps the problem will work out its own solution in this way, but the Joint Committee on Printing has not been convinced as yet that the adoption of a hard and fast rule for the printing of bills with reports would be advisable.

As a measure of relief from the overwhelming stream of bills pouring in on Congress each session, it has been proposed in the Printing Bill to discontinue the printing of private pension and war claim bills when introduced. Instead it is planned to provide uniform blanks for the filing of pension and war claims which can then be referred to appropriate committees without printing, the same as petitions. This would do away with the useless printing of thousands of bills that never receive any further consideration from Congress. In the Sixty-first Congress 27,996 private pension bills were introduced, one member alone having presented more than 600 such bills. The committee estimates that \$80,000 a year can be saved by eliminating private pension and war claims bills from those printed for

Congress. This will greatly reduce the bulk of bills and may eventually make it possible to supply sets of bills to public libraries, perhaps at a nominal charge.

Selection plan proposed

After making available for distribution to depository libraries all the publications of the Government, with a few exceptions I have just discussed, the bill proposes that depository libraries may select such of the publications as they desire to receive. As a matter of fact, practically all depositories have already been compelled by the tremendous increase of government publications in recent years to select and retain from the numerous documents unloaded on them only such as they could afford to give shelf space. The result has been that for many years more than 100,000 documents have been returned to the Superintendent of Documents annually by depository libraries. This self-adopted selection plan has been a most wasteful one but it appears to have been the only relief possible under the present method of depository distribution. When depository libraries were first established by the government it undoubtedly was the intention that they should receive and preserve complete sets of all public documents. It was easy to comply with this requirement when less than 100 documents a year were issued by the government but now that the number of publications sent to depository libraries exceeds 2,000 annually only a few libraries can give shelf space to such an enormous accession.

The selection plan, as set forth in section 79, paragraph 2, of the bill, proposes that the Superintendent of Public Documents shall give advance notice, as far as possible, concerning the issuance of government publications available for library distribution. Annual, serial, and periodical publications may be selected at the beginning of a year and reasonable changes during the year are to be permitted in the discretion of the superintendent. Any depository desiring a copy of every government publication available

for library distribution will be so supplied if it convinces the Superintendent of Public Documents that it is prepared to make all such publications accessible to the public. I believe that this latter provision will, or at least ought to, compel nearly every depository library to adopt the selection plan.

As a matter of fact, the Superintendent of Documents is even now planning to put the selection plan into operation without waiting for the passage of the printing bill. He takes the view that, as the plan has already been approved by both the House and the Senate, he is justified in making a liberal interpretation of the present law so as to permit its voluntary adoption. Of course, without additional legislation such as is proposed by the bill, no depository can be compelled to make selection of the publications to be furnished it, or denied the complete depository set if it so demands. When the Superintendent of Documents first undertook to adopt this selection plan in 1914 he ascertained that 276 of the depository libraries were willing to enter into such an arrangement, which would insure the success of the plan and effect a material economy in the library distribution. I quote the following from the Annual Report of the Superintendent of Documents for 1915:

Selections at early date

"We receive many requests from the libraries asking relief from the present burden of caring for so many publications by granting them the privilege of selection instead of being compelled, as now, to receive all that are printed. This selection plan has the sanction of the Joint Committee on Printing, and as the debate on this feature of the printing bill in both Houses of Congress has not developed any opposition, it is my purpose to consider putting the selection plan into operation at as early a date as possible."

The question arises in my mind as to how much latitude should be allowed depository libraries in their selection of government publications. The designation of

certain libraries as depositories imposes a duty on them that does not obtain as to other libraries. The name "depository library" itself seems to imply an obligation to receive and preserve the publications intrusted to such library by the government. It is a notice to the public that the printed records of the government are there on deposit and available to all without price or preference. The purpose of designating a depository library in each congressional district was to provide convenient and equitably distributed places where the people may have access to the publications of their government. Improper and inadequate selections by a depository library would defeat the very object of its designation.

The bill specifically requires a depository library carefully to preserve all the publications it shall receive from the government and provides that if such a depository shall cease to be a free public library or for any other sufficient cause becomes unfit to be a designated depository of government publications, the Superintendent of Public Documents shall direct the return of such publications. This provision may be construed as giving the superintendent authority to require depositories to make proper and adequate selections by virtue of his power to declare a library, for "sufficient cause," unfit to continue as a government depository. In any event, there seems to be no doubt that such authority may be exercised by the superintendent as to future designations through the provision that these designations shall be made by him under such rules and regulations as are approved by the Joint Committee on Printing.

May classify depositories

By the adoption of proper regulations, it might be possible so to classify the depository libraries as to insure that adequate and suitable sets of government publications may be obtainable in all of such libraries. The failure of the present law relating to depository libraries is due chiefly to the fact that it treats big and

little libraries all alike. There ought to be an intelligent regulation of this distribution to meet the needs and capacity of the respective libraries.

The Superintendent of Documents reports that last year he sent 2,130 different publications to each of the 482 depository libraries. Congressional documents and reports for the Sixty-third Congress alone numbered 5,309, which were bound in 352 volumes. The number of Congressional documents and reports from the Fifteenth to the Sixty-third Congress, inclusive, totaled 182,537 which were bound, according to serial numbers, into 6,894 volumes. A number of depository libraries have received the greater portion of these volumes in addition to hundreds of other government publications that did not form a part of the congressional sets. Is it any wonder that they have reached the breaking point in their capacity to further provide accessible space for the documents that are being unloaded upon them at an ever-increasing rate? What will the depositories do when the entire field of government publications is made accessible to them as proposed by the bill? It is evident that only the largest could survive such a flood without the relief to be found in the selection plan. I am sure, nevertheless, the committee does not want that privilege turned into a license to ignore the special responsibilities that rest upon a depository of government publications.

In an effort to end duplication and delay in the distribution to depository libraries Congress, in 1907, adopted a resolution prepared by the Joint Committee and representatives of the American Library Association, providing that all annual and serial publications originating in the executive departments should not be numbered in the document series of Congress even though ordered printed by either House. That plan, however, proved unworkable at the outset.

Need of numbered documents

In the first place, the Senate and the House document rooms found that they

could not handle with the requisite promptness the vast quantities of unnumbered documents which came to them under this new arrangement. The resolution took the congressional number off fully two-thirds of the publications that were printed for distribution through the document rooms of Congress and utterly disorganized the work of those document rooms which are of special importance to Congress in that they supply the reports and documents that are of immediate use to members for legislative purposes.

To store away temporarily hundreds or thousands of copies of a single document is a far different proposition from that of finding permanent shelf space for only one or two copies. No fixed space can be provided in the document rooms for all of the publications that they have to distribute, as the copies remaining at the close of each session have to be moved back into more remote store-rooms to give space in front for the incoming documents of the next session, which must be easily accessible. Years of experience in this work have convinced the document room superintendents that all the publications for their distribution should have an identifying number printed thereon, not only as a stock label for their vast stores of documents, but also for the convenience of congressmen in sending for such publications. This document number furnishes a simple and certain guide to the documents printed for the use of Congress and is of special value in view of the numerous duplications and the frequent confusing similarity of titles.

The numbers, which are assigned congressional documents by the Public Printer in the order received, are generally inserted in the Congressional Record when the document is ordered printed and consequently can be at once adopted by the Public Printer, the Superintendent of Documents, the document rooms, all the government officials, libraries, and the public in general as the identifying number under which to record, print, catalog, store, order, or distribute such publica-

tion. No other method seems to be capable of so many uses or so simple of operation.

Senate and House Libraries

In the second place, the removal of the annual and serial publications from the numbered series, while still continuing to print them as Congressional documents, caused a serious break in the sets of documents that the Senate and House libraries have retained in complete numerical order for nearly 100 years. These libraries are of the first consideration to Congress for they contain the only permanent files of documents and reports printed by both Houses that are kept in the Capitol. They must have copies of all congressional documents and reports ready for immediate response to any call that may come from the floor of their respective Houses. In addition, these libraries are constantly used by members engaged in research work and the document numbers furnish the only index that is available to them in consulting the thousands of publications that have been issued by the Government. Of course, the libraries at the Capitol could adopt the card system of indexing their accessions the same as other libraries, but it appears to me this would be a needless task in view of the fact that the document numbers, which are necessary for other purposes, already furnish such an index.

At any rate, Congress soon became convinced that the numbering of all documents and reports submitted to it was essential to the proper transaction of its business and that a serious mistake had been made in further dividing the reports and documents printed for its information into a numbered and an unnumbered series. It was therefore determined by the Joint Resolution of January 15, 1908, to restore to the numbered series all annual and serial publications submitted to Congress by the departments, but, as a concession to the librarians who had so strongly urged the removal of these publications from the congressional series, it

was provided that copies of such annuals and serials for depository distribution should be printed and bound under plain titles the same as the departmental editions. This arrangement made the annuals and serials available for the depositories much earlier than had been possible when they were bound in the numbered congressional sets and had to be withheld by the Superintendent of Documents until the volume and serial numbers could be assigned such sets.

Even this change has, to my mind, been a most unfortunate one in that it has practically abolished the congressional set of documents for library distribution and has continued the wasteful and confusing practice of issuing the same publication under two or more titles. Fully two-thirds of the documents that properly belong in the congressional sets owing to their having been assigned congressional document numbers are now supplied the depository libraries under plain titles with no indication whatever that they are also congressional documents. The result may be seen in your House documents for the Sixty-third Congress, third session. These documents were bound in 109 volumes, yet, out of the entire series, only 15 were supplied to the depositories with binder's titles and volume numbers indicating that they were properly House documents. It seems absurd to give volume numbers to only 15 out of 109 volumes, jumping, as they do, from 4 to 20 and then again from 21 to 101. Of the 352 volumes of congressional documents and reports for the Sixty-third Congress, 235 were sent to the depositories with plain titles. The remaining 117 volumes were given volume numbers without any regard for their sequence and they can only be shelved in complete sets by filling in the gaps with the plain-titled documents bound in as many colors as Joseph's coat. If it is the desire to abolish the depository sets of congressional documents, that task ought to be completed by wiping out the few remaining traces of the once imposing, and, in many libraries, highly cherished array of

uniformly-bound reports and documents of Congress. As a matter of fact, the Superintendent of Documents has submitted such a proposition to the Joint Committee on Printing but no action has been taken on it as the committee is not inclined to make any further changes in the depository sets until the pending bill has been disposed of.

Congressional series restricted

The committee believes that it is first necessary to determine once and for all what documents shall be included in the congressional set and what documents shall be treated as departmental publications, and to then require that such designations shall be fixed for all purposes. In other words, it is proposed to end the present publication of the same document in both the congressional and the departmental editions. The bill provides in section 36 that "no publication provided for by law or issued by any executive department, independent office, or establishment of the Government shall be printed as a numbered document or report of Congress, but shall be designated by its original title if reprinted by order of either House, except that reports required by law or resolution to be submitted to Congress, or either House thereof, shall be designated for all purposes as numbered documents thereof, and all reprints of congressional publications shall bear the original title and number thereof."

In effect, this provision restricts congressional documents to those publications the original print of which is ordered by resolution of either House and to such reports as the departments and various officers of the Government are required to submit to Congress. This provision eliminates from the congressional series such publications as the bulletins, monographs, professional, and water-supply papers of the Geological Survey, bulletins relating to ethnology, fisheries, the hygienic laboratory, and the yellow fever institute, and publications of the Naval Observatory, Pan-American Union, and National Academy of Sciences, none of which is of any practical service

to Congress for legislative purposes, and consequently are not needed in the document rooms at the Capitol.

The failure of the resolution of 1907 was partly due to the fact that, after taking publications I have just mentioned out of the numbered congressional series, it continued their distribution through the document rooms.

Under the plan now proposed only numbered documents and reports will be supplied the document rooms of Congress and hence strictly departmental publications, such as I have enumerated, will not be included in the congressional series in any form. The committee has, in fact, already undertaken to limit the document room distribution to its original purpose of supplying only such documents, reports, and bills as are of immediate value to Congress in the preparation of legislation. By way of experiment the committee directed that none of the serial publications just referred to should be furnished the document rooms of either House. This test has confirmed the committee's opinion that departmental publications having no legislative value should be kept out of the congressional series. It is impossible, however, to remove them from the numbered series until the Printing Bill is enacted into law.

Reports submitted to Congress

On the other hand, the committee is just as firm in the opinion that all reports which are required to be submitted to Congress for its information and guidance should be printed as congressional documents. Though originating in the departments these reports are intended principally for the use of Congress, and, in fact, their preparation is directed by Congress. The records and files of Congress must contain the reports submitted to it in proper and convenient form and that appears to be possible only by their publication as numbered documents of the House to which they may be submitted. If these reports were comparatively few in number it might be possible to adopt some other method of designating them as re-

ports that have been submitted to Congress for its consideration. The fact is, more than 400 reports are required by law to be regularly submitted to Congress and, in addition, scores of special reports are called for by resolutions each session. It has been the rule and practice of the Government since its first organization to record reports submitted to Congress as a part of the papers of Congress, and, for nearly 100 years now, these reports have been printed as numbered documents of either the House or the Senate. I am under the impression that this practice is likewise observed by many state and foreign governments in the compilation and binding of their legislative and administrative reports in serial form.

This proposition of the committee, that all reports submitted to Congress shall be designated as numbered documents of Congress in printing the same for the use of both the legislative and executive branches of the Government, does not necessarily require that such reports shall be bound in sets for depository libraries. The bill now pending before Congress does not contain the requirement of previous printing bills that reports submitted to Congress shall be bound the same as other congressional documents. That language has been stricken out of the bill and the House has already approved this change.

The bill furthermore does not contain any reference, as such, to "sets" of congressional numbered documents and reports or other publications, or make any requirement that they shall be bound in sets for depository library distribution. The matter of such binding is to be done under the direction of the Joint Committee on Printing. In this connection the committee undoubtedly will give consideration to the Superintendent of Documents' proposition to eliminate the volume number from the binder's title for all the congressional series and to make the actual title of each separate publication the principal title, with a secondary title indicating the document number, congress, and session.

"One edition" for documents

Such a plan would, I believe, finally bring about the much desired "one edition" for government publications, the printing bill preventing the duplication of congressional and departmental editions and the proposed binding regulation cutting out the duplications that now obtain in printing and cataloging a congressional document under its own number and also under the volume number of the library sets. The plan would seem to meet the wishes of those who desire binder's titles suitable for classifying their government publications according to subjects, and would also permit other libraries to continue shelving their government publications in sets according to numerical sequence. In case of the latter, the serial number could be adopted instead of the volume number. As a matter of fact, the volume number is of no particular value when the serial number is used, except that it is printed in the document index by the Superintendent of Documents who could as readily substitute the serial number for the volume number if the committee can persuade the Senate and House libraries to have their sets marked with the serial instead of the volume number.

These two libraries are now the only ones receiving uniformly bound sets of congressional documents, including the annuals and serials, that do not have the serial number as part of the back title. The Library of Congress and the library of the Superintendent of Documents, which also are supplied with complete sets of congressional documents, use the serial numbers, and, I have been informed, the serial number is also used as the call-number for public documents in numerous libraries.

Of course, if the documents are to be sent to depositories as soon as published, the serial number will have to be furnished later and affixed by the library itself just as at present, for these numbers cannot be assigned until the four series of Senate and House documents and reports are practically completed. Whatever slight dis-

advantage there may be in this arrangement is more than offset, I believe, by the fact that the libraries could receive all of their congressional volumes practically as soon as printed. Under the present plan, aside from the plain-titled volumes, the depositories do not get the more important Senate and House documents until they can be assigned volume numbers, which delays their distribution sometimes for several months after the close of a session.

In view of the proposed prompt distribution of all congressional documents, the bill abolishes the preliminary distribution to libraries of unbound documents containing less than 100 pages.

Non-depository libraries

So much as to the depository libraries. You perhaps are asking, of what interest is the bill to the vastly greater number of libraries that have not the special privileges of a government depository. Suggestion has been offered that the committee ought to make provision whereby any public library could obtain publications free of charge from a central distributing point such as the Superintendent of Documents. The Bureau of Education has a list of more than 18,000 libraries in the United States. If these libraries were to be accorded free access to all the government publications they might want, we would at once have 18,000 depository libraries in the United States. With government publications as the prize in a free-for-all grab-bag, there soon wouldn't be a library in the entire country with less than 5,000 or 6,000 public documents, regardless of its need of such publications. Uncle Sam's books make a fine beginning for any embryonic but ambitious library that is temporarily short on fiction.

Seriously, though, the bill does offer an excellent opportunity for the non-depository libraries to obtain desirable government publications. I refer to the valuation plan for the distribution of documents by members of Congress. At present senators and members are annually allotted small quotas of certain publications, principally

annual reports and other documents of a more or less perfunctory character. The few really important documents that they receive are usually ordered printed by special resolutions and the limited quotas of these are generally exhausted before the average librarian gets around to ask her congressman for a copy. The committee has ascertained that the reprint value of the documents so allotted to members of Congress has averaged for many years approximately \$1,800 a year for members of the House and \$2,200 a year for senators. It is, therefore, proposed to allow each senator and member such a book credit annually with the Superintendent of Public Documents who shall supply them with publications available to the amount specified. Some publications are listed in the bill as subject to valuation distribution. These include, in addition to the documents heretofore allotted to congressmen, all the publications of the following departments and bureaus in which the public is specially interested: the departments of Agriculture, Commerce, and Labor, the Public Health Service, the Bureau of Education, the Geological Survey, and the Bureau of Mines. Comparatively few of the publications of these departments and bureaus are now available for distribution by congressmen and then only in very limited quantities. The valuation credit of each member is also to be available for such other publications as congress may order printed from time to time, like the report of the recent Industrial Relations Commission.

Documents from congressmen

Under this plan, an alert librarian can obtain practically as complete a set of the more important Government publications as is sent to the depository libraries. Senators and representatives have a personal interest in the libraries of their own states and districts, and, I believe, the non-depository libraries, especially the smaller ones, will fare better at the hands of members of Congress, who are thus closer in touch with them, than they would if the

Superintendent of Public Documents were vested with optional authority to supply such libraries. If you approve this valuation plan, you ought so to advise your senators and members, especially the latter as they seem to hesitate over its adoption.

In addition to this, however, the bill does provide that the Superintendent of Public Documents may supply such libraries as are suitable custodians of government publications with copies whenever there is a surplus in his office after filling the requests of the regular depositories. This is a rather indefinite provision but it is susceptible of expansion into one of great service to the non-depository libraries.

There are also several provisions in the bill specifically authorizing distribution by the departments of certain valuable publications such as patent specifications, daily commerce reports, coast and geodetic

charts, and geological maps and atlases to libraries. I am rather inclined to believe that the bill will be amended to also provide the daily Congressional Record for every free public library in the United States.

It seems to me, therefore, that the interests of the libraries, both depository and non-depository, have been well cared for in the bill and that the measure will be of much benefit to them when it is enacted into law. I am sure every member of the Joint Committee on Printing has had the welfare of the libraries foremost in his thoughts in the preparation of the bill. That it may be still further improved is undoubtedly true, for we have not yet reached the millennium in legislation. The committee believes, however, that there is enough of merit in the bill to justify fully its prompt enactment by Congress.

GOVERNMENT PUBLICATIONS AS SEEN IN LIBRARIES—WITH A PROGRAM OF BETTERMENTS IN THE PUBLIC PRINTING

BY EDITH E. CLARKE, *Auburn, N. Y.*

From my recent trip to California and back, visiting libraries all the way, and inquiring as to government publications everywhere, and my efforts in different library schools to make the government publications clear to and manageable by young recruits in librarianship, together with my experience in the Documents Office and depository libraries, I have gathered and offer you here a few observations. I will give you first my observations, and follow these with a program of betterments which, if carried out, would, according to my judgment, remedy the difficulties which the libraries experience, and put the national publications and their distribution on a basis of efficiency equal to that of private publishers. And as I shall speak only of the publications of the United States government, let me omit the country, for brevity's sake, in all I have to say.

First, Government publications as seen

in libraries. I will take this up under the three topics: 1) Use; 2) Supply; 3) Treatment in libraries.

1) Use. Diversity is the keyword to the use made of the government publications a) in different parts of the country and b) by different kinds of libraries. a) I have been greatly impressed by the difference between the kinds of publications called for in this part of the country and in the western and Pacific states. And let me say that the libraries of the west that came under my observation do an amount of active reference work with the national publications which puts to the blush some of our less wide-awake eastern libraries. But here in the east the demand is all for works on banking, finance, transportation, manufacturing and the tariff, labor and immigration, and international relations. In the west the call is for publications on Indians, public lands, forestry, conserva-

tion of natural resources, geology, mining, soils, irrigation and reclamation. It is a matter of course that the local interests vary with the locality, agriculture and education being perhaps the most universal.

b) Not only the free public library, but the college library, that is, of the land-grant or agricultural and mechanic arts college, and the state library are also depositories, the last two without liberty of saying whether they wish to be so or not. Consider, if you please, the poor agricultural college library of the newer states, usually in the country, with no general readers, with the need to conserve every penny and every effort for its own restricted field of work. Also, the state library, which one may see in cramped quarters, obliged to pile its U. S. documents in great heaps on the floor, where they could not be used even were readers in the habit of coming to the library who would want to use them. But as depositories, under the present law they are obliged to receive and keep everything. Now, a really live library wishes to have what its readers want, not a lot of dead lumber in book form taking up shelf room. Thus, while on the one hand one cogitates the highly praiseworthy idea which is the basis of the depository system, namely, to secure in every district of our country a complete collection of its publications, one reflects, on the other hand, on the burden of accepting each year one thousand books and pamphlets. The idea will come up, heresy, no doubt, that the depository system has had its trial and been found wanting, because the libraries are not able to accept so much that they do not want to get the little they do want. We are glad to know that the new bill, when it becomes a law, will allow the depository the privilege of selection and rejection, according to its use and needs.

This brings me right up to my second topic, namely, Supply of documents. Here the key words are Elasticity; Supply Gratis to Libraries; and Centralization. A large public library has many branches, and a number of departments separated widely

in floor space. It needs often more than one copy of certain publications, possibly upward of twenty to supply every branch and several departments. The head of the economics department of a large library doing a vast amount of reference work in documents, reports that she has the most difficulty to get enough copies of just those publications which are thrown around to individuals the most lavishly. By means of personal applications from her friends, who turn over to the library the copies received, she manages to keep the library supplied. A university where there was constant friction between the reference desk and the library school giving instruction in government publications as to which should have the single copy of the Checklist, 3d addition, had to pay \$1.50 to get another copy to keep the peace. Of course this is a special work in limited edition, and I must give my cheerful testimony to the scores of other occasions when the Documents Office has responded most liberally to appeals for documents which it could supply free. But, as my friend, the reference department head, sagely says, it would seem right, when the library keeps all it gets for the public to use, and the public daily report, in asking to use a work, "Yes, I had a copy, but I don't know where it has gone to," that the library should have all the copies it can use, and without payment. So much for free and elastic distribution.

As to centralization. A librarian of a non-depository library, whose readers asked for the Guide Book of the Western United States, in four parts, bulletins of the Geological Survey, applied first to the Survey, hoping for free copies. She obtained from this office two of the volumes, with the recommendation to ask the Superintendent of Documents for the other two. These others were on hand, but at a price of a dollar apiece.

I myself, as an individual, but my experience would have been the same had I been applying for a library, have had occasion to seek needed publications in regard to the printing investigation of

1905-11, from the Documents Office, the Joint Printing Committee, Senators Root, Smoot and Wadsworth, and the authors of the publications. And in spite of the cordial help which everybody gave me, each to the extent of his resources, I have not got some of the most important of them yet. But these latter are Congressional, not department publications. We are again glad to know that the new law will make better provision for distribution of material issued by commissions and committees.

Now as to my third topic, the treatment of government publications in libraries. Here the key words are Non-segregation, and the Cataloging in the library catalog, or, at least, the serial check record, of all sets like annual reports, agricultural and educational bulletins, etc. A separate catalog of government publications is not advisable, unless it be a duplication of what is also to be found in the general catalog. I saw in one depository library a catalog of U. S. government publications made according to the advice given in an otherwise helpful and popular guide to government publications. The advice given is that the very small library omit the government authors in cataloging these works. This catalog has omitted them. It was nebulous and misleading to a degree that would have to be seen to be appreciated. The advice given in the guide was addressed to only the smallest libraries. But it seems to the writer that readers even in a village of 500 inhabitants should know that there is in Washington a Department of Agriculture, a Children's Bureau, and a Bureau of Education—the library would not have many other U. S. publications—and the good reading published by these government bodies should be found in the library catalog under their names.

Unwillingness on the part of librarians to keep on their regular shelves, perhaps frequented by the public, and along with other books on the same subject, long sets especially of reports or bulletins, seems general. They prefer to stow them away in an attic or a basement stack, out of sight, but not out of reach when asked for.

This feeling has a basis of good sense, although it does not promote the use of this material. For it is to be remembered that a government report is source material, not a popular exposition of its subject, and the library of from 5,000 to 35,000 volumes deals almost wholly in secondary works. In deference to this feeling I would suggest putting the latest report, or, with bulletins, perhaps a selection of the most popular of the bulletins, on the regular shelves, with a dummy to say that the other issues will be found in the basement.

The adoption of the Checklist classification puts the publications out of the way, and saves the labor of classifying this stuff. But we do not group mankind as men, women, and government officials, and why should we classify our libraries as books on history, science, technology, etc., and—government publications. If the subject material in these works is used, it will be as much an economy in the end to arrange these by subject as so to arrange any other books in the library. In order that these works may be classed according to subject it is desirable to get them out of the entangling series methods of publishing. Of course, in this subject arrangement, the four series that make the Congressional serially numbered set will have, as a set, its subject place, 328.73 in the Decimal Classification. Also, all legitimately made series of bulletins, according to the formula to be given later, will be kept all together, under the broad subject of the set. The Checklist classification is an admirable piece of work. But it does not keep subjects together, and it breaks up continued series by the classification changing every time the organization of the government changes, as the government organization is its basis. In time, this classification will become more and more broken as to continued sets, and less in alphabetical order as to government authors. Those who use it because of the labor it saves, should transfer all the earlier issues of a set to its latest classification number, thus keeping sets together instead of in sections in different places on the shelves.

Now to turn to the program of betterments directed toward removing these difficulties of the libraries, and waste, lack of system, and bibliographical complications in publishing these works. Here also my recommendations issue from personal observation and experience. But every item on the program has been voiced by librarians and investigating commissions again and again as both practicable and desirable. So there is nothing original nor startling about any of them. They consist in applying to these publications the canons of book-making adopted by the best private publishers, and principles of business management without which no private firm could keep its head above water. They also reaffirm, with the step ahead to which our present stage of progress opens the way, the traditional and united policy of the Documents Office and the A. L. A. All are perfectly fit to be put immediately into practical effect, and will work out harmoniously with each other and the present system of things. The only difficulty is to convince Washington of all this. I will first state the program, and then add some explanations and reasons.

Program of betterments in the public printing

- A. Recommendations as to Methods of Publication.
- In order to make government publications easy to understand, easy to handle, and to stop duplication of the same publication in different forms, the following four rules should be enforced:
1. Only one edition of any publication.
 2. Exclusion from the two series, Senate Documents and House Documents, of publications of the executive and judicial branches of the government; and these two series to be made up of only the smaller miscellaneous papers on Congressional business, too small to be made independent books or pamphlets.
 3. In every branch of the government, including Congress, everything im-
- portant and large enough to be published as a distinct and separate work, either in paper covers or as a bound book, to be so published. No works to be tied together into a series, whether as documents, bulletins, circulars, papers, or by any other serial name, unless they fulfil the three following conditions, namely,
- 1) all to be issued by the same government body;
 - 2) all to have the same general subject material or purpose;
 - 3) all, or almost all, to be so small as to make it convenient to bind several together to make a volume.
4. Duplication caused by reprinting of sub-reports with the report of the higher office, as, for instance, bureau reports as appendixes to department reports, etc., to be minimized by exclusion of sub-reports from the report of the higher office, and separate publication of the sub-report, as far as possible, as has been done with the report of the Bureau of Education. Desirably the department report should have appended to it a list of all subordinate bureaus whose reports for the year have been published.
- B. Recommendations as to Administration.
1. The indexer of the Congressional Record to be trained in subject indexing.
 2. The Superintendent of Documents by the terms of the pending bill is to become a Presidential appointee. This will make the position more a political appointment than ever. In the twenty years since the establishment of the office, there have been as many as six Superintendents of Documents, while there have been only eight librarians of Congress since 1802. In view of this the librarians should make a concerted effort to induce the President to ignore political pull in filling the office; to require in the appointee qualifications and some kind of ex-

perience the equivalent of what is demanded in the librarian of a large public library; and to give him the same continuous tenure that is accorded to the Librarian of Congress.

3. An Editorial Board on government publications to be created on the lines of the recommendation of the Committee on Department Methods, or Keep Commission, to meet annually or quarterly, or as needed. This board to include the Superintendent of Documents, another representative of the Government Printing Office, a representative of the Joint Committee on Printing, a representative or representatives of the executive departments, and, as chairman, a person of large experience in printing and publishing who shall not be a government official.
- C. Recommendations as to Distribution.
1. Distribution by members of Congress, a survival from an earlier period when there was no Documents Office, to be now relinquished by Congress to that office, which was created by it expressly as the central agency for distribution, as soon as Congress can be won over to this action.
 2. Of the three distributing agencies, Congress, the publishing body, and the Documents Office, now working inharmoniously and with duplication, Congress is the only one whose distribution is wholly free. Congressional distribution being stopped, of the two agencies left the publishing body should retain only distribution which is free, but which is in furtherance of its work, for propaganda or other sufficient reason in each case. The Documents Office should then assume its full functions as sole distributing agent on the basis of sales to individuals and free gift to libraries open to the public. At present the libraries are banded about between the three agencies, and frequently pay for publications, and have to resort to expedients to get all the copies they need for use. The Documents Office should be given such control over the edition, both as to requisitioning the printing of an adequate supply, and the handling of the supply, as to be enabled to answer the needs of the libraries till the last copy is given out.
 3. Larger provision for distribution free through this office to non-depository libraries.
 4. Greater elasticity in distribution of different publications, a) to different parts of the country and different kinds of libraries, and b) in number of copies to be supplied according to request.
 5. A depository of public (private not included) bills and resolutions to be provided, presumably best in the Documents Office, where such bills may be obtained for a certain period, say till the next Congress, by debaters and others interested in them.
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- A. Methods of publication. "Only one edition of any publication" has been preached by the Superintendent of Documents ever since the establishment of the office. It has always been the doctrine of the A. L. A., backing up that office. Its necessity was demonstrated beyond a doubt and reiterated again and again in the hearings before the Printing Investigation Commission of 1905-1911. The same is to be said of the exclusion from the Senate and House Documents of publications of the executive and judicial branches of the government. The Printing Investigation Commission, after years of the most searching study, showed their conviction that this was an evil crying for reform when they caused to be passed the joint resolution of March 1, 1907, which provided, among other things, for this exclusion. Congress itself showed its entire willingness to let this exclusion become law. This was the starting point since when the libraries have been getting the executive reports and other publications in the department

or plain title edition. It must be borne in mind that the Document edition is almost invariably a reprint, a later republication of what was already in print. Thus this twenty years worked-for reform was won.

But on Jan. 15, 1908, at the request of certain officials in Washington, the old reprint Document edition was reestablished for their use only. These officials would actually benefit by simplification of the government's publications, except as they would have to unlearn the more involved methods of the early bad system. But it is fair to them to say that they probably have never had demonstrated to them the evils that the reprinting of each of these reports, etc., in the Document edition, even if it be only one copy that is reprinted, entails. These evils, as they have existed since Jan. 15, 1908, are, in part, the following: 1) The Documents Office has to record this added edition in every one of its catalogs and indexes, and to preserve on its shelves a copy of each. The Document Index could be reduced in bulk possibly one third—I speak subject to correction—the other catalogs in less degree, if these reprint editions did not have to be entered; and all this labor saved. 2) There is, of course, the expense of putting to press for another edition. 3) There is, again, the confusion which these reprint editions cause among users of these works, if this reprint edition comes into the hands of the public. 4) There is the infinitely greater confusion caused among all who try to understand these works by finding this edition listed in all the catalogs and indexes, although it is not expected ever to be seen by librarians or the public.

We were, however, getting along on a partial, if not complete basis of economy and efficiency. But, especially in the kaleidoscope of official Washington, as the personnel changes, the lessons of previous investigation and reform are lost to sight, and old abuses continually recur. So in this new bill the proposition is to publish again the executive reports in the old Document edition, sending them in this form to

the libraries, and to abolish the plain title edition. Part of this Document edition is to be bound in a plain title edition binding, part in the Document binding. Here we have over again our two editions, confusing and wasteful. Add to the four objections noted above the following: 1) The Document edition is always a little delayed by its placing in the series, as neither its volume number nor its serial number can be assigned until it is clear what other Documents the set will include. 2) In many libraries both the Document bound copy will be kept to make the Document series complete, and in addition, the plain title edition bound copy in a file under the subject. 3) The vagueness and lack of clear-cut notions as to the government body issuing each publication will still prevail. This is at the root of the difficulties which the national publications present, and can be got rid of by printing each work in one edition only, with its government author clearly stated on title-page and back binding, and by not complicating matters by inclusion in any series whatsoever. 4) And, this objection above all! The two series of Senate and House Documents are miscellaneous in the highest degree as to author, subject, and size. This can not be helped for the great mass of publications filling one leaf or a few pages only which form the majority of the genuine Documents, and the numbered series is, for these, the best way to publish. But among these minor publications, shoving in works of several hundred pages or in several volumes, by another branch of the government, and on subjects which are as disconnected as field guns and the care of a baby, makes the series over-swollen and cumbersome. Private publishers who issue big miscellaneous series, like Everyman's Library, find it desirable to make groups within their series, e. g. Travel, Science, Fiction, etc. The folly of such an amorphous, heterogeneous, unsorted lot of works as made up the old series of Senate and House Documents would never be perpetrated by any publishing house that had its living to make. You cannot distribute

with any economy unless your books are separate from each other, so that you can provide each reader with that only which he wants to read, not with a great mass of all sorts of literature which he must pitchfork over to find the little thing he wants.

Rule 3 is aimed against the tendency of government publishing bodies—it is not confined to Congress alone—to issue in series works that have no connection with each other. In the Department of Agriculture the former separate series of bulletins issued by the Public Roads Office, the Chemistry Bureau, the Biological Survey, the Forestry Service, and other bureaus respectively, were good series. The present series, roads, chemistry, wild animals, forestry, etc., all consolidated into one numbered set, is, I am sure you will all agree with me, a bad series, being too miscellaneous in subject and author.

To Rule 4 I do not care to devote much time, as I hope by degrees it will be wholly reformed, as it has been partially in the last twenty years.

B. Administration. The indexing of the Congressional Record is good, according to all testimony and my experience, so far as entries under persons and committees go. Anyone who has tried to use it for subject material, and who knows what good subject indexing is, will testify that it is impossible to make sure that one has found all the material on a subject, and that the indexer is apparently ignorant of the a b c of scientific subject indexing. Not only are the subject entries of a single issue unsatisfactory, but the continuity and uniformity of subject entries in the whole series of annual indexes, which are desirable, and which one sees in the biennial issues of the Document Catalog, for instance, are lacking. There is a science of subject indexing, and a man who is capable of indexing the Congressional Record should find it not difficult to acquaint himself with it. And we wish we could induce the Joint Committee on Printing to see that he does so.

Recommendations 2 and 3 are too large matters to discuss here. As to 3, it has

been the judgment of some who were intimately acquainted with the management of the Government Printing Office that a commission representing all interests should have charge of that office, of which Congress alone now has charge. In support of this claim, they state the fact that the public printing, originally concerned with work for Congress alone, has broadened out till now only about one-third to one-fourth, a fraction which tends to diminish, of the work of the Government Printing Office, is done for Congress. But this is going beyond the business of librarians, which is with publications only.

C. Distribution. As to distribution, what I have said about the difficulty libraries have in getting free what they want, no more than they want, and as many copies as they want, will apply here. When the pending bill becomes law, all depositories can pick and choose what they shall receive. If, then, every library be made a depository—for even the smallest wants, occasionally a Farmers' Bulletin or a report of the Education Bureau—and the Documents Office be equipped to supply free all demands, we shall have the ideal administration. The responsibility will then fall on the libraries not to be satisfied with the ragged and haphazard assortment of specimens of what the nation is publishing which I have seen in non-depository libraries, the librarian evidently not trusting in her own knowledge enough to get rid of partial sets and odd lots which can never be of any service to her readers. Then every librarian must know and supply her readers with the best the nation gives out. And may I say in this connection that I have found everywhere the Price Lists of the Document Office used and helpful, and I think they are supplying a need very satisfactorily.

The government publications can never have editions adjusted to the demand, so as to stop the selling of tons of them to the junk man, which is like selling good money paid by taxpayers, till indiscriminate free distribution ceases. Congress is the agency that does this indiscriminate

giving. The publishing department distributes free, but for propaganda and popular education, and supposedly on a plan carefully worked out. But the Document Office should be the one centralized agency for sale and—to libraries only—for gifts.

The need for a copy of a pending bill for

use by the debating team or others has been voiced by librarians of schools and colleges many times. It would seem that the proposed plan to supply this need, with its limitations, should not be too much of a burden even for the overworked Document Office.

COMMENTS ON LIBRARY LEGISLATION

BY WILLIAM H. BRETT, *Librarian, Cleveland Public Library*

The library work of the country is carried on by authority of the state. The reason for this is obviously found in the federal constitution. When the thirteen commonwealths by courage, endurance, some good luck, and some aid from outside, had achieved their independence, they united to form the federal Union, surrendering to the central government certain powers, and naturally retaining those which were not surrendered, among these being the right and duty of educating the people. Consequently, all educational work carried on by direct taxation and being in any degree compulsory is carried on by authority of the state. While the state government does certain things directly affecting and benefiting the whole state, the greater part of the library work of the country is local, being established for the benefit and carried on largely at the expense of various geographical units, the principal ones being the county, the municipality and the school district, and occasionally the township. The distinction between municipality and city school district is, however, not one of territory, but of organization, the same people being in one case organized for political and business purposes, and in the other for educational purposes.

In many states, the laws provide also for a cooperation between these various library districts, as permitting a municipality to cooperate with the surrounding township or with adjoining townships; permitting two or more townships to cooperate; per-

mitting the extension of municipal or county; or even permitting adjoining school-district libraries throughout the counties to cooperate.

Most public libraries of the country belong to one of three important divisions, although there are other variations. These divisions are, the municipal library, the school-district library, and the association library or proprietary library, which is subsidized by the library district in which it stands and is made a free public library. This latter class includes libraries belonging to a great variety of associations, some of them being formed for other purposes as well as merely for the organization of the library. A fourth division, the county library, is of recent years becoming very much more important, though not yet nearly as numerous as the other classes.

As I have already indicated, the municipal and the school-district library are usually alternatives, the school-district library usually including the same territory, so that it is simply a question as to whether the people of a certain town or city will maintain their library through their organization as a city or through their organization as a school district.

There is a great amount of library legislation in the statute books of the various states relating to all of these and other classes of libraries, enough to fill many volumes. The principal subjects of legislation are, the government of libraries, their initiation and organization, the acquisition of library property, both real and personal,

and the continuing support of libraries. Most of the library laws fall under one or the other of these heads. The government of public libraries is almost universally in the hands of library boards. In the municipal library these boards are almost universally appointed by the mayor and confirmed by the council. Frequently the mayor himself is an ex officio member. There may be also other ex officio members. Sometimes the school superintendent will be a member ex officio of the municipal library board.

In the cities governed by the commission or city manager plan, the organization is effected under a special charter, the details of which do not appear in the state laws, and must necessarily have a special study. My understanding of this, however, is that in such cities the library, whether it be a municipal or city school-district library, forms a part of one of the divisions of the city's activities and is under one of the commissioners, a subordinate to the city manager.

School-district libraries are very generally governed by boards appointed by the board of education, though sometimes by the board of education directly.

The law defines the powers and duties of the library board. An invariable condition is that they serve without compensation. In many states the desirability of having women on the board is distinctly recognized by a statement that no one shall be ineligible by reason of sex, or in some cases by a definite requirement that a certain proportion of the board shall be women. I have never discovered a corresponding proviso as to men.

The form of organization is prescribed. Sometimes the secretary is a member of the board; frequently not; and sometimes it is prescribed that the librarian shall also be secretary of the board. The requirements as to the number of meetings and as to the number of members necessary to form a quorum are generally fixed. In both municipal and school-district libraries, there are limitations in the laws as to selection,—as, for instance, no member of

the appointing body shall be chosen. In one case it provides that no one who has been in the year past a member of the appointing body shall be appointed. The purpose of this law is evidently to prevent the council or the school board from offering to someone who may have failed of re-election a consolation prize in the shape of membership in the library board. In one state there is a definite prohibition of the appointment of book-sellers or publishers on the state library board.

Association and other proprietary libraries which are subsidized and made public are sometimes governed by a board appointed by the proprietary association. Sometimes the law requires that the library district which is taxed to support the library shall have a reasonable representation on the board. The county library is very generally under the direction of the county commissioners or supervisors by whom it is established.

Libraries may be established in most library districts at the initiative of the body to whom the authority is given by the statute,—in the municipality, the council or the mayor; in the school district, the board of education; in the county, the supervisors; in the township, the trustees. In some states the proposition to establish must be referred to the people at an election, for ratification, before action can be taken. Such action must be taken by the proper body upon the petition of either a specified number of citizens stated, or a percentage of the voting population. The law usually provides, in case it is submitted to the people, for putting up the question again, after a reasonable interval, if not successful at the first election,—and also provides for the discontinuance of the library when voted by the people in the same way. In a large majority of the states, however, the body given the authority by law to establish a library may do so on its own initiative, without reference to the people.

The initial expense of providing library equipment may be borne by direct current taxation, or it may be provided for by the

issue of bonds,—the limits of which as to amounts, time and rate of interest are generally prescribed. Special provision is made in one state for the receipt of subscriptions, a proportionate amount to be added by taxation. Provisions for the acceptance of gifts for the erection of library buildings are very general; and in some states adequate provision is made for the fulfillment of any contracts entered into in consideration of such gifts. In two or three states laws have been enacted providing for contracts with donors, in which Mr. Andrew Carnegie's name is mentioned. In a considerable number of states, laws have been enacted, very obviously to meet the ordinary conditions upon which the gifts of Mr. Carnegie and the Carnegie Corporation are made.

The maintenance of libraries is almost universally provided for by taxation. The amount of taxation is usually stated in terms of a percentage on the tax duplicate, the maximum being invariably given; and rarely a minimum also is provided; this maximum, however, is of little value as a guide to the amount of support received by the libraries of each state, as it is not only liable to be greatly reduced by the taxing body (except in a few cases where the minimum is provided), but for the further reason that the practices as to the valuation of property for purposes of taxation vary so greatly in different states and even in different parts of the same state,—in some states it being valued as nearly as possible at the amount of its real money value, and in some at a very small part of that value.

The maximum amount permitted to be levied in different states varies from two-tenths of a mill to two per cent; and obviously there is no such intentional variation in the amount intended to be levied, the larger levies being doubtless intended to be made upon a duplicate in which the property is valued at a small part of its actual value. The method of valuation is rather a matter of local practice than of statute,—although there are laws on some statute books which provide

definitely that property shall be valued at its true value in money.

The amount which may be raised by taxation is also limited, as are taxes for all other purposes, by any general tax-limiting laws which may exist in the various states.

Indirect methods of public support found in various states are: the appropriation of fines for violations of the general statutes; this is provided for in the constitution and enacted in the statutes of one state. In another state, the dog tax is appropriated for library use; in another, provision is made from the proceeds of a liquor license law.

The appointment of the library staff is, with very few exceptions, absolutely within the power of the library board, and apparently little attempt has been made by legislation to secure the appointment of qualified persons, this being almost invariably left to the discretion of the board. More definite requirements have been made which apply to the newest form of the public library,—the county library,—by the requirement of examinations for applicants held under the authority of the state. One state definitely requires that candidates for county library positions shall be graduates of a library school and have at least one year's experience. In one state the library commission may examine, grade and register librarians, in order to give library boards help in the selection of assistants. One state aims to prevent nepotism by definitely forbidding the appointment of relatives of any of the library board. One state definitely provides that women shall be eligible as librarians,—a seemingly unnecessary bit of legislation.

One of the most important current questions is the relation of the library staff to the civil service commission. This I have not been able to look into with any thoroughness; but I know that in two or three states at least the members of the staff of all public libraries are placed in the unclassified service and exempted from the authority of the civil service commission; in others, they are under the authority of the civil

service commission, although I understand that it can usually be arranged so that the questions may be prepared by those familiar with the needs of the library service and thus a better class of candidates be secured and the library authorities be less hampered in the appointment of the staff. The most serious inconvenience comes from the necessity which exists in some states, of appointing residents, thus preventing the appointment of specially qualified persons for particular positions. Teachers in the schools in some states at least secure exemption from the operation of the general civil service law, as they pass an examination specially provided by the authority of the state for teachers, which has thus equal standing in the eye of the law with the regular civil service examination. My own view of this matter is that the interests of the libraries in this respect will be best served by the establishment in each state of a system of examinations for candidates for library positions, under the management of the state library or some other state authority competent to do it, which would give those who passed a standing under the law which would exempt them from the authority of the general civil service commission.

The weakness of the position of the large libraries which have adequate examinations is that, though there may be no actual question as to the adequacy of the examinations, they are conducted voluntarily by the authorities of each library and have no legal standing.

In two states provision is made for an employees' retirement fund, to be supported partly by the staff of the library and partly from the public funds. I think something of this sort has also been done in some individual libraries outside of these states.

Occasionally, laws in various states provide for work for special classes, as, for instance, libraries for the use of farmers, or for the blind; in one state, special work to meet the needs of foreigners is provided for; in four states, separate libraries are provided for colored people, and, in some other states where no such laws exist, these

libraries are provided for by municipal provisions. In some states provisions are made for auditoriums and the conduct of lectures in connection with libraries; and in other states this is done without special authority of state law, by local action. In one state, gymnasiums are established in connection with libraries.

The legislatures in various states have endeavored to control the character of the books which should be purchased for libraries. A provision that sectarian religious books shall not be purchased is found in the laws of several states. In several states book-lists are prepared by state authority, especially for school libraries, and the purchase of books is limited to those contained in such lists. One state provides definitely that "Books so purchased shall be of a kind best suited to inform the mind and improve the character of the reader;" and the laws of several states contain similar generalizations.

Legislation to protect library property is found in many states. Penalties of fine up to five hundred dollars, and imprisonment up to, in one instance, three years in the penitentiary, are provided for wilful injury or stealing of library property. Similar penalties, though less serious, are provided in many states, for failure to return library books after due notice. Penalties are also provided for the failure on the part of the librarian to perform his duties; in one state in which the county sheriff is made librarian, ex officio, of the county library, he is to receipt for all books placed in his charge and to be fined ten dollars for each volume not found on the shelves; in order to make this more effective, the chancellor of the judicial district is directed to check up the books and enforce the penalty in case any are missing. In another state the librarian is punished as for a misdemeanor for permitting books to be issued except in strict conformity to the law. Much remarkable legislation stands on the statute books of various states, prescribing in detail the duties of librarians; in one case, it is made the librarian's duty to receive and label the books. In one

state, he is specifically directed to keep the books from "molding and mildewing," and in another to keep them "well bound in leather or in boards with leather back and corners."

The general work of the state provided for by law consists in maintaining state libraries, both general and special, and library commissions, usually so-called but in some states operated under other names. The state libraries are governed by a board, sometimes ex officio, sometimes appointed, usually by the governor with the consent of the senate, sometimes composed of both ex officio and appointed members. It usually has, as other library boards, the appointment of the staff and the general control of the library. The legislature, in placing the appointment of the library staff in the hands of the board, sometimes keeps a string tied to it, as, for instance, in the statutes of one western state it provides that the board shall appoint the state librarian, providing only that the present incumbent keep the position as long as he wants to. The state librarian very frequently has the distribution and exchange of public documents as one of his functions.

Work tending to promote library interests is carried on in most states by the state library commission under that name; in one state it is called the Public Library Committee; in other states the Board of Regents, the Department of Archives and History, the State Historical Commission and the Archaeological and Historical Commission perform similar functions and are recognized by the League of Library Commissions. They usually have both appointive and ex officio members. Some states require that women shall be represented on the State Library Commission. In one state the Federation of Women's Clubs is expected to nominate to the governor, and the governor has the right to appoint a woman member only from a list of three nominated to him by the women's clubs.

Perhaps the most important work of the library commission is the management of traveling libraries and library organization. In two states, I think, there is a special

commission to establish and manage the traveling libraries. I would, however, like to say that the work of the traveling libraries, it seems to me, is a permanent one. It has two functions; one is pioneer work, to introduce books, to make a place for the establishment of a permanent local library; the other is supplying special collections for students to local libraries. The first function ought sometime to be largely fulfilled; the second I think should be a permanent function of the traveling library.

Library organization work and library instruction is usually given as part of the work of the commission. The library work of the state of New York illustrates in a remarkable way what has so often been said, namely, that a poor, in this case we might say rather a meagre, law, executed by good people, is worth more than the best law executed by inefficient people. The authority for all the great work of the state—the library school, the traveling libraries, library extension and supervision, seems to be based on four or five lines which authorize the regents to give advice and instruction and to loan books; but these lines have been wisely and liberally and courageously construed and a great work built up.

The disparity between states which have active commissions and those which have not is notable, and this can scarcely be attributed to any other cause than the work of the commission, as in their prosperity, intelligence and interest in education the states I have in mind are practically on an equal basis, but states with active commissions which keep the library work keyed up have faithfully met their obligations to maintain the libraries provided, while others in which commissions have been less active have come far short of meeting such obligations.

To sum up, there are in some states well-drawn library laws but there is also a great body of library legislation which shows simply an interest in and an effort to establish libraries, but, very frequently, if not absolute ignorance, at best a limited knowledge, of library needs and conditions; and

consequently it is unsatisfactory. All the library legislation, which as I have said would fill several volumes, could well be condensed into a small compass for each state. As I have pointed out, they fail to meet the important needs, go entirely too much into detail, and are therefore hampering. It is important to have attention called to this condition, and to remedy it. I am hopeful that an important step has been taken in the appointment of a committee of the National Municipal League.

It seems quite possible to draft a law having the essential things for library efficiency which, with minor variations, would meet the needs of the county, the municipality and the school district and would provide for the adoption and maintenance of association and other libraries.

Much has been said at this meeting as to library income and the difficulty of securing an adequate support. Looking forward to future legislation, I believe that the logical course is also the politic and desirable one. The library should always be definitely rec-

ognized in law as a part of the educational, and not of the business, organization of the community. In cities in which schools are made a part of the municipal organization, as in commission-governed cities, it should of course be a part of the educational department. In the cities in which the schools are under a separate board, it should be classed with them either as a function of the Board of Education or, preferably, under an independent board. By this definite recognition as an educational institution, it will gain in dignity and is likely to be more willingly and adequately supported. If, as a city institution, it depends for its support upon an appropriation from the council, it comes in competition with the more material interests of the city and is likely to suffer thereby. If it can be recognized as definitely educational, as are the schools, and its support provided for separately from the business activities of the city, as is the support of the schools, it is less likely to suffer from political caprice or temporary stringency.

REPORTS OF SECRETARY, TREASURER, TRUSTEES OF ENDOWMENT FUNDS, AND COMMITTEES

SECRETARY'S REPORT

The Secretary begs to submit herewith the seventh annual report of work conducted at the executive offices since their establishment in Chicago.

Chicago headquarters.—It is with an exceptional sense of appreciation that we this year record our gratitude to the Chicago Public Library, board of directors and librarian, for their continued hospitality in housing the executive offices of the Association. During the past year that library has been consummating some long desired physical alterations and improvements, which involved the shifting and transfer of several departments and bases of activity. The remarkable growth of work throughout the system has placed space in the central building at a premium, and it would have been but natural for the

officers of the institution to inform the Association that they could no longer provide accommodations for our executive offices. Instead of this, however, when it became necessary for the library, in carrying out its scheme of readjustments, to repossess itself of the room on the fifth floor which the Association has occupied since September, 1909, the board and the librarian set aside a room on the second floor which is practically of the same floor space as the other, and which serves all our purposes equally well—in fact, in some respects even better. Into these new quarters we were moved early in January by the employees of the Chicago Public Library, the shelving rearranged and set up, light fixtures and window openings readjusted, and all without any expense to the Association whatever. As heretofore

heat, light, hot and cold water, janitor service and general supervision have all been gratuitously provided. The other members of the Association will, therefore, I am sure, agree with the Secretary that there is reason this year for an uncommon degree of appreciation to the Chicago Public Library for this continued generosity and hospitality.

Membership.—When the 1915 Handbook went to press there were 3,024 members of the Association. Since then there have been additions as follows: New personal members, 126; former personal members rejoining, 21; new institutional members, 5; total, 152. Six personal members took out life membership. During the conference year 1914-15 there were altogether 432 new members added to the roll and it appeared that the membership was rapidly increasing, and that the 4,000-mark was soon to be reached. But to our great regret many who joined in 1914, the year of the Washington conference, proved to be only "transients," as a total of 313 resigned or lapsed their membership and had to be dropped from the roll in the summer of 1915. So the new members acquired had to counterbalance this large weight in lapses and the *net* increase therefore to be recorded in the 1915 Handbook was only 119. To join the Association we believe is good; to stay joined we are convinced is better: good and worth while for him who joins, and also good for the Association, which each year is finding more and yet more need for every dollar it can muster. Our committees are all handicapped by inadequate appropriation. A few hundred dollars more could be judiciously expended, and in ways to show results, and an increased revenue through membership seems the only avenue by which it can come.

Routine.—It seems unnecessary to rehearse here the routine work of the office to which previous reports have referred. It is perhaps enough to say that these duties have from week to week and month to month been discharged to the best of the ability of the office staff; that the Bul-

letin has been edited; that other publications have been edited and published; that membership fees have been collected, publications sold, and the resulting bookkeeping performed; that the necessary contracts in printing and publishing have been looked after; that the business coincident with the mid-winter and annual conferences has received its necessary attention; and that articles have been written for newspapers, magazines, year books, etc., and other publicity secured as opportunity offered.

It is difficult to report on that most important and time-consuming work of the office, namely the general correspondence. Thousands of letters are written every year to librarians, library trustees, women's clubs in towns engaged in library campaigns, library commissions and library schools, publishers and booksellers, officers of other associations, applicants for positions, committees of the Association, members of the Executive Board and Publishing Board, officers of the Association, hotel managers, local committees, chambers of commerce, publicity bureaus, newspapers and editors of magazines; letters about our publications, arrangements for printing with authors, editors and printers, campaigns for new members; and many others that cannot be corralled even into a semblance at classification. But they are all interesting and we sincerely hope contribute to at least a modicum of beneficial result.

Library plans and photographs.—We have endeavored during the year materially to increase our collection of library plans and inaugurate a collection of photographs of library buildings and library work. We have received some excellent material, but on the whole not so much in quantity as we had hoped for. Other office work has hindered us in the proper classification and arrangement of this material and it is not yet in the shape we hope ultimately to have it. The wisdom of making such a collection has been already abundantly demonstrated in the numerous calls to borrow plans and pictures which have

come in since the report went out that the office was engaged in this attempt.

Sponsors for knowledge.—Members of the Association have doubtless seen references in the past three issues of the Bulletin to the "sponsors for knowledge" scheme, which Mr. George Winthrop Lee, of Boston, has been particularly active in promulgating. The plan in brief is to have the A. L. A. office become a clearing house to bring together the man wanting certain information and the man possessing it. The plan was outlined in some detail in the January Bulletin and in earlier articles by Mr. Lee in "Library Journal." Thus far about seventy "sponsors" have been secured on a corresponding number of subjects in the field of knowledge. Little actual work has yet been accomplished. If the plan gives promise of growth to practical success steps must soon be taken to place it on a business basis, formulate rules, and give it wider publicity and more systematic attention.

Publicity.—The A. L. A. Publicity Committee will in due time and place report on its efforts and accomplishments (see, for example, the report of the committee in the Bulletin of the A. L. A., November, 1915), and no extended word is here necessary. The Secretary has endeavored to co-operate with the committee in every possible way and has in addition found opportunity to secure independently a greater than usual amount of publicity for the Association and library work generally.

Publishing Board.—The Secretary of the A. L. A. is also Secretary of the A. L. A. Publishing Board, and as such has, of course, devoted a considerable part of his time and efforts to the activities of the Board. The same applies also to the other members of the headquarters staff. These facts are set forth in sufficient detail in the report of the Publishing Board presented elsewhere in print and need not be reiterated here.

Recommendations for positions.—The office has been consulted oftener than in previous years regarding the filling of library positions and in a considerable pro-

portion of cases the recommendations made have led to appointments. It has been gratifying to feel that headquarters has been of practical assistance in this way, both to those wishing a change of position and to those in search of assistants or librarians.

Field work.—During the past year the Secretary has addressed the following library schools: University of Illinois (two lectures), Western Reserve University, Carnegie Library School of Pittsburgh, New York Public Library School, the University of California summer school, the Minnesota Public Library Commission summer school, the University of Iowa summer school, and the summer library conference at Madison, Wis. He also addressed the Milwaukee Library Club, the Indiana Library Trustees Association, the Connecticut College for Women (on library work as a vocation for women), the training class of the Chicago Public Library, the staff of the Seattle Public Library, and the women's clubs of Riverside, Ill., and Hampshire, Ill. He attended also the meetings of the New York State Library Association at Squirrel Inn, Haines Falls, the Illinois Library Association, at Urbana, the Indiana Library Association at Gary, and the spring conference at Atlantic City.

Uniform Library Statistics.—The Committee on Library Administration in its report comments on the work of collecting uniform library statistics. Last year we printed a complete tabulation of all statistics sent in by 85 public libraries. This year, with college and reference libraries also contributing, the list is more than three times as large, and the cost of printing complete statistics is unfortunately prohibitive. With the assistance of the chairman of the Committee on Library Administration we have selected those items which seem the most important and have been most generally answered and which can be printed across a double Bulletin page, allowing a line to each library. These statistics are herewith appended to and made a part of this report. The com-

plete statistics will be kept on file in the Secretary's office, where they may be consulted at any time, or where information on any particular point will always gladly be given.

Extra-library activities.—A number of enterprises not strictly in the field of library work have engaged the attention of the office. These seem to indicate that the Association is gradually being recognized by educational agencies which have heretofore overlooked its possible assistance and influence.

The Association was invited to send official delegates to the National Conference on Immigration and Americanization held in Philadelphia, January 19-20, under the direction of the National Americanization Committee. The president appointed Mr. Robert P. Bliss, of the Pennsylvania Free Library Commission, who was invited to give a short address at one of the sessions, and Miss Emma R. Engle and Mrs. Emma N. Delino, both of the Philadelphia Free Library. Growing out of the conference there was an interesting three-cornered correspondence between Miss Frances Kellor, of the Americanization Committee, and the President and the Secretary of the A. L. A., which resulted in the proposal that our Association appoint a committee to gather, schedule and correlate information as to the work with foreigners which is being done by the various libraries of the country. This work in its ramifications and the desirability of having such a committee are to be considered by the Council at Asbury Park.

A French committee, which terms itself the Alliance for Social and Civic Education, has well-ordered and elaborately extensive plans for social and civic reconstruction in France after the war. The scheme, among other things, calls for a system of free public libraries throughout the republic of France, modeled after those obtaining in the United States of America. The Secretary has had considerable correspondence with the spokesman of the committee, M. Henri Oger, rue Obilin 6, Paris, and has conferred by correspond-

ence with the members of the Executive Board. In consequence of our very earnest desire to aid in every way possible this commendable propaganda this subject also will be presented to the Council at Asbury Park.

We have recently had some interesting correspondence also with the Belgian Scholarship Committee, of Washington, relative to free libraries in Belgium after the war.

The American Library Association received a formal invitation in August from the Secretary of State to participate by the appointment of an official delegate with alternate in the Second Pan-American Scientific Congress, to be held under the auspices of the United States Government in Washington, December 27 to January 8. The President appointed Dr. Herbert Putnam as delegate and Mr. H. H. B. Meyer as alternate. Although there was an "Educational" group in charge of the United States Commissioner of Education no library topic was included in the program, although we endeavored to have some phase of the subject treated. The only consideration of a library character, judging from the printed program, was a project for the creation of a Pan-American Library Union introduced by the chairmen of the Argentine, Brazilian and Chilean delegations.

We co-operated with the Drama League of America in a number of respects in connection with plans for observance by libraries of the ter-centenary of Shakespeare's death.

For the first time in its history the National Conference of Charities and Correction carried in its recent Indianapolis program a section meeting on library work in institutions. This was worked up and conducted by Miss Miriam E. Carey, supervising librarian of the Minnesota State Board of Control, and its unquestioned success was gratifying to all who had taken a hand in bringing it about. We are encouraged to hope that a similar meeting may be held next year.

Necrology—During the past year the

Association has lost by the hand of death sixteen of its members.

The number includes three who had served with signal success as library trustees, of whom one was perhaps the oldest member of the Association; the chief librarians of four of our colleges and universities; the venerable and beloved head of the free library system in the third city of the country; and others who in their respective places of responsibility had performed their duty faithfully and well.

The list is as follows:

Henrietta St. Barbe Brooks, librarian of Wellesley College, died March 16, 1916. She joined the A. L. A. in 1896 (No. 1389) and attended the conferences of 1896, '98, 1900, '02 and '03.

Esther Elizabeth Burdick, librarian of the Jersey City Free Public Library since 1895 and in the service of that library as head cataloger and assistant librarian during the four previous years, died May 25, 1915. She joined the A. L. A. in 1892 (No. 1051) and attended the conferences of 1892, 1900, '05, '06 and '07.

Samuel S. Greeley, president of the board of directors of the Winnetka (Ill.) Free Public Library, died March 9, 1916. Mr. Greeley had the distinction of being the oldest living graduate of Harvard College, but notwithstanding the burden of 91 years his mind was clear and his body strong and vigorous until shortly before the end. He was deeply interested in library legislation and had repeatedly served on state library association committees. He had been a member of the A. L. A. since 1909 (No. 4614) but attended no conferences.

Helen E. Green, assistant in the Watertown (Mass.) Free Public Library, died January 27, 1916. She joined the A. L. A. in 1909 (No. 4638) but attended no conferences.

Walter Learned, president of the board of trustees of the New London (Conn.) Public Library, author, editor and business man, died December 12, 1915. He joined the A. L. A. in 1906 (No. 3636) but attended no conferences.

Bertha M. Letts, assistant in the

Columbia University Library, died April 23, 1915 (death not learned in time for inclusion in last year's report). She joined the A. L. A. in 1910. Attended no conferences.

George T. Little, Litt. D., librarian of Bowdoin College for the past thirty-two years and one of the best known and best beloved of our colleagues, died August 6, 1915. He was a life member of the A. L. A., joining in 1883 (No. 467); attended the conferences of 1883, '85, '86, '89, '90, '92, '93, '94, '98, '99, 1900, '01, '02, '04, '06, '07, '08, '09, '11, '13 and '14. See Library Journal 40:671; Public Libraries 20:361.

George A. Macbeth, chairman of the library committee of the Carnegie Library of Pittsburgh and prominent manufacturer and citizen of Pittsburgh, died February 11, 1916. He joined the A. L. A. in 1896 (No. 1457) and attended the conferences of 1896, '97 and 1909.

Lucy Ogden, assistant in the division of prints, Library of Congress, died November 10, 1915. She joined the A. L. A. in 1905 (No. 3243) and attended the conferences of 1906, 1911 and '14.

Arthur Jeffrey Parsons, chief of the division of prints, Library of Congress, died November 5, 1915. He joined the A. L. A. in 1900 (No. 1912) and attended the conference of 1902.

John Christopher Schwab, librarian of Yale University, died after a week's illness of pneumonia, on January 12, 1916. He had been connected with Yale for twenty-five years; for the last ten as head of the university library. He joined the A. L. A. in 1905 (No. 3462) and attended the conferences of 1906, '09 and 1913.

Ruth Lockwood Terpenning, branch librarian of the Piedmont Avenue Branch of the Oakland (Calif.) Free Library, died May 10, 1915. She joined the A. L. A. in 1914 (No. 6482), but attended no conference.

John Thomson, Litt.D., librarian of the Free Library of Philadelphia since its opening in 1894, died February 23, 1916. As a librarian, bibliographer, organist, scholar and friend, he made a deep im-

pression on all with whom he came in contact, and will be sincerely missed for many years to come. He joined the A. L. A. in 1893 (No. 1113) and attended the conferences of 1894, '96, '97, '98, '99, 1902, '04 '06 and '13. See *Library Journal* 41:162 (Editorial), 264-65 (portrait as frontispiece to number); *Public Libraries* 21:125 (Editorial), 153.

Irving Strong Upson, former librarian of Rutgers College, died February 25, 1915 (decease not learned in time to be included in last year's necrology). He joined the A. L. A. in 1887 (No. 623) but attended no conferences.

Evan J. Williams, assistant librarian of the Columbus (Ohio) Public Library, died March 5, 1916. He joined the A. L. A. in 1910 (No. 4967) and attended the conference of 1910.

Albert Sherwood Wilson, librarian of Washington State College Library, Pullman, Wash., and formerly assistant direc-

tor of the University of Illinois library school, died May 2, 1915. He joined the A. L. A. in 1907 (No. 4036), and attended the conferences of 1908 and '10.

The Secretary most deeply appreciates the cordial spirit of co-operation and helpfulness which, as usual, has been so manifest from all members of the Association, and he feels that it is a rare privilege to serve in the midst of such a fellowship. He particularly desires to thank the members of the Executive Board and the Publishing Board for their unflinching courtesy and kindness. He wishes also to record his sincere appreciation of the loyal, capable and energetic support given him by his associates in the headquarters office, Miss Eva M. Ford and Miss Gwendolyn Brigham.

Respectfully submitted,

GEORGE B. UTLEY,

Secretary.

STATISTICS OF LIBRARIES

In the following tables an effort has been made to record statistics under such headings as seem most nearly to apply to the items submitted by the respective libraries, without resorting to explanatory notes. For example, in the column "Terms of use," each library has been assigned to one class, according to its most general use, although the work of the library may partake of the nature of more than one class.

There is given the maximum number of hours during which the libraries are open each week, shorter hours usually prevailing during some portion of the year.

Library "agencies" have been enumerated only in the case of free lending li-

braries, the departmental agencies of university library work receiving no notation in the table.

The item "Total valuation of library property" has been variously interpreted. The entries as given usually indicate, however, real estate values or values of buildings alone.

For lack of conformity, certain statistics furnished have necessarily been omitted, and where only very meager statistics could be conformably recorded, the library has been given no record herein.

In practically all cases statistics cover year ending some time in 1915 or early in 1916. Lack of space prevents recording definite dates in each instance.

An asterisk (*) indicates that the figures given are approximate.
An arrow (→ or ←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.

(According to form adopted by the Council)

City or town and name of library	Population served (expressed in thousands)	Terms of use (Free lend- ing, Free ref., Free lim- ited class, Subscr.)	Total no. agencies	No. days open during year (central library)		Hrs. open each week (central library)		Staff (not incl. janitors, etc.)	Library property value	No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use and no. used in building)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use
				No. days open during year (central library)		Lending	Reading								
				No. days open during year (central library)	No. days open during year (central library)	Lending	Reading								
Aberdeen, S. D. Mitchell L.....	10	F.	1	312	66	66	2	\$ 28,250	7,074	7,610	.....	.....	.....	30,205	28,124
Abilene, Kas. F. p. l.....	4	F.	1	261	37	37	3	14,000	5,828	6,158	.....	.....	.....	20,177	.....
Albany, N. Y. State l.....	.....	F.l.c.	.....	310	81	81	105	.....	383,538	410,082	150,000	.....	.....	41,972	.....
Albion, Mich. Albion Coll. l.....	.....	F.l.c.	.....	.....	51	51	2	.....	22,915	23,452	.....	.....	.....	5,300	.....
Altoona, Pa. Mechanics' l.....	65	S.	1	.....	75	75	3	75,000	53,601	55,093	.....	.....	.....	48,000	.....
Amherst, Mass. Agric. Coll.....	.....	F.l.c.	.....	348	82	82	.....	.....	44,406	48,411	.....	.....	.....	9,324	.....
Annapolis, Md. Naval Acad. l.....	.....	F.l.c.	.....	313	54	.....	5	.....	55,104	55,744	.....	.....	.....	7,618	.....
Arlington, Mass. Robbins l.....	14	F.	2	304	66	69	6	140,782	27,774	28,435	.....	.....	.....	54,598	38,616
Athens, O. Ohio Univ. l.....	10	F.l.c.	.....	297	53	55	4	130,000	39,778	43,219	.....	.....	.....	24,311	.....
Atlanta, Ga. Carnegie l.....	102	F.	33	359	75	79	24	578,710	66,442	73,726	2,500	.....	.....	375,831	237,341
Anburn, Me. P. l.....	15	F.	1	307	61	61	3	35,000	19,194	19,829	.....	.....	.....	56,583	.....
Aurora, N. Y. Wells Coll. l.....	.....	F.l.c.	.....	245	75	92	3	58,000	24,584	26,433	.....	.....	.....	.....	.....
Austin, Minn. Carnegie p. l.....	9*	F.	.....	352	39	43	2	26,200	7,727	8,180	.....	.....	.....	22,722	16,384
Bakersfield, Cal. Kern Co. f. l.	37	F.	45	.....	48	48	5	.....	16,193	19,925	1,600	.....	.....	80,302	.....
Baltimore, Md. Enoch Pratt..	558	F.	73	345	69	83	123	.....	321,576	334,366	.....	770,737	.....	696,111	536,659
Baltimore, Md. Peabody Inst..	600*	F.r.	1	328	.....	81	9	.....	182,471	187,138	31,176	.....	.....	.....	.....
Bangor, Me. P. l.....	26	F.	1	305	72	72	12	200,000	.....	.....	.....	.....	.....	82,956	55,100
Belfast, Me. F. l.....	4	F.	3	307	18	18	2	.....	17,104	17,462	.....	.....	.....	29,665	23,307
Berkeley, Cal. P. l.....	65*	F.	7	361	72	75	21	60,000	51,319	55,188	.....	.....	.....	296,362	175,253
Birmingham, Ala. P. l.....	200	F.	14	359	75	75	.....	.....	37,991	44,638	11,651	.....	.....	280,670	195,969
Bloomington, Ill. Withers p. l.	26	F.	5	308	72	72	.....	.....	26,659	27,339	.....	.....	.....	98,141	56,182
Bloomington, Ind. Ind. Univ..	.....	F.l.c.	.....	307	79	74	16	375,000	98,041	104,081	.....	.....	116,755	.....	.....
Boston. Bar Assn. l.....	.....	S.	1	305	48	48	2	.....	12,691	12,997	.....	.....	.....	.....	.....
Boston. Mus. of Fine Arts l.....	.....	F.r.	1	304	.....	45	6	.....	15,469	16,155	9,087	.....	.....	.....	.....
Boston. P. l.....	745	F.	294	358	81	88	420	7,500,000	1,098,702	1,121,747	.....	.....	.....	1,910,320	.....
Boulder, Colo. Univ. of Colo. l.	.....	F.l.c.	.....	302	82	82	7	230,000	83,938	91,958	24,000	28,090	.....	28,090	.....
Braddock, Pa. Carnegie f. l.....	85*	F.	175	308	72	72	14	.....	63,504	66,652	.....	432,298	.....	383,218	192,887
Bradford, Pa. Carnegie p. l.....	14	F.	1	307	72	72	.....	.....	19,821	20,325	.....	.....	.....	102,036	75,431
Brockton, Mass. P. l.....	65	F.	3	305	72	78	14	180,000	68,554	71,416	.....	.....	.....	261,542	184,186
Brookline, Mass. P. l.....	33	F.	20	355	79	79	24	300,000	86,388	89,663	.....	.....	.....	230,913	136,115
Brooklyn. Children's Mus. l.....	.....	F.r.	.....	348	.....	54½	.....	.....	7,230	7,442	.....	.....	.....	.....	.....
Brooklyn. P. l.....	1,825	F.	426	365	87½	91	372	.....	808,787	862,112	.....	.....	.....	5,875,190	3,977,998
Brooklyn. Y. W. C. A. l.....	.....	S.	1	306	75	75	2	.....	11,933	12,061	.....	.....	.....	16,185	11,593
Buffalo, Grosvenor l.....	.....	F.r.	1	356	.....	82	10	.....	97,523	101,091	17,000*	.....	.....	.....	.....
Burlington, Ia. F. p. l.....	24	F.	11	316	72	72	5	105,000	37,439	39,278	.....	.....	.....	113,336	65,710
Cairo, Ill. P. l.....	.....	F.	1	306	72	108	.....	.....	18,917	19,482	.....	.....	.....	55,220	35,746
Calumet, Mich. C.&H.Mfg.Co.....	.....	F.	2	356	48	60	9	.....	39,523	42,120	.....	.....	.....	179,561	105,657
Cambridge, Mass. Radcliffe C.....	.....	F.l.c.	.....	283	55	.....	5	.....	33,155	35,323	.....	.....	.....	32,454	.....
Camden, N. J. F. p. l.....	102	F.	3	.....	72	72	16	.....	57,047	61,682	.....	.....	.....	238,616	167,000

LIBRARIES

(of the American Library Association)

No. of vols. sent to agencies	No. of primis, pictures, etc., lent for home use	Recorded reading room use (total no. of vols. used in building)	Registration			Registration period in years		No. of news-papers and periodicals currently received	No. of persons using library for reading or study	Receipts			Expenditures for maintenance					Extraordinary expenses (sites, new buildings, additions, etc.)	Total
			Adult	Juvenile	Total	Titles	Cops.			Taxation or appropriation	Endowments	Total	Books	Periodicals	Salaries				
															Library service	Janitor service			
					2,614	51	51						\$ 232	\$ 91	\$ 1,086	\$ 420		\$ 2,413	
					3,565	63	63	41,036	\$ 1,387		\$ 2,141	323	96	892	315			1,804	
2,610					2,645	4,325			170,560		237,996	76,660	↑	105,104				219,325	
					1,615	165	165				2,873	1,851	498						
									6,196	\$ 607	6,804	2,333	1,689					6,804	
						77	77		2,500										
					8,500	23	117	117	41,384	4,000	2,692	7,608	715	315	3,335	951		7,602	
					4,710	582	5,242	152	152			2,000	361	3,480					
3,086					62,603	5	291	291	114,744			9,150		18,972			3,350	34,805	
					*5,000	5	73	73		2,750	190	3,579	567	105	1,450	363	499	3,656	
						162	162					2,466	456	2,957				7,253	
					1,770	780	2,550	3	31	31	19,712	2,571	4,366	417	77	782	240	2,524	
									15,985		4,051	542		3,145				10,262	
2,871					9,332		189	189		15,985		4,051	542		3,145			10,262	
					44,929	3	462	462		48,300	50,000	101,410	16,178	2,465	55,361	←		101,650	
					92,020		485	485	25,531		21,518	21,614	10,499	←	10,360			21,518	
					2,484	3,787	1,158	4,945	1		4,300	4,720	26,153	8,791	455	7,368	1,152	22,953	
526	500				3,336	10	57	57		93	1,563	1,813	212	111	710	170		1,626	
	2,557				8,711	1	267	534		26,326		39,736	6,767	1,217	12,939	1,675	1,062	29,717	
318	776				19,545	8,043	27,588	5	386	572	*85,332	12,592	20,483	4,734	843	10,128	730	19,621	
					9,392	2						12,897	1,219	258	5,139	840	1,808	9,804	
												14,215			16,000			2,937	
									7,789									8,377	
9,260	101,585				60,380	51,819	112,199	4,384	5,673	407,688	20,600	458,517	30,972	8,465	208,038	69,810		419,296	
					1,900	4	819	2,292	2,600	15,122		15,616	7,133	1,242	6,167			15,082	
					49,080		15,556	3	205	358	74,182	26,331	3,107	806	9,756	1,350		22,137	
					5,351	1,645	6,996	3	117	122	4,936	13,600	540	231	2,100	708	8,171	13,591	
					13,534	2,945	16,479	3	367	367	24,000	1,611	26,411	4,665	843	10,294	2,210	1,611	
7,654	4,583				11,207	2	187	317		34,000	862	35,348	4,676	908	20,575	←	1,677	35,348	
						80	80		51,002				242	122	1,890				
					351,835	3	*550	*550		464,899	3,902	644,524	97,244	9,424	248,374	34,573	32,498	545,154	
					1,130	1	52	52											
							312	312		29,222		82,550	5,177	578	10,069	1,200		23,202	
2,405					4,602	2,652	7,254	4	114	117		180	9,792	2,536	204	3,841	691	9,524	
					*2,877	.4	90	90	*12,329	4,138		5,515	830	205	1,823	513		5,076	
					6,552		9,550	226	320	89,284									
					674								1,969	451	3,522				
					5,236	3	115	115		18,000		18,833	5,103		8,888			21,617	

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(According to form adopted by the Council)

City or town and name of library	Population served (expressed in thousands)	Terms of use (Free lending, F. R., R., limited class, Subscri.)	Total no. agencies	No. days open during year (central library)		Hrs. open each week (central library)		Staff (not incl. janitors, etc.)	Library property value	No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Total recorded use (no. vols. lent for home use and no. based in building)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use
				Year		Lending	Reading								
				Year	central library										
Canton, Mass. P. I.	F.	306	42	42					17,550	18,093				35,608	28,506
Carlisle, Ind. P. I.	3 F.	4 279	33	33			1			1,817	891			8,832	3,588
Carthage, Mo. P. I.	F.	1 307	72	72			3		8,503	9,079				42,389	30,949
Cedar Rapids, Ia. Iowa Masonic		1 107	48	48					30,000	31,300		1,200			
Cedar Rapids, Ia. P. I.	43* F.	151 364	72	84			8	110,000	32,311	35,252				208,712	125,615
Charlotte, N. C. Carnegie L. . .	34 F.	1 314	54	58			3	80,000	7,828	8,216				44,891	36,986
Chelsea, Mass. P. I.	43 F.	1 304	66	66			7	73,000	16,333	17,524			107,954	103,741	78,142
Chester, Pa. Crozer T. S. L. . .	40* F.I.c.	243	64	64			2	40,000*	26,049	26,996	6,230	8,070		3,711	
Chicago, Ill. Art Inst. L.	F.I.c.	361	66	66			16		9,876	11,307	9,563	9,067		3,605	
Chicago, Ill. City Club L.	F.I.c.	280		39			2			4,500	15,000				
Chicago, Ill. John Crerar L. . .	2,500 F.r.	314		78			57	5,392,477	337,138	353,394	122,824				
Chicago, Ill. Univ. of Chicago l.	F.I.c.	309	84	84			102		430,336	458,616			176,339	116,123	
Chickasha, Okla. Carnegie p. l.	12* F.	2 354	38	38					3,200	3,621				14,670	
Chicopee, Mass. P. I.	30* F.	4					8	45,000	33,965	35,806			108,085		
Chillicothe, O. P. I.	F.	11 313	72	72			3	60,000		35,000*				84,726	38,303
Cincinnati, O. Cin. Med. Hosp.	F.I.c.	306	78	78			3		18,025	20,101	3,277			693	
Cincinnati, O. P. I.	500* F.	219 357	78	91			155	1,600,000	463,521	487,088	102,195			1,669,216	996,752
Cleburne, Tex., Carnegie p. l. .	17 F.	1 364	72	76			3	25,000	7,577	7,868				21,374	16,435
Cleveland, O. P. I.	F.	559 363	81	89½					511,067	519,519				3,023,156	1,413,655
Clinton, Ia. F. p. I.	26 F.	4 306	72	75			5	55,000	20,180	21,715				96,367	60,092
Colo. Springs, Colo. Colo. C. I.	F.I.c.						5	50,000	67,000	71,610	40,000			16,600	
Columbus, O. State Univ. L. . .	F.I.c.	342	85	89			17	673,648	138,102	147,265				14,078	
Columbus, Wis. F. p. l.	F.	307	36				1		4,756	5,059				21,297	14,3
Concord, Mass. F. p. l.	6 F.	2 304	72	72			3	70,000	43,142	44,249				48,514	
Cornish, N. H. G.H.Stowell f. l.	1* F.	19 306	30	30			2		3,043	3,444				5,431	2,1
Corvallis, Ore. Ore. Agr. Coll.	7 F.I.c.	307	74	74			6		29,901	34,944				19,063	
Dallas, Tex. P. I.	130 F.	20 365	66	83				335,000	48,341	51,972				156,707	106,6
Danbury, Conn. L.	23 F.	20 304	66	66					22,081	22,353				54,627	42,
Danville, Ill. P. I.	40 F.	3 305	70	75			6	55,000	32,775	32,851				87,239	53,994
Davenport, Ia. P. I.	48 F.	16 363	72	76			10		39,949	42,669	1,200*			192,098	125,808
Denver, Colo. P. I.	213 F.	26 360	76	79					155,633	167,020	2,200			647,711	
Detroit, Mich. P. I.	600 F.	102 363	72	72					325,487	329,675				1,491,034	834,048
Dickinson, N. D. P. I.	F.	1 304	36½	40			1		3,695	4,182	100			15,494	11,6
Dover, N. H. P. I.	13 F.	1 305	72	76					43,046	44,275				76,848	49,056
Duluth, Minn. P. I.	94 F.	16 350	79	82½			18	245,004	68,009	67,623				269,429	170,875
Dunkirk, N. Y. F. L.	F.	1 306	66	66			3	39,440	12,348	12,653					
Elkhart, Ind. Carnegie L. . . .	23* F.	12 307	66	72			5	60,000*	23,049	24,401	3,266			87,441	61,388
Elmira, N. Y. Steele Mem. L. .	F.	18 312	66	66			3	40,000	20,522	21,834	447			76,452	63,280
Emporia, Kas. F. L.	12 F.	7 348	76	76			3	22,000	12,600	13,963				43,636	
Endicott, N. Y. F. L.	F.	1 245	48	53			2	2,000		1,940				24,493	17,991

LIBRARIES

of the American Library Association)

No. of vols. sent to agencies	No. of prints, pictures, etc., lent for home use	Recorded reading room use (total of vols. used in building)	Registration			Regist'n period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Receipts		Total	Expenditures for maintenance						
			Adult	Juvenile	Total		Titles	Cops.		Taxation or appropriation	Endowments		Books	Periodicals	Salaries		Extraordinary expenses (sites, new buildings, additions, etc.)	Total	
															Library service	Janitor service			
300					2,221	7	54	54		3,000	274	5,131	566	126	1,831			161	3,531
					866	3	23	23		1,382		1,410	176	24	680		50		1,244
					4,616		69	69	12,599	3,443		5,799	879	←	1,628	←			3,508
8,056	2,659		8,679	3,176	11,855	4	200	200		15,688		19,170	4,270	393	6,573	1,045			16,781
			5,044	1,660	6,704	5	70	70	23,075	4,300		5,063	827	189	2,186	500	579		5,406
			1,787	1,660	3,447	5	126	126		7,325		17,121	1,170	211	5,100				9,909
					271		151	151					387	319	2,925				
									94,959	2,094	3,980				8,910				
		195,502					3,758	3,789	170,163		229,923	231,111	27,329	6,749	59,223	4,540			190,667
		60,216					2,615	2,615	335,542			136,541							136,541
68					1,879	3	51	51		1,495		1,557	228	71	600	120	*300		1,550
					5,750		94	94		6,300		6,500	1,122	153	3,473	90			6,500
					10,844					3,370		4,225	1,327	151	2,443	←			5,134
							243	243											
44,233	491,635		68,069	33,063	101,132	3	1,006	2,150		183,964	3,553	196,121	43,637		91,104	25,780	3,728		195,964
					3,483	3	68	68		2,950		4,459	289	←	1,650	←			4,459
87,470	3,895		102,238	61,180	163,418	3	818	2,227		351,756		525,485	39,712	5,511	204,752	26,519	14,612		415,636
395					10,473	5	130	130		9,826		14,907	2,266	220					8,840
		100,000*					298	298	100,000										
		53,506					1,300	1,300				363	14,560		16,140	3,990	18,290		42,825
					1,667		43	43		1,675	114	2,463	381	70	565	240			1,793
							124	124		4,661	3,133	8,038							6,939
456					500		26	26	4,159										
							430	430					12,245	4,000	1,401	6,300			12,245
916					24,631					13,500		17,975	3,628	510	8,096	1,118			16,394
855			2,137	1,133	3,270	4	68	71		820	424	9,826	1,090	172	2,827	←			4,999
2,824					6,075	3	150	150		8,500		8,982	1,684	328	2,900	690			8,127
4,559	6,359		8,734	2,607	11,341	4	166	184		25,781		40,357	4,186	422	7,549	1,615	1,399		20,822
3,087	3,359				57,923	2	508	567		62,000		68,128	12,614	1,989	28,194	8,423			66,762
21,213	4,437		67,746	32,548	100,294	3	758	1,406		205,922		554,392	39,987	3,500	114,577	14,518	134,863		343,547
			338	362	700		41	41	9,668	1,500		3,327	316	58	830	137			1,811
					15,840	31	185	185	25,422	5,800	168	6,260	1,108	288	2,693				6,017
2,916			15,128	6,935	22,063	5	178	195		22,903		29,060	3,853	675	10,581	2,684			28,847
					3,000					3,135		3,851	367	121	1,394	480			3,547
1,400	548				7,690		171	171		7,358		9,137	1,277	324	3,125	720			6,408
355			6,473	2,338	8,811	3	79	79	*2,800	4,635	2,956	8,105	1,215	156	2,540	350			8,105
					4,871		33	106		4,036	480	4,902	1,139	351	1,751	565			4,902
					1,842		33	33		700		4,441	1,163	←	1,190	100	974		4,329

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(According to form adopted by the Council)

City or town and name of library	Population served (expressed in thousands)	Terms of use (Free lending, Free ref., Free limited access, Subser.)	Total no. agencies	No. days open during year (central library)		Hrs. open each week (central library)		Staff (not incl. janitors, etc.)	Library property value	No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use and no. used in building)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use
				Lending	Reading	Lending	Reading								
Eugene, Ore. P. L.	14	F.	1	360	66	70	2	15,000	5,974	7,084	547	.....	33,969	26,657	
Eugene, Ore. Univ. of Ore. I. ....	.....	F.I.c.	.....	310	81¼	81¼	10	.....	51,578	58,589	.....	68,458	.....	21,305	.....
Evanston, Ill. N. W. Univ. I. ....	.....	F.I.c.	.....	309	.....	.....	.....	.....	98,330	102,874	67,800	.....	.....	13,557	.....
Evanston, Ill. P. L.	27	F.	.....	350	72	76	8	165,000	50,756	52,056	.....	149,904	109,966	72,429	.....
Everett, Wash. P. L.	33	F.	1	363	72	76	4	.....	9,385	9,495	.....	.....	50,880	36,987	.....
Fairhaven, Mass. Millicent L.	6	F.	4	365	84	84	6	150,000	21,361	22,596	.....	.....	54,211	35,117	.....
Fargo, N. D. N. D. Agr. Coll. ....	.....	F.I.c.	.....	67	67	4	.....	25,000	25,582	26,620	.....	.....	.....	.....	.....
Fort Collins, Colo. State A. C. I. ....	.....	F.I.c.	.....	308	66¾	66¾	3	.....	.....	.....	.....	.....	8,113	.....	.....
Fort William, Can. P. L.	20	F.	21	357	72	82	6	80,000	13,890	17,632	.....	.....	89,557	68,155	.....
Galveston, Tex. Rosenberg L.	45*	F.	6	302	72	75	.....	.....	52,590	54,712	30,300	.....	72,623	40,719	.....
Gardner, Mass. Heywood Mem.	16*	F.	12	309	52	60	4	.....	15,815	16,401	.....	.....	75,870	55,684	.....
Gary, Ind. P. A.	45	F.	20	363	85	85	18	140,000*	43,195	53,566	.....	360,847	223,387	140,387	.....
Germantown, Pa. Friends' f. l. ....	.....	F.	1	313	69	69	3	.....	28,830	29,585	.....	.....	18,862	.....	.....
Glencoe, Ill. P. L. ....	.....	F.	1	204	12	12	1	.....	3,474	3,817	.....	9,548	9,508	7,679	.....
Goshen, N. Y. L. & Hist. Soc.	3	F.	1	303	17¼	17¼	1	.....	3,383	3,526	.....	.....	14,758	.....	.....
Gouverneur, N. Y. Rdg. R. A.	4	F.	1	303	.....	.....	.....	8,000	5,951	6,325	.....	.....	22,438	19,926	.....
Grand Rapids, Mich. P. L.	112	F.	100	308	75	79	63	529,512	147,671	160,308	4,933	470,936	433,213	211,914	.....
Greenfield, Mass. P. L.	12	F.	8	357	72	76	4	40,000*	31,334	32,546	.....	.....	82,699	57,643	.....
Gunnison, Colo. State N. S. I. ....	.....	F.I.c.	.....	245	46	46	1	6,778	4,545	.....	.....	.....	.....	.....	.....
Hammond, Ind. P. L.	20	F.	13	361	75	75	5	40,000	15,248	17,295	.....	.....	42,847	27,080	.....
Hanover, N. H. Dartmouth C. ....	.....	F.I.c.	.....	362	84	87	11	207,000	130,000	134,293	.....	.....	15,487	.....	.....
Hanover, N. H. Howe L.	2	F.	5	299	45	45	2	.....	5,010	6,173	63	.....	25,575	20,155	.....
Hartford, Conn. Medical Soc. I. ....	.....	F.r.	.....	.....	.....	.....	1	.....	6,702	7,300	5,000*	783	275	.....	.....
Herkimer, N. Y. F. L.	8*	F.	1	335	42	47	.....	.....	12,448	12,633	.....	.....	29,200	22,584	.....
Homestead, Pa. Carnegie L.	30*	F.	33	336	78	78	6	170,000	44,265	46,374	1,500	140,517	137,788	46,637	.....
Hood River, Ore. P. L. ....	.....	F.	26	307	72	75	3	.....	3,876	4,726	.....	.....	26,607	16,675	.....
Hudson, Mass. P. L.	6	F.	1	305	37	40	.....	25,000	10,966	11,419	.....	.....	46,914	37,879	.....
Hutchinson, Kas. P. L.	20	F.	1	365	72	75	3	.....	7,309	8,104	.....	.....	39,874	21,685	.....
Ionia, Mich. Hall-Fowler Mem.	7*	F.	1	257	72	75	.....	.....	6,789	7,075	.....	40,657	28,937	.....	.....
Iowa City, Ia. P. L.	10	F.	1	319	72	.....	.....	.....	13,887	14,765	.....	.....	50,071	25,252	.....
Irvington, N. J. F. p. L.	20	F.	1	255	.....	.....	.....	.....	.....	3,569	.....	.....	38,377	20,044	.....
Jackson, Mich. P. L.	38*	F.	11	359	72	76	10	85,000	43,582	46,816	.....	.....	165,308	.....	.....
Jamaica, N. Y. Queens Bor.	395	F.	98	313	72	72	92	.....	194,199	214,916	.....	.....	1,533,289	937,597	.....
Jamestown, N. D. P. L.	6	F.	1	362	36	39½	2	.....	5,390	5,515	.....	.....	18,524	15,797	.....
Jennings, La. Carnegie I.	4	F.	1	365	.....	.....	.....	1,500	2,808	2,907	.....	.....	6,513	.....	.....
Kansas City, Mo. P. L. ....	.....	F.	49	362	91	91	.....	.....	162,930	187,479	.....	.....	646,863	405,918	.....
Kaukauna, Wis. F. p. L.	4	F.	1	313	33	33	.....	.....	5,450	5,640	228	.....	17,128	12,784	.....
Knoxville, Tenn. Univ. of T. ....	.....	F.I.c.	.....	250	60	60	3	.....	33,289	33,990	.....	17,741	8,741	.....	.....
Kokomo, Ind. Carnegie p. L.	17	F.	1	360	72	75	3	39,000	10,011	10,646	.....	.....	59,406	40,762	.....

LIBRARIES

of the American Library Association)

No. of vols. sent to agencies	No. of prints, pictures, etc., lent for home use	Recorded reading room use (total no. of vols. used in building)	Registration			Registr'n period in years		No. of newspapers and periodicals currently received	No. of persons using library for reading or study	Receipts		Expenditures for maintenance					Extraordinary expenses (repairs on buildings, additions, etc.)	Total	
			Adult	Juvenile	Total	Titles	Cops.			Taxation or appropriation	Endowments	Total	Books	Periodicals	Salaries				
								Library service							Janitor service				
					4,808	5	65	65		1,939		6,423	1,525	←	1,207	200			3,502
		47,153					*450	450					6,250	1,307	8,340	960			19,552
					1,581							23,049	25,145	12,350	←	7,568			24,913
1,491		39,938*			10,237	5	189	189			12,930	662	19,356	444	235	7,108	925		12,285
			4,293	1,054	5,347	2	99	99			5,586		6,076	511	187	2,845	321		5,229
305			1,250	766	2,016	3	118	165				8,350	8,627	1,354	377	3,923	720		8,359
							338	338											5,000
					1,060		125	125						1,932		3,125	101		5,484
18,189			3,282	1,593	4,975		164	178			16,561		17,770	4,121	418	3,910	1,383	2,448	16,265
1,564			8,469	7,646	16,115		384	384					2,921	701	11,948				23,475
					3,549		75	78			3,584	2,180	7,185	1,127	285	2,103	491		6,629
		27,551		7,054	6,132	13,186		257	433	186,201	28,240		42,835	6,469	823	12,303	1,616	4,845	32,731
							108	108		27,253									
			354	343	697		40	40	4,308		2,122		4,198	428	71	490	72		1,539
					1,021	4	37	37			535		1,054	162	52	145	15		579
					1,591	4	60	60			880		2,108	478	87	360	41		1,254
16,526	891				26,385	94	1,401	1,401	440,047	65,210	237	79,605	11,937	2,454	32,036	2,882	2,120		63,747
407			4,019	1,199	5,218	3	125	135			6,800		7,959	1,543	334	2,496	758	540	7,959
	59						79	79					1,200	110	1,250				2,721
1,768			1,375	2,749	4,123	3	128	128	18,790	7,680		10,227	1,870	299	2,104	724	546		7,361
							650	650					22,397	5,367	2,092	10,075	310		20,135
					1,033		49	49											
							93	93	593	2,000		2,000	420	178					2,000
					*4,580	7	40	40		1,600	600	5,605	290	98	684	168			1,898
13,000		57,100			*12,500	7	102	102			6,500	10,693	2,312	320	2,892	700			13,551
					2,857	2	57	57	*8,368	4,072		4,636	587	140	1,779	400			3,829
					2,500	2	83	83		1,700		2,166	374	92	868	240			2,165
					3,725		106	106		2,848		3,035	1,071	112	1,661	503			3,904
							43	43		3,270		3,559	845	82				251	3,434
					5,393		93	93		5,629		6,820	940	74	1,976	600			4,583
			1,416	1,103	2,519	3	24	24		4,700		4,816	2,015	73	891	←	563		3,675
					8,735	3	141	159		12,297		16,297					1,240		15,829
19,337					104,126	5	155	1074		157,385		181,033	27,279	2,510	78,116	7,964			156,309
					2,971		50	50		2,147		2,466	261	121	1,046				2,268
					543	1	34	1		1,000		1,040	64		540	180			1,040
								1,150					27,028		45,860	7,597	27,000		125,542
			1,135	1,574	2,709	5	25	25	*5,250	1,200		2,209	162	54	523	240			2,209
		9,000			880	4	275	275		3,970	3,970	5,224	1,057	538	2,840	480			5,224
					4,309	3	66	66	23,138	2,817		5,866	1,213	←	1,680				5,553

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			Total no. agencies	No. days open during year (central library)	Lending	Reading	No. of vols. at beginning of year	Total no. of vols. at end of year									Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use and no. used in building)
Laconia, N. H. P. I.	11*	F.	3	304	66	72	5	75,000	21,672	22,499	22,439	.....	43,881	35,937			
Lafayette, Ind. Purdue Univ. I.	F.I.C.	.....	309	78	78	9	127,463	35,687	40,000	5,000	64,209	.....	15,934	.....			
Lancaster, Mass. Town L.	2	F.	13	305	24	42	2	.....	39,115	39,704	.....	18,962	.....	12,752	
Lancaster, Pa. Smith Mem. L.	52*	F.	1	303	72	72	4	.....	12,358	13,504	122	.....	76,290	55,101		
Lawrence, Kas. F. p. l.	13	F.	1	302	63	66	2	28,500	13,115	13,834	.....	.....	50,969	39,695		
Lexington, Ky. State Univ. I.	F.I.C.	.....	84	84	.....	.....	.....	.....	7,760	9,780	.....	.....	2,490	.....			
Lincoln, Neb. Univ. of Neb. L.	F.I.C.	.....	309	83	83	18	305,000	115,325	119,489	.....	.....	.....	.....	.....
Little Rock, Ark. P. I.	F.	20	364	72	76	6	108,000	19,258	21,602	247	.....	102,599	70,729				
Long Beach, Cal. P. I.	32	F.	60	363	72	79	17	.....	32,561	36,934	.....	.....	317,611	212,505	
Lorain, O. F. p. l.	32	F.	3	306	66	69	3	40,000	9,768	10,234	455	.....	63,971	36,992			
Louisville, Ky. F. p. l.	259	F.	98	364	74	82	.....	.....	163,214	169,892	45,429	.....	945,966	509,619	
Lynn, Mass. P. l.	89	F.	25	303	72	76	18	.....	99,744	102,302	21,286	329,925	270,876	166,305			
Macomb, Ill. W. Ill. S. N. Sch.	F.I.C.	.....	241	48	48	2	.....	14,374	15,013	.....	31,273	.....	.....	.....	
Madison, N. J. Drew T. S. L.	F.I.C.	.....	313	60½	60½	2	.....	125,045	127,329	.....	5,045	.....	.....	.....	
Madison, N. J. P. l.	5	F.	1	303	48	48	3	.....	10,445	11,201	.....	.....	28,027	18,784	
Manchester, N. H. City L.	70	F.	4	304	72	76½	14	356,000	*74,000	77,000*	.....	.....	147,443	89,130		
Manchester, N. H. High S. L. ....	.....	.....	.....	.....	.....	.....	.....	.....	2,136	2,254	.....	18,159	3,418	.....			
Manila, P. I. Bur. of Science.	F.I.C.	.....	364	62	62	7	.....	30,860	32,032	.....	.....	17,824	33	
Massillon, O. McClymonds p.l.	16*	F.	8	56½	56½	2	40,000	20,158	20,627	.....	.....	64,222	.....				
Mauch Chunk, Pa. Dimmick M.	8	F.r.	1	61½	61½	2	.....	12,735	12,961	.....	.....	26,802	18,778		
Menominee, Mich. Spies p. l.	13*	F.	308	70	70	.....	.....	11,982	12,406	.....	.....	46,958	29,113	
Menomonie, Wis. Painter M.	5	F.	1	357	69	69	4	.....	14,720	15,220	2,617	.....	54,430	37,712		
Methuen, Mass. Nevins Mem. I.	11	F.	302	36	36	.....	.....	20,775	21,211	.....	35,415	33,557	11,640		
Milford, N. H. F. l.	3	F.	1	304	54	54	.....	.....	12,124	12,642	2,857	.....	39,122	27,860	
Mills College, Cal. M. Carnegie	F.I.C.	.....	68	2	28,000	16,400	17,031	3,100*	.....	.....	.....	.....	.....
Minot, N. D. F. p. l.	10	F.	2	304	66	69	2	30,000	4,111	4,784	.....	.....	22,237	15,555		
Missonla, Mont. P. l.	12*	F.	1	359	48	51	4	50,000*	16,417	17,456	.....	.....	51,326	.....			
Mitchell, S. D. Carnegie I.	7	F.	1	309	72	72	2	20,000	6,277	6,788	.....	.....	23,185	16,586		
Montclair, N. J. F. p. l.	25	F.I.	19	361	72	76	10	85,673	37,394	38,801	.....	.....	176,116	128,734		
Nashville, Tenn. Carnegie L.	138	F.	.....	359	72	84	.....	300,000	66,915	67,779	.....	174,918	.....	66,750
New Britain, Conn. Institute.	52	F.	19	344	72	72	9	.....	54,000	59,392	.....	.....	206,702	125,811	
New Haven, Conn. F. p. l.	150*	F.	47	307	72	72	28	613,000	.....	125,000	.....	.....	.....	.....
New London, Conn. P. l.	19	F.	1	304	66	66	5	.....	29,384	30,137	.....	.....	87,275	.....			
New Rochelle, N. Y. P. l.	34	F.	3	361	72	76	9	.....	33,081	36,893	1,966	140,426	132,926	91,453			
New York. Ass'n of the Bar L.	S.	.....	365	.....	112	36	.....	109,658	114,437	.....	.....	.....	.....	.....
New York. Bible T. Tr. Sch.	F.I.C.	.....	260	.....	.....	4	.....	7,274	8,409	1,635	.....	.....	1,571	.....			
New York. Engineering Soc. I.	F.r.	.....	309	.....	78	11	.....	49,666	52,201	10,545	.....	.....	.....	.....
New York. P. l.	3,039	F.	998	365	82	82	1,041,258	1,100,952	10,384,579	5,471,871				
New York. Y.W.C.A. Cent.Br.	F.I.C.	1	306	73½	73½	20,789	16,331	16,046	7,975				

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			No. days open during year (central library)	Lending	Reading	Staff (not incl. janitors, etc.)	Total no. of vols. at end of year								Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use, no. used in building)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use
Newark, N. J. F. p. l. ....	.....	F.	9	363	75	82	90	650,000	215,321	226,897	.....	.....	1,194,817	.....			
Newport, R. I. Redw'd l. & Ath.	30	S.	1	303	48	48	4	.....	59,917	61,556	.....	.....	15,353	9,756	
Newton, Mass. F. l. ....	.....	F.	11	304	13	13	.....	.....	86,159	89,665	.....	.....	294,054	182,542
Niagara Falls, N. Y. P. l. ...	42	F.	14	307	72	76	5	63,700	24,440	24,886	.....	.....	81,801	57,593		
Norfolk, Va. P. l. ....	.....	F.	1	302	72	72	6	125,000	23,371	24,103	.....	75,642	63,135	.....			
North Adams, Mass. P. l.	22	F.	13	.....	66	70	4	79,700	36,415	37,382	.....	98,734	86,648	50,297		
Norwich, N. Y. Guernsey M. l.	8	F.	54	304	48	48	2	20,000	11,496	12,334	.....	.....	30,401	22,352		
Oak Park, Ill. Twp. H. S. l. ...	.....	F.l.c.	.....	.....	.....	37	1	.....	3,752	3,945	.....	.....	.....	.....
Oak Park, Ill. P. l.	30	F.	.....	308	69	75	7	128,000	25,531	27,136	.....	.....	140,140	97,024	
Oakland, Cal. F. l.	215*	F.	44	302	72	75	102	235,468	109,097	125,161	5,842*	.....	806,278	517,213			
Oklahoma City, Ok. Carnegie l.	90	F.	1	356	72	75	5	95,414	23,003	24,420	.....	.....	85,916	.....			
Orange, N. J. F. l.	29	F.	4	302	60	62	7	170,000	40,036	40,796	.....	.....	82,423	.....			
Oskaloosa, Ia. P. l.	10	F.	4	307	66	66	4	.....	11,245	11,366	.....	.....	58,355	37,559	
Oxford, O. Miami Univ. l. ....	.....	F.l.c.	.....	308	80	80	5	195,000	53,934	55,964	844	.....	66,725	27,694	
Oxford, O. W. Coll. for Women	.....	F.l.c.	.....	210	.....	.....	1	.....	16,100	16,471	.....	.....	.....	.....
Painesdale, Mich. S.S. Paine M.	3	F.	5	365	60	84	4	.....	.....	6,965	.....	.....	30,458	19,432
Parsons, Kas. P. l.	15*	F.	1	.....	.....	.....	2	.....	8,143	8,717	.....	.....	45,125	.....			
Pasadena, Cal. P. l.	43	F.	6	353	72	74	21	70,000*	44,025	49,051	5,000*	.....	317,211	162,415			
Passaic, N. J. P. l.	61	F.	11	305	72	72	11	260,500	35,089	37,841	.....	.....	294,065	.....			
Patchogue, N. Y. L.	4	F.	1	.....	24	24	1	.....	6,508	6,734	.....	.....	32,115	25,809
Paterson, N. J. F. p. l.	124	F.	6	365	67	79	27	325,000	57,424	60,675	.....	282,963	269,584	187,950			
Pawtucket, R. I. D. C. Sayles	55	F.	17	308	54	61	11	305,559	33,525	35,712	.....	.....	179,879	126,927		
Peace Dale, R. I. Nar. l. Ass'n	5	F.	1	313	36	72	2	.....	14,598	15,024	.....	.....	29,269	20,878	
Pera, Neb. State Nor. Sch. l. ...	.....	F.l.c.	.....	263	50½	50½	.....	52,000	23,824	25,245	.....	.....	.....	.....
Philadelphia. Drexel Inst. L. ...	.....	F.l.c.	.....	249	70	70	.....	.....	39,619	40,545	.....	.....	6,688	.....			
Philadelphia. Franklin Inst. l.	.....	S.	.....	300	58	58	6	.....	65,437	67,437	29,327	.....	2,000	.....			
Philadelphia. F. L.	1,549	F.	112	304	72	72	302	1,753,023	470,728	494,992	229,607	.....	2,730,173	1,905,798			
Phoenix, Ariz. Carnegie p. l.	13*	F.	1	304	72	75	.....	.....	12,639	14,224	.....	.....	50,646	42,985
Pierre, S. D. Carnegie l. ....	.....	F.	1	305	46½	46½	.....	4,829	5,185	.....	.....	.....	13,997	3,004
Pittsburgh, Pa. Carnegie l. ...	533	F.	11	362	72	82	.....	405,394	419,149	34,783	.....	1,351,731	737,926	.....			
Plainfield, N. J. P. l.	24	F.	9	363	76	76	.....	50,693	52,580	.....	.....	99,607	65,880	.....			
Plattsburgh, N. Y. P. l.	11*	F.	1	300	38	38	.....	.....	13,910	14,638	3,000*	.....	36,392	23,309	
Pocatello, Ida. Id. Tech. Inst.	15*	F.	1	210	32½	32½	1	.....	5,580	6,251	12,000	.....	3,745	.....			
Portland, Ore. L. association.	275*	F.	204	364	75	82½	74	.....	201,533	225,560	.....	.....	1,385,964	543,201	
Pottsville, Pa. F. p. l.	20	F.	1	308	72	72	4	.....	9,127	10,531	.....	.....	81,364	55,367	
Poughkeepsie, N. Y. Adriance M.	32	F.	1	305	66	70	5	.....	52,657	54,043	.....	.....	125,380	50,878	
Princeton, Ind. P. l.	9	F.	1	352	72	76	3	35,000	12,376	12,977	.....	.....	33,140	21,376		
Princeton, N. J. University l.	.....	F.l.c.	.....	347	84	89	34	1,000,000	331,985	373,224	63,142	71,984	50,171	.....			
Proctor, Vt. F. l.	3	F.	1	306	42	42	2	.....	9,020	9,374	.....	.....	22,610	11,773	

An asterisk (*) indicates that the figures given are approximate.
An arrow (→) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.

(According to form adopted by the Council)

City or town and name of library	Population served (expressed in thousands)	Terms of use (Free lending, Free ref. Free limited class. Subser.)	Total no. agencies		No. days open during year (central library)		Hrs. open each week (central library)		Staff (not incl. janitors, etc.)	Library property value	No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use and no. used in building)	Total no. of vols. lent for home use	No. of vols. lent for home use					
			Total	No. days open during year (central library)	Lending	Reading	Total	No. of vols. at beginning of year									Total no. of vols. at end of year	Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use and no. used in building)	Total no. of vols. lent for home use	No. of vols. lent for home use
Providence. Athenæum	S.	308	72	72	6	81,528	84,401	62,272	44,464												
Providence. Brown Univ. L.	F.I.C.	344	344	.....	8	210,000	215,930	8,854	.....											
Providence, P. L.	247	F.	48	360	72	86	179,389	181,306	294,352	182,990											
Pueblo, Colo. McClelland p. l.	45	F.	8	307	72	78	4	27,559	28,417	103,180	.....									
Pullman, Wash. State Coll. L.	F.I.C.	358	.....	.....	.....	.....	.....	56,992	.....											
Racine, Wis. P. L.	45*	F.	14	359	72	74	8	24,521	27,539	1,464	152,601	102,440									
Raton, N. M. P. L.	4	F.	1	361	30	33	1	4,110	4,605	16,709	11,562										
Reading, Mass. P. L.	6	F.	1	260	16	16	2	8,807	9,122	25,668	.....									
Redlands, Cal. A.K.Smilely p.l.	11*	F.	5	363	7	75,000	25,825	27,759	7,961	115,423	73,940								
Reno, Nev. Univ. of Nevada l.	F.I.C.	309	60	60	2	10,500	27,058	28,268	11,108	678											
Richland Center, Wis. F. L.	2	F.	207	36	36	1	10,000	4,334	4,358	14,657	11,526										
Richmond, Cal. P. L.	F.	3	339	77	77	.....	7,718	10,998	79,873	51,707										
Rochester, N. Y. Mech. Inst. l.	F.I.C.	256	73	73	1	3,590	3,920	3,043	.....											
Rochester, N. Y. Reynolds l.	218	F.	1	360	72	76	9	75,713	78,021	6,409	54,736	43,062	25,649								
Rochester, N. Y. West H. S. l.	F.I.C.	190	35	35	1	4,375	4,469	3,990	.....											
Rock Island, Ill. Augustana C.	F.I.C.	226	72	72	3	225,000	21,266	22,220	20,400	6,588	.....									
Rockford, Ill. P. L.	50*	F.	18	364	72	75	11	100,000	60,643	62,940	199,240	186,047	129,632								
Rockville, Conn. P. L.	F.	11	329	63	63	3	11,482	12,059	44,575	.....										
Russell, Kas. P. L.	1	F.	1	313	36½	36½	1	9,000*	3,449	3,907	6,161	3,610									
Sacramento, Cal. State L.	313	42	42	50	587,315	190,446	199,143	.....												
Saginaw, Mich. East Side p. l.	30	F.	3	307	60	.....	3	19,381	20,018	82,585	65,999									
St. John, Canada. P. L.	60*	F.	1	305	60	69	5	50,000	50,513	36,963	30,870										
St. Louis, Mo. P. L.	750*	F.	184	365	72	85	.....	390,455	414,623	1,690,037	995,092									
St. Louis, Mo. Wash. Univ. l.	F.I.C.	7	72,000	74,612	15,042	.....														
St. Paul, Minn. P. L.	276	F.	32	365	66	91	58	158,180	327,926	438,643	.....									
Salem, Mass. P. L.	37	F.	4	304	72	78	16	62,148	63,545	148,172	103,196										
Salt Lake City, Utah. P. L.	100*	F.	20	363	66	79	17	145,000	56,921	62,331	5,402	313,796	166,937								
San Francisco, Cal. Mech.-M. l.	S.	1	350	84	84	10	56,740	63,673	127,866	.....										
Scottdale, Pa. F. p. l.	7*	F.	1	308	72	72	3	9,263	9,952	101,214	50,744	30,116									
Scranton, Pa. P. L.	145*	F.	5	274	72	72	14	75,324	78,506	163,212	119,804	29,565									
Seattle, Wash. P. L.	330	F.	125	365	78	86	132	1,563,000	233,881	254,536	1,369,485	836,850									
Somerville, Mass. P. L.	86	F.	45	304	72	75	42	110,109	108,849	422,466	282,184										
Springfield, Ill. Lincoln l.	57	F.	303	72	75	9	105,000	61,792	65,883	193,409	125,092										
Springfield, Mass. Int. Y.M.C.A.	F.	365	97½	3	101,435	11,894	24,000	.....												
Stockton, N. Y. Seymour Mem.	F.	1	104	13	13	2	6,000	4,329	4,986	3,371	2,530										
Superior, Wis. P. L.	46	F.	1	365	72	75	7	50,000	26,924	29,400	151,591									
Syracuse, N. Y. Ct. of App. l.	F.r.	4	33,800	35,377	.....															
Syracuse, N. Y. P. L.	145	F.	32	350	76	76	31	237,850	114,411	121,186	3,373	422,841	319,777								
Tacoma, Wash. P. L.	F.	88	358	76½	83½	73,854	81,367	421,071	158,594												

LIBRARIES

of the American Library Association)

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				Adult	Juvenile	Total	Titles	Copies			Taxation or appropriation	Endowments	Total	Books	Periodicals	Salaries				
																Library service	Janitor service			
											2,896	14,295	2,992	495	4,159	780	1,500	12,726		
					472	472					13,150	5,575	19,061	3,025	3,041	7,750		13,816		
					1,114	1,175					32,450		63,292	7,889	1,255	31,896	7,431	955	63,267	
					8,000	88	100				7,000		7,424	1,663	242	3,253	840		7,344	
					1,444	846	846					6,000	18,658	8,302	←	8,645			18,066	
				6,584	4,175	10,759	4	70	70		15,500		24,333	3,759	292	5,824	1,210	1,277	15,893	
				905	395	1,300	3	47	47		2,789		4,007	472	77	1,083	360		2,334	
					352	42	42							487	79	540	←		2,481	
					7,779	148	186				10,233		16,326	1,540	554	4,495	900		10,255	
										4,660				1,573	←	3,000			4,660	
				1,082	446	1,528		20	20		1,250		1,207	176	66	360	240		1,064	
950					4,986	2					11,259		12,888	2,872	261	4,614	750	879	11,626	
			11,674			128	129				910		910	230	168	785			1,259	
					4,447	217	217							2,220	716	5,325	986		13,419	
						26	38	23,750												
						250	250							3,435	599	8,783	1,167		20,103	
					11,362	3	201	201			19,507	20,302								
					2,746	3			9,140	500		3,985	668	131	1,930	240			3,781	
						68	68	14,728	676		852	63	100	300	120				827	
										95,000		96,487	11,749	2,519	57,795	←			95,805	
					4,182					3,482		4,372	1,208		1,930	300			4,222	
										5,000		5,378	939	←	2,741				4,940	
13,578				53,571	47,146	100,717	3	1,907	2,636		275,386		420,539	40,014	3,472	115,385	27,956		241,065	
					289	775	775													
					38,813	736	1,156							31,184	←	41,555	←		86,800	
					1,426	3	159	159			16,400	1,908	21,974	2,965	483	8,535	1,833		17,928	
2,000				13,752	11,793	25,545	5	337	417		29,703		34,500	6,314	243	14,510	2,126		30,392	
						3,599														
			85,253		225	63	63			900	2,500	5,510	795	173	1,524		251		3,003	
					14,014	2	110	130			22,840	50	26,032	3,180	332	9,230	1,309	2,762	24,481	
				50,079	16,107	66,186	21	1,087	1,465		115,197		171,298	26,975	2,943	86,145	15,605	34,091	192,759	
9,137					23,940	2	210	585			40,302		45,988	7,103	1,262	24,975	2,841		44,531	
				5,579	4,091	9,670	2	266	276		14,371		23,945	4,775	334	7,430	1,140	1,193	17,771	
					295	147	147			4,180		4,839	527	←	3,160	460			4,839	
					328	35	1			100	209	992	240	76	129				492	
				6,799	6,022	12,821					9,500		25,364	3,224	420	6,599	1,062		14,850	
										9,100		11,545	5,014	186	5,500				11,259	
70,809				199,113	6,683	25,796	3	509	564	84,723	49,200	50,180	10,816	1,683	20,633	4,592	1,322		49,966	
7,737	3,430			11,978	5,970	18,148	2	320	432		30,574		38,517	3,799	812	20,762	3,147		35,313	

(According to form adopted by the Council)

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City or town and name of library	Population served (expressed in thousands)	Terms of use (Free lending, Free ref., Free limited class, Subscr.)	Total no. agencies		Hrs. open each week (central library)	Staff (not incl. janitors, etc.)	Library property value	No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Total recorded use (no. of vols. lent for home use and no. used in building)	Total no. of vols. lent for home use	No. of vols. fiction lent for home use
			No. days open during year (central library)										
			Lending	Rending									
Tempe, Ariz. Normal Sch. l...	F.I.C.	32½	32½	2	7,420	8,280							
Toronto, Ont. P. l.....	F.	14	75	72	106	1,100,000*	230,953	257,657	20,953	1,255,783	892,161	446,802	
Trenton, N. J. F. p. l.....	F.	9	306	72	21	255,800	63,897	69,957	1,318	288,691	281,209	209,344	
Troy, N. Y. Renns. Poly. Inst	F.I.C.	308	53	53	2		11,035	11,341	11,850		3,710	2,045	
Union Springs, Ala. L.....	F.	1	310	42	42	1	11,841	2,000	2,285		7,573	5,645	
Uxbridge, Mass. F. p. l.....	F.	1	289	37	37	2		12,738	12,871	19,046	18,738	15,001	
Valley City, N. D. State N. l.	F.I.C.	51	51	51	3		9,977	11,026	523		12,974	2,568	
Van Wert, O. Brumback l....	F.	29	123	308	66	72	21		22,215	23,808	98,011		
Visalia, Cal. Tulare County l.	F.	35	358	42	42	32	22,527	12,718	19,118		119,028		
Wabash, Ind. Carnegie l.....	F.	1	306	60	60	2	25,000	8,489	8,589		27,810	16,278	
Waco, Tex. P. l.....	F.	35*	11	352	72	76	5	44,688	17,810	20,211	106,886	61,867	
Wahpeton, N. D. State S. of S	F.I.C.	215	40	40	1		1,424	1,554			2,192		
Walpole, Mass. P. l.....	F.	5	305	42	47	3	35,000*	14,005	14,538		33,479	23,533	
Washington, D. C. Cent. H. S. l.	F.I.C.				38¾	1		5,956		5,963	2,600		
Washington, D. C. P. l. of D.C.	F.	358	166	361	72	79		168,187	179,183	835,853	802,998	440,222	
Waverley, Mass. McLean H. l.	F.I.C.	365				1		13,638	14,130	9,073			
Waxahachie, Tex. N. P. Sims l.	F.	7*	9	362	54	58	1	72,000	6,333	6,528	11,667	7,431	
Wellesley, Mass. College l....	F.I.C.	365	72	72	10		71,227	74,905			27,648		
West Point, N. Y. U.S.M.A. l.	F.I.C.	365	73	73	6		93,981	96,751			14,956	8,742	
Westfield, Mass. Athenæum...	F.	18	365	61	76	5		30,960	31,359		90,620		
Whiting, Ind. P. l.....	F.	8*	2	346	42	46	3	30,000	10,085	11,260	36,471	19,967	
Williamsport, Pa. J.V.Brown l.	F.	7	306	72	72	7		24,175	25,448		115,167	85,169	
Williston, N. D. James Mem. l.	F.	1	362	36	40	1	29,000*	3,960	4,192		15,563	12,824	
Winchester, Va. Handley l....	F.	5	304	66	66			3,880	5,669		29,851	21,510	
Winsted, Conn. Gilbert Sch. l.			246	34½	34½	2		10,825	11,146		15,627	10,129	
Woonsocket, R. I. Harris Inst.	F.	40*	1	304	42	42	3		20,863		43,497		
Worcester, Mass. F. p. l.....	F.	162	91	365	72	81	55	251,935	206,126	212,253	34,756	795,186	609,804

LIBRARIES

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			Adult	Juvenile	Total	Titles	Copies			Taxation or appropriation	Endowments		Books	Periodicals	Salaries			
															Library service	Janitor service		
					66,653		133	133					780	250	1,500			
			11,847	5,601	17,448	3	222	222	13,134	25,460	2,463	35,467	9,115	593	12,511	9,124	30,362	172,928
		1,655			660	4	119	119	15,395									
170					1,032	3	15	15		999		1,145	133	←	600	←	118	1,025
					1,273				5,424	1,000	875	2,483	280	←	800		765	2,483
												1,250	1,250	←	2,580			
4,515	147				12,440	3												
					8,692							13,884	5,428	800	5,561			15,113
			1,008	1,733	2,741	5	56	56		2,607		3,121	228	130	910	213		2,220
	704				15,307	10	106	106		7,123		8,641	1,805	254	2,918	480		8,426
													41	123	1,035			
600					*1,000		57	57		3,000	54	3,250	778	158	1,260			3,250
							479	479	14,328									
	93,745	33,855	31,896	15,348	47,296	3	531	723		73,240	90	79,455	12,056	1,311	43,418	6,480	2,500	79,166
							98	116				422	551	296	700			1,673
			1,196	314	1,510		37	37										
							315	315					3,935	2,466				
							235	235		12,130		12,130			4,930	360		
					2,856					5,582	290	7,283	1,556	←	3,230	708		7,283
	446		802	1,132	1,934	5	87	87		6,995		15,995	1,307	192	1,950	960	4,391	9,922
					6,519	3	98	98	20,344		8,356	9,897	1,659	270	4,616	860		9,758
			788	447	1,235	3	45	45	7,245	3,600		3,849	211	94	1,075	793		3,029
					1,700	3	77	77	53,964									
					5,463	6	110	122		4,101		6,497	1,589	←	1,874			4,226
			16,303	8,170	32,851	3	592			65,520	2,730	73,564	13,156	1,771	32,571			70,353

REPORT OF COMMITTEE ON LIBRARY ADMINISTRATION

The report of this committee covers three topics: (1) Uniform library statistics; (2) Library labor saving devices, and (3) Testing of library supplies and materials.

1. Uniform Library Statistics

The Committee believes that the Association took another important step forward when the College and Reference Section voted at Berkeley to adopt (at least experimentally for one year) for the use of college and reference libraries the same statistical form as had originally been adopted by the Council for the use of general libraries, plus certain additional items needed to give fuller statistical representation of reference work. This form has recently been completed, printed and sent out to libraries by the secretary for the collection of the statistics of the libraries represented in the Association.

It is of course not to be expected that any uniform schedule could ever be devised that would prove entirely acceptable to all libraries—the very large, the very small, the single unit, the many branched, the general, the highly specialized, the publicly supported, the endowed, libraries entirely distinct in their organization and finance and libraries closely intertwined in organization and finance with larger institutions. If, however, the present uniform schedule, with future modifications as need directs, can approve itself as even approximately acceptable to American libraries, your Committee is of the opinion that it will be better to have one uniform schedule rather than two or more specialized schedules. Your Committee therefore urges that the present form have a fair trial and suggests that such trial be for more than the single year voted by the College and Reference Section at Berkeley.

Your Committee has noted with satisfaction that in an increasing number of printed reports of public libraries the A. L. A. schedule is used. However, we re-

gret not to find it in use in the recent reports of a number of important libraries where it was most expected.

During the year the chairman of the Committee has received, either directly or by reference from the secretary, a number of questions and requests for interpretation of rules. In the interest of the general adoption of the form such inquiries are encouraged. Notes of such questions and answers may be of general interest.

For example, one librarian raised the question as to what constitutes juvenile circulation, that is, whether it is circulation of books (adult as well as juvenile) to juvenile readers or whether it is the circulation of books classed as juveniles to both juvenile and adult readers; also what are to be considered as juvenile readers. The answer was to the effect that in counting circulation the books circulated from children's rooms or other special juvenile collections are to be classed as juvenile circulation, whether given out to parents, teachers or the children themselves. It is believed that in most public libraries the transfer in registration from juvenile to adult groups is made at 16 years of age.

Another public librarian pointed out in sending his 1915 figures to the secretary that the adoption of the A. L. A. rule for counting circulation which permits the counting as home circulation of only books actually recorded as so taken out and forbids all estimates of circulation from schools and other agencies made a decrease in his total circulation figures from those of previous years. He points out that not only did the following of this rule seem to show a reduction in the work of his own library but that he was at a disadvantage in comparisons with other neighboring libraries in which he felt sure the estimating of circulation was still carried on in spite of the adoption and use in their reports of the A. L. A. form, and that traveling library books sent to various agencies and used only at the agency are counted as books "delivered for home use." The objecting librarian gave it as a prob-

able explanation that the neighboring librarians had not carefully read and understood the rules for counting of circulation. This librarian suggests that the Committee call attention to section D (Rules for counting circulation) and says that he has reworded the definition and instructed his assistants as follows: "Count one for each piece handed directly by a library employe to a personal borrower."

On this latter point your Committee would urge that the rules for counting circulation be followed in this and all other respects. The chief value of the use of a uniform schedule is to make comparisons. Unless rules are closely and uniformly followed the value of the statistics is vitiated.

2. Library Labor Saving Devices

On the work in connection with the investigation of labor-saving devices and library equipment the Committee can report progress, but not to the extent which had been hoped for and expected. At the meeting of the Council in December, 1915, a definite plan was outlined for the continuance of the investigation and the preparation of a manual to be issued, probably in loose leaf form, for distribution among members of the Association. The full details of the plan are printed in the A. L. A. Bulletin, January, 1916, p. 53-56. In giving approval to the plan the Council voted that the Committee be authorized to proceed with the preparation of the manual, which should be printed on a subscription basis under the auspices of the Publishing Board, for distribution among libraries represented in the Association. It was then expected that the manual would be approaching completion by the middle of the year. Various circumstances, however, have arisen to delay the work.

An effort was made to arrange for an exhibit of labor-saving devices at the Asbury Park conference. It seemed that in many ways the facilities offered at Asbury Park were better than those afforded at the Washington conference in 1914, and better than could be expected in any meeting place likely to be chosen within the

next few years. Preliminary arrangements for the exhibit were carried on satisfactorily and tentative arrangements were made with a number of important manufacturers. Many obstacles, however, were encountered and a number of the most important exhibitors of 1914 announced that they would be unable to participate in an exhibit this year. On account of war conditions many manufacturers reported that they are having so much trouble in getting raw materials for the manufacture of their products that they are unable to keep up with the orders they are receiving. Several manufacturers who might possibly have decided to enter the exhibit had it been held in a city where they have agencies, decided not to exhibit at Asbury Park where they would have been under the expense of sending their machines and their representatives and meeting their expenses for a week in which no business of any kind could be done by those representatives excepting the work of demonstrating their machines.

The Committee finally came to the conclusion that the exhibit could hardly be expected to be as satisfactory as the 1914 exhibit, for it would have been impossible to fill satisfactorily the places of the important exhibitors of 1914 who were unable to exhibit again this year. It was felt that it would be unsatisfactory to both librarians and manufacturers to carry out the plans for the exhibit if the undertaking could be made only partially successful, and the decision was therefore reached that it would be better to abandon the undertaking so far as this year's conference is concerned.

The Committee hopes that at some conference within the next few years it will be found possible to hold another exhibit which will be as successful as could be desired. It has been the feeling of the Committee at all times that, in general, a successful exhibit could be held only in some large city, and that the usual summer resort would not prove satisfactory for this purpose. Asbury Park seemed to be an exception to this principle because of its

ready accessibility from New York, Philadelphia, and other important points. It is probable that the exhibit could have been successfully carried out at Asbury Park if it had not been for the exceptional business conditions caused by the war. Any future exhibit, however, will probably have to be held in connection with a conference meeting in some city of considerable size.

The time required by the effort to arrange for the exhibit has been the chief cause of delay in the preparation of the manual. The clearing house feature of the investigation has, however, been continued and many requests for information concerning various devices have been received from librarians in all parts of the country. Since the beginning of the work in January, 1916, requests for information have been received and answered, coming from 62 libraries concerning 39 kinds of equipment. The list of devices concerning which information is wanted when available by different librarians now includes 66 different devices. The work of answering all such requests as promptly and as fully as is desired is somewhat hampered by the fact that relatively few librarians seem to consider the work a co-operative enterprise.

In an effort to obtain definite information concerning the value of certain devices, or the relative merits of competing articles, careful studies have been made of several devices. These include the dictation machine, pasting machines, and ink pads. As soon as possible tests will be made of other articles. Any librarians who are willing to co-operate by making such tests in their libraries in order that the conclusions drawn by tests in one library may be checked by similar tests made in other libraries, are urged to communicate with the Committee in order that plans may be made for most effective co-operation along this line.

For some months to come it is likely that the preparation of the manual will again be inevitably delayed. On this account, the Committee is especially desirous of making the clearing house feature as important as

possible. Librarians who at any time desire information concerning any kinds of library equipment or any mechanical device are urged to communicate with Mr. C. Seymour Thompson, Savannah Public Library, Savannah, Ga., and all the information which has been collected will be sent them. In many cases it may be that no information is available concerning a certain kind of device, and in such cases every possible effort will be made to collect the desired information as rapidly as possible. The Committee would again urge upon all librarians the importance of their co-operation if this work is to be as successful as is desired. Information is very frequently obtained by mere chance concerning some new device or new method which some library is employing with highly satisfactory results, and which would be of very great interest to a large number of other libraries if made known to them. The value of the Committee's work would be very greatly increased if librarians would take the trouble to send the Committee information concerning new devices which they may discover, or new methods which they may institute, to be added to other information which the Committee may have along the same line.

3. Testing of Materials and Supplies for Libraries

Toward the close of the year the president of the Association referred to this Committee a statement from Mr. Samuel H. Ranck of the need for more systematic testing on behalf of libraries of the materials and supplies bought by them and a suggestion that A. L. A. headquarters might organize and conduct a testing bureau for libraries. The available time was too short to make a thorough study of the problem, but a report of some progress is possible.

A partial list of supplies that require testing include catalog, borrowers' and book cards, paper for book plates and labels, for use in correspondence and in duplicating machines, carbon paper, envelopes, blotters, book repair materials,

cloth for mounting maps, glue, paste, varnish, shellac, rubber bands and erasers, type-writer ribbons, inks for pen, for mimeograph, for marking books, for rubber stamps and for numbering machines and ink eradicators.

In view of the tests of materials and supplies made by the National Bureau of Standards for the United States and District of Columbia governments, including their libraries, the first step seemed to be to find out what the Bureau of Standards is prepared to do for the libraries of the country either to the extent of making such tests or at least to the extent of giving expert advice for the best direction of the Association's efforts. An inquiry outlining the problem brought to the Chairman of this Committee from the director of the Bureau of Standards the following reply:

"The Bureau of Standards is unable to make your regular routine tests as it is now very much overcrowded with such work for the Government service. The following suggestion is offered: Have your committee on materials and supplies make up a list of all supplies used, secure samples of all supplies used and information relating to the use made of each material needed.

"After collecting this information and samples the Bureau of Standards will be very glad to advise with you, and assist you in preparing specifications. We will also help you prepare simple methods of testing, most of which may be carried on with a very little apparatus. For tests requiring more than a few simple pieces of apparatus it is suggested that you refer to the regular commercial testing laboratories.

"The laboratories of the Bureau of Standards and the methods of testing are always open to interested parties and if you decide to take this matter up, it is suggested that you arrange to visit the Bureau and take up these questions in greater detail.

"The Bureau of Standards assures you of its interest in your needs and will gladly assist you in any way possible."

In a visit to the Bureau of Standards and in further correspondence it was pointed out that one of the principal problems

would be the testing of paper. On this point the reply was as follows:

"In accordance with your request that you be furnished with data in regard to paper testing devices which might be used by the members of the American Library Association for the examination of paper, you are advised as follows:

"1. Machines for weighing paper, Fairbanks Co., approximate cost, \$5.00.

"2. Machines for measuring paper—ordinary yard stick.

3. Machines for measuring the thickness of paper—Ashcroft Mfg. Co., New York, \$10.00; B. F. Perkins Co., Holyoke, Mass., about \$20.00.

"4. Machines for testing the strength of paper—Ashcroft Mfg. Co., \$20.00.

"These simple and fairly inexpensive pieces of apparatus might well be used in the various libraries to check up deliveries.

"As was explained to you, the Mullen Tester is used by the Bureau of Standards because it possesses certain advantages. It has the disadvantage of being expensive, costing \$75.00, which would limit its use to those libraries having considerable testing to be done.

"Other useful pieces of apparatus would be the Schopper folding and tensile strength machines. These machines are not obtainable at present, due to the war, and besides are rather expensive. They are handled in this country by Cornelius Kahlen, New York City.

"In your letter of May 1 you say that Mr. Ranck of the Grand Rapids Public Library suggests establishing a central testing bureau for the American Library Association. This would seem to be an ideal arrangement and would undoubtedly be of great benefit to the Association. Too little intelligent work of this kind is being done and the American Library Association coming in contact with people all over the country would be able to take a very prominent part in this important educational work.

"As explained to you, the Bureau of Standards is so burdened with regular government work as to be unable to do additional testing work. We would be very glad to assist the Association in every way possible in an advisory capacity, and you are assured that we shall be decidedly interested in any work of this kind which you may undertake."

Your Committee would not, without a further study of the question be justified in making a recommendation to establish at headquarters a bureau for testing ma-

terials and supplies. If desired the Committee will make a further study of the question. One element would be a demonstration that other librarians feel the need as Mr. Ranck does. Will not all librarians who would like to see such a testing bureau established so express themselves by letter addressed to the Chairman of this Committee?

GEORGE F. BOWERMAN,
Chairman.

EDITH TOBITT
C. SEYMOUR THOMPSON.

REPORT OF THE COMMITTEE ON LIBRARY TRAINING

The Committee has held one meeting during the year, in connection with the January meetings at Chicago. At this meeting the work of examining the field of library training outside the regular library schools was divided among the members, one member taking "Apprentice classes in the larger libraries"; another, "Instruction in library training as given by normal schools"; another, "Work in colleges and universities aside from those maintaining regular library schools"; and another "Summer courses in library training." It is hoped by this division of the field to complete the survey of the whole field of library training more rapidly. While none of these reports is ready for the present conference, preliminary use of the material on Apprentice classes in the larger libraries will be available for the discussion of that topic by the Association of American Library Schools.

During the year the chairman of the Committee has devoted such limited time as was at his disposal, to examining all the material on library schools, which has been collected by the examiner. It seems apparent from the examination 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 these are very considerably exceeded. In only one case did it seem necessary to communicate with the library school authorities, and in this case not be-

cause the minimum requirements were not 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. Friendly suggestions were therefore sent to the director with the hope that this might facilitate increasing the equipment, and in the obtaining of relief for an over-worked faculty. These suggestions were received by the School in the same friendly spirit in which they were made and the Committee hopes the results will be to the advantage of the School.

The Committee having thus satisfied itself that the work done by the regular library schools meets the standards hitherto established would naturally now proceed to a discussion of the question whether the developments of the last ten years have made it necessary to modify or extend the minimum standard set down ten years ago. No time has been found during the year to take up this question. Happily, at the winter meeting of the Association of American Library Schools at Chicago, Dr. Harold O. Rugg, of the School of Education of the University of Chicago, came forward suggesting the need of a survey of the field of library training. His outline of a proposed survey seemed nearly to duplicate the work which the Committee had already undertaken. Upon learning of our survey he expressed his readiness to look over the material which the Committee had collected and see how far it could be utilized in studying from a strictly pedagogical point of view the conditions which ought to be developed in professional schools of this type.

The Committee was exceedingly delighted to find an educational expert interested in this material and very gladly sent it to him for his consideration. The pressure of other engagements has thus far prevented Dr. Rugg from examining the material, but during the coming year it is hoped he will find time to do this and make such recommendations as the material suggests. His work ought to give

the Committee much light upon the larger questions involved in such a study, particularly those of a strictly educational character, as for example, "what ought to be the curriculum of a library school," "what pedagogical training and equipment ought to be required of teachers in library schools," "what are the best methods of presentation in teaching library methods," and "how far can actual practice in library work be made stimulating and effective as a means of training."

Respectfully submitted for the Committee,

AZARIAH S. ROOT,
Chairman.

REPORT OF THE COMMITTEE ON CO-ORDINATION

The Committee on Co-ordination has been asked by the A. L. A. Publishing Board to draw up a brief set of Rules for the use of libraries participating in inter-library loans.

The Committee most willingly makes the attempt, although it feels that the time is, as yet, hardly ripe for more than a beginning in the way of such Rules. Practice is still being modified in those libraries which have been, and are, most active in lending; and the modifications do not always tend toward uniformity; rather the reverse. For behind the modifications lie diverse causes, such as: the natural wish of every library to preserve its freedom of action when dealing with its own property; and—of still greater influence—the fundamental differences, both as to purpose, and material sought, that are to be found between such loans as are exemplified in county library systems, on the one hand, and loans made in the interests of scholarship and research, on the other. These two classes of loans, essentially different as they are, necessarily demand diversity of treatment. A state library, for example, might be justified in lending, might indeed be in duty bound to lend, to libraries in its own state, books which a large reference library might be equally justified in declining to lend at all.

Moreover, as loans of a "popular" char-

acter grow in volume (as they surely will in future), additional sources will have to be provided for the supply of such loans. Whatever form such provision may ultimately take, it will undoubtedly entail fresh modifications of what may now be regarded as current practice concerning inter-library loans.

All this divergence, however, only makes it the more desirable that agreement should be reached upon all points upon which agreement is possible. Practical uniformity in regard to business details has already been achieved among certain leading libraries. Such details, with suggestions on more vital questions, have been embodied in the following Rules. These Rules, with the accompanying remarks, are now submitted as the report for 1916, of the Committee on Co-ordination. Suggestions for their improvement are earnestly requested, and will be cordially welcomed.

REGULATIONS FOR THE CONDUCT OF INTER-LIBRARY LOANS

Suggested by

The Committee on Co-ordination

Note: Words or clauses enclosed in brackets, have not received the unanimous approval of the Committee.

1 Purpose

The purpose of inter-library loans is (a) to aid research calculated to advance the boundaries of knowledge, by the loan of unusual books not readily accessible elsewhere [(b) to help augment the supply of the average book to the average reader; subject, in both cases, to making due provision for the rights and convenience of the [immediate] constituents of the lending library, and for safeguarding the material which is desired as a loan.]

2 Scope or extent

Almost any material possessed by a library, unless it has been acquired on terms which entirely preclude its loan, may be lent, upon occasion, to another library; [but whether a particular loan should, or

should not be made on a given occasion, will depend on the use to be made of the material, and upon the person who wishes to use it.

The decision in each case must be made by the lender, and, therefore, cannot be provided for in a code of rules.] It may be assumed, however, that all libraries are prepared to go as far as their regulations permit, or as they reasonably can, in the way of lending to others.

Failing the possibility of a loan, camera-graph or photostat copies of the material desired, may often be obtained as a substitute and at small cost.

3 Material which should not be applied for

(Practice will vary according to the nature of both applicant and lender.)

Current fiction; [books that are inexpensive and can be easily procured; mere textbooks or popular manuals; books for students' debates, for student or study-club work; in general, books which should be accessible in any good public library;] any book requested for a trivial purpose.

4 Material which should be lent only under exceptional circumstances

(Practice will vary according to the nature of both applicant and lender.)

Material in constant use or request in the library applied to; books of reference; books that are not to be taken from the library applied to except under special permission; [parts of large sets, such as periodicals and publications of learned societies;] manuscripts, incunabula, special editions, and, in general, any rare or costly book.

Material which by reason of its size or character requires expensive packing or high insurance; material which by reason of age, delicate texture, or fragile condition, is likely to suffer from being sent by mail or express.

5 Music

Music is lent on the same conditions as books, but must not be used for public performances.

6 How effected

By libraries of standing, which will apply to others expected to possess the desired material, in order of their relative distance from, or relative duty to, the community in which any particular requests originate.

7 Limit of number of volumes

Each library must fix a limit for itself. Four works at one time for a single borrower, is, perhaps, a reasonable maximum.

8 Duration of loan

This will vary with the nature and purpose of the loan. The time allowed in each case, will be stated by the lender when the loan is made. Four weeks is, perhaps, a fair average period. The period is counted [from the day the book leaves the lender] to the day it is returned by the borrower. An extension of the period may usually be obtained for good reasons. Application for extension of time must be made early enough to permit an answer from the lending library to be received before the book's return is due. The lending library always reserves the right of summary recall.

9 Notice of receipt and return

The receipt of books borrowed, must be acknowledged at once; and when books are returned, notice must be sent by mail at the same time. Promptness in this respect, is necessary to permit books to be traced if they go astray.

Notice of return should state: Titles of books sent (with call numbers); date of return; conveyance, e. g., Insured parcel's post, prepaid express, etc., in the latter case, naming the express company.

10 Expenses in connection with loan

[All expenses of carriage (both ways) and insurance, when effected, must be borne by the borrowing library.]

11 Safeguards

The borrowing library is bound by the conditions imposed by the lender. These it may not vary, although a good deal will

usually be left to the discretion of the borrowing library. In such a case, the borrower will safeguard borrowed material as carefully as it would its own; [and its librarian will require to be used within the walls of the borrowing library, whatever material would be so treated were the borrowing library its possessor.]

12 Responsibility of borrower

The borrowing library must assume complete responsibility for the safe-keeping and due return of all material borrowed.

[In cases of actual loss in transit the borrowing library should not merely meet the cost of replacement, but should charge itself with the trouble of making the replacement, unless the owner prefers to attend to the matter.]

13 General provisions and suggestions

Disregard of any of the foregoing rules, injury to books from use, careless packing, or detention of books beyond the time specified for the loan, will be considered good ground for declining to lend in future.

The borrowing library should inform individuals of the conditions attached to each particular loan.

[Lending libraries should acknowledge return of loans to the borrower.]

Individuals who wish an inter-library loan to be effected on their behalf, should consult, as a first step, the librarian of the library which they expect to borrow for them. He can often suggest some source of supply nearer, and more suitable than any the individuals have in view.

As a matter of course, special conditions will arise from time to time, which will necessitate the modification of the foregoing rules.

For the Committee on Co-ordination.

C. H. GOULD,
Chairman.

REPORT OF COMMITTEE ON FEDERAL AND STATE RELATIONS

The Committee on Federal and State Relations has had a number of matters referred to it for consideration during the

year, and has endeavored to advance the interests of libraries as far as possible.

1. With reference to the importation of books from countries at war with each other, the activity of the Library of Congress has rendered it unnecessary for us to take extensive action.

2. We have urged upon the appropriate Committees of Congress that they act favorably upon an amendment offered to the Post Office Appropriation Bill by Mr. Jones, on April 7, so that bulletins published by libraries which are not separately incorporated, but are part of a county government, may be admitted to the mail at second-class rates.

3. We have secured a re-affirmation of the position of the Treasury Department, that each building with a separate stock of books should be considered as a separate library and that, therefore, each branch library may be considered entitled to have one copy of any book imported for it, free of duty, although copies for other branch libraries are included in the same invoice.

4. This Committee has never taken any action in reference to Canadian affairs, and when it was suggested that there was need of some such action, it was requested that the duty be not added to us, but that a separate committee be instituted for the purpose of handling such questions.

5. The suggestion has been made to us that it would be desirable that a copy of the list of foreigners who are candidates for citizenship be sent by the Federal officers, not only to the school superintendents of the cities in which the candidates live, but also to the librarians of the public libraries in that city, in order that the latter might send to each of such candidates a letter inviting him to make use of the library to *supplement* any studies he may take in the public school. This suggestion seems a very good one to us, and we heartily endorse it.

6. In this year, as in so many previous ones, a bill was introduced into Congress, for the purpose of limiting the rights of

libraries to import books. The attempt at this time was in the bill H. R. 10,231 introduced by Mr. Driscoll. In this bill is contained a provision that the importation of books for public libraries be made only "with the consent of the proprietor of the American copyright or its representative." When the present copyright law was passed, this question was thoroughly discussed and the continuation of the libraries' privilege was obtained. Protest was made against the passage of the provision at this time and it is believed that there is no immediate danger. It behooves, however, all librarians to be on the lookout against renewal of these attempts to diminish the usefulness of the funds provided, for the most part by public taxation, for the purpose of so important a part of the educational system of the commonwealth as the public library.

7. We were glad to cooperate with the Bookbuying Committee in the successful attempt to insist that House Bill 4,715 entitled "A bill to prevent discrimination in prices and provide for publicity of prices to dealers and the public" should not include public libraries within its provisions. This bill was first introduced by Mr. Stevens, and afterwards in various forms by Messrs. Ayres and Stephens. The great number of protests which were made by libraries, and the strong resolutions adopted by Boards of Trustees were effective in averting any danger to the interests of the public through raising the price of books bought by libraries.

Respectfully submitted,

For the Committee.

BERNARD C. STEINER,
Chairman.

REPORT OF THE COMMITTEE ON BOOKBINDING

The most important work accomplished by the Committee on Bookbinding during the past year was the revision of Library Handbook No. 5, which was published in October by the A. L. A. Publishing Board. The first edition of this Handbook was confined to specifications for binding fiction,

juvenile books, newspapers, periodicals, reference books and non-fiction, and was designed primarily for small libraries. In the second edition the specifications have been thoroughly revised, and, in addition, there will be found brief discussions on sewing, guarding of end papers, sections, etc., back-lining, and attachment of cover. At the end will be found a brief reading list. In its revised form the Handbook is much more useful than before and can be used advantageously by all libraries, large and small. In Los Angeles the Public School Board have decided that bids for school binding must be based on the specifications in this Handbook.

A notice was sent to many of the educational periodicals, calling the attention of superintendents and school teachers to the fact that the binding of reference books, such as dictionaries and encyclopædias, plays an important part in the life of the book, and pointing out the work done by this Committee in inducing publishers to issue such books in a suitable binding. Many periodicals published the letter, with the result that inquiries about binding came from schools all over the country.

Two publishers have showed a renewed interest in reinforced bindings. Houghton Mifflin Company have reinforced several titles of new fiction. Charles Scribner's Sons have also reinforced the Universal Edition of Dickens, volumes of which are admirably suited for library use. These can be obtained either as a complete set or in single volumes. On request, specifications for commercial binding of reference books have been sent to several publishers, though we have no record that the specifications were adopted. One commercial binder has twice submitted samples of work for the approval of the Committee.

The European war has had a disastrous effect upon the prices of binding materials. Some leathers are almost impossible to obtain. Cowhides have increased greatly in price and deteriorated in quality, so that the Committee advises that library buckram be substituted for cow-

hide until the price and quality again become normal. The shortage of dyes has also affected the cost of cloths, though not to the same extent as leathers.

Respectfully submitted,
ARTHUR L. BAILEY, Chairman.

REPORT OF COMMITTEE ON BOOKBUYING

The report of the Committee last year referred to the fact that owing to various court decisions libraries were no longer limited to the former 10 per cent discount on new net books, and that the question of discounts was a matter for the individual library and the individual dealer or jobber. The courts have practically prohibited the enforcement of fixed retail prices by the manufacturer or jobber. As a result there has been real competition for library trade in so far as prices are concerned, which means that the discount to libraries on new net books is no longer limited to 10 per cent.

The court decisions have had an effect much wider than that of library bookbuying. In order to counteract such decisions and to obtain legislation permitting the enforcement of fixed prices by the manufacturers, various bills have been introduced into Congress. For the last two years your Committee has watched these bills, with interest and concern, but there seemed little chance of any such bill becoming a law until this session. In December of last year it was apparent that a determined effort would be made to pass some bill legalizing fixed prices. This movement was being strongly pushed by the American Fair Trade League with the support of the United States Chamber of Commerce. The matter was brought before the Executive Board and the Council of the American Library Association at the December meeting, with the result that the Executive Board authorized the Bookbuying Committee, in co-operation with the Committee on Federal and State Relations, to arrange for a representation of the American Library Association at hearings before Committees of the House and Sen-

ate on fixed price legislation. In addition the Council passed the following resolutions:

"RESOLVED: That the Council of the American Library Association, acting for said Association and representing the public, educational, scientific and institutional libraries of the country, most earnestly ask that such libraries be exempted from the provisions of the H. R. No. 13,305. They ask this because such libraries are large purchasers of books and are operated entirely for the benefit of the public and for general educational purposes, and are supported in the main by public taxation.

"VOTED: That the Bookbuying Committee be requested to secure and compile, as promptly as possible, statistical and other material in support of the position taken by the Council on the Stevens Bill, and that such material be at once distributed to all libraries affected by the provisions of the bill."

In accordance with the resolutions of the Council the Bookbuying Committee of the Association prepared a circular to libraries, urging the necessity of joint action to secure an amendment to the Stevens Bill, which would exempt libraries from the provisions of the bill. The Committee also had planned an energetic campaign looking toward the same end. Just as the circular was about to go to press, however, a conference was arranged, through the aid of Mr. Bowker, with Mr. Whittier of the American Fair Trade League. Mr. Whittier informed the Committee that a new bill was about to be introduced which would replace the old Stevens-Ayres bill. He offered his cooperation in obtaining a clause in the bill exempting libraries. The new bill was introduced by Representative Stephens of Nebraska, January 21st, (H. R. No. 9,671). The bill contains the following clause:

"The provisions of this act shall not apply in cases of sales of such article or articles of commerce to the United States, or in cases of sales of such articles to any state or public library, or to any society or institution incorporated or established solely for religious, philosophical, educational, medical, scientific or literary purposes, made in good faith for use thereof by such society or institution."

It appeared that all objections on the

part of librarians, as such, to the old bill were obviated by the introduction of the new bill and that no further action was necessary, except that of "watchful waiting." At this date (May 20th) the bill is still before the Committee on Interstate Commerce of the House. Any such legislation will require careful and continual attention lest unfavorable amendments be introduced in Committee. It seems apparent that price maintenance bills with their ever present danger to libraries will be actively pushed for some time to come, whether the present bill becomes a law or not.

The report of the Bookbuying Committee last December, together with action by the League of Library Commissioners, resulted in a number of appeals and protests to Congressmen against the earlier Stevens-Ayres Bill. These protests were made before a report of the new bill exempting libraries could be given publicity. The influence of such communications was marked. It seems apparent to your Committee that the effect of concerted action by libraries and librarians throughout the country, if made in season and with sufficient force, will to a large extent avert the danger of hostile legislation such as contained in the original fixed price bills.

CHARLES H. BROWN, Chairman,

REPORT OF THE TRUSTEES OF THE CARNEGIE AND ENDOWMENT FUNDS

The Trustees of the Endowment Fund beg leave to submit the following statement of the accounts of their trust for the fiscal year ending January 15, 1916:

There has been no change in investments during the year. On the 10th of February, 1916, however, the \$15,000 par value of New York Central & Hudson River Railroad Company, Lake Shore Collateral, 3½% Bonds of February 1, 1998, were, in accordance with the plan for the consolidation of the New York Central &

Hudson River Railroad Company with the Lake Shore & Michigan Southern Railway Company, exchanged by us for a like amount of the Consolidated Mortgage 4% Bonds due February 1, 1998, of the new consolidated corporation, The New York Central Railroad Company. As a result of this exchange the income from the fund will be increased \$75 a year, dating back to February 1, 1915. All interest on investments has been promptly paid except that default was made in the payment of the semi-annual installment of 2½% due September 1, 1915, on the \$15,000 par value of Missouri Pacific Railway Company Collateral Trust 5% Bonds due January 1, 1917, which were included in the securities which we took over upon our appointment as trustees. Owing to the default and to the proposed reorganization of the affairs of the Missouri Pacific Railway Company, a committee of which Mr. Moreau Delano, of the firm of Brown Brothers & Company, is chairman, was formed to protect the interests of this particular issue of Missouri Pacific bonds. We deposited our bonds with the Columbia Trust Company, the depository of that committee, and took advantage of the committee's offer to advance to us the amount of the coupons due last September. The \$375 of coupons due March 1, 1916, have been collected in the same way. No final adjustment of the Missouri Pacific finances has yet been reached. We hope that such a settlement will be made as will fully preserve the interests of the Collateral Trust bondholders.

The usual audit of the investments and accounts of the trust was, at the request of the Chairman of the Finance Committee of the American Library Association, made by Mr. Franklin O. Poole, librarian of the Association of the Bar of the City of New York.

Respectfully submitted,

W. W. APPLETON,

M. TAYLOR PYNE,

EDWARD W. SHELDON,

Trustees Carnegie and Endowment Funds.

CARNEGIE FUND, PRINCIPAL ACCOUNT

Cash donated by Mr. Andrew Carnegie.....\$100,000.00

Invested as follows:

Date of Purchase	Cost	Book Value	
June 1, 1908 5,000 4% Amer. Tel. & Tel. Bonds.....	96½	\$ 4,825.00	
June 1, 1908 10,000 4% Amer. Tel. & Tel. Bonds.....	94¾	9,437.50	
June 1, 1908 15,000 4% Cleveland Terminal	100	15,000.00	
June 1, 1908 10,000 4% Seaboard Air Line.....	95½	9,550.00	
June 1, 1908 15,000 5% Western Un. Tel.....	108½	15,000.00	
June 1, 1908 15,000 3½% N. Y. Central (Lake Shore Col.)..	90	13,500.00	
June 1, 1908 15,000 5% Missouri Pacific	104¾	15,000.00	
May 3, 1909 15,000 5% U. S. Steel.....	104	15,000.00	
Aug. 6, 1909 1,500 5% U. S. Steel.....	106¾	1,500.00	
July 27, 1910 1,000 5% U. S. Steel.....	102½	1,000.00	99,812.50
102,500			
Jan. 15, 1916 United States Trust Co. on deposit.....			187.50
			<u>\$100,000.00</u>

There is also a surplus account amounting to \$150.00.

CARNEGIE FUND, INCOME ACCOUNT

1915			
January 15	Balance	\$1,441.06	
February 1	Int. New York Central.....	262.50	
March 1	Int. Missouri Pacific	375.00	
March 1	Int. Seaboard Air Line.....	200.00	
May 1	Int. Cleveland Terminal	300.00	
May 1	Int. United States Steel.....	437.50	
July 1	Int. Western Union	375.00	
July 1	Int. American Tel. & Tel.....	300.00	
August 3	Int. New York Central.....	262.50	
September 1	Int. Seaboard Air Line.....	200.00	
November 1	Int. Cleveland Terminal	300.00	
November 1	Int. United States Steel.....	437.50	
December 1	Int. On deposit	57.54	
December 17	Int. Missouri Pacific (due September).....	375.00	
1916			
January 3	Int. Western Union	375.00	
January 3	Int. American Tel. & Tel.....	300.00	\$5,998.60

Disbursements

1915			
May 11	Carl B. Roden, Treasurer.....	\$1,500.00	
September 15	Carl B. Roden, Treasurer.....	1,500.00	
December 4	United States Trust Co., Commission.....	75.00	
December 14	Carl B. Roden, Treasurer.....	1,500.00	
January 15, 1916	Cash on hand.....	1,423.60	\$5,998.60

ENDOWMENT FUND, PRINCIPAL ACCOUNT

1915			
January 15	On hand, bonds and cash.....	\$7,886.84	
March 3	Life Membership, M. T. Pyne	25.00	
April 3	Life Membership, H. R. Peck	25.00	
May 5	Life Membership, E. Crane.....	25.00	
June 4	Life Membership, M. E. Downey.....	25.00	
August 2	Life Membership, M. A. Newberry	25.00	
August 2	Life Membership, E. S. Bucher	25.00	
August 2	Life Membership, A. S. Root.....	25.00	\$8,061.84

Invested as follows:

Date of purchase		Cost	
1908			
June	1 2 U. S. Steel Bonds.....	98½	\$1,970.00
October	19 2 U. S. Steel Bonds.....	102½	2,000.00
November	5 1½ U. S. Steel Bonds.....	101	1,500.00
1910			
July	27 1½ U. S. Steel Bonds.....	102½	1,500.00
1913			
December	8 1 U. S. Steel Bond.....	99½	991.25
January	15, 1916, Cash on hand U. S. Trust Co.....	100.59	\$8,061.84

ENDOWMENT FUND, INCOME ACCOUNT

1915			
May	1 Int. U. S. Steel Bonds.....	\$200.00	
November	1 Int. U. S. Steel Bonds.....	200.00	\$400.00

Disbursements

1915			
March	3 Exchange on check	\$.10	
April	3 Exchange on check .....	.10	
May	5 Exchange on check .....	.10	
May	11 Carl B. Roden, Treasurer.....	199.70	
June	4 Exchange on check .....	.10	
December	14 Carl B. Roden, Treasurer.....	199.90	\$400.00

REPORT OF THE TREASURER

January-May, 1916

Receipts

Balance, Union Trust Company, Chicago, Jan. 1, 1916.....	\$ 3,957.57
Membership fees	6,104.95
Life Memberships	150.00
Interest on Bank Balance, January-May.....	37.94

\$10,250.46

Expenditures

Checks No. 80-87 (Vouchers No. 1324-1332).....	\$4,091.20
Balance Union Trust Co., Chicago.....	\$6,159.26
G. B. Utley, Balance, Nat. Bank Republic.....	250.00

Total Balance\$6,409.26

James L. Whitney Fund

Principal and interest, Dec. 31, 1915.....	\$226.89
Interest, Jan. 1, 1916.....	3.33
Sixth Installment, Jan. 15, 1916.....	22.86

Total\$253.08

Respectfully submitted,

C. B. RODEN, Treasurer.

REPORT OF FINANCE COMMITTEE
To the American Library Association:

In accordance with the provisions of Section 12 of the Constitution, your Finance committee submits the following report:

The probable income of the Association for 1916 has been estimated as \$24,045.00 and the Executive board has been authorized to make appropriations to this amount. The details of the estimated income were

published in the Bulletin for January, 1916, together with the budget adopted by the Executive board, and are for this reason not given here.

Dr. C. W. Andrews has audited for the Committee the accounts of the Treasurer and of the Secretary as Assistant Treasurer. He found that the receipts as stated by the Treasurer agree with the transfers of the Assistant Treasurer, with the cash accounts

of the latter, and with the statements of transfers in the accounts of the Trustees. The expenditures as stated are accounted for by properly approved vouchers, and the balance shown as that in the Union Trust Company of Chicago agrees with the bank statement of December 31, 1915. The bank balances and petty cash of the Assistant Treasurer agree with the bank books and petty cash balances. The accounts of the Assistant Treasurer are correct as cash accounts.

The securities now in the custody of the Trustees have been checked for the Committee by Mr. F. O. Poole, who certifies that their figures are correct. He found that the bonds and other securities amount, at par value, to \$102,500 for the Carnegie fund, and to \$8,000 for the Endowment fund.

The accounts of the James L. Whitney fund, which is in the hands of the Treasurer, have been examined and found to be as stated by him in his annual report.

Respectfully submitted,

HARRISON W. CRAVER,

Chairman.

REPORT OF COMMITTEE ON WORK WITH THE BLIND

Your Committee desires to emphasize the need of a few well-stocked library centers for the blind in neglected districts. From St. Louis to Sacramento there is a large area, having a considerable blind population, and few distributing points for embossed books. In the southern states there is little reading matter available for the adult blind. In order to supply the sightless readers of the country economically and satisfactorily no considerably populated territory should be without a library center, having power to circulate embossed books throughout the state and often in adjoining states.

As a definite experiment the Committee has undertaken to develop by loan, a small collection of books in a district now covered by loans sent to individual borrowers from libraries at a distance. The library chosen for this experiment has

consented to receive and circulate such books as may be borrowed from the idle duplicates on the shelves of large libraries. The director of the Perkins Institution for the Blind has generously promised to negotiate a loan of such duplicates as can be spared from their book-shelves.

Our plan, not yet fully carried out, has nevertheless already met with favorable interest and the co-operation of the local Association of Workers for the Blind.

Some overlapping of territory supplied by large libraries may be inevitable, but librarians have lately concurred to restrict readers, where feasible, to the library from which they should borrow.

On account of the uncertainty about type the American presses have this year printed fewer books than usual. The problem of getting more books for blind readers will be solved by the adoption of a uniform type, which may at last be imminent. So hopeful are we that it seems not amiss to look ahead to the satisfactory stocking of our shelves with great numbers of books in tangible print, without the disheartening duplication of titles in three types.

Librarians will do well to remember that the sympathetic attention the public is giving to the needs of blinded European soldiers may be expected to intensify interest in all work for the blind, everywhere.

Inventory of Canadian Libraries of Embossed Books

Key to abbreviations used in this inventory:*

AB = American Braille.
 B = Braille.
 Circ = Circulation.
 EB = European Braille.
 Ll = Line letter.
 M = Moon.
 Ms = Music scores.
 NY = New York Point.
 Vols. = Volumes.

Halifax, Nova Scotia. School for the Blind. vols. 500 to 600 EB (not counting duplicates). Circ. 1700. Books may be circulated throughout Canada, but are intended to meet the needs of the blind of the provinces of Nova Scotia, New Brun-

*Repeated from 1915 report.

wick, Prince Edward Island and Newfoundland.

Ontario: Brantford. Circulating Library. vols. 2237: L1625; M281; NY1431. Titles 200. Circ. 157. Books may be circulated throughout Canada. Printed catalog supplied free of charge.

Ontario: Toronto. Canadian Free Library for the Blind. vols. 4489: AB25; EB994; L178; M325; NY3057. Titles 1383. Ms: NY and B1323 (B. Ms. negligible). Circ. 9260. Books may be circulated throughout Canada, Newfoundland and the United States. EB and NY catalogs are sold for 25c. The readers of this library represent one-ninth of the total estimated blind population of Canada. 114 new names were added to the list of borrowers last year. The accessions for the year were almost 1000 volumes less than actually ordered, for the disorganization of ocean transport has prevented the shipment of a very large consignment from Great Britain. The inconsiderable use of embossed music has led to a serious thought of abandoning this branch of the service. The librarian, Mr. S. C. Swift, a blind man, conducts classes of instruction in Braille reading and writing on the library premises and elsewhere. Considerable home-teaching is done by volunteer members of the library association in various parts of the country. A supply department is maintained, which furnishes at cost or at advantageous discounts, such needful articles as paper, slates, games, typewriters, etc. Last year this library, working in conjunction with Sir Frederick Fraser of Halifax, secured from the Dominion Government the franking privilege on books for the blind sent to Newfoundland, such concession having previously been agreed to by the Government of that colony.

Quebec: Montreal. Association of the Blind. vols. 600: AB50; EB460; L120; M50; NY20. Titles 550. Ms: B100. Circ. 200. Books may be circulated throughout the province of Quebec. Catalogs supplied free of charge.

Announcements of New Collections

Public Library of Birmingham, Alabama. Mr. Carl H. Milam, director, announces a small collection of books for the blind, which is about to be considerably augmented. The local association for the blind has appropriated a sum of money for the purchase of new books, and special shelving has been installed to receive them.

Carnegie Library at San Antonio, Texas, circulates among the local blind a small collection of loan books, which is changed from time to time. The librarian, Miss Elizabeth West, has plans for developing a permanent collection. The records of loans made to Texas adult blind by libraries extending their privileges to that state demonstrate the need of increased library facilities for the blind of Texas.

The Minnesota Agency for the Blind is experimenting to test the advisability of loan collections sent from the library center at the State School for the Blind, to the public libraries of Duluth and Minneapolis. These loans are to be exchanged for new ones whenever expedient. Agency teachers meet the local blind at these sub-centers, and assist them to learn the reading and writing of embossed systems, and to learn typewriting.

Reports on the Year's Work of a Few Important Libraries

The California State Library, Sacramento, reports through the head of its Department for the Blind, Miss Mabel R. Gillis, a collection of 5,356 volumes and 636 music scores, and a circulation of 10,923.

We quote as follows: "From May 1, 1915, to April 30, 1916, our home teacher, Miss Foley, gave 906 lessons to the blind. She made many calls on borrowers who were in need of other help besides actual lessons. She made twelve speeches before clubs and other associations. She has helped by correspondence many borrowers in distant parts of the state to learn to read, and has aided the blind of Los Angeles and vicinity in many ways which no statistics can show."

Carnegie Library, Pittsburgh, Pa., Miss Lucy D. Waterman, in charge of Work with the Blind, reports that the collection of embossed books was increased in 1915 by 101 volumes and now numbers 1,943. There are also deposited here 792 books and periodicals which are owned by the Pennsylvania Home Teaching Society, making a total of 2,735 books and magazines available for blind readers in the western part of the state. The circulation for the past year was 4,336.

A home teacher employed by this society has been working successfully in the Pittsburgh field for more than eight years, and during the past year two additional teachers have been appointed for work in Armstrong and McKean counties, drawing upon this library for books for their pupils.

The circulation for the year was 4,336. Forty-eight new readers used the collection, while the eleven withdrawals were due to death, removal to another district, or lack of desire to continue reading. The library is now serving 292 readers.

The New York Public Library, Miss Lucille Goldthwaite, librarian for the Blind. The year was one of unprecedented activity. It shares this distinction, however, with the majority of the libraries for the seeing, and this fact may be illuminating to those who consider that blindness creates a class apart, untouched by the world's interest.

The total circulation, including magazines and music scores, was 31,528, an increase of 5,304 over last year. This circulation is divided among the more important types as follows: American Braille, 4,892; European Braille, 7,798; Braille music, 1,103; Moon, 5,649; New York Point, 9,866; Point music, 2,113. Of the total circulation, only 1,065 were due to renewals. There was only a normal increase in the number of active readers, 896 in 1915.

Three embossed sections of the catalog were issued early in the year, one list of the books in the European Braille type, and two lists of the music scores. Music scores were circulated to the number of 3,216. The home teacher has given 280

lessons, paid 476 visits, and exchanged 318 books.

New York State Library, Albany, Miss Mary C. Chamberlain, librarian for the Blind, reports as follows: Books are circulated outside of the state when impossible to be obtained in the reader's home state. An ink print finding list may be had upon application and is always sent to new readers. From the annual state appropriation of \$2,000 many books printed in the different systems have been purchased and twelve titles have been printed in New York point. Through the generosity of Miss Nina Rhoades of New York City the printing and binding of twenty-five copies of one more title have been given this year to the library—making in all 152 titles which have been printed by the New York State Library, of which 13 were the gifts of Miss Rhoades and three the gifts of friends of President John Huston Finley. These titles are all available by purchase to libraries and individuals. If other libraries would add the printing of even two or three titles each year to the very limited number of titles, comparatively speaking, which are available, the blind of this country—and when the uniform type becomes a reality—the blind of the whole world indeed would have cause for rejoicing.

The Perkins Institution Library, Watertown, Mass., is the distributing center for embossed books for the blind throughout the New England states in particular, and also loans books in any part of the United States and Canada wherever they are needed. The librarian, Miss Laura M. Sawyer, writes that during the year September, 1914-September, 1915, the library circulated 7,786 books among the pupils of the school and 5,318 to blind people outside the school, making a total of 13,104. This does not include the music scores loaned by the school. The number of books circulated is reduced by the fact that there is no time limit, which would undoubtedly increase the rapidity with which many of the borrowers read.

The library supplies the books needed

by the home-teachers in Massachusetts and many books used for the blind in Rhode Island and New Hampshire. The Massachusetts Commission also frequently enlists new readers of the embossed books. Through the co-operation of these agencies the library does not require a special home-teacher as a connecting link between it and the outside reader.

An ink print catalog of the embossed books for circulation has recently been issued, also a supplement to the list published in 1907 of the books in the special reference library relating to the blind. The material in this special library is continually being increased. It is open free to all for study and reference work on all subjects relating to blindness and the blind.

The Library of Congress Room for the Blind, Mrs. Gertrude T. Rider, Chairman of this Committee, in charge. The collection of books has been increased in all types. Great care has been taken to select from the many applicants for loans, such as we considered legitimate borrowers from this center. All other applicants have been referred to collections of embossed books in their own states, with our promise to lend to them in case they are unable to borrow nearby what they require.

In addition to well-stocked tables of apparatus and devices for the blind, we maintain a permanent exhibit under glass, of the products of blind labor, lent by Schools for the Blind, State Commissions and Industrial Shops.

Volunteer home-teaching service has been placed at our disposal by the District of Columbia Association of Workers for the Blind. The need of home-teachers has been keenly felt, and we value the co-operation of this association of which most of our local readers are members.

After attending the Conference of Workers for the Blind at Berkeley, California, June 28-July 4, 1915, Mrs. Rider went to Japan, where she visited officially libraries and schools for the blind.

Uniform Type

In April, 1916, the Commission on Uniform Type for the Blind invited co-workers in Great Britain to appoint a committee of three having authority to work with a like committee in America toward the improvement of British Braille with a view to the possibility of its adoption as the uniform type of the English speaking world. Certain changes in British Braille were suggested to the proper authorities in Great Britain and these changes will be the basis of the committee's report to the Halifax Convention of American Instructors of the Blind, July, 1916.

It is hoped and believed that a substantial agreement with the British may justify America in arriving at a satisfactory conclusion of this great question.

Books and Music

All books available in American Braille are recorded in the "List of Publications in American Braille" published at the Pennsylvania Institution for the Blind, Overbrook, Philadelphia.

The Hymnal of the Protestant Episcopal Church published in American Braille by the Society for the Promotion of Church Work among the Blind is now complete in ten volumes.

Hitting the Dark Trail, by Clarence Hawkes, blind naturalist, is being copied into American Braille, by the Perkins Institution for the Blind.

The Novel Music Embossing Company, of Jacksonville, Illinois, organized in June, 1915, specializes in embossing popular music to sell at the current prices of the same music in ink print. They publish also some books on music and two periodicals, all of which may be had in both American Braille and New York point.

The list of New York point books has been increased by a number of titles embossed at the American Printing House for the Blind.

We note with appreciation that subject, author, and initials of type are now printed directly upon the buckram bindings of

books published there. The publication committee states that they propose also making uniform the place of the title on books.

A stereograph and press have been installed at the Cloverhook Home for the Blind, Mt. Healthy, Ohio. To date a list of seven titles is offered in New York Point.

Five volumes of free literature in New York Point have been issued by the Bible Training School of South Lancaster, Mass.

The Xavier Free Publication Society for the Blind, 59 E. 83d Street, New York City, has published thirty-nine new titles. This society is using steel plates for stereographing, instead of brass or zinc ones. So-called Bessemer steel has been found to be an excellent substitute for the metals originally used, and effects quite a saving, as brass and zinc have increased from three to four hundred per cent over former prices.

The presses of The National Institute for the Blind, London, have offered a rapidly increasing output of English Braille and Moon type books.

New Periodicals

The Music Survey, AB and NY editions, The Weekly News, NY and AB editions, published by the Novel Music Embossing Co., Jacksonville, Ill.

Sunrays, interlined EB, published by the Oakdale Publishing Co., 4 New London Street, London, E. C.

The World Blind, monthly, AB,

The World Blind, monthly, ink print, published by The United Workers for the Blind of Missouri, 2616 Gamble Street, St. Louis, Mo.

The Cincinnati Globe, weekly, ink print, "published to interest the Seeing in the Blind," Suite 414, Greenwood Bldg., Cincinnati, Ohio.

Recent Articles of Interest to Librarians for the Blind

"Library work for the blind," by Miss Mary C. Chamberlain, of the New York State

Library, has been issued as a "preprint" of Chapter XXX of the A. L. A. Manual of Library Economy. A valuable bibliography will be found in this new handbook which has been announced in the A. L. A. bulletin.

"Library facilities for the blind of the United States" is the title of a reprint of this Committee's report of 1915, compiled by Miss Lucille Goldthwaite, Chairman. This important résumé is issued in pamphlet form by The New York Public Library.

"The work of a circulating library for the blind," as illustrated by the California State Library, is the subject of a paper presented at the Berkeley Conference on the Blind, June-July, 1915, by Miss Mabel R. Gillis, in charge of the collection of embossed books in the California State Library.

"What the national government is doing for the blind and what more it ought to do," by O. H. Burritt, Principal of the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Philadelphia, Pa.

This article, which appears in the last annual report of the institution, was read as a paper at the Washington Conference of Workers for the Blind, April 16, 1914.

"Notes on the blind of Japan," by Mrs. Gertrude T. Rider, Library of Congress. Appears with illustrations in the spring number of the Outlook for the Blind, published at Columbus, Ohio.

"The crystal phonopticon," a print-reading device for the blind now in the laboratory stages of development, is fully described in the following periodicals: The Scientific American, Aug. 14, 1915, "A Mechanical Eye;" The Outlook for the Blind, July, 1915, "A Mechanical Eye" (reprinted from the Scientific American).

Effort Toward Standardizing Statistics

In reporting circulation, libraries for the blind universally count each volume of a book, each magazine and music score as a unit. Renewals are counted by very few

librarians; in fact, few libraries send overdue notices regularly. The consensus of opinion is that renewals should not be counted as a second loan, as the library has not the extra work of sending them out again.

For the Committee,
GERTRUDE T. RIDER, Chairman.

FINAL REPORT ON
AMERICAN LIBRARY ASSOCIATION
PANAMA-PACIFIC EXHIBIT

(See Leipzig report, Library Journal 39: 288-90, 583-87, 591-96; Public Libraries 19: 310-12, 344-46, and Bulletin of the A. L. A. 8:117-27, and report of committee to Berkeley Conference, Bulletin, 9: 237.)

The war interfered in a decided way with the plans of the Committee. It was our expectation that the material sent to Leipzig would be returned without cost, in a usable condition; and when it seemed quite certain that the Leipzig exhibit would not be returned in time to be used at the Panama-Pacific Exposition there was considerable doubt as to the feasibility of making up an exhibit for San Francisco.

It was felt that without the Leipzig material for a foundation difficulty would be found in gathering a fresh lot. After consultation, however, with several librarians, and hearing in a decided way from Pacific Coast members, the Committee decided to proceed with preparations. As soon as this decision was reached an appeal was made to A. L. A. members for funds and material with the usual excellent results.

When the Leipzig Exposition closed the goods were packed and sent to a storehouse until such time as arrangements could be made for their return. After a long delay the goods reached New York in a greatly damaged state; and, (although the agreement was that the exhibitor would not have to pay return freight) owing to some misunderstanding between the A. L. A. representative and the Exposition authorities, at an enormous cost to the A. L. A. for freight, which made sad inroad in the Committee's finances. The total charge for transportation from Leipzig to New York was \$638, and from New

York to San Francisco, \$463.50, of which the Library of Congress paid \$154.50; and it was only through the good offices of Dr. Putnam, librarian of Congress, and the State Department that the return of the Exhibit was expedited.

Mr. J. L. Gillis, a member of the Committee, owing to illness, was unable to attend to the installing of the Exhibit, and his place was filled most acceptably by Mr. Charles S. Greene, librarian of the Oakland Free Library. The other members of the Committee owe a debt of gratitude to Mr. Greene for this labor of love performed under most trying circumstances, and unstinted appreciation of his services by the Committee and the whole Association cannot be named in too strong terms.

The exhibit was ready when the Exposition opened, February 20th, in charge of Miss Elizabeth Lowry, who remained until May 1st, when Mr. Joseph L. Wheeler, of Los Angeles, came to the front. Miss Lowry, after the termination of her paid engagement, gave several weeks time without cost to the fund. Mr. Wheeler was in continuous charge, (except for the last three weeks in June, when the exhibit was in the hands of Mr. George B. Utley) until he resigned at the end of October to accept the position of librarian of the Reuben McMillan Free Library, Youngstown, Ohio. After this date the attendants were volunteers from California libraries.

The voluntary attendants were secured through the efforts of Mr. Greene and the California Library Association, so that at all times some librarian was in charge of the exhibit. To all these who gave so freely of their time and labor, the Committee on behalf of the Association gives sincere thanks, for without their aid the exhibit could not have been kept open from the beginning to the end of the Exposition.

Thanks are especially due to the Library Bureau for the loan of furniture, amounting to over \$300 in value, for both the Leipzig and the Panama-Pacific exhibits;

and to publishers who so kindly sent books needed for display.

The Public Library of San Francisco offered to establish a branch within the exhibit space, gather a model library of about 500 volumes, new books in good editions, and provide an attendant to care for it. Lack of space, however, prevented the Committee from accepting this generous and sincerely appreciated offer.

An attempt was made to have the A. L. A. and Library of Congress exhibits side by side, but the application was filed too late to make such an arrangement practicable, and so the former was in the Education Building and the latter in the Liberal Arts Building. Mr. Kletsch, of the Library of Congress, who was in charge of the L. C. exhibit at Leipzig and also at San Francisco, was of great assistance in helping the Committee find and assemble the Leipzig material.

Instructions were sent to the California representative to install the exhibit along the lines of the Leipzig exhibit, but they could not be carried out owing to the delayed receipt of the Leipzig material, so the best disposition possible under the circumstances were made in the 2,000 square feet floor space available.

An excellent description of the exhibit was written by Mr. Joseph L. Wheeler and printed in "Library Journal" for November, 1915 (pp. 794-96). From this we copy the following extracts:

"Of the Leipzig material, practically none has been used in the present exhibit. The collection of juvenile books, some of the volumes of professional library literature, and ten of the "wing frames" of mounted material, were intact. But the main body of photographs and forms, and the interesting model of a small library, had to be discarded on account of breakage and mildew. The views, lists, forms, blanks, and other items which form the present exhibit, are largely the material that was sent in to the California State Library during the winter. All of the work of sorting, arranging, mounting, writing the explanatory labels and notes, and having the mounts lettered by a sign writer, was done during the month of May, and it is to be regretted that unfortunate circumstances which had preceded allowed only this short time.

"The most notable feature of the entire exhibit, and the one which has accomplished the greatest result, is the immense map of the California county library system. This map, forty feet high, covers the entire wall space of the booth. It is a forcible explanation of the rural library work carried on by one state.

"The phase of library work with which the greatest portion of the visitors seem already acquainted is that with the children. A table of juvenile books near the front railing draws many interested visitors. The first of the seven booths in the exhibit is labeled "Library work with children," and contains a goodly array of books for small and large boys and girls, with the furniture one would expect. Every day scores of parents, uncles, aunts and friends, as well as the boys and girls themselves, take away something of the pleasure which comes from handling good books, and understand a little of the work which libraries everywhere are doing to secure only the best books and to make them available to everyone. On the walls are many photographs of children's rooms, story hours, reading clubs, and other activities. Much interest has been shown in school library work. Elementary school library work is not so well shown as that from the high schools, but more inquiries have been made about it. Picture posters are examined with delight, and it is plain to see that the example will be followed not only by librarians, but by school teachers and parents in many parts of the country.

"The work of large city public libraries occupies the second section. On the left wall the branch system is shown by a large map of a typical city, and again by a very interesting series of photographs from another city. Even library users in large cities are only slightly acquainted with the branch library idea, and are surprised to find that in their home cities library work is being carried out on such a large scale. On the right wall is shown the service of city libraries to various classes and interests in their communities—foreigners, the blind, art and music lovers, business men, engineers, students of economics and civics, and many others. This, too, is work which few of the people most directly concerned know anything of.

"Rural libraries of varied type are shown in the third section. The pictures of the book automobile in Maryland are most effective, and they lead persons to study also the work of the county libraries, the library commissions, and the contrasted type of individual local small libraries, as

in New England. On opposite sides are a map of Massachusetts which shows a picture of each public library building in the state, and a map of a typical county in California, with its branches. These serve as texts for an explanation of the contrasts between the two systems. To supplement this, the immense map of California is explained to as many visitors as possible. Moving-picture films of California library service are shown in an adjoining theater.

"The section on special libraries and college libraries includes pictures and material from the American Bankers' Association, some insurance libraries, the Co-operative Information Bureau at Boston, Arthur D. Little, Stone and Webster, and several others and a score of college library buildings.

"An entire section of the exhibit is devoted to library publicity, and visiting librarians pay more attention to this than to any other feature.

"The section on library 'technique' appeals to both the librarian and the layman. The subjects of book selection, cataloging and bookbinding are presented so that the uninitiated will realize something of the methods which libraries follow in choosing the good books from the poor ones, what it means to have a book well cataloged to bring out its contents, and how library books are rebound so as to give three or four hundred circulations instead of thirty or forty. For the librarians there are model order forms, time records, accounting sheets, sets of forms for station work, and other material of varied sorts.

"Library architecture is shown by a considerable variety of photographs and plans, ranging from those of the Library of Congress and the New York Public Library down to the small model building of a branch at Montclair, N. J. Several architects have spent much time in studying these plans, and beside the scores of people who wish to see 'their' home library pictures at the exposition, the exhibit has given good suggestions to hundreds who are working for the establishment of libraries in small country towns.

"The work of the various library schools is shown in small space, but space prominently located at the front of the exhibit. Pictures and catalogs of the schools, as well as some typical examination questions, are displayed. In arranging this, the trustees of small new libraries were in mind, as well as possible candidates for the schools, and it is certain that the two panels have made several thousand visitors realize that library work requires spe-

cial preparation, as much as teaching law or medicine.

"Two other panels at the front of the exhibit are given to a display of the work of the Association itself. Here are a variety of booklists, chapters from the 'Manual,' pamphlets on traveling libraries, etc. One must explain continually that the American Library Association does not publish or sell books, does not operate a book-loaning system, and is not a centralized governing body. The most effective way of explaining it has been to liken it to the National Education Association, as an organization of workers for their own mutual benefit, and for encouraging the establishment and improvement of library work everywhere.

"A conservative estimate of the attendance during the whole period of the fair would be 50,000. These visitors were of all types, naturally, but the total includes a very large number of persons whose knowledge of library work will be put to actual use. The exhibit must surely have good results. Many foreign representatives have made a careful study of the exhibit, and those from China, Argentina, Sweden, Japan, India, and possibly other countries have done this with a view to printing information about American library methods in their own lands. For the Chinese and Argentine visitors, who spent several entire days at the exhibit, a statement of American library methods was prepared, emphasizing the traveling and county library systems, and these visitors are now translating their information into Chinese and Spanish, with a view to its publication at home in the form of illustrated booklets. Duplicate photographs were requested from many libraries. Many requests have been made for photographs, slides and even for sections of the exhibit itself, for use in campaigns and educational displays in various places."

Under the title "Some impressions—Three weeks at the A. L. A. exhibit, San Francisco," Secretary Utley described briefly his experience at the exhibit the last three weeks in June. This article was printed in "Public Libraries," November, 1915 (20:415-17). There is a five-page illustrated article on the exhibit in the U. S. Bureau of Education Bulletin, 1916, No. 1.

The California Library Association and California librarians individually contributed much in time, material and money.

The money contributions show in the

detailed account of receipts. It may be noted that the sums credited to the counties and county free libraries (practically the same thing; for the county library funds are all provided by the counties) were given mainly to have the county's work in the library field represented in the moving picture film. This film, shown in the Education Building at the Exposition, in an adjoining theater, and a duplicate shown at the San Diego Exposition, occupied an hour, and covered all phases of California library work; the delivery desk of a large city library, the distribution by automobile of a box of books to a farmer's family from the top of a convenient stump, story hours, work with jails, desert scenes where cowboys dash up on their ponies, a multitude of forms of conveyance and housing of books in all sorts of locations. Schools, country stores, windmills, barber shops, private houses, banks, churches, and a great many more places where little county library deposits were housed, made the film one of great variety and interest. Since the Exposition closed the film has been cut up and made into twenty-minute reels. One of these is shown in Los Angeles, one is at the State Library, one went to China for use with the American Library Association material there, and one is in the possession of the California Library Association. Less cumbersome than the whole hour run, these films are even more interesting to the ordinary observer.

The volunteer attendants at the American Library Association booth all found the experience interesting and valuable. Some of them were detailed by their libraries, but many contributed the time from their own vacation periods. Some libraries contributed as much as ten weeks' time of an assistant.

To sum up the effect of the display on California libraries is a difficult matter, but it is easy to see some results. There has been given an object lesson in co-operation, and in spite of many improvements that would be made another time, the Cali-

fornia people as a rule believe that what was done was worth all it cost.

It is certain that the county library movement was greatly helped by the display in the map and films. Seven counties established libraries during 1915 and two more have come in since, so that thirty-four counties have county libraries. San Francisco is a city and county, leaving but twenty-three counties yet to be organized. Commissioner Claxton now speaks of the "California County Library System."

Illustrations of the exhibit will be found in "Library Journal," November, 1915 (p. 769), and in "Public Libraries," November, 1915 (p. 395).

Among the pamphlets and leaflets which were distributed from the exhibit were Hadley's "Why do we need a public library" (about 1,500 copies), "A. L. A. Booklist" (8,000 copies), and a twelve-page illustrated leaflet on "Free public libraries," especially prepared and printed for the exhibit (10,000 copies). Numerous copies of other A. L. A. publications, "Library Journal," "Public Libraries," and announcements of Library Bureau, H. W. Wilson Company, Publishers' Weekly, Boston Book Company, etc., were also distributed. A complete set of A. L. A. publications were on display.

The "Königlich-Sächsische Staatspreis," which the officials informed us ranked above the grand prize, was awarded the A. L. A. exhibit at Leipzig and the Medal of Honor, next below the grand prize, was received at the Panama-Pacific Exposition. These medals are now deposited in the archives at the headquarters office.

The Japanese Government donated to the A. L. A. twenty-three very beautiful art panels, the work of students from sixteen to twenty-five years of age in the Tokyo School of Fine Arts. These formed a part of the Japanese Educational exhibit at the fair. They arrived in Chicago the last of February and were loaned to the Chicago Public Library for exhibit first in the arts and crafts room at the central building and later at some of the branches.

It is possible that some other libraries may wish to borrow them later, in which case arrangements can doubtless be made. The "Fine arts journal" for May, 1916, contains an illustrated (7 cuts) article on these art panels.

The Leipzig Committee turned over a balance of \$262.00 which was exhausted by the payment of freight.

Of the total amount contributed, the California Library Association raised \$3,184.50, a part of this being appropriated toward the general A. L. A. expenses in San Francisco. Altogether, \$5,341.00, including the foregoing sum of \$3,184.50 raised by California, was received in subscriptions.

A study of the appended list of subscriptions shows that a much larger number of small libraries subscribed to the San Francisco exhibit than to that at Leipzig. A full accounting of the amounts received and expended by the A. L. A. Committee is to be found in the appended table.

The disposition of material remaining

at the close of the Exposition was made according to the recommendations submitted by the Committee to the Executive Board, December 29, 1915. These recommendations were:

1. The return of Library Bureau furniture to the Library Bureau agency in San Francisco.
2. Return to the publishers of expensive technical books loaned by them.
3. The return to libraries sending material such material as they have specifically requested should be returned.
4. That the popular books be donated to the library at Thane, Alaska, in charge of Mrs. Whipple.
5. The gift of such remaining material as may be desired to the Commissioners of the Young Men's Christian Association of China to form an educational exhibit to be shown in the leading cities and educational centers of China.

FRANK P. HILL
 MARY EILEEN AHERN
 J. C. DANA
 J. L. GILLIS
 GEORGE B. UTLEY
 CHARLES S. GREENE

LEIPZIG COMMITTEE

FINANCIAL STATEMENT

(Continued from report printed in Bulletin, July, 1914, p. 122.)

Receipts

Balance on hand, as per report.....	\$946.28	
Balance, contingent fund (Edyth L. Miller).....		1.20
Subscriptions:		
Special Libraries	\$ 10.00	
Carnegie library, Dequesne, Pa.....	5.00	
American Library Association.....	250.00	265.00
		<hr/>
		\$1,212.48

Expenditures

Expenses incidental to installation of exhibit (T. W. Koch).....	\$101.50	
Printing material for distribution (Brooklyn Eagle).....	158.72	
Services and incidentals (A. R. Hasse).....	302.81	
Miscellaneous expressage, etc.....	87.52	
Freight, Leipzig to New York (J. W. Devoy) part payment.....	299.83	
Bank exchange .....	.10	950.48
		<hr/>
Balance		\$ 262.00

PANAMA-PACIFIC EXHIBIT COMMITTEE
FINANCIAL STATEMENT

Receipts

Balance on hand (from Leipzig Committee).....	\$ 262.00	
Subscriptions	5,341.00	
Refund on freight.....	6.12	
Refund on typewriter rental.....	2.00	
Sale of publication.....	1.00	
American Library Association contribution to cover final expenses....	201.83	
		\$5,813.95

Expenditures

Miscellaneous expenditures (F. P. Hill).....	\$ 788.97	
Miscellaneous expenditures (C. S. Greene).....	1,724.48	
Miscellaneous expenditures (A. J. Haines).....	1,359.98	
Expense of map of California.....	276.52	
Expense of motion pictures.....	1,403.25	
Miscellaneous packing, crating, freight, expressage (at close of exhibit)	225.75	
Final payment toward expense at San Francisco (G. B. Utley).....	25.00	
Final incidental expense (G. B. Utley).....	10.00	
		\$5,813.95

Detailed Distribution of Expenditures

Freight, Leipzig to New York (J. W. Devoy) balance.....	\$ 338.17	
Freight, New York to San Francisco (Southern Pacific Co.).....	463.50	
Miscellaneous freight, expressage and cartage on arrival.....	35.47	
Custom house entry, war tax, etc.....	6.00	
Carpentry on booth (Bell & Rosslow).....	955.00	
Miscellaneous additional carpentry.....	49.50	
Burlap on walls of booth (W. J. Sloane).....	146.80	
Plaster work on booth (D. Beveridge).....	130.00	
Architect's fee (C. S. Kaiser).....	123.18	
Printing booklets, etc., for distribution (Max Stern's Sons).....	238.72	
Printing <i>A. L. A. Booklist</i> for distribution (Tucker-Kenworthy Co.).....	52.85	
Advertising and publicity.....	17.18	
Expense of map of California.....	276.52	
Expense of motion pictures.....	1,403.25	
Miscellaneous signs, show cards and posters.....	113.40	
Miscellaneous photographs and slides.....	61.05	
Miscellaneous stationery and office supplies.....	56.75	
Miscellaneous plants and flowers.....	60.40	
Miscellaneous painting	32.90	
Miscellaneous furnishings	31.80	
Rental of typewriting machines.....	17.00	
Incidentals (fares, admissions, postage, telephone, telegraph, etc.).....	84.33	
Partial traveling expense, Atlantic City committee meeting (G. B. Utley).....	34.00	
Traveling expense (J. L. Wheeler).....	26.75	
Expense at San Francisco (G. B. Utley).....	50.00	
Services (J. L. Wheeler).....	489.00	
Services (E. Lowry)	104.00	
Services (T. McCown)	14.50	
Services (other attendants)	2.25	
Stenographic services	4.00	
Janitor service	116.95	
Bank exchange	3.48	
Banner award	4.50	
Medal award	2.50	
Removal of booth.....	42.50	
Miscellaneous expressage, freight, crating, etc. (close of exhibit).....	225.75	
		\$5,813.95
Total		\$5,813.95

LIST OF SUBSCRIPTIONS TO THE AMERICAN ASSOCIATION EXHIBIT
PANAMA-PACIFIC EXPOSITION

Ahern, Mary Eileen, editor Public Libraries, Chicago.....	\$ 5.00
Arkansas City (Kansas) Public Library.....	5.00
Baker, Charlotte A., librarian State Agric. Coll., Fort Collins, Colo.....	2.00
Berkeley (Cal.) Public Library.....	35.00
Blakeley, Bertha E., librarian Mt. Holyoke Coll., South Hadley, Mass.....	3.00
Boston Public Library.....	100.00
Bowker, R. R., editor Library Journal, New York.....	25.00
Brigham, Johnson, librarian Iowa State Library, Des Moines.....	10.00
Brookline (Mass.) Public Library.....	50.00
Brooklyn Public Library.....	200.00
Brown, Walter L., librarian Public Library, Buffalo.....	10.00
California State Library.....	350.00
Chandler, Alice G., trustee, Town Library, Lancaster, Mass.....	5.00
Chapin, Artena M., librarian A. K. Smiley Public Library, Redlands, Cal.....	10.00
Chase, Arthur C., librarian N. H. State Library, Concord, N. H.....	1.00
Chicago Library Club.....	25.00
Chivers, Cedric, bookbinder, Brooklyn.....	20.00
Cincinnati Public Library.....	25.00
Clarke, Miss M. C., Brooklyn.....	1.00
Colcord, Mabel, Bureau of Entomology, Washington, D. C.....	2.00
Commercial Museum, Philadelphia.....	10.00
Connecticut State Library.....	5.00
Contra Costa Co. (Cal.) Free Library.....	50.00
Cooper, May, librarian Public Library, San Rafael, Cal.....	1.00
Cox, Mrs. Cora B., librarian Public Library, Ben Lomond, Cal.....	2.50
Crawford, Miss I. M., librarian Public Library, San Mateo, Cal.....	5.00
Detroit Public Library.....	50.00
Dills, Clara B., librarian Solano Co. Free Library, Fairfield, Cal.....	10.00
Dow, Mary E., librarian Public Library, Saginaw, Mich.....	1.00
Dulin, Elizabeth, librarian Free Library, Coalinga, Cal.....	1.00
Dunbar, Margaret, librarian State Normal School, Kent, Ohio.....	2.00
Elizabeth (N. J.) Public Library.....	25.00
Feldkamp, Cora L., office of Farm Management, Washington, D. C.....	1.00
Fresno (Cal.) Public Library.....	50.00
Fresno Co. (Cal.) Free Library.....	200.00
Friends Free Library, Germantown, Philadelphia.....	10.00
Gaylord Bros., Syracuse, N. Y.....	5.00
Gilroy (Cal.) Public Library.....	10.00
Glencoe (Ill.) Public Library.....	5.00
Gould, Charles H., librarian McGill University, Montreal.....	20.00
Green, Samuel S., librarian-emeritus Free Public Library, Worcester, Mass.....	5.00
Hadden, Anne, librarian Monterey Co. Free Library, Salinas, Cal.....	5.00
Hagey, E. Joanna, librarian Public Library, Cedar Rapids, Iowa.....	5.00
Hanford (Cal.) Free Public Library.....	100.00
Harrison (N. J.) Public Library.....	5.00
Harvard University, Department Landscape Architecture.....	2.00
Haverhill (Mass.) Public Library.....	10.00
Hayward (Cal.) Public Library.....	20.00
Hean, Clarence S., librarian Coll. of Agric., Univ. of Wis., Madison, Wis.....	1.00
Hills, Elizabeth C., librarian Cobleigh Library, Lyndonville, Vt.....	1.00
Homestead (Pa.) Carnegie Library.....	15.00
Hume, Miss J. F., librarian Queens Borough Public Library, Jamaica, N. Y.....	5.00
Huntington, Stella, librarian Santa Clara Co. Free Library, San Jose, Cal.....	10.00
Indiana Library Association.....	10.00
James Memorial Library, Williston, N. D.....	4.00
John Crerar Library, Chicago.....	100.00
Kane (Pa.) School Library.....	5.00
Kern Co. (Cal.) Free Library.....	300.00
Kerr, W. H., librarian State Normal School, Emporia, Kas.....	1.00
Kings Co. (Cal.) Free Library.....	100.00
La Jolla (Cal.) Library Association.....	5.00

Leary, Stuart & Co., book-sellers, Philadelphia.....	25.00
Lee, George W., librarian Stone & Webster, Boston.....	1.00
Lemcke & Buechner, book-sellers, New York City.....	10.00
Library of Congress (account freight charges).....	154.50
Little, George T., librarian Bowdoin College, Brunswick, Me.....	10.00
Long, Harriet C., librarian Kern Co. Free Library, Bakersfield, Cal.....	10.00
Long Beach (Cal.) Public Library.....	15.00
Los Angeles Co. Free Library.....	300.00
Los Angeles Public Library.....	200.00
Louisville (Ky.) Public Library.....	100.00
Lucht, Julius, librarian University Club, Chicago.....	5.00
Lyons, Rev. John F., librarian McCormick Theological Seminary, Chicago.....	1.00
McIlwaine, H. R., librarian State Library, Richmond, Va.....	5.00
Manchester (N. H.) Public Library.....	3.00
Marx, Henry F., librarian Public Library, Easton, Pa.....	10.00
Massachusetts Agricultural College.....	1.00
Matthews, Harriet L., librarian Public Library, Lynn, Mass.....	5.00
Mechanics-Mercantile Library, San Francisco.....	150.00
Merced Co. (Cal.) Free Library.....	100.00
Millner, Miss A. V., librarian State Normal Univ., Normal, Ill.....	5.00
Minnesota Library Association.....	10.00
Minot (N. D.) Public Library.....	5.00
Missouri Library Association.....	5.00
Moline (Ill.) Public Library.....	5.00
Monterey Co. (Cal.) Free Library.....	50.00
Monterey (Cal.) Public Library.....	15.00
Montclair (N. J.) Public Library.....	25.00
Mt. Holyoke College Library, Mt. Holyoke, Mass.....	5.00
New Haven (Conn.) Free Public Library.....	25.00
New York Library Club.....	25.00
New York Public Library School.....	50.00
Newberry Library, Chicago.....	50.00
North Adams (Mass.) Public Library.....	10.00
Oakland (Cal.) Free Library.....	100.00
Oakland Free Library, Alameda Co. Dept.....	100.00
Oklahoma Library Association.....	5.00
Ontario (Cal.) Public Library.....	25.00
Pacific Grove (Cal.) Public Library.....	25.00
Palo Alto (Cal.) Public Library.....	10.00
Passaic (N. J.) Public Library.....	25.00
Polk, Mary, librarian Bureau of Science, Manila, P. I.....	5.00
Portland (Ore.) Library Association.....	100.00
Pratt Institute Free Library, Brooklyn.....	25.00
Prendergast Free Library, Jamestown, N. Y.....	5.00
Preston, Nina K., librarian Hall-Fowler Library, Ionia, Mich.....	5.00
Princeton University Library, Princeton, N. J.....	50.00
Ranck, Samuel H., librarian Public Library, Grand Rapids, Mich.....	5.00
Reagan, Ida M., Oroville, Cal.....	10.00
Reed College Library, Portland, Ore.....	5.00
Riverdale (Cal.) Public Library.....	10.00
Riverside (Cal.) Public Library.....	25.00
Roberts, Flora B., librarian Public library, Pottsville, Pa.....	2.00
Roberts, Jennie E., librarian University of Iowa, Iowa City, Iowa.....	1.00
Root, Azariah S., librarian Oberlin College, Oberlin, O.....	10.00
Ross, Mrs. Elizabeth, Oakland, Cal.....	2.00
Ruckteshler, N. Louise, librarian Guernsey Mem. Library, Norwich, N. Y.....	2.00
Rugg, Arthur P., Worcester, Mass.....	5.00
Ryerson Library, Art Institute, Chicago.....	25.00
Sacramento (Cal.) Public Library.....	100.00
St. Joseph (Mo.) Public Library.....	10.00
St. Louis (Mo.) Public Library.....	100.00
San Bernardino Co. (Cal.) Free Library.....	50.00
San Diego Co. (Cal.) Library.....	100.00

San Leandro (Cal.) Public Library	10.00
San Rafael (Cal.) Public Library.....	35.00
Santa Barbara (Cal.) Free Public Library	100.00
Sawyers, Laura A., librarian Public Library, Chico, Cal.....	2.00
Shaw, Robert K., librarian Free Public Library, Worcester, Mass.....	2.00
South Dakota Free Library Commission.....	2.00
South Dakota State College	10.00
Springfield (Mass.) City Library.....	25.00
Stanislaus Co. (Cal.) Free Library.....	50.00
Stechert, G. E., & Co., book-sellers, New York.....	25.00
Thomas, Henriette G., librarian State Normal School, Chico, Cal.....	1.00
Toronto Public Library.....	10.00
Tulare Co. (Cal.) Free Library.....	100.00
University of California Library	100.00
University of Chicago Libraries	50.00
University of Colorado Library	10.00
University of Missouri Library	5.00
University of Texas Library	50.00
Utica (N. Y.) Public Library.....	50.00
Vermont Library Association.....	5.00
Walla Walla (Wash.) Public Library.....	5.00
Washington Co. Free Library, Hagerstown, Md.....	25.00
Washington (D. C.) Public Library.....	25.00
Waters, Carrie S., librarian Co. Free Library, San Bernardino, Cal.....	5.00
Westerly (R. I.) Library Association.....	10.00
Western Massachusetts Library Club.....	5.00
Whiting (Ind.) Public Library.....	25.00
Wilmington (Del.) Free Library.....	25.00
Wilsey, Della M., librarian Public Library, Richmond, Cal.....	10.00
Wilson, H. W., Co., publishers, White Plains, N. Y.....	35.00
Winnetka (Ill.) Public Library.....	10.00
Woman's Educational and Industrial Union.....	5.00
Yolo Co. (Cal.) Free Library.....	125.00
Total	\$5,341.00

REPORT OF A. L. A. PUBLISHING BOARD

New Publications—The chief publication of the past year was "Subject headings for use in dictionary catalogs of juvenile books," by Margaret Mann, chief cataloger of the Carnegie Library of Pittsburgh. This was issued in February and has already had a very gratifying sale. Not of the least value in the book are twenty-three introductory pages in which Miss Mann discusses the making of a catalog of juvenile books, passing in review the various classes in which knowledge is grouped. It may be wise to offer this introduction as a separate pamphlet publication, and as electrotypes plates have been made for the entire work, this could be done very easily and inexpensively.

One of the most scholarly and highly

esteemed publications which the Board has put forth in recent years is the "Brief guide to the literature of Shakespeare," by H. H. B. Meyer, chief bibliographer of the Library of Congress. The compiler undertook this work at the request of the Drama League of America, and the regard in which it is held by the officers of that body is voiced by Mr. Percival Chubb, who wrote the Secretary: "It seems to me the best and most helpful thing of its kind that has been published, and I hope that it will be very widely used."

Miss Hitchler's "Cataloging for small libraries" should really rank as one of the publications of the year, as it was just coming from the press as last year's report was prepared. Up to the present

time more than eighteen hundred copies have been sold and there seems to be a reasonably steady demand for it.

The A. L. A. Manual of library economy is nearly complete. Four new chapters have been printed during the year, leaving only four now unpublished.

The new publications of the year are as follows:

Subject headings for use in dictionary catalogs of juvenile books, by Margaret Mann. (Plates.) 2,000 copies.

Brief guide to the literature of Shakespeare, by H. H. B. Meyer. (Plates.) 2,000 copies.

Binding for libraries; suggestions prepared by the A. L. A. Committee on Book-binding. Handbook 5, entirely rewritten and enlarged. (Plates.) 2,000 copies.

Mending and repair of books, by Margaret W. Brown, revised by Gertrude Stiles. (Handbook 6.) (In press.)

List of Russian books recommended for public libraries, compiled by J. Maud Campbell. (Foreign book list 7.) (In press.) This list will supersede that which the Board last year reported was in preparation by M. Braslawsky. The present list unquestionably better represents the public library point of view and is therefore an improvement for our purposes over the other list.

A. L. A. Manual of library economy:

Chap. 11. Furniture, fixtures and equipment, by Linda A. Eastman. 3,000 copies.

Chap. 18. Classification, by Corinne Bacon. 3,000 copies.

Chap. 24. Bibliography, by Isadore G. Mudge. 3,000 copies.

Chap. 30. Library work with the blind, by Mary C. Chamberlain. 2,000 copies.

Reprints—The following publications have been reprinted:

Essentials in library administration. Handbook 1. 1,000 copies.

Catalog rules. 2,000 copies.

A. L. A. Catalog, 1904-11. 1,000 copies.

Why do we need a public library. Tract 10. 2,000 copies.

From A. L. A. Proceedings, 1915:

Inspirational influence of books in the life of children (Scott). 500 copies.

Some recent features in library architecture (Hadley). 500 copies.

Forthcoming publications—The revised edition of the Kroeger Guide to reference books, which is being prepared by Miss Isadore G. Mudge, and which the Board hoped to have in print before the presentation of this report, unfortunately has been delayed owing to the illness of the compiler, but we confidently hope the manuscript will soon be ready and that the book will be printed during the summer and ready for distribution before the library schools open in the fall.

A list of modern French books, principally those in the fiction and belles lettres classes which would be of interest to English readers, is being prepared by Mrs. George F. Bowerman.

A selected list of detective, mystery and ghost stories is being compiled by Harold A. Mattice and Miss A. C. Laws, both of the Library of Congress, and if prepared from the point of view of the small public library will probably be published by the Board.

Mr. LeRoy Jeffers, of the New York Public Library, is compiling a list of standard titles in the best editions for library use. This is akin to previously published lists compiled by him.

A list of books on railways and railroad operating, selected with a view to their educational value, is being prepared by Mr. D. C. Buell, director of the Railway Educational Bureau in Omaha. The list will be short and inexpensive and it is hoped that it can be issued in such form as to encourage public libraries to distribute it freely to patrons who are in the employ of railroads.

Arrangements are being made with Mr. H. G. T. Cannons, of Finsbury, London, author of the "Bibliography of library economy," to publish a supplement 1910-1915 to this work. The original bibliography has been so helpful to all librarians who have learned of its existence and used it

that it is believed a supplement covering the periodical library literature of the past six years will be warmly welcomed and supported. The Board will probably act also as American agents for the original edition and in this way call the attention of librarians of this country more emphatically to this excellent reference tool.

The A. L. A. Committee on Co-ordination (C. H. Gould, chairman) are preparing at the request of the Board rules and regulations to govern inter-library loans. It is hoped that a trial draft will be presented in the forthcoming annual report of the Committee. When the final draft is ready, these rules will be issued by the Board.

Mr. Wyer, directing editor of the Manual of library economy, reports as follows on the four unprinted chapters:

Pamphlets and minor material—Being prepared at the New York State Library; manuscript will be ready for submission to committee shortly.

Cataloging—This chapter is still unassigned.

Library work with schools—Being prepared by Mr. W. H. Kerr.

Museums and libraries—This chapter is being prepared by Mr. P. M. Rea, and the Committee hopes to have it ready for printing soon.

A. L. A. Booklist—The total subscriptions to the Booklist now are as follows: Bulk to commissions and libraries, 2,478; retail subscriptions, 2,063; sent to library members and affiliated state associations as part of their membership perquisites, 478; free list, 115; total, 5,134 (as against a total of 4,899 reported last year).

Reading lists—At the Squirrel Inn meeting of the Board last September it was voted that the secretary be requested to secure a collection of short popular reading lists, which had been compiled and printed by individual libraries, with a view to reprinting them and offering them for sale. As a result four such lists, "Good stories of today and yesterday," "Fifty-two readable books," "Cheerful books," and "Idle-hour books for high school boys," which had been prepared and printed by the

Springfield (Mass.) City Library, were reprinted and offered for sale. Imprint of the purchasing library was inserted, and at additional cost other titles could be substituted, or call numbers given. Altogether 71,100 of these lists were taken by 35 different libraries. It is a moot question whether the scheme is a success or not. The lists were sold as cheaply as they could be and not cause loss to the Board. Not only printing, but circularizing, billing, correspondence and bookkeeping, of course, have to be considered. Two or three libraries stated they were not subscribing because they could get independent lists printed locally just as cheap. Others preferred lists on timely specific subjects rather than general lists, and perhaps some such can be issued in the future. The Board acknowledges gratefully the permission of the Springfield City Library to use these four lists, and this without credit given on the lists themselves.

With the co-operation of the Harvard University Press a "Bibliography of scientific management," by C. Bertrand Thompson, was reprinted and offered to libraries at a price which permitted free distribution to patrons. Of this list 6,973 copies were sold to 31 libraries. Mr. George Iles called attention to this bibliography and advised reprinting it.

Advertising—Methods have been those pursued in previous years. Direct circularization of libraries has brought the most effective results. In October and November an extensive campaign was conducted with high school libraries on behalf of the Booklist. About 4,500 high school libraries were addressed, a sample copy of the Booklist also being sent. A "follow-up" letter was mailed about two weeks later. About 110 new subscriptions were secured. The result is not very encouraging. Various attempts are made from time to time to interest specialists in certain publications in their special field: e. g. we advertised Miss Curtis' "Collection of social survey material" to all the teachers of sociology in the coun-

try by the aid of a mailing list very kindly furnished by Prof. Scott E. W. Bedford, of the University of Chicago, secretary of the American Sociological Society; and Miss Chamberlain's chapter on "Library work with the blind" to all the institutions of the country engaged in this special work. We always get some results from these specialized efforts, but never enough to pay for the expense and time involved. Perhaps, however, the service to the few who respond is sufficient to justify the enterprise.

Reports are appended from Miss Masee, editor of the A. L. A. Booklist, and Mr. Merrill, editor of the A. L. A. periodical cards.

What has been said in previous reports of Secretary Utley's splendid service can be repeated with added emphasis. His energy has been largely responsible for the satisfactory business results, and his intelligent interest has contributed largely to the editorial excellence of the output.

HENRY E. LEGLER, Chairman.

A. L. A. BOOKLIST

Miss May Masee reports as follows on the A. L. A. Booklist:

A prominent publisher said last week that the Booklist is the most influential review in this country as affecting actual sales.

It is certainly the most important power of the American Library Association as a whole and the individual members as they realize themselves part of this power are sending personal notes of books read or examined for their libraries. Since January, one commission and three more libraries have been added to the list of those which send notes each month or each week, and there have been ten additions to the list of those to whom the tentative list is sent.

The number of books grows each year. The Booklist is as large as it can be with its present staff and resources. This means each year an increasing number of usable books which can not be included

for lack of space. It seems that the list should be larger, with a longer suggestive list for very small libraries and with either a special supplement or a special designation for books for high school libraries.

We should have ten thousand individual library subscribers. Why could not librarians in central libraries take a census of the libraries in their districts, the public libraries and the high schools, and have a mild subscription campaign? With fifteen hundred new individual subscribers we could add a high school librarian to the Booklist staff, and work wonders.

There is much discussion of the fiction which may and may not be included. As more librarians send in votes and notes there is chance for more varying opinions and if only stories which have all plus votes were noted, the list would rarely if ever include ten titles in a month. This does not mean that the burden of selection is thrown entirely on the editor, because the majority must rule and it merely becomes necessary for the editor to make sure which way majority rules.

The Booklist acquaintance in Chicago is growing. The editor has visited the summer school of the Indiana Library Commission, addressed five clubs in and about Chicago, has attended three state library meetings, Illinois, Indiana and Minnesota, addressed the American Booksellers Association at its annual meeting in Chicago, the subject being "Libraries as bookstores—bookstores as libraries." She is to talk briefly before one of the meetings of the High School library section of the N. E. A. This work is important as it enlarges the special acquaintance of the Booklist which means sources of information about books and sometimes subscriptions.

The editor was unable to take the planned trip to New York to interview publishers. We are still receiving the benefit of the trip the year before in the personal acquaintance with publishers and their aims which is so necessary to mutual understanding. We hope to continue this visit each year until acquaintance is firmly

established and have vowed a solemn vow that gripe nor other pestilence shall interfere next winter.

We regret the loss of Florence Clark who goes to the School of Civics, in Chicago, where she will be available for book notes. We are fortunate to have secured the services of Anna G. Birge, who had her library training in Albany and has been familiar with the Booklist work for a number of years.

In reviewing the work of the year we feel that the technical books and children's books sections have given the poorest service. We would be glad of any suggestions or offers for help on those two sections especially.

Subscription books form a large part of book publishing which the Booklist can not attempt to cover. Of course the immediate advice given by experienced librarians is "Never buy subscription books." In spite of this libraries do buy them and in some instances of second hand sets receive good value for their money. We have many requests for information on subscription sets and there is need for a committee to examine such books and file reports in the office for the use of librarians who wish reliable information.

The Booklist is growing and it is growing better because more librarians are contributing to its power. The members of the staff wish to express their appreciation of the unflinching support given by the Publishing Board in their efforts to extend and improve the work.

A. L. A. PERIODICAL CARDS

Mr. Wm. Stetson Merrill reports as follows on the A. L. A. periodical cards:

The present report, relating to the preparation and distribution of printed analytical cards for serials indexed, covers the year ending May 1, 1916. Four shipments were made, numbered 325 to 328,

three of which are in the hands of subscribers and the fourth is in press. The number of titles was 790 and the number of cards was 59,130, a great falling off from the record of the year 1914-15 in which twelve shipments, including 1917 titles and 149,760 cards were sent to subscribers. The difference is due partly to the war abroad, which has seriously affected both the production and delivery of foreign serials; and partly to the change recently made in the selection of articles to be indexed. The longer interval between shipments is due to the terms of our contract with the printer, according to which a shipment must contain at least 165 titles.

A thorough and somewhat radical revision of the list of serials to be indexed by printed cards has been carried out in accordance with the recommendations of the collaborating libraries. The old list, dated July, 1904, covering 235 titles, had already been reduced by 54 periodicals, discontinued or dropped; this list has been further decreased by dropping 49 periodicals which were not monographic in character.

In place of periodicals dropped, there have been added 89 new serials, making a present total of 221 serials for which the Board is furnishing cards or will do so soon. Entries for the new serials begin with the first issues of 1915.

For several years the expense of indexing has exceeded the receipts. To meet this annual deficit, the price of subscription for the entire list has been raised from \$2.50 per one hundred titles (2 cards to a title) to \$3.00; and for subscription to selected titles, the price has been raised from \$4.00 to \$5.00. As the increase has been cheerfully accepted by the subscribers, no further modifications are looked for. The material now furnished by our printed cards is of permanent and enduring value, which renders all these cards worthy of inclusion in library catalogs.

A. L. A. PUBLISHING BOARD—FINANCIAL REPORT

Cash Receipts May 1, 1915, to April 30, 1916

Balance, May 1, 1915.....		\$	660.61
Interest on Carnegie Fund.....	(May, 1915—\$1,500.00)		
	(Sept., 1915— 1,500.00)		
	(Dec., 1915— 1,500.00)		4,500.00
Receipts from publications.....			13,449.68
Interest on bank deposits.....			3.78
sundries .....			.30
			\$18,614.37

Payments, May 1, 1915, to April 30, 1916

Cost of publications:			
A. L. A. Booklist		\$1,852.40	
A. L. A. Catalog, Supplement 1904-11, reprint.....		934.15	
A. L. A. Index to General Literature, reprint.....		75.00	
A. L. A. Proceedings (back numbers).....		3.85	
A. L. A. Publishing Board Report, 1915.....		20.00	
Binding for libraries, Bailey, Handbook 5, revised ed. (In- cluding plates)		59.08	
Book lists (4).....		216.27	
Catalog rules, reprint.....		350.00	
Cataloging for small libraries, Hitchler, new ed.....		1,797.50	
Collection of social survey material, Curtis.....		58.00	
Essentials in library administration, Handbook 1, reprint		55.50	
Lists of material to be obtained free or at small cost, Booth		253.20	
Manual of library economy; Chaps. 7, 8, 24, 30.....		321.45	
Periodical cards		391.04	
Reprints from A. L. A. Proceedings, 1915:			
Inspirational influence of books, Scott.....		12.85	
Proceedings N. A. S. L., Berkeley, 1915.....		5.20	
Some recent features in library architecture, Hadley..		6.00	
Scientific management, Bibliography of, Thompson.....		93.00	
Shakespeare, Brief guide to literature of, Meyer.....		213.00	
Subject headings for catalogs or juvenile books, Mann..		844.24	
Why do we need a public library, Tract 10, reprint.....		57.00	\$7,528.73
Addressograph supplies		28.74	
Advertising		493.45	
Editing publications		249.29	
Expense, headquarters	(1914—a/c \$ 500.00)		
	(1915—a/c 2,000.00)	2,500.00	
Postage and express		1,203.30	
Publications—as agent:			
League of Library Commissions Yearbook, 1912.....		14.85	
New types of library buildings, Wisconsin Free Library Commission		3.50	
Royalties		202.46	
Salaries		4,600.08	
Supplies and incidentals		1,004.77	
Travel		321.16	
Balance on hand April 30, 1916.....		364.03	10,985.64
			\$18,614.37

SALES OF A. L. A. PUBLISHING BOARD PUBLICATIONS

April 1, 1915, to March 31, 1916

A. L. A. Booklist, regular subscriptions.....	1,858	\$1,858.00	
Additional subscriptions at reduced rate of 50c.....	205	102.50	
Bulk subscriptions		1,049.82	
Extra copies	1,244	176.65	\$3,186.97
Handbook 1, Essentials in library administration.....	379	85.86	

Handbook 3, Management of traveling libraries.....	30	4.14	
Handbook 5, Binding for small libraries (now out of print).....	123	16.55	
Handbook 5, Binding for libraries, revised ed.....	463	49.79	
Handbook 7, Government documents in small libraries.....	543	66.41	
Handbook 8, How to choose editions.....	53	7.35	
Handbook 9, Normal library budget.....	132	18.06	248.16
Tract 2, How to start a library.....	93	4.01	
Tract 4, Library rooms and buildings.....	274	14.93	
Tract 5, Notes from the art section of a library.....	28	1.27	
Tract 8, A village library.....	31	1.48	
Tract 9, Library school training.....	80	2.01	
Tract 10, Why do we need a public library.....	296	13.40	37.10
Foreign lists, French.....	37	8.30	
Foreign lists, French fiction.....	12	.60	
Foreign lists, German.....	23	10.60	
Foreign lists, Hungarian.....	21	2.86	
Foreign lists, Italian.....	34	10.90	
Foreign lists, Norwegian and Danish.....	20	4.57	
Foreign lists, Polish.....	30	6.89	
Foreign lists, Swedish.....	22	5.05	49.77
Reprints, Arbor Day list.....	1	.05	
Reprints, Bird books.....	1	.10	
Reprints, Bostwick, Public Library and Public school.....	24	2.12	
Reprints, Christmas Bulletin.....	1	.05	
Reprints, Inspirational influence of books in the life of children.....	133	6.64	
Reprints, N. E. A.—List of books for rural school libraries.....	103	2.29	
Reprints, N. E. A.—Report of Committee on rural school libraries.....	496	14.49	
Reprints, Some recent features in library architecture.....	75	3.74	29.48
Periodical cards, subscriptions.....	.....	965.92	
Periodical cards, Great debates in American History.....	30 sets	94.00	
Periodical cards, Reed's modern eloquence.....	2 sets	4.00	1,063.92
League publications:			
Aids in library work with foreigners.....	36	4.16	
Buying list of books for the small library (now out of print).....	43	3.98	
Directions for the librarian of a small library.....	81	6.90	
League Handbook, 1910.....	7	1.69	
League Yearbook, 1912.....	8	1.92	18.65
A. L. A. Manual of library economy:			
Chap. 1, American Library history.....	151	10.64	
Chap. 2, Library of Congress.....	64	5.19	
Chap. 3, The state library.....	393	31.19	
Chap. 4, College and university library.....	82	6.92	
Chap. 5, Proprietary and subscription libraries.....	112	7.00	
Chap. 6, The free public library.....	179	11.34	
Chap. 7, The high school library.....	602	47.54	
Chap. 8, Special libraries.....	893	39.45	
Chap. 9, Library legislation.....	59	4.97	
Chap. 10, The library building.....	195	16.43	
Chap. 12, Library administration.....	148	10.94	
Chap. 13, Training for librarianship.....	140	12.43	
Chap. 14, Library service.....	202	13.55	
Chap. 15, Branch libraries.....	142	10.34	
Chap. 16, Book selection.....	912	65.01	
Chap. 17, Order and accession department (now out of print).....	172	12.47	
Chap. 20, Shelf department.....	140	10.12	
Chap. 21, Loan work.....	276	17.68	
Chap. 22, Reference department.....	121	10.50	
Chap. 23, Government documents (state and city).....	645	46.66	
Chap. 24, Bibliography.....	486	37.28	
Chap. 26, Bookbinding (now out of print).....	127	8.79	

Chap. 27, Commissions, state aid, etc.....	85	7.18	
Chap. 29, Library work with children.....	366	28.56	
Chap. 30, Library work with the blind.....	232	13.32	
Chap. 32, Library printing.....	163	11.61	497.61
A. L. A. Catalog, 1904-11.....	299	418.73	
A. L. A. Index to General Literature.....	26	139.80	
A. L. A. Index to General Literature, Supplement 1900-10....	63	224.40	
Book lists (4).....	68,100	236.25	
Books for boys and girls.....	1,261	210.48	
Catalog rules	583	318.41	
Cataloging for small libraries (new ed.).....	1,758	1,885.97	
Collection of social survey material.....	810	54.16	
Geography list	169	16.57	
Graded list of stories for reading aloud (new ed.).....	1,877	121.17	
Guide to reference books.....	452	578.83	
Guide to reference books, Supplement 1909-10.....	419	95.06	
Guide to reference books, Supplement 1911-13.....	522	189.96	
High school list.....	234	99.88	
Hints to small libraries.....	97	60.81	
Hospital list	85	20.05	
Index to kindergarten songs.....	114	155.85	
Index to library reports.....	22	19.20	
Library buildings	44	4.12	
List of economical editions.....	88	20.11	
List of music and books about music.....	58	13.49	
List of subject headings, 3rd edition.....	577	1,308.02	
List of 550 children's books.....	50	7.24	
Lists of material to be obtained free or at small cost.....	973	189.45	
Periodicals for the small library.....	329	28.98	
Scientific management, Bibliography of.....	5,470	67.13	
Shakespeare, Brief guide to the literature of.....	486	219.80	
Subject headings for catalogs of juvenile books.....	626	629.48	
Subject Index to A. L. A. Booklist.....	25	5.20	
Subject Index to A. L. A. Booklist, Supplement.....	20	1.94	
Vocational guidance through the library.....	188	16.87	
A. L. A. Bulletin and Proceedings.....	177	65.05	7,422.46
Total sale of publications.....			\$12,554.12

PROCEEDINGS

June 26—July 1, 1916

FIRST GENERAL SESSION

(Monday evening, June 26)

THE THIRTY-EIGHTH Annual Meeting of the American Library Association was called to order by First Vice-President WALTER L. BROWN, in the Auditorium, at Asbury Park, New Jersey, on Monday evening, June 26, 1916.

VICE-PRESIDENT BROWN: In opening the Thirty-eighth Conference of the American Library Association in its fortieth year, it is with extreme regret that the first official announcement has to be that of the absence of the President because of illness. We wish, however, to have it well understood that this meeting is Miss Plummer's meeting, for it was she who drew up the program, who secured the speakers and who has even written the presidential address which we shall hear tonight.

Miss Plummer has devoted herself without stint, notwithstanding her year of sickness and pain, to the interests of the Association. We feel under great obligation to make this meeting a success, and we hope that all Miss Plummer's friends will share with us this obligation so that we can send her word of a successful conference.

We are greatly pleased to have with us tonight Mr. M. TAYLOR PYNE, chairman of the New Jersey Public Library Commission, who has very kindly consented to offer us a greeting.

Mr. PYNE: It is a very great pleasure to me, ladies and gentlemen, members of the American Library Association, to bid you a very hearty welcome to the state of New Jersey. It has been a great disappointment to me and a real grief to all of you that Miss Plummer has been so very ill that she has not been able to be present. I hope in a short time she will be restored fully to health and strength.

I am asked to mention again what the secretary has already announced, that after this meeting there will be a reception in

the New Monterey at which I hope all will be present. I trust that the meetings here will be conducted with pleasure and profit and I am sure that the able committee who have charge of them have done and will do all in their power to make them a success. We of Princeton are looking forward to having you make us a visit next Thursday. We will give you as warm a reception as we can, but I trust you will not find it too warm, because the weather has a habit at this time of the year of making everything warm.

As a trustee of Princeton, of course I represent one type of library—the scholar's library, but as a public library commissioner tonight my interests, as yours, mainly lie in the other type—the people's library. Realizing as I do that this is the greatest auxiliary of the school, the college and the university, re-enforcing both, and appealing to a still greater constituency,—and everything that tends to make the library more easily accessible and more useful is of great value to the State,—I believe that this staff should consist of not only experts trained in library administration but also of men and women of wide general knowledge, broad sympathies and sufficient tact to enable them to act as guides and advisers of the public in its reading. A well-equipped, well-administered and well-used library is the greatest corrective against the ill-informed, superficial thinking which is the great curse of a country of universal suffrage. Trashy novels, flashy magazines, yellow journals are doing what they can to demoralize and dementalize—if I may use the expression—the minds of the people of this country, so that they are coming more and more to depend almost exclusively upon them for their opinions and their views of life. Surely that is what Jonah had in mind when he called on the Lord in his distress and said, "They who observe lying vanities, forsake their own mercy."

So it seems to me that the greatest work of the librarians of the present is not in the details of library administration but in the magnificent opportunity which is given them to direct the reading and to lead the minds of readers to those higher and better things which make life purer and happier.

The VICE-PRESIDENT: We certainly have full knowledge of the hospitality of New Jersey. Many of us have enjoyed it at Atlantic City and at State meetings, and notwithstanding all that we are promised at this meeting we still expect more because New Jersey always makes her hospitality more than she claimed.

We come now to the President's Address, which at the special request of Miss Plummer, will be read by the secretary.

SECRETARY UTLEY: The regret at the absence of Miss Plummer has already been voiced, and I can assure you that I too feel her absence very keenly. It has been a pleasure to work with Miss Plummer as president during the year, and we all share in the sorrow in knowing that she is ill; but we are likewise glad to hear that she is getting better. You will be interested to know that last Tuesday I had the pleasure of seeing her. I called on her for a few moments and found her looking well, in spite of the fact that she was too weak still to consider coming to be with us tonight. I asked her if she had a greeting which she could send us on this occasion, and she said, "Tell them I feel as guilty as a hostess who has invited friends to a banquet and is not there to help entertain them." You can yourselves realize how keen the disappointment is with Miss Plummer.

Before reading her address the statement must be made at her special request that the address is not in as polished and finished a condition as she would like to have it. I think you will not feel that these words are necessary, but I am saying them at her request. Miss Plummer wrote this address—she did not write it, but rather dictated it—from her bed of pain and illness and under those trying conditions I am sure you will feel that no apologies are

necessary for any lack of literary finish which Miss Plummer feels is in the address, but which I think you will have difficulty in finding, unless it be in the short-comings of the reader. Miss Plummer has taken for her address the subject,

THE PUBLIC LIBRARY AND THE PURSUIT OF TRUTH

(See p. 111)

The VICE-PRESIDENT: Appreciating as we all must this fine and thoughtful address, I know you share with us the desire to send Miss Plummer a message to show that appreciation. I am sure there is no one in our number who can better voice this than Mr. Bowker, whom I should like to recognize.

Mr. BOWKER: Mr. Vice-President: It is my regretful duty to offer a resolution to be sent in the name of this body to our absent president as a night message, with the signatures of the vice-president and of the secretary, and I will ask the secretary to read the resolution which it is proposed you shall presently vote upon as the expression of your thought.

The secretary read the message, as follows:

Miss Mary W. Plummer, Chicago, Ill.

The American Library Association send to their absent president their affectionate sympathy and their high appreciation of her devoted service to the profession and to the Association. As a leader in library school development you have the gratitude of hundreds here present for whom you have cleared the way, and your achievements have contributed largely to the honor and dignity of the profession. The Association, while sorrowing at your absence, appreciate gratefully your efforts for the success of this conference and thank you for the inspiring presidential address which they have just heard.

Mr. BOWKER: Mr. Vice-President and fellow members of the American Library Association: It has more than once been the lot of this Association to miss from the annual conference the president of the year, but I think never under circumstances which we must all so regret. Miss Plummer has so devoted herself to her library

work for years that we pay in her absence the penalty for that devotion. She has sent her special apologies that she cannot be here as our hostess, and it is one of our regrets that we miss the gracious presence, the winning smile, the kindly word in which she typifies the eternal feminine, the ever womanly which represents so large a majority of this Association. Miss Plummer came to her library work from out the sweet sanctity of the Society of Friends, and from that brought perhaps two qualities which many of us who have been her intimate friends know, but perhaps not all of you—the quality of a quiet sincerity and the quality of force which often comes into noble causes from that society.

Next to Melvil Dewey, whose thought of the library school met at the start with such scoffing, not least from our dear scoffer of honored memory, Dr. Poole, Miss Plummer perhaps has done more for the development of that part of the inspiration of the profession than anyone else. It required some courage not only to propose a library school, as Mr. Dewey did, but to become a member of the first class in the first library school, as Miss Plummer did, and from that first class have come many whose names and whose work you recognize as leaders in this profession, first among them all—Mary Wright Plummer.

Perhaps most of you may not know Miss Plummer as she shows herself in that volume of poems, most creditable contributions to American poetry, not of the new sort, which she published in 1896. Those of you who have conducted small libraries know how much you owe to her for her "Hints to small libraries," which the American Library Association has published through successive editions. Those who are children's librarians have reason to be thankful to her for those charming books of travel, "Roy and Ray in Mexico," and the two children again in Canada, as well as for the delightful reworking of the stories of the Cid, which have come from her pen.

So throughout she has dignified the work of the librarian, the work of the teacher,

the work of the writer, in a united library service. I know that she is one whom all of you have especially delighted to honor. I know that no one could be more missed, especially in this year, than she, and I know that you will all unite with absolute unanimity in sending her some such expression of your real feeling, which I am sure, Mr. Vice-President, will be adopted by a rising vote, after others have said a word or two in further expression of your feeling.

Dr. HILL (Brooklyn Public Library): Members of the American Library Association: In rising to second the adoption of the resolution presented by Mr. Bowker I do so with mingled regret and sorrow; regret at the absence of the honored chief executive officer and sorrow because the absence has been occasioned by illness. I have known Miss Plummer for a long time as a trained librarian and as a trainer of librarians, and in both capacities she has attained the highest standard of proficiency. I cannot add to the effectiveness of the resolution or to the words of Mr. Bowker, but I am sure that I voice the unanimous sentiment of the Association in wishing for the speedy recovery of our president, and for her early return to her own chosen field of library activity.

The resolution having been unanimously agreed to by a rising vote, the vice-president declared the session adjourned, and the audience returned to the New Monterey Hotel (headquarters) for the delightful reception tendered by the New Jersey Public Library Commission and the New Jersey Library Association.

SECOND GENERAL SESSION

(Tuesday morning, June 27, Auditorium)

Mr. CHALMERS HADLEY, second vice-president of the Association, presided.

Attention was called to the reports of officers and committees which had been printed in advance of the Conference and were distributed at this session. These reports included those of the secretary, treasurer, trustees of the endowment funds, the Publishing Board, and of the following

standing committees: library administration, library training, coordination, federal and state relations, book-binding, book-buying and work with the blind; and of the special committee on the Panama-Pacific exhibit.

(For these reports see p. 324 and following.)

Mr. Gould, of McGill University, emphasized the desire of the Committee on coordination for suggestions from members as to the practicability and desirability of the rules to govern inter-library loans, which were set forth in the report of that committee.

In the absence from the room of Mr. H. W. Craver, chairman of the Finance committee, the report was read by the secretary.

(See p. 356)

On motion of Mr. W. H. Kerr, the following telegram of greetings was sent to the Associated Advertising Clubs of the World, then in conference in Philadelphia:

To Herbert S. Houston, President, Associated Advertising Clubs of the World, care The University of Pennsylvania, Philadelphia, Pa. The American Library Association, in its Thirty-eighth Annual Conference, with over thirteen hundred delegates, representing eight thousand libraries, sends greeting and good will to the great organization of kindred spirits, the Associated Advertising Clubs of the World, in session at Philadelphia. Both bodies are engaged in bringing ideas and truth to the American public. As servants of the whole public the librarians desire to render genuine assistance in the responsible work of truth in advertising. When advertising men find librarians can help them, will they straightway tell the whole world about it?

The secretary read the report of the nominating committee in which was presented the list of nominees for officers for the coming year, and announced that the election would be held on Friday.

Dr. ARTHUR E. BOSTWICK, librarian of the St. Louis Public Library, read a paper on

HOW THE COMMUNITY EDUCATES ITSELF

(See p. 115)

Mr. JOHN JAY CHAPMAN was unable to be present, owing to the tragic death at

Verdun, on June 24, of his son Victor Chapman, a sergeant in the Franco-American Flying Corps, but his paper on

CHILDREN'S BOOKS

(See p. 122)

was read by Mr. Henry N. Sanborn, secretary of the Indiana Public Library Commission.

Miss MARY OGDEN WHITE, of Summit, New Jersey, delivered an address on

DEMOCRACY IN MODERN FICTION

(See p. 126)

Mr. WILLIAM WARNER BISHOP, librarian of the University of Michigan, read a paper on

LEADERSHIP THROUGH LEARNING

(See p. 155)

The session then adjourned.

THIRD GENERAL SESSION

(Thursday morning, June 29, Auditorium)

The session was called to order by First Vice-President BROWN, who stated that the first matter of business was a proposed amendment of Section 2 of the By-laws to the Constitution, which had already received the approval of the Executive Board. At the request of the presiding officer the secretary read the By-law as it then stood, and the following as it would read if amended:

Sec. 2. At least three months prior to the annual meeting of the Association the Executive board shall appoint a committee of five, no one of whom shall be a member of the Board, to nominate the elective officers and other members of the Executive board, trustees of the Endowment fund, and such members of the Council as are to be chosen by the Association under the provisions of Sec. 14 of the Constitution.

This committee shall report to the Executive board, which shall, after adoption of the report, publish its nominations in the Bulletin at least one month prior to the annual meeting of the Association and shall place such nominations before the Association on a printed ballot which shall be known as the "Official Ballot." (Remainder of Section unchanged.)

On motion of Dr. Hill, and duly seconded, it was voted that the amendment be adopted.

The secretary read the following telegram of greeting, which had been received from the Associated Advertising Clubs of the World, in session in Philadelphia:

The national educational committee of the Associated Advertising Clubs of the World in conference at the University of Pennsylvania send hearty greetings and best wishes to the American Library Association in session at Asbury Park. We appreciate how the work that we are trying to do for better business is helped through the valuable service you are rendering to the business men of America by furnishing them authoritative business books and in placing before them classified information of every sort upon business subjects. In this great work we tender to you every assistance of which we are capable.

Mr. ROBERT GILBERT WELSH, dramatic critic of the "New York Telegram," read a paper on

MODERN DRAMA AS AN EXPRESSION OF DEMOCRACY

(See p. 143)

Miss JESSIE B. RITTENHOUSE, of New York, delivered an address on

THE NEW POETRY AND DEMOCRACY

(See p. 137)

Mr. JOHN FOSTER CARR, director of the Immigrant Publication Society, of New York, delivered an address on work with foreigners, taking as his title

SOME OF THE PEOPLE WE WORK FOR

(See p. 149)

The session adjourned.

FOURTH GENERAL SESSION

(Friday evening, June 30, Auditorium)

Second Vice-President HADLEY, who presided, stated that before beginning the formal part of the evening's program Mr. Bowker had a matter of general interest to present.

Mr. BOWKER: It is understood that the librarian of the National Library of Mexico is one of the foremost in endeavoring to maintain and promote friendly relations between that republic and our own, and it seems proper that, without taking action which might be construed as anything that sounds partisan, this Association should send to him, in a way our colleague, its

best desires for the success of what he has, and I think all of us, have at heart; therefore this resolution is proposed:

RESOLVED: That the Executive Board be authorized to send Señor Luis Manuel Rojas, the Librarian of the National Library of Mexico, from the American Library Association, its earnest hopes for the continuing friendliness and the increasing intimacy and mutual appreciation between the people of the United States and the people of our sister republic of Mexico.

The VICE-PRESIDENT: You have heard the resolution presented by Mr. Bowker. What action does the Association wish to take regarding it?

Mr. GEORGE: Assuming, Mr. Chairman, that the resolution has been offered in the form of a motion, I would be very glad to second it.

The resolution was carried.

Mr. BOWKER: Mr. Vice-President and fellow members of the American Library Association: It is my happy fortune to be the representative—it is my unfortunate misfortune to be the sole representative at this meeting, of the men and women who forty years ago started the American Library Association. This meeting has been spoken of as the Thirty-eighth Annual Conference. In truth, the conferences have not been annual: had they been, this would have been the forty-first annual conference.

For a special purpose I will hark back for a moment to those early days. It was something more than forty years ago, in the spring of 1876, that Melvil Dewey, recently a student at Amherst College, and then assistant librarian of his college—he had already evolved, or begun to evolve, the decimal classification—came to New York for a consultation at the office of the "Publishers' weekly," then in Park Row, with Mr. Frederick Leyboldt and myself regarding the starting of a library journal. The earlier periodical had developed a department of library notes which we had thought might be further developed into a separate professional periodical, and Mr. Dewey, whose enthusiasm for library work was already active, desired to associate himself in such an enterprise which he

already had in mind. In the consultations between the three of us it was suggested that there should be an American library association. In 1853 the first library conference had been held in New York, with a large attendance, and with promise of an effective future. A number of resolutions and plans were adopted which prophesied in large measure the work which has since been accomplished or is under way. It was proposed to hold a meeting the next year and annually thereafter, but that organization lacked a Melvil Dewey to carry the thing through, and the second meeting was never held.

From us three, therefore, a call was sent out to ask if librarians generally would cooperate in calling a national conference, and that was met with not a little scoffing, particularly from that honored veteran whom I very often speak of as our dear scoffer, Dr. Poole, as to who these young people were who had proposed this national association; but the thing carried itself. An organization was begun at the meeting held in Philadelphia in September, 1876, the year when Mr. Cutter had published his famous Rules as a part of the great government work on libraries. Since that time events and estrangements have somewhat sundered old ties, but the continuing work of twenty-five years cannot be forgotten, and I think you will like to join, I am sure with unanimity, in sending messages of gratitude to those who can be reached now, and who took part in the beginning of the work which has reached such a wonderful culmination. I will ask the secretary to read two telegrams, which if they meet with your approval, it has been arranged shall be sent tonight to Mr. Dewey at Lake Placid and to the widow of Mr. Leyboldt at Scranton, and after that I will take two minutes more to tell you as to the survivors—the other survivors of the 1876 conference—to whom it is proposed to send a general message which will later be read.

The first telegram, addressed to Melvil Dewey, read as follows:

The American Library Association sends from this fortieth anniversary special

greetings to that one of its founders whose indomitable courage, energy and persistence assured the early and permanent success of the Association, and whose inventive genius in evolving the decimal classification and in initiating the library school has earned the world-wide recognition of the library profession.

That to Mrs. Leyboldt was as follows:

The American Library Association, on the occasion of its fortieth anniversary, sends to you its appreciative recognition of Frederick Leyboldt's part in the formation of this Association and of his self-sacrificing labors in behalf of American bibliography.

THE VICE-PRESIDENT: Will all those in favor of these two resolutions please rise?

(The resolutions were adopted by a unanimous rising vote.)

Mr. BOWKER: At the 1876 conference there were present no less than 103 persons, men and women, of whom, however, only 67 became members of the American Library Association and were called charter members. The consecutive numbers on our roll do not represent quite the order of the membership, it being a relation with the treasurer which somehow governed the accession number. Of the 67, counting Mr. Dewey and myself, sixteen are certainly known to be living, and there are possibly a few more, perhaps making up twenty in all, of whom Mrs. Carr has no present knowledge. By Mrs. Carr's help we can present to you the brief list of the other fourteen.

Perhaps I may mention first of all a man whose name is unknown to most of you, who came to that first conference in his sixtieth year, a friend and associate of Mr. Larned in Buffalo, and who will presently, we hope, celebrate his hundredth birthday, Mr. William Ives, of Buffalo.¹ There came also our honored associate, Mr. Peoples of New York. From Boston came Mr. Griffin, then of the Boston Public, now assistant librarian of Congress. From Worcester there came Dr. Green, our Uncle Samuel, always of affectionate memory, and Mr.

¹Mr. Ives died at his home in Buffalo on August 21, aged 99 years, 7 months.

Barton, of the Antiquarian Society. From Lynn our ever-young lady Miss Matthews and her associate, Miss Rule. From Providence Mr. W. E. Foster, whose absence of recent years we old fellows have much deplored, and from New Haven Mr. Addison Van Name, still living in that city; from Philadelphia Dr. Nolan, who should have been with me at this time to help me in this representation, but who disappeared in his usual fashion on Tuesday; and Mr. Barnwell, still in Philadelphia, though retired; also Mr. Rosengarten, a library trustee, of whom we have since seen too little. From the West came Mr. Charles Evans, whose service to American bibliography you know, and who was at that time librarian of the Indianapolis Public Library. I must include also—and this is a name which I would not willingly omit—Mrs. Melvil Dewey, then Annie Godfrey. Her marriage is one of several with which the library association has been honored. To her who for some time spelled her name A-n-i D-u-i in the reformed spelling of her husband, and those others it is proposed to send to-night a message of greeting, for it seems a pity that the fortieth anniversary should pass without this recognition of affectionate memories on the part of an association which has grown into such an effective and remarkable membership from a not very large beginning.

The secretary then read the following telegram, which was sent in identical terms to the fourteen people named by Mr. Bowker:

The American Library Association, on the occasion of its Fortieth Anniversary, sends to those members of the first conference still with us in spirit, though absent from this meeting, its affectionate greetings, remembrances and thanks for their participation in the seed sowing which has produced such abundant harvest.

THE VICE-PRESIDENT: If there is no objection these resolutions will be adopted by consent. The chair has the privilege of communicating to you still another expression of felicitation issuing out of this anniversary. It is directed to Mr. Bowker himself. A number of our mem-

bers have asked me on their behalf to hand him this loving cup and to read to him in your presence the inscription which accompanies it. I do so gladly, for I assume your satisfaction with the incident will thus become part of our official records.

In presenting this cup, which is full of affection for Mr. Bowker, let me read the inscription on it:

"1876-1916. To Richard Rogers Bowker, friend of libraries and librarians, from members of the American Library Association. In admiration of his forty years of unique service to the Association in whose foundation he shared, at whose meetings he has been a constant attendant, to whose councils he has without obligation brought the wise judgment of a man of affairs, and whose work he has furthered in many practical ways by lavish gifts of his time and talent. Asbury Park, June 30, 1916."

Mr. BOWKER: Mr. Vice-President and fellow members: Words are poor things, and tears are not in place. This comes to me with a glad surprise—for it is absolutely a surprise to me—and is therefore the more welcome. One could have no better reward after so many years than in reaping such a harvest of thanks as this cup of love represents; and for Mrs. Bowker, whom you have so pleasantly welcomed as a newer member, as well as for myself, I thank you from the depths of our hearts.

After this pleasant introduction the formal program for the evening was taken up. The first topic was a symposium on **THE AMERICAN PUBLIC AS SEEN FROM THE CIRCULATION DESK**

The speakers were Miss EDITH TOBITT, librarian of the Omaha Public Library; LOUISE PROUTY, Cleveland Public Library; CATHERINE VAN DYNE,¹ Newark Public Library and PAUL M. PAINE, librarian of the Syracuse Public Library.

(See p. 276)

Miss MABEL WILKINSON, librarian of the Park County Library, Cody, Wyoming, was unable to be present, and Miss Sarah B. Askew, of the New Jersey

¹ Miss Van Dyne was unable to be present on account of illness, but furnished her paper which forms a part of the Proceedings.

Public Library Commission, read her paper on

ESTABLISHING LIBRARIES UNDER DIFFICULTIES
(See p. 161)

Miss MARY S. SAXE, librarian of the Westmount (P. Q.) Public Library, gave a short memorial sketch of her uncle, John Godfrey Saxe, the centenary of whose birth has been observed this year.

ONE HUNDRED YEARS AGO—RELATIVELY SPEAKING
(See p. 299)

Mr. FREDERICK W. FAXON, chairman of the committee on travel arrangements, and formerly secretary of the Association, gave an illustrated lecture on

TIMES PAST
(See p. 286)

delighting his fellow-travelers with many association-provoking scenes of conference places and personages from the Chicago meeting of 1893 to the Pacific tour of 1915.

Following the lecture the session adjourned.

FIFTH GENERAL SESSION

(Saturday morning, July 1, Auditorium)

First Vice-President BROWN presided.

The first paper of the morning was by Mr. FREDERICK C. HICKS, law librarian of Columbia University Library, on the subject.

THE PUBLIC LIBRARY AS AFFECTED BY MUNICIPAL RETRENCHMENT
(See p. 169)

Dr. E. A. HARDY, secretary of the Ontario Library Association, followed with a paper on

HOW ONTARIO MANAGES HER FREE LIBRARIES
(See p. 181)

THE VICE-PRESIDENT: Are there any questions prompted by this interesting paper?

Miss AHERN: Mr. Chairman, I have not a question but I do ask the privilege of adding one word to what Mr. Hardy has said. I was not here when he began, but knowing Mr. Hardy as well as I have known him for these last fifteen or sixteen

years I am quite sure that he did not strike the note in his address which I should like to have had there, and which he so richly deserves. Mr. Hardy has been secretary of the Ontario Library Association from the first. He has been a very ardent admirer of and listener in the A. L. A., and there is a very large part of the progress and of the spirit of library progress in Ontario at least that is due to the personal effort and the personality of Mr. Hardy himself.

Mr. JOSEPH L. WHEELER, librarian of the Reuben McMillan Free Library, Youngstown, Ohio, read a paper on

THE LARGER PUBLICITY
(See p. 175)

Mr. WILLIAM H. BRETT, librarian of the Cleveland Public Library, gave

AN ANALYSIS OF LIBRARY LEGISLATION
(See p. 319)

In the absence of the chairman, Dr. BERNARD C. STEINER, the secretary read the report of the Committee on resolutions.

REPORT OF THE COMMITTEE ON RESOLUTIONS

The American Library Association desires to express the pleasure with which the days of the conference have been passed at Asbury Park in its thirty-eighth annual conference, and our satisfaction with the selection of this city as a place of meeting. Ample accommodations have been provided, surroundings have been attractive and good weather has fortunately fallen to our lot.

It is difficult to single out the persons who contributed to the success of the gathering, so many have co-operated toward this end, yet we feel that we may well name several individuals and organizations whose services stand out in a marked manner:

(1) First of all, we thank the Honorable James A. Bradley for the use of the Auditorium, without expense to the Association, as the place in which to hold our sessions.

(2) We so greatly enjoyed the pleasures given us by the tickets issued through the Department of Publicity of the city of Asbury Park that we wish to thank that Department and the enterprises represented by these tickets for their courtesy and for the opportunity to obtain so much enjoyment in our leisure moments.

(3) The New Jersey Public Library Commission and the New Jersey Library Association deserve our sincere thanks for the delightful reception tendered us on the first evening of our conference, and we return them our appreciation and gratitude.

(4) We recognize also with gratitude the careful and successful attention to details shown by the local committee of arrangements under the able chairmanship of Miss Edna B. Pratt, and the untiring efforts to have all members become personally acquainted with each other which were put forth by the committee on introductions efficiently directed by Miss Sarah B. Askew.

(5) The Asbury Park Chamber of Commerce on Friday afternoon through an automobile ride displayed to us the charms of the New Jersey coast, and throughout the entire conference have showed numerous courtesies to our members, all of which we acknowledge with thanks, and with the assurance that they have added much to the success of the meeting.

(6) Mr. M. Taylor Pyne, chairman of the New Jersey Library Commission and Dr. E. C. Richardson, librarian of Princeton University, were most helpful in arranging our visit to Princeton Thursday afternoon. It was a delight to visit that renowned institution of learning and we have a high appreciation of their hospitality.

(7) Finally, we gratefully recall the interesting and helpful addresses to which we have listened from the following able persons not members of the Association: Miss Mary Ogden White, Mr. John Jay Chapman, to whom we send our sincere sympathy upon his recent sad bereavement, Miss Jessie B. Rittenhouse, Mr. John Foster Carr,

Mr. Robert Gilbert Welsh, Dr. Albert Shiels and Dr. H. H. Wheaton.

BERNARD C. STEINER,
GERTRUDE E. ANDRUS,
J. T. GEROULD.

Upon motion, duly seconded, the report of the Committee was adopted.

The following resolution, passed by the American Association of Law Libraries, was read:

RESOLVED: That we, the members of the American Association of Law Libraries, hereby extend our thanks and appreciation to the American Library Association for the privileges enjoyed through our affiliation with that organization.

The newly organized Russian Library Association sent the following message of greeting:

The Russian Library Association, recently incorporated at Moscow, at its first organizing meeting this 15/28 May resolved:

To greet the A. L. A. as the oldest library association in the world and to express our deep admiration for the great achievements of the American libraries, due to their librarians.

MME. L. HAFKIN-HAMBERGER, President,
A. KALISHEWSKY, Vice-president,
A. POKROVSKY, Secretary.

From the Punjab Library Association, Lahore, India, came also a message of greeting, signed by eight fellow librarians of the antipodes, including our fellow-member, Mr. Asa Don Dickinson.¹

The SECRETARY: During the past year the hand of death has taken from us some of our most useful and honored members, whose names and brief records are found in the necrology, a part of the Secretary's report. There are two names in that list which it is thought wise by the committee on resolutions to mention especially in minutes which have been prepared. The first relates to the passing of our friend Dr. George T. Little, librarian of Bowdoin College, and the other to our veteran and beloved member, Dr. John Thomson, librarian of the Philadelphia Free Library.

¹ These messages from Russia and from India were unfortunately delayed in the mail and arrived too late to be read at the conference, but are here, nevertheless, made a part of the official record.

JOHN THOMSON

The American Library Association has heard with sorrow of the death on February 23, 1916, of John Thomson, A. M., Litt. D., after a long and trying illness which he bore with characteristic fortitude. The Association desires to place on its records a minute of its appreciation of the ability and standing of its associate as a librarian and of his worth as a man.

In the history of the extraordinary development of public libraries in America the achievement of Dr. Thomson merits emphasis. The institution which he directed as librarian for twenty-three years was chartered in 1891 and began its service to the public in 1894 with 1,500 volumes arranged in two small rooms in the corner of the City Hall. The subsequent growth of the Free Library of Philadelphia is mainly due to the enthusiasm, the industry, and the mental equipment of Dr. Thomson.

His faculty for enlisting the personal interest and co-operation of those with whom he was associated was of enormous value to the institution over which he presided. It secured the munificent gifts of Messrs. Carnegie and Widener, the devotion of his Board of Directors, the affection of his administrative staff, and the loyal support and confidence of the public.

Of wide culture and diversified attainments, the honorary degrees conferred on Dr. Thomson by the University of Pennsylvania and Ursinus College were well-merited recognitions of his services to the world of letters.

When he was forced to relinquish his work twenty-seven branches had been established in the County of Philadelphia in which, and in the main library, 500,000 volumes are stored, with an annual circulation of more than 2,000,000 books. It lends a special pathos to the record that he who had done so much for the advancement of the institution did not live to see even the beginning of the palatial building designed to serve as the center of the library system.

Generous, sympathetic, and practically helpful, Dr. Thomson made friends in every walk of life. The affectionate regard entertained for him by the many members of this Association is now united to a heart-felt sympathy for his family in their irreparable bereavement.

GEORGE T. LITTLE

Dr. George T. Little, librarian of Bowdoin College, whose life came to its earthly termination August 6, 1915, had been a member of this Association for many years, and had made important contributions to its proceedings. His administrative ability, his fine scholarly instincts, his rare graciousness of manner all combined to make him one of the Association's most loved members. Our heartfelt sympathy goes out to his bereaved family and to the institution which he had so long and so worthily served.

These minutes were by consent made a part of the official record of the Conference.

The secretary read the report of the tellers of election, showing that the following officers had been elected:

REPORT OF THE TELLERS OF ELECTION

Total number of votes cast, 171.

President

Walter L. Brown, librarian Buffalo Public Library. 156 votes.

First Vice-President

Harrison W. Craver, librarian Carnegie Library, Pittsburgh. 155 votes.

Second Vice-President

George H. Locke, librarian Toronto Public Library. 164 votes.

Members of Executive Board

(for three years)

Josephine A. Rathbone, vice-director Pratt Institute School of Library Science, Brooklyn, N. Y. 156 votes.

Arthur L. Bailey, librarian Wilmington (Del.) Institute Free Library. 163 votes.

Members of Council

(for five years)

Mary F. Isom, librarian Portland (Ore.) Library Association. 157 votes.

Willard Austen, librarian Cornell University, Ithaca, N. Y. 159 votes.

J. C. M. Hanson, associate director University of Chicago Libraries, Chicago. 158 votes.

Gratia A. Countryman, librarian Minneapolis Public Library. 160 votes.

Linda A. Eastman, vice-librarian Cleveland Public Library. 162 votes.

Trustee of Endowment Fund

E. W. Sheldon, trustee and treasurer New York Public Library. 158 votes.

PRESIDENT BROWN: The feeling of personal obligation which this must carry to anyone to whom it comes is, it seems to me, overshadowed by the appreciation of the responsibility, of the obligation, which it carries with it, and it is something which cannot be expressed by words or by promise; it can only be shown in accomplishment, and we hope that something may come from that. I feel deeply, as I am sure the members of the Executive Board feel, that we should like very much to have the desires and wishes of the Association, of the members of the Association, very freely expressed. At every conference we hear more or less, always in an indefinite way, of certain things which the

members would desire to have the Association do or do differently; to put upon the program of the conference some work which they think may have been overlooked by the Association; or that they think that certain sections have not had the voice they should have had; or that certain persons of whom they know, although better equipped than those selected to speak upon certain topics, have not been recognized as would have been best for the Association. Almost all of these suggestions come in such an indefinite way that it is impossible to take advantage of them, and we do wish that people would not hesitate to send direct to the officials of the Association suggestions of this sort. I am sure they are eager to do what the Association desires to have done. The suggestions which may be made possibly could not be acted upon at the time, but we certainly should have them on record and be better able to feel the pulse of the Association through the expression of the individual members, and we sincerely hope that this year no one will hesitate to send in anything of this kind. I thank you.

The Thirty-eighth Conference held in the fortieth year of the American Library Association is now adjourned.

EXECUTIVE BOARD

FIRST SESSION

A meeting of the Executive Board of the American Library Association was held at the New Monterey Hotel, Asbury Park, N. J., June 26th.

Present: Messrs. Brown, Hadley, Craver, Putnam, Bostwick, Dudgeon and Ranck.

The following committee on resolutions was appointed: Bernard C. Steiner, Gertrude E. Andrus and J. T. Gerould.

It was voted that the election of officers be held on Friday, June 30th, and that the polls be open from 9 a. m. to 4:30 p. m. William Teal and H. E. Roelke were appointed tellers of election.

The report of the Committee on nominations was received, adopted and ordered posted on the official bulletin board.

A communication was read from Dr. Frank P. Hill recommending that Section 2 of the By-laws to the Constitution be so amended that the nominating committee be appointed at least three months before the date of the annual meeting instead of one month, and that the report of the committee on nominations instead of being posted on the official bulletin board at least 48 hours before the election be printed in the "Bulletin of the American Library Association" at least one month before the elec-

tion. This proposed amendment received the unanimous recommendation of the Executive Board. (Note: The Association at its general session on June 29th adopted this amendment to the above By-law.)

The Board discussed plans for library reorganization in France and Belgium after the war but took no official action inasmuch as this subject was scheduled to come before the Council at a subsequent meeting.

Adjourned.

SECOND SESSION

A meeting of the Executive Board was held at the New Monterey Hotel, on Saturday, July 1.

Present: President Brown, First Vice-president Craver, Miss Rathbone and Messrs. Bostwick, Dudgeon, Ranck and Bailey.

Mrs. H. L. Elmendorf was unanimously elected a member of the Publishing Board to succeed herself for a term of three years.

A brief report was presented from William Stetson Merrill, chairman of the Committee on code for classifiers. The report stated that the Committee had held no meeting during the past year owing to difficulty of assembling the members. Interest in the code continued to be manifested by occasional requests for copies of which the supply would long since have

been exhausted had not the chairman decided to decline personal requests and instead to send a code to the library most accessible to the applicant where it can be consulted. The Executive Board was requested to add to the Committee Miss Letitia Gosman, Princeton University Library, and Miss Julia Pettee, Union Theological Seminary Library, who have aided the Committee by their papers treating on the subject of the code and whose further counsel and coöperation are desired. The Board voted to accept the report and appoint the members recommended.

A report was received from Aksel G. S. Josephson, chairman of the Committee on cost and method of cataloging. He stated that since arriving at Asbury Park the Committee had further discussed the matter of having a study made of the material it had collected and the suggestion was made that this material be turned over to one of the library schools as problem work by some student or a group of students. He reported that the matter had been taken up with Mr. Wyer, who had expressed his willingness to give the suggestion careful consideration and to give the work personal supervision in case it is taken up by the New York State Library School.

The appointment of standing committees was postponed to a later date to be taken up either by correspondence or at a meeting of the Board.

The meeting place for 1917 was informally discussed but no decision was reached.

COUNCIL

FIRST SESSION

The first session of the Council was held in the Ball Room of the New Monterey Hotel, Wednesday morning, June 28.

The following forty-four members were present: M. E. Ahern, E. H. Anderson, C. W. Andrews, C. Bacon, A. L. Bailey, C. F. D. Belden, W. W. Bishop, S. C. N. Bogle, A. E. Bostwick, G. F. Bowerman, R. R. Bowker, W.

L. Brown, W. N. C. Carlton, H. J. Carr, W. O. Carson, H. W. Craver, M. S. Dudgeon, E. C. Earl, C. H. Gould, C. Hadley, M. E. Hall, H. S. Hirshberg, N. D. C. Hodges, A. Keogh, W. H. Kerr, H. E. Legler, H. Putnam, S. H. Ranck, J. A. Rathbone, M. E. Robbins, A. S. Root, G. D. Rose, C. E. Rush, H. P. Sawyer, M. L. Titcomb, E. Tobitt, S. Wagner, H. C. Wellman, J. I. Wyer; and the following

representatives of affiliated state library associations: M. J. Booth (Illinois), J. F. Davies (Montana), G. W. Fuller (Pacific Northwest), C. D. Johnston (Tennessee) and H. H. E. Meyer (District of Columbia).

First Vice-President Walter L. Brown presided.

Dr. C. W. Andrews made a brief report on behalf of the Committee on a Union List of Serials. He stated that to the Committee's regret no marked progress had been made, that plans for coöperation with the Library of Congress had again failed, as that library was not in a position to undertake a general list, as such a list would reach 100,000 titles and would take a long time in preparation. The Committee had discussed the possibility of issuing the work in sections and had hoped to report at this time to that effect. They had also interviewed the officials of the Smithsonian Institution in the hope of securing their aid, but the Institution regretted they could not assist, owing to other work in hand. Medical societies and librarians of agricultural libraries are discussing the preparation of check lists on their respective specialties. He stated it was a pity we could not get together and issue one list which would cover all sections of the country; but if we can not it would appear we shall have to be content with special lists on special subjects. The committee expected to confer with the H. W. Wilson Co. on the possibilities of coöperation and did not wish to ask to be discharged until this had been done.

Mr. Bowker asked if the American Economic Association had been asked to help, and Dr. Andrews said they had not been conferred with, although the committee had been keeping in touch with a number of kindred organizations.

Mr. Bowker suggested that the committee might draft a form which could be a model for different sections, so that work performed would in advance be aimed in one direction, and that these sections could be brought together and bound together.

Replying to a question Dr. Andrews said he understood the Carnegie Institution

would not increase their bibliographical activities.

On motion of Mr. Bowker the report was accepted and the committee continued.

The CHAIRMAN: We are disappointed this morning in having received a dispatch from Mr. Brett saying that he will not be present until the latter part of the week. We hoped also to have Mr. C. H. Brown, Chairman of the Bookbuying Committee, present to have a discussion on this topic. Unless you wish to discuss the question of the "Librarian's relation with the publishers," which Mr. Brett was to consider, we will pass that part of the program for the present. The secretary has some correspondence relative to French and Belgian reconstruction plans, and I will ask him to report on this matter.

French and Belgian Reconstruction Plans

The SECRETARY: Mr. Chairman, as perhaps many of you know, the Executive Board and the headquarters of the Association and a number of other librarians have had some correspondence within the last few months with a committee in France regarding reconstruction plans after the war. This French committee terms itself the Alliance for Social and Civic Education, and the spokesman of that Committee, with whom I have corresponded, is Monsieur Henri Oger, of Paris. This Committee has drawn up quite an elaborate scheme of reconstruction, which includes not only libraries, but social centers, playgrounds, university extension work, gymnasia and many other forms of social work. Of course, the Committee realizes that in their appeal to us it is only that portion of their plan which relates to libraries in which we will be professionally interested, and regarding which they wish to secure our attention and interest. They have made several suggestions as to what they would like to have done.

Before I mention what they wish I would like to say what many of you already know, that before this was taken up formally in connection with the committee movement, Monsieur Oger corresponded with several other librarians and myself and as a result

of that the headquarters office requested various librarians of the country, many of whom are here present, to send material to him, and in response to such requests library reports and book lists, photographs and plans of library buildings, and other material which he assured us would be of value, were sent.

In addition to these things which have already been sent, the Committee wants more. Their plans, as outlined in the circular which they have issued, include many other things: the possible establishment of an American circulating library in Paris, one that can as far as possible be a model of what American libraries are, and be not only architecturally a model, but be a model in its method of operation, and particularly loan books to American tourists and to French students. In addition to the library which they would like to see established in Paris the Committee call our attention to the fact that France is a country of small proprietors, small business enterprises, and that many of these are established if not in rural communities at least in villages and non-urban communities, and that it would be a very good thing if a village library or a small public library could be established which would show what the small public libraries are doing in this country.

The Committee would also like considerable in the way of an exhibit of our work here—both the materials for an exhibit and also slides and moving picture films—anything of that sort, they assure us. They want more library plans and photographs—more than have been sent, and in fact anything which will show our administration and methods of operation.

In my correspondence with Monsieur Oger I have told him that the Program Committee of the Association have promised to bring up this matter at this Council meeting, and that possibly as an outcome of the discussion which would here take place a committee would be appointed in whose hands would be lodged the furtherance of the scheme. So I think it is the intention of the chairman to throw the

subject open to discussion to see what suggestions members of the Council have to offer. So much for the French plan.

Grouped with the French plan I have had some correspondence also with certain Belgian representatives regarding reconstruction plans in Belgium. I read in the paper some two or three months ago a notice regarding the formation of the office of the Belgian Scholarship Committee in Washington, and I at once wrote to the address given, saying that we were interested in the plans which that Committee had for library reorganization and reconstruction, and that it was unnecessary for me to say that the American Library Association and librarians in general in this country would be very glad indeed to do what we could to help in that work. Prof. George Sarton, of the University of Ghent, secretary of the Committee, replied to the letter and we have had considerable correspondence since that first exchange, and just before I left Chicago he happened to be in the city and we had a very pleasant personal interview.

The Belgian Committee is quite undecided as to what it is able to recommend, or what can be done in a library way. Their problem seems to be divided into two parts; first, a provision for school and university libraries, which perhaps is more easily met than plans for tax-supported libraries, which is the second part of the plan and which the more ambitious Belgians hope to establish.

Madam Van Schelle, an American woman who since her marriage about twenty years ago to a Belgian gentleman, has been a resident of Belgium, has been in this country for some months and in Chicago part of the time, and I have had several conversations with her. She is much interested in seeing popular libraries established, and has noted with satisfaction the work of the traveling libraries and the library commissions of our country. She seemed pretty well posted on what they are doing, both from observation and from study. She would like to see traveling libraries established in Belgium, and yet

she realizes the great obstacles in the way. We have helped her in such ways as we can, but of course nothing definite can be done until something more is known as to the future status of Belgium. It will be very difficult, as Madam Van Schelle realizes, to induce the Belgian official authorities to tax the people for the support of libraries, but she hopes that something on a private scale may be started, and I am sure you will be interested in helping the Belgian situation in such way as you can. If I may suggest to the chairman, possibly Miss Ahern, who has had more conversation with Madam Van Schelle than I, might add something as to what her plans are for Belgian reconstruction.

The CHAIRMAN: I hope we will have a general expression as to what you think should be done and what can be done, so that the committee, if we choose to have a committee appointed to look into the matter thoroughly, may have the benefit of this expression. I should like to have Miss Ahern tell us further about the movement.

Miss AHERN: I cannot say very much more than Mr. Utley has already said. Madam Van Schelle is fully alive to the value of having the Belgian people read. Her husband is connected with the former administration of educational affairs in Belgium, and is one of the few Belgians who are coöperating with the German authorities, so there will be no more friction than necessary in carrying on the work. She is having personal friends help as far as she can and her idea in bringing this to the American Library Association is to convince us, if convincing is necessary, that this is a helpful thing, and to convince the people there that it is not an effort on her part to separate the influence of the church from the parishioners, nor to bring into the minds of these young people of Belgium any feeling of animosity towards the Germans at this time. It is a question of education. She thinks that if the American Library Association, who had been so well received on the other side at various times, were willing at least to commend this effort to start traveling li-

braries as a means of popular education without question of government or religion, it might help her to allay the suspicion that is inevitable in the introduction of that plan in a country such as Belgium. She will take money or goods or anything else that we want to give, but her idea as she expressed it to me, was that she would like to have a body of such standing as the American Library Association say that they believe that this is a good thing to do. Her idea is to start libraries from centers in Belgium just as we have done in the United States.

Dr. PUTNAM: Will Miss Ahern tell us, is it her idea to start something practical at once under present conditions or is this a proposal for the future?

Miss AHERN: She has quite an establishment outside of Brussels and there she has started something like a technical school. Students come there from all over the country and then go back into their own section, and she wants them to give a greater importance to the value of popular reading than they do now. They read church books and books on their own line of business, but popular reading as we have in this country they do not have. She expects to start the work just as soon as she can. She has gathered several hundred books; she has been especially fortunate in the New England States and Canada in getting books in French, but the question of language is going to handicap her. She will take English books and as she herself said "anything that is loose."

The CHAIRMAN: The need in Belgium seems to be more simple in that it is more definite. We should like to have an expression of opinion as to what is possible to be done in France as well as in regard to Belgium.

Mr. BOWKER: We had some correspondence with Monsieur Oger at least a year ago. I remember one plan which seems to have dropped out of the discussion; I would be interested if Secretary Utley has heard more of it. It was asked at that time that proofs of our illustrations showing types of American library build-

ings be sent to France from which to select material for publication regarding the American library system. I think we have not heard further from that side of the proposal.*

I might add one or two other points of information as to the French situation. There is in this country Monsieur Louis Rouquette. I have not personally met him, but I think he was associated with the French exhibit at San Francisco. He is said to have an official commission from the French Government in respect to books after the war. I understand that his mission has some relation to bookselling, and would fit into a general plan they may have over there.

Then there have been one or two communications from M. Otlet. He is concerned as to the future of the great card collection—I think something like ten million cards, at Brussels. M. Otlet has been much concerned as to the fate of that great collection in Belgium, and he had two or three plans: one was to have the Library of Congress provide for a duplicate collection. Or he hoped something might be done by the American Library Association, his idea being that the collection itself would be brought over here, though of course it would be more satisfactory if there could be a duplicate set of the cards over here. That is a matter of such magnitude as to be almost impracticable. I have answered M. Otlet but the letter has been returned from the address he gave—he was then in Paris. I should mention that Madam Haffkin-Hamburger has been heard from in Russia. She emphasized the desirability of progress there in the American direction after the war. Naturally we have not heard much from Germany, for the two reasons that there is less communication and that the library organization there is in fairly good shape.

I think if we do anything it should be on a basis which would be international. First of all, we should learn by cor-

*The Secretary said he had had no correspondence on this subject for some time.

respondence as to the status and probabilities. We should look to the end of the war as the time for action rather than now, so as to give the committee time for investigation. I feel that the American Library Association ought not to be backward in holding up the hands of any of our friends across the sea, of whatever nation, in doing the kind of work we did at the beginning. The American Library Association started just forty years ago and possibly the work which the men and women who have been mentioned have in view will forty years hence prove as important as that which this Association typifies here today.

I would suggest that this matter be referred to a Committee on which there ought to be one person familiar with the French language, one person familiar with German—a good correspondent in each language, and if there is anyone who is familiar with Russian that would be desirable. I do not want to be on the Committee, but would suggest a special Committee on International Coöperation, and that we offer our best help in promoting the extension of library development among the people after the war.

The CHAIRMAN: I should like to have that motion put. I think perhaps I can agree not to put the mover of the motion on the Committee.

Mr. BOWKER: I will make the motion. (The motion was seconded and carried.)

Mr. BOWKER: I suppose the Committee will be made up by the president after full consideration so that we may have persons equipped to correspond in their own language with these different people.

The CHAIRMAN: We should like this matter discussed further. As you know, the general scheme as presented to the Association was a very broad one indeed so far as France was concerned.

Dr. PUTNAM: I think it would be unfortunate if the appointment at this time of any committee, or any instruction to an existing committee, should give an impression abroad of some immediate possible service from this side. I can not under-

stand how it would be practicable for the American Library Association to do anything that would be of any widely extended practical value at this time. Of course, for individual libraries to contribute certain books, such an undertaking as we have had described in Belgium, would be one thing; but if we appoint a committee which is charged with some practical service or recommendation to us of some practical service to be instituted in the immediate future it may create an impression that would be disappointed later. If the committee could be charged simply with a further inquiry, with the accumulation of information, with observation of the course and trend of things abroad; with the idea that at the mid-winter meeting, if the time should then seem right, it should report to us any practical service which might be rendered by American libraries in the promotion of undertakings abroad similar to those for which we stand in this country, then perhaps that impression would be avoided. Now if it is necessary to have a special committee appointed for that, that might be done at this time, but I would circumscribe the duties of that committee until the war is over, or until we have had a chance to consider some intermediate report from them at the mid-winter meeting.

Mr. BOWKER: I would like to accept this suggestion and make the motion that the special Committee on International Cooperation consider these proposals and report at the mid-winter meeting.

Dr. PUTNAM: In the meantime to accumulate all information possible by correspondence or otherwise.

The CHAIRMAN: Is that acceptable to the seconder?

(The motion was accepted and carried.)

Mr. BOWKER: We understand that anything coming from M. Otlet or any of these people should be sent to that Committee?

The CHAIRMAN: Yes; that is understood.

We have a report from Mr. Dudgeon on Fire Insurance Rates.

Fire Insurance Rates

Mr. DUDGEON: In our last report we announced that the Committee was working on three things: first, the language to be placed in a fire insurance policy; second, to consider whether or not an entire library policy was a practical thing, and third, to develop a simple but effective fire prevention code. I want to admit with humility that we have not accomplished these three things to our own satisfaction as yet, and can only report progress.

Mr. BOWKER: Can Mr. Dudgeon tell us whether it is general to insure books separately from the building, and something as to what the rates are?

Mr. DUDGEON: There is absolutely no general practice followed as to rates. We have a great deal of information which we have attempted to tabulate, and from which we can conclude almost nothing, except that librarians generally have not been, possibly, as watchful as they should be as to rates. Our purpose was to deposit with the Secretary of the A. L. A. these figures and tabulations so that they should be a source of information, and to give some suggestions as to prevailing rates. The other question was whether books and buildings were separately insured. Generally they are; but we find also that there is a great deal of carelessness in the insuring of the contents for the very simple reason that most of the standard policies used exclude much of the property of a library from the property insured, unless it is specifically included in the written portion. For example, the tapestries and art works are excluded as not insured unless they are mentioned, and some of the libraries have not mentioned them. We are seeking to include these in the form.

Another feature is omitted: the law seems to be that if a card catalog is destroyed it is deemed to be of a value equal to the material—the tangible property that went into it, unless a special value is put upon it. There are a number of these things that we will have to work out rather carefully.

Mr. BOWKER: Do you know about the new standard policy of 1916?

Mr. DUDGEON: I know there is a new one; I have not examined it, but the insurance commissioner suggested that it would probably not affect our subject.

Mr. BOWKER: I have had occasion to study the new policy, partly from the librarian's point of view. The insurance commissioners of the several states now have a national association and have been working out a new form of standard policy which has been adopted by Pennsylvania, North and South Carolina and possibly by this time by other states. It came into operation in 1916 in Pennsylvania and it is understood that every effort will be made by insurance authorities throughout the states to make that an absolutely national standard policy. It is based on the old standard policy but contains a very important change, to this effect: the old policy voided insurance indefinitely if certain restrictions were at any time not complied with. For instance, in the case of a house—this would not apply to a library, probably—non-occupancy was permitted only for a month. If a person left his house for two months and then a year or two afterward a fire should occur, the policy would be voidable. One of the great changes has been that the word "while" is used, so that the policy is voided only *while* these conditions are in existence. This is really a great step forward. Librarians should study the standard policy of their state and then if the committee gets a "rider," as it is called, which will be inclusive of library property, that would be another great step forward.

The next service of the Committee would be in regard to rates, and with respect to fire prevention. There has been an enormous saving of property—hundreds of millions of dollars—in the last few years through fire prevention methods, and most of the great industrial establishments—I have known something about one or two—find their insurance lowered by the use of the mutual system. Whether any mutual system is possible for libraries is a ques-

tion. It might be possible to have some such organization in specific states. One feature of the fire prevention plan has been to make a rate—this has been carried out in New York City—on a general scale, which means a large rate, and then give credit of so many points, so many fractions of a cent, for this or that or the other feature of precaution.

I think the Committee can do a very real service in the three directions I understand Mr. Dudgeon to indicate—first, the nature of the standard policy as affecting libraries; second, the rider which should be inclusive of library property—and there let me add this caution, that when you are insuring the contents of the library be sure to make the description not specific and exclusive but general and inclusive, that is to say, that you include not simply "books and card catalog," but "books, cards and like property," or some general phrase of that sort. Then the third point—that the committee should suggest what could be done in the way of additional fire precaution that would reduce the rates to libraries. This last is a matter of great importance, and I think it is one to which not enough attention has been given.

Mr. DUDGEON: I might say in connection with the question of fire prevention that I have been in communication with the expert on our Industrial Commission who is a practical inspector and has inspected fire prevention methods in all the factories of the state, and he is coöperating with us. We have corresponded with authorities all over the country to some extent to get the best of these fire prevention methods.

Mr. BOWKER: There is a curious little kink, for instance, Mr. Dudgeon; for certain purposes the insurance boards permit the Pyrene extinguishers, and for other purposes they prefer the water bucket. There is a good deal of nonsense about it.

Mr. ANDERSON: I should like to call the attention of the committee to an anomalous condition in New York City. We carry no insurance, but recently the question arose as to whether we should in-

sure a loan collection, and we found that the rate on prints, for instance, in a private residence in New York, in a non-fireproof building, was fifteen cents per hundred. In our building it was fifty-six cents per hundred, because we come under the skyscraper rule; that is to say, although we are in a fireproof building, the local underwriters association apply to us rules designed for these large, tall, concrete, steel constructed buildings. I think if the Committee can do anything to change that situation as applied to public library buildings it would be doing a great service. In New York if we take out, for instance, the wire glass which at the time the building was erected was required by the underwriters association, and put in a separate screen of wire and the glass, one above the other, that would cause the rate to come down two or three points.

Mr. RANCK: This matter of rates in Michigan is simply outrageous. Apparently conditions were identical in different towns, so far as character of the building was concerned, separation from other buildings, etc., etc., and yet they would be charging three times as much per hundred in one town as in the other, on the general plan, it seems to me, to "take all the traffic would bear." We have had this situation in the last few weeks: we have a fireproof building and carry a limited amount on the building, which we believe would cover all damage in case of fire, yet they want us to carry \$300,000 on the building, and we do carry a considerable amount of insurance on the books and contents, which has been worked out rather carefully; but one of the large companies of New York within the last month canceled their policy, which was for five years, for the reason that we did not carry a sufficient amount on the building. It is trying to force the library to carry a much larger amount on the building, and the policy was canceled. We did not have any difficulty in placing the insurance with another company. At the last session of the legislature a bill was slipped through, putting insurance on the basis of a public utility; in other words, the same

rate uniform throughout the state for the same class of property, leaving the classification of the property to the Board of Underwriters, and as a result of that the insurance rates on a great deal of property have gone up tremendously by changing the classification. And this is only one of the aspects of a very big subject.

Dr. ANDREWS: We have had some of these difficulties, and our treasurer has recommended to the Board, and the Board has accepted the recommendation to insure ourselves. We are paying two and one-half times as much as others, and we do not think our risks are two and one-half times as great. For this and other reasons we have considered that, after all, any loss we meet would not be irreparable, and in a few years our surplus would be large enough to meet any loss. I rose to ask if the committee would consider not merely the question of fire insurance on property, but the question of safety of life. That is going to be, with us, rather more prominent than that of property. My office will be one hundred and fifty feet from the ground, and I have been puzzled to know whether it would not be well to establish a fire drill so that the people in the library would know what to do when the fire alarm rang. I wonder how many libraries have such a drill and whether this committee would think it within its province to consider and recommend a simple form of safeguarding life as well as property?

Mr. DUDGEON: I may say we sent out a communication to the State Industrial Commissioner, who has charge of that, recommending that an informal fire drill be practised in order that the staff should know exactly what to do in case of fire. In our library building we have certain provisions for the safety of life, such as exits and stairways in certain portions of the building in lieu of fire escapes, etc.

Dr. ANDREWS: We have contented ourselves so far with printing in red a little card showing where the exits are, where the fire plugs are and also a statement that the men of the staff are expected to see that the public and the women of the

staff are in safety—and then save the catalogs! Everyone of the staff has one of the cards and keeps it in plain sight on his or her desk, so it can be referred to in case of need.

We have never had a drill. In our present quarters our staff is small and we have been content with the precautions named, but in the new building with a larger staff and with less familiar surroundings I have felt we should have a drill such as Mr. Dudgeon has indicated would be advantageous.

Mr. BOWKER: I want to take the occasion—it seems to me this is an ideal time, when we have here the heads of libraries discussing these very practical points—to add one or two suggestions. The most important thing in the event of a library fire is to see that everybody is out of all the rooms; so it seems to me there ought to be a quiet fire drill after hours with reference to that particular point. I have had experience in industrial establishments, and my way used to be to go to a particular point in a building, call the alarm of fire and take a watch to see how long it required for them to get there and put out the "fire."

There is another question that should be taken up. The enemy of books is water. We had much difficulty in our electric light station in New York, in trying to get the firemen to understand that they were not to rush in and flood everything. We should consider whether the use of sand is not thoroughly effective, or whether dry powder fire extinguishing methods could not be used. Another thing has come up in Brooklyn, the questions of employer's liability insurance and of accident insurance of the public. This has come up rather interestingly in regard to the Carnegie libraries. The city is self-insured, and as we understand it the Carnegie libraries, having been given to the city, are taken care of by the city as to fire or accidents to the public. But that does not cover the buildings which are owned by library associations and it does not cover the books in the Carnegie libraries.

There is a beautiful complication. Then we have the question of people slipping on the steps. We have had I think one suit in regard to some such accident. Then there is the question of elevator insurance. Really, this question broadens out into great detail, and is a rather pressing one. I imagine it has come up in a good many trustees' meetings and that light from the Association through this committee would be very gladly welcomed. It is one of the questions that should be taken up in the Trustees Section, and I think that such a committee report, submitted either to the Trustees Section or sent to trustees of libraries throughout the country, would really emphasize the value of this Association, and all library associations, to boards of trustees that at present believe them to be rather a luxury than otherwise, to whose meetings the librarian goes for enjoyment.

Mr. BISHOP: Mr. Bowker has raised a point which has concerned me very highly in the past few months. He has emphasized the fact that this exchange of experience is valuable; perhaps I might venture to bring up the danger from fire prevention apparatus to the contents of libraries. In planning for the library which has occupied my time for the last ten months I found one extremely serious difficulty. We had on the campus in the University of Michigan a high-pressure system of fire mains, and it has proved effective in the case of incipient fires in the old non-fire-proof buildings on the campus. Naturally the superintendent of the grounds and the university authorities thought well of the system, which has saved them serious losses, and the architect and superintendent of buildings were proposing to couple it to the reservoir system in the library stacks. I protested and succeeded in having connection made with the ordinary city mains, for if they had a fire on the campus with the high pressure system connected through our building the chances of bursting inside the book stacks were good, and we might find ourselves with an incipient flood on our hands because there was a fire somewhere else.

Another matter that concerns us is the possibility which Mr. Bowker has suggested of using other than a liquid form of fire extinguisher. I think it is well worth while for the committee to study that point. There are other means of extinguishing fires than by water. We are experimenting with a view to introducing into our new structure certain apparatus of that sort, but I do not yet know exactly what it will be.

Mr. GOULD: I would like to know whether the committee has considered the question of insuring inter-library loans. I came across rather a strange feature of insurance in that connection. Last winter we were sending a rare book to another library. It occurred to me that possibly the library to which the book was being sent might not insure it, and I thought we would like to insure it ourselves. I found out that we could not do so. We could not insure a book going to another library and there seemed no way of overcoming the difficulty.

Mr. DUDGEON: I think that can be done either through Lloyds or another insurance company. Lloyds at the present time would be very high, but we are handling exhibits from out of town all the time, and they are insured against any and all risks.

Mr. BOWKER: At a rather high rate.

Mr. DUDGEON: It is a high rate, but for a short period.

Mr. BOWKER: Do you have to insure each loan or is there a blanket insurance?

Mr. DUDGEON: It is specially insured for the loan, but recently institutions have insured loans as sent out. For instance, the American Federation of Arts' collection is insured from the beginning to the end of its journey. We don't give the express companies any value.

Mr. DUDGEON: I wanted to say a word to emphasize the importance of education in fire prevention. I don't know that this Association has any money to spend, but I think if we had it could be well spent in this direction. The factory mutuals are a case in point. For instance, these fac-

tories are getting insurance for those inflammable buildings where oils and paint are stored at a very much lower rate, some of them I think less than one-third the rate fireproof library buildings are paying. Some of those mutuals spend half of the money they collect from their policy holders in education in fire prevention, and the rest for losses; in other words, they pay more for education than for losses.

The CHAIRMAN: I think there will be no objection to accepting the report as a report of progress.

The Council has at this meeting to appoint a committee of five to nominate members of the Council who are elected by the Council. What is your pleasure as to that committee?

Dr. ANDREWS: I move that the chair appoint the committee of five, for the purpose of nominating members of the Council.

(This motion was seconded and carried, and the Chairman appointed Mr. S. H. Ranck, Mr. W. O. Carson, Miss Edith Tobitt, Mrs. Harriet P. Sawyer and Mr. H. S. Hirschberg.)

Mr. DUDGEON: I am going to ask the privilege of making a request that each member who has spoken, or anyone else who is present and has suggestions, relative to library insurance matters, formulate his suggestions in a letter to the committee with a view to the solution of problems that are to be solved.

Meeting adjourned.

SECOND SESSION

The second session of the Council, open to all, was held in the Auditorium, Friday morning, June 30. Second Vice-President Hadley presided.

Mr. Ranck, chairman of the committee to nominate five members of the Council to be elected by the Council, reported the following nominations: Gertrude E. Andrus, Seattle Public Library; Chalmers W. T. Porter, Cincinnati; and A. S. Root, Oberlin College Library.

On motion of Mr. Wyer it was voted that the secretary be instructed to cast a bal-

lot for these nominees. The secretary declared such ballot cast and the nominees elected to the Council for a term of five years.

The vice-president called on Mr. Ranck, chairman of the Committee on ventilation, lighting and heating of library buildings to conduct a question box on the subjects covered by the Committee.

The VICE-PRESIDENT: This morning's program is a rather full one, and we will dispense with explanations and introductory remarks whenever possible. The first item will be the Question Box on heating, lighting and ventilation, which will be opened by Mr. Samuel H. Ranck, librarian of Grand Rapids, Michigan.

VENTILATING AND LIGHTING

Mr. RANCK: As some of you know, the Committee on Ventilation and Lighting has been more or less active for several years. The Committee realizes that they did not know what they were getting into when they undertook this work. I may say, in defence of the Committee, that a number of other organizations, some of them with a considerable amount of money to spend, are at work on several phases of this problem and that their conclusions have not gone any further than ours. We have been experimenting in library buildings, and getting the benefits of the results of other investigations by the Bureau of Standards, manufacturers, etc.

I will not have time this morning to go into this subject very fully. During the course of a year the Committee gets a good many letters from persons asking questions with reference to either ventilation or lighting, or both. It is a curious fact, however, that more questions come to us about lighting than about ventilation, though the latter, in my opinion, is very much more difficult than the former. Lighting, of course, is more obvious than ventilation. I have here a few of the questions that have come to us; we will not have time this morning to take up all of the questions.

"Which is the best: direct or indirect lighting?" This is a question of relative

terms. I assume most of you know what this sort of lighting means. Indirect lighting is where the source of light is wholly hidden, the lighting effect being produced by reflection either from the ceiling or from some apparatus suspended over the source of light. Semi-indirect lighting is where some light comes through from the original source, and some of it is reflected. It is the opinion of the Committee, I think—I have not had time to get them all together on this—that the tendency is at the present time toward semi-indirect lighting. Dr. Andrews, by the way, who is at work on the new building for the John Crerar Library in Chicago, is installing a system of semi-indirect lighting, based on very elaborate and important studies both on the part of himself and the architects. I would say that you cannot give any hard and fast answer to that problem unless you know all the elements that enter into it, and the elements are a great many, and a good many of them are engineering elements.

One of the most important things is color: color of the walls, color of the ceiling, color of the floor and of the furniture. In some rooms the color will absorb more than fifty per cent of the light, and all of these things must be taken into account. The psychological element is also a very important one. My own opinion is, at least so far as these things affect me, that the semi-indirect system produces on me a better psychological reaction. I will not have time to go into that, but it is a very interesting thing, and there are a number of cases on record of experiments where a whole institution has been adversely affected by the color of the lighting, and that by changing the color of the light or objects reflecting light very much better results were obtained in efficiency and the general happiness of the workers, reducing nervous prostration and all that sort of thing. Where there is a good deal of red, as a rule, that gets on most people's nerves.

Another question is about the kind of fixtures to install in a room of given size,

with the number of outlets or lights. As I have already indicated, there are a great many elements in this. There is the height of the ceiling, since it makes a vast difference in the kind of fixtures you install whether a room is twelve feet or thirty feet high; also the kind of light. In most of the problems relating to lighting hitherto the cost of current and of operation has been the primary consideration. There are many things more important than the cost, but a lot of these other elements that enter into this have nothing to do with cost. They are being studied at the present time, but the scientists and others in making these investigations have not come to any full conclusion.

I think we do not pay enough attention to natural lighting. When we think of lighting for reading rooms, and so forth, we mostly think of artificial lighting. Most of our cities are badly planned to get the best natural lighting results in the buildings. For instance, the orientation of buildings so that you can get sunlight into all the rooms most of the days of the year when the sun is shining; with the buildings arranged on the north and south, east and west plan at certain seasons of the year you get no sunlight in certain rooms. This is a rather new question in connection with the problem of lighting, so that if you can control the location of your building on a lot—we cannot often do that—you can help your lighting system problem very much by planning it with reference to the natural light.

Another thing we do not think of in connection with lighting—I have already referred to the color of walls, floors, windows, etc.—is the fact that at night, light leaks out of windows that are not shaded just as water leaks out of an open faucet; if you have windows properly shaded, and if you do not need windows raised for ventilation, it will make a considerable difference—a measurable difference—in the amount of light in the room if you pull down the shades and if they are of the right color. I know of rooms where there was a complaint about the lighting, and by simply

putting on properly colored window shades and drawing those shades, when there was sufficient ventilation there, nothing more for the time being was necessary, simply because a lot of the light which had streamed out into the street, and into the night, was reflected back into the room.

Of course a good deal depends on the use made of the room, number of people, and so on. Here is a pamphlet on "Photometric units and nomenclature." It is rather technical and scientific, but any of you who are interested in this problem will find it worth while to get this bulletin from the Bureau of Standards. They have a number of other pamphlets of interest in this connection. I have been especially fortunate in this work because two of my personal friends are connected with the lighting work of the Bureau of Standards, and they have helped me a great deal.

The new science of lighting is going to approach this problem from a scientific point of view rather than from the experimental point of view, and that means that a lot of the terms used in lighting, and so on, are being discarded and new terms are coming in. Most of us are not as yet familiar with these new terms and new units. When lighting is put on a scientific basis you will determine how much light you need on a square foot of surface on the reading plane—that is, the table in the reading room; and then it will be, relatively, an easy engineering problem to put in the fixtures and the arrangements to get the number of foot candles or whatever else you want on a square foot of surface. The newer study in the art of lighting engineering is going at it from that point of view, but very little in the past has been done in that way.

Then another very important element relating to this lighting proposition is the matter of the individual eye. There is a committee, I think, in France, studying the physiology of light, and one of the most interesting things that have been brought out by some of the studies on this point is that eyes in different individuals require varying amounts of light for the

satisfaction or comfort of the individual. There is a difference, it seems, in different individuals of at least fifty per cent, so that the light that is favorable and satisfactory for one person to work by with efficiency for three or four consecutive hours is fifty per cent less or fifty per cent more than another person needs. For that reason in reading rooms we can never get along without a certain number of individual lights, because of the difference in the human eye. General lighting is, therefore, in my judgment, very expensive, because as a rule you have to have the whole room flooded with a quantity of light sufficiently great for what you might call the eye requiring the greatest amount of light, and that means that at certain hours of the day a large part of the room is flooded with an amount of light which is not used and therefore is not necessary.

Another very important element in connection with fixtures is the matter of cleanliness, not only from the point of view of health, which we all admit, but on account of the amount of light that is lost by dirty walls and dirty ceilings, dirty lamps—that is, the incandescent lamps—and dirty shades. I have been in many libraries where at least fifty per cent of light is being lost by reason of the fact that things are dirty. You can all help to improve conditions in that direction, with little extra expense.

I had several more questions but the Chairman says my time has nearly expired so I will omit those.

I want to say a word about ventilation. Humidity and the motion of the air are being recognized in recent years as two most important factors in proper ventilation, as well as temperature. Humidity and motion are of such great importance because of their effect on the functioning of the organs of the body—the skin, for instance. I want to say we have been making some interesting experiments under the direction of a ventilation engineer in our building, and as a result of this, at a considerable saving in fuel and power for the operation of the fan we are getting a

ventilation that has been very much more satisfactory to the workers and to the public. We think it is worth while, but we are not ready to make a definite report. I may say, however, that Dr. Andrews told me the other day that in the new building of the John Crerar Library they are depending on direct ventilation so far as possible; that they expect to get results at a cost for power of about 30 cents per hour, whereas under the old system (the system commonly in use in libraries) for the whole building it would cost \$1.25 per hour simply for power to drive the fan during the winter. You can multiply the hours your library is open by a cost of 30 cents or \$1.25 per hour and you see how the latter eats into your appropriation.

I want to say one word more on this problem of ventilation. In my judgment it is a problem of ventilating people rather than of ventilating buildings or rooms.

In conclusion I want to emphasize the importance to library workers of daily outdoor exercise on their part, because it has a vital relation to this problem of ventilation. I want to express my conviction that the time will come when libraries will require of their workers that those who do not take proper outdoor exercise will be regarded as a menace to themselves, to their fellow workers, and to the public. Personally I would rather work alongside of a person, using reasonable care, who has tuberculosis than a person who from the lack of proper exercise and taking care of herself is unhappy unless the room is at 80 degrees temperature.

“The library’s part in the Americanization of the immigrant,” the general subject for the morning’s consideration was then taken up, the first speaker being Dr. Albert Shiels, director of the division of reference and research, New York Board of Education, who discussed “The immigrant, the school and the library.”

(See p. 257)

He was followed by Dr. H. H. Wheaton, specialist in immigrant education, U. S.

Bureau of Education, who spoke on "An Americanization program for libraries."

(See p. 265)

Miss J. Maud Campbell, director of work with foreigners, Massachusetts Free Public Library Commission, spoke on "Americanizing books and periodicals for immigrants."

(See p. 269)

Mr. John Foster Carr, director Immigrant Publication Society, of New York, was the final speaker in the symposium, taking as his general theme "Library work with immigrants."

(See p. 273)

Mr. W. H. Brett, librarian of the Cleveland Public Library, spoke briefly in conclusion on "The library and the book trade," after which the session adjourned.

THE LIBRARY AND THE BOOK TRADE

By W. H. Brett, *Cleveland Public Library*

I have had the opportunity, within the past few weeks, of discussing the relations of the library to the book-seller and publisher, with some of the largest book-sellers in the country who pay especial attention to library business, and have been greatly interested in what they have told me.

I endeavored first to get some information as to the importance of the library business to the book trade. I have the impression that, while the library business is undoubtedly important, still, the books purchased by libraries are a very small part of the entire book sales of the country. This is something of which I realize it would be impossible to give any accurate figures; I have been interested in the guesses that have been made, varying from one to fifteen or twenty per cent; possibly the average opinion would be that the libraries take two per cent of the volume of novels published in the country, and not over ten per cent of the other books; my own guess would be that both these figures are too high.

Another opinion in which I was interested was expressed by two leading deal-

ers, namely, that somewhere from forty to sixty per cent—averaging the opinions, I would say fifty per cent—of the book-selling to libraries is in the hands of a few large book jobbers who pay especial attention to library business. While this, I imagine, is largely guess work, there can be no question but that a very large share of the business is done by these dealers, while the business done by the remainder and second-hand houses is considerable but very small in comparison with that of the regular jobbers.

The most out-standing question—the one which comes into mind when we discuss our relations with the book-seller—is that of price; and I will consider that first. I have asked myself, and I have asked others, why a library should have a discount as a library; and I have never received a satisfactory answer. My own view is that there is no ground for thinking that libraries should have special treatment and receive any special consideration, on account of the nature of their work; and I think the feeling that they should, so far as it exists, is a survival from those early days when the minister and the teacher were given a discount on account of their educational service to the community, and doubtless also because they were known not to receive very large salaries. The result was that in a few years discounts became very general; everybody expected twenty off, very much to the demoralization of the book trade. To remedy this it became necessary to bring about a gradual change to net prices.

It is fundamentally unsound to base the question of price or discount on the occupation or the purpose of use on the part of the purchaser. The minister and teacher ought to be paid enough to buy their books as other people; and this is equally true of the library. It is supported by public taxation, in which case the book-seller pays his share, as other citizens, and should not be asked to make a special additional contribution in the way of discounts greater than the volume and character of the business would warrant; or,

it is supported by endowment, in which case the donor certainly would not want the book-seller more than any other citizen to help support the library.

The only logical and fair way of fixing prices and discounts for any purchaser is to gauge them by the volume and character of the purchases. The library book-buyer has a right to expect as large discounts and as generous treatment in every way as is accorded to any buyer of equal quantities and of the same goods, modified by other considerations which affect the value of the business to the dealer; some of these are:

1. The intelligence and accuracy with which orders are placed.
2. The certainty that payment will be made.
3. The promptness with which payment is made.
4. The amount of goods returned.

And about these things I have the opinion of a considerable number of book-dealers:

1. As to this, I find that libraries stand fairly, though the dealers say there is a very great deal of difference. The large library, where the work is thoroughly systematized, sends its orders accurately and carefully made out, giving all the necessary data, and therefore easy to fill. On the other hand, many libraries are careless in giving the information, uncertain as to what they want, and if the purchases are made personally, take a great deal of time in their selection. I think the consensus of opinion from the book-dealers is that the majority of large libraries are above the average customer as to the form in which their orders are placed, and that many of the smaller libraries are very much below the average, requiring more attention and time to sell the same amount of books than the ordinary private buyer.

2. As to this item, the credit of libraries is beyond question, according to the general testimony of book-sellers. The loss of a library account is very rare.

3. As to the item, time of payment, libraries are, on the average, prompt. There are occasional delays, due generally to

formalities. They probably average better than the private buyer.

4. As to the return of books, libraries rank very low in the estimation of book-sellers. While many book-sellers send out books on approval and accept their return as part of the business, and sometimes permit books to be returned which were not on approval, in case the library decided afterwards to return them, there is no question but this is a very serious deduction from the value of the business of the library to the book-seller and may very fairly, and actually does, affect the discount which the book-seller can afford to make.

The objections to the return of books are:

First, and I suppose really most serious, is the work involved. I saw an illustration of this lately. If one hundred dollars' worth of books are sent out on approval and \$25 worth are returned,—assuming, which I think is really true, that it is almost as much trouble to the book-seller to receive books back, check the bills and restore them to their places, as it was in the first place to bill and sell them,—such a deal would mean that the book-seller handles \$125 worth of books in order to sell \$75 worth, at an expense which greatly lessens the profit of the transaction, if it does not render it entirely profitless. The overhead expense of the book-seller is one which the librarian does not always take into account.

Another serious objection to the return of books is the difficulty of keeping them from injury. It is practically impossible for even a careful reader to read a book through without making a second-hand book of it. If you will notice a book which has been read, lying flat on the table, you will usually observe that the accurate curve of the front and the back is gone, one of the covers projects beyond the other, and the front is comparatively flat. The book is not fit to go onto the shelf of the book-seller and be sold as a new book to the fastidious buyer; it would probably go to a library without question, if the book-seller happened to have another library

customer for it. I have no doubt but that many book-sellers endure very serious impositions of this sort rather than disturb their pleasant relations with library customers, believing that on the whole the business with libraries is profitable. This I think, in simple fairness to the book-sellers, should be adjusted in some way, possibly by the reduction of discount on books which are sent on approval, so that the larger profit on those retained would fairly offset the injury to those which are returned.

There are, however, certain other very important things involved in the relation of libraries to the book-trade, relations of mutual service. I have been greatly impressed during the years in which I have known something of and have had some experience in library book-buying, with the thoroughly honest service rendered to libraries by book-sellers, and more particularly by those larger jobbers who pay especial attention to the business of libraries, studying it carefully, and equipping themselves to give satisfactory service. Such a book-seller will not intentionally sell to a library a book which he does not believe to be the best selection, the best edition, or a desirable purchase for the library.

The library may and does receive from the book-seller most valuable service in the making up of its orders; the larger library, with its fuller equipment of bibliographies, keeping up with the trade lists and journals, is much better able to select books wisely than is the small library; but even the large library may receive valuable assistance from the intelligent and well-equipped book-seller; and the small library with a meager supply of trade-helps needs such assistance much more. I am impressed with the fact that the intelligent book-seller does render real service to the library in addition to merely filling the orders as placed.

On the other hand, I am no less confident that the library renders a great service to the book-seller, in educating an

army of readers who are and will be more or less book-buyers, and the aggregate of whose purchases I believe will very much more than offset any lessening of book-buying which may come from the fact that books may be had free in the library. This phase of the question was most admirably treated by Mr. Dudgeon in a recent paper at the book-sellers' meeting in Chicago, and was compared with the methods adopted by organizations in various lines of business to create a demand for their goods. As to this particular question—whether the library increases or diminishes the business of the book-seller—there is a very wide difference of opinion among book-sellers. So far as I can learn, some of the larger book-sellers are inclined to regard the library on the whole as helpful to the book business, while others disagree with this, and the smaller book-sellers more generally seem inclined to look upon the library as rather a rival and a detriment to their business. My own view of it is that the library and the book-store are mutually serviceable to each other. The book-seller may, and the best of them do, give to the library more than mere exchange of so many books for so much money without reference to the interests of the library. They give, beyond this, an intelligent and valuable service and a genuine interest which lead them to regard the library's advantage as well as their own. On the other hand, librarians should, and many of them do, realize the difficult problems of the book-seller.

The interests of both the library and the book trade would be promoted by a better understanding on the part of librarians of the problems and difficulties of the publisher and book-seller. No fair-minded librarian wants a book-seller to sell books at a rate so low as not to afford a reasonable profit. On the other hand every librarian should insist on the lowest rates that the volume and character of his purchases will justify. Nor should the library whose orders are carefully made and intelligible and whose bills are promptly paid have its discounts held down for

the shortcomings of other institutions.

Better acquaintance and mutual understanding of each other's problems should

furnish a substantial basis for business relations advantageous to both libraries and the book trade.

AGRICULTURAL LIBRARIES SECTION

The annual meeting of the Agricultural Libraries Section was called to order Wednesday morning, June 28, 1916, at 9:30 o'clock, in the Auditorium, Ashury Park, N. J., by the chairman, Mr. M. G. Wyer, librarian of the University of Nebraska. Miss Julia C. Gray, librarian of the Pennsylvania State College School of Agriculture and Experiment Station, was appointed secretary of the meeting.

After brief introductory remarks by the chairman, Mr. John A. Lapp, editor of "Special Libraries," Indianapolis, Ind., gave an address on "Agricultural libraries as special libraries." Mr. Lapp's address caused a discussion which brought out the following suggestions for making the Section useful to the libraries:

A union of all libraries, particularly agricultural libraries, to develop and strengthen the agricultural library in Washington for the use of research workers—a center for the collection of material that European men already have at their disposal. This would require an appropriation of \$100,000 a year for five years.

Increased cooperation between the U. S. Department of Agriculture and the agricultural libraries all over the country by maintaining a trained assistant in Washington, to serve as an agricultural library organizer, to improve those libraries for the use of faculty and students.

County agent libraries or clearing houses of information, to be acquired by the collection of free material on agricultural subjects, so that the county agent may be prepared to hand out to the farmer free publications treating of special problems with which he has to deal.

The agricultural bulletins were criticized as being too technical for the farmer, and

for not giving the right kind of information in the right way.

It was agreed that through the Smith-Lever Bill for Agricultural Extension the agricultural libraries are facing great problems and great possibilities.

In regard to methods of extension distribution, Mr. Green, of the Massachusetts Agricultural College Library, stated that it was difficult to secure the interest of extension representatives in the library phase of the work. Mr. Hepburn, of Purdue University Library, stated that boxes of free literature had been fitted to the running boards of automobiles and distributed to farmers in that way.

The first paper on the program, "A union check-list of serials in agricultural libraries," was prepared and read by Mr. Charles R. Green, librarian of Massachusetts Agricultural College. This paper suggested a geographical scheme in connection with the interlending system.

The second paper, "The agricultural index," by Mr. H. W. Wilson, of White Plains, N. Y., explained the purpose and plan of the new index of agricultural periodicals, prepared by H. W. Wilson and Co. In the discussion which followed much frank but friendly criticism occurred. Some believed the price too high. Others did not favor the inclusion of the experiment station bulletins, because of the fact that the stations are provided with the card catalog of those bulletins by the States Relations Service. It was stated that the card catalog was seldom less than a year behind time, and that Mr. Wilson's index would come out more promptly.

The following motions were made and carried:

On motion of Mr. Hepburn it was re-

solved that a committee be appointed to confer with Mr. Wilson in regard to the index. Committee to be appointed by the chair.

On motion of Mr. Deveneau of University of Illinois Library it was resolved that the section take some action to induce the U. S. Department of Agriculture to revise its list of Experiment Station publications, as contained in Bulletin 180, to bring it up to date.

On a second motion made by Mr. Deveneau it was resolved that the section also take some action to induce the U. S. Department of Agriculture to revise its own check-list of publications to date.

The appointment by the chair of a com-

mittee to cooperate with Miss Barnett, librarian of the U. S. Department of Agriculture, in the preparation of a handbook for small agricultural libraries was approved.

On account of the lateness of the hour the paper on "Some opportunities in agricultural library work," prepared by Mrs. Ida A. Kidder, librarian of Oregon Agricultural College, was read by title only.

(See p. 228)

Mr. Charles R. Green, librarian of Massachusetts College of Agriculture, was appointed chairman of the next meeting.

JULIA C. GRAY,

Secretary.

CATALOG SECTION

FIRST SESSION

The first meeting of the Catalog Section was held Tuesday evening, June 27, the chairman Miss Sula Wagner, of the St. Louis Public Library, presiding. Mr. Jesse Cunningham of St. Joseph, Mo., read the first paper of the evening on "Problems discovered in cataloging the library of the Missouri School of Mines."

(See p. 234)

A paper by J. Christian Bay, of the John Crerar Library, on "Inspiration through cataloging," was read, in his absence, by Carl B. Roden, of the Chicago Public Library.

(See p. 237)

In commenting on Mr. Bay's paper, Miss Agnes Van Valkenburgh, of the New York Public Library School, said:

"I thought at first that the subject announced was 'Cataloging by inspiration' and instantly examples of this method of work came into my mind, like putting Mrs. Alexander's 'Forging the fetters' under the subject Slavery, though this might possibly have been done with malice aforethought, since marriage furnished the fetters forged. It seems to me full time that

the inspirational side of our profession should receive our attention, if this means the things which make it worth while. This generation seems to have become obsessed with a desire to work *with* the public, the idea of working *for* the public has eluded them. Judged in the light of real helpfulness to the world, the catalogers, for instance, who made the useful debaters' handbooks did fully as much service as the person who uses them and who feels quite a thrill of satisfaction in giving to the high school boy more material than he can possibly digest, for his debate.

"There are many things inspiring in our work and I would call attention to a few of them.

"*First:* We are making a permanent record, which will be useful to people yet unborn, and whose influence will go on long after we are done with this earthly scene. I suppose if Mr. Charles A. Cutter had been stung with the bee of working *with* people, he would have had much influence with a few, he was that kind, but nothing at all to be compared with the influence he has had throughout this country in giving us formulated and uniform

rules for helping all people to get information.

"Even if we are working for the more ignoble reward of gratitude, the sum total felt in the hearts of people for quick and timely service far exceeds that given to the worker at the desk, though not expressed to us personally. We place the key in the hands of the searcher for knowledge.

"*Second:* Our work is vital and interesting. In order to do it well we must always work with the user of our labors in mind. We precede our clientele and to a certain extent blaze the way for them. We have all the joys of the path-finder and the pioneer.

"*Third:* The watchword of this age seems to be self-improvement, and in no other profession does the actual carrying on of the work produce that effect so surely. When I was explaining 'what I did,' to a man, one time, he concluded by saying, 'Why, all the interesting things in the world come over your desk.'

"It is true, we, as catalogers must know of all the new things in science, art and religion. Each new discovery or invention must be reflected in our product. Literature in all its forms is the instrument with which we work, and it is impossible to think daily of all these things without broadening our own horizons.

"Of course, we have to admit that some of our knowledge spreads out pretty thin in spots, and we will all welcome the day when each one of us will have some branch of knowledge which we really know, but in the meantime there is a great deal of pleasure and some profit in at least knowing what people are talking about, and in helping them to more knowledge about their own subjects of interest. This may be to some an idea different from the one usually held of us and our labors, that we sit in secluded offices and spend our time poring over dusty books in which no one is interested. I sometimes wonder how this idea became current, for I defy anyone here to name a profession which has more to offer to its followers than ours.

"To recapitulate: Our work is vital and

interesting, it makes daily and hourly for self-culture and education, and has as a result a record which posterity will find helpful. Who can hope to find more than this in any means of livelihood?"

Mr. Charles Martel, of the Library of Congress, emphasized Mr. Bay's point on personal method and personality in cataloging.

Miss Beatrice Winsor, of the Newark Free Public Library, gave a talk on "Making maps available."

(See p. 245)

Mr. A. Law Voge, of the Mechanics'-Mercantile Library, San Francisco, presented the

REPORT OF THE DECIMAL CLASSIFICATION ADVISORY COMMITTEE OF THE AMERICAN LIBRARY ASSOCIATION

No one doubts that the open shelf has come to stay. Those who have drunk of the elixir of that freedom will never permit reversion to the closed shelf.

With the open shelf a system of mere pigeon-holing of books, irrespective of their relationship with adjacent books, no longer can have any worthy argument in its defense. All librarians must have noted that their most earnest readers not infrequently question the classification of certain books or classes of books. This attention to classification by readers who are specialists will grow as access to the books grows. You cannot classify too closely for these, the readers most worthy of being served. The intelligent reader goes to the shelf expecting to find there all the books on the subject in which he is interested. The arrangement on the shelf by classification number should show him the material the library has to offer as the subject catalog cannot. Without close classification his expectations will be disappointed. It is increasingly important that the individual books should be carefully classified, if the library is to retain the respect and trust of its best readers.

How much more necessary is it then that the classification-code itself should be ac-

curately prepared or else the most painstaking care of the classifier struggling with the individual book will go for naught.

No classification extant today can prevent this anguish of the classifier in every instance. Most classifiers recognize this fact. Most of them, too, have vision; their calling has claimed that for them; and they have seen (and sometimes thought they saw) places where alterations or extensions of the code of classification would have made it a better working tool. Many strove to make these suggestions where they would be acted upon, and then later, seeing little or no results, felt they had been ignored.

In the case of the D. C., the editors have readily listened to suggestions from all sources.

No classification is better than a bad classification, for if there is no classification you can begin with a clean slate; but if a bad classification has been used, much correction must be made of books and catalogs before the good classification can be utilized. So that before a chapter of any classification is permanently expanded, it is imperative that the tentative scheme or schemes be given exhaustive tests. This the classifier frequently fails to realize, but it is this sound principle that makes the editors of any classification conservative in adopting expansions or changes unless they are satisfied that the expansions have been thoroughly tested with all or most of the literature on the subject. Failure to make such tests inevitably results in embarrassment to all concerned in the classification.

For some years I have recognized the desire to aid in classification-expansions on the part of classifiers and catalogers generally, and I have felt equally certain of the willingness of the editors of the D. C. to co-operate in this. As acting chairman of the Catalog Section last year I saw the opportunity for combining these two forces in a resultant one of much greater power.

Mr. Dewey was asked if he approved the appointment of an advisory committee of the A. L. A. He replied most cordially

that he did, that he would not only accept suggestions from the committee on classification but would also transmit to them for approval or disapproval all proposed expansions coming to him from other sources.

At the session of the Catalog Section at Berkeley where over one hundred were in attendance, it was moved and seconded that the Catalog Section recommend to the Council that such a committee be appointed. This motion was unanimously carried. The Council at its last meeting in Berkeley passed the recommendation on to the Executive Board with its approval. There was not a quorum of the Executive Board present, so action was deferred.

At the Haines Falls meeting of the New York State Library Association in the fall of last year, the Executive Board met, considered the recommendation for the appointment of the committee, but because of some opposition, tabled it, leaving it to be brought up for final consideration at the December meeting.

The ex-acting chairman of the Catalog Section of the Berkeley meeting then circularized many of the large libraries, asking them to write to the Executive Board if they desired the appointment of the committee. Some 65 librarians wrote, urging the appointment of this committee.

The Executive Board, at the meeting in Chicago last December, instructed the president of the A. L. A. to appoint such a committee, being again assured by Mr. Dewey of his cordial welcome for their co-operation. Miss Plummer therefore appointed: Dr. C. W. Andrews of John Crerar, Miss Corinne Bacon of H. W. Wilson Co., Mr. Walter Biscoe of New York State Library, Miss June Donnelly of Simmons College Library School, Miss Jennie Fellows of New York State Library, Mr. Charles Flagg of Bangor, Me., Public Library, Miss Julia Pettie of Union Theological Seminary Library, Miss Mary Sutliff of New York Public Library School, and Mr. A. Law Voge of Mechanics' Institute, San Francisco, who was named secretary of the committee. Miss Plummer recommended that the committee choose its own chairman.

All those appointed have consented to serve, and by circular letter have nominated and elected Dr. Andrews chairman.

The committee held its first meeting this afternoon. It resolved to circularize the libraries asking for replies to four queries:

1. A list of the subjects most in need of numbers.
2. A list of the classes most in need of expansion.
3. A list of the classes most in need of change and for which they would be willing to reclass their books and correct their cards.

The committee desires above all things now to get a very general expression of opinion as to just what is most wanting in the Decimal Classification. It can do that in no better way than by the heart-to-heart talks for which a Round Table offers opportunity.

Among the types of suggestions which it is hoped will be made are the following:

1. Sections most in need of expansion.
2. Sections most in need of alteration.
3. Important subjects not yet classed or symbolized.
4. Unofficial expansions of the D. C. that might be used as basis for approved expansions.
5. Unsymbolized classifications that could be similarly used.
6. General *modus operandi* of classification making and classification testing.

The committee proposes for itself a variety of work:

1. Compilation of a supplementary list to the John Crerar Bibliography of bibliographies (for use in testing classifications).
 2. Preparation and testing of some special expansions.
 3. Testing and passing upon classifications prepared by libraries or individuals.
 4. Testing and passing upon classifications submitted by the editors of the D. C.
 5. Advising the D. C. editors what new subjects are most in need of class-numbers.
 6. Determining where changes in the D. C. are most necessary and most desired.
- The committee will probably accomplish

this very considerable amount of work by means of the assistance of a numerous body of collaborators. Sub-committees of four or six would be formed from these collaborators, each sub-committee directed by one member of the main committee. Each sub-committee would be assigned a classification to prepare or test. The results of the work of the collaborators would be passed upon by the main committee, and if approved transmitted to the editors of the D. C.

These are few words and simple sentences, but the speaker has not worked with classification continuously for a decade without being able to realize that the tasks laid out are great.

Many, many have been the criticisms made of the D. C. There will be little room for them longer. If the critics are earnest,—and these are the only ones deserving of attention—here is their opportunity to be heard, their opportunity to aid their profession by getting out and working to eliminate the imperfections of the classification.

Whether the work of this committee is to be successful or not, depends upon whether the classifiers and catalogers will work to make it so. It is work in harmony with the key-note of this convention—*Democracy*. It is co-operation, all working as one for the good of all.

All are invited to aid. Grant us your active support.

SECOND SESSION

The second meeting of the Catalog Section was held Friday afternoon, June 30. The chairman introduced Mr. Martel who had consented to take up the "Report of progress on the Manual for alphabetization," by Mr. C. H. Hastings of the Library of Congress when it was learned that the latter could not be present. Mr. Hastings has written the secretary of the Section asking that the paper be omitted from the Proceedings as it is in a provisional state. It is hoped that the Manual will be in print within a year. The discussion by Miss Mary E. Baker and others was detailed and

valuable and has been sent back with the paper to Mr. Hastings. In Miss Mann's absence Miss Sutliff gave the report of the committee appointed to confer with Mr. Hastings.

The following memorandum from Mr. T. Franklin Currier, of Harvard College Library, was read by title only and ordered printed in the proceedings:

MEMORANDUM: METHOD OF RECORDING VOLUMES OF CHINESE AND JAPANESE BOOKS

In connection with the work of our Oriental collections, I have made inquiry of several American libraries as to their method of counting Chinese and Japanese books. I have received replies which are summarized as follows:

COLUMBIA. "We bind our Chinese and Japanese fascicules into convenient volumes and then count the volumes in giving the total number of volumes in the Library. Professor Hirth, head of the Chinese Department, attends to collecting the volumes and arranging them for binding. If for any reason he decides not to bind, we count as one volume the fascicules which are collected in one cover."

Professor Hirth of Columbia in a later letter says: "I quite agree with your conclusion regarding the fascicule as the unchangeable unit in describing a Chinese library. In fact I have acted on this principle myself in counting the contents of my own collection of Chinese books as about 7,000 fascicules, or *pōn*. If I separated the bound-up volumes from the loose fascicules at our university library, it was done in view of these books being handled by men and women not knowing Chinese, to whom a volume, though it may contain a number of fascicules, is just one volume. However, I would suggest that the number of fascicules bound together in each volume be stated on the first page and in the catalog. In some cases it will be hard to ascertain the exact number of fascicules that are bound together, and then we would have to resort to a guess. There is no absolute reliance in the counting of fascicules any-

how, since I have often come across the same work being issued in different numbers of fascicules at the discretion of the binder."

JOHN CRERAR. "We give 14,000 volumes, the total number of thin fascicules, as the number of our Orientalia."

LIBRARY OF CONGRESS. "Our count of Chinese and Japanese works by fascicules was assumed to be the conventional one and thus adopted. We still hold to it, notwithstanding that the cover, into which we put such works, group five or six of the fascicules as a new unit. We might, of course, take this unit as the basis; and may do so, if we see reason to think that by doing so, we should promote uniformity in practice."

NEWBERRY. "Hence we speak of '1,217 works in 21,654 Chinese volumes,' (1911 Report, p. 7) meaning 1,217 titles in 21,654 brochures; we describe the Tripitaka as numbering 7,920 volumes, i. e. Chinese volumes or brochures, in 729 richly bound cloth cases (*t'ao*)."

"We discussed the matter in 1911 with Dr. Laufer, and followed his advice in calling each independently stitched part in our Tibetan collection a 'volume.' He also gave us the term '*t'ao*' for Chinese covers."

YALE. "The 'volumes' in our Chinese collection refers to rebound volumes, not to the original thin fascicules, but in case of unbound volumes we refer to the thin volumes."

To summarize: John Crerar, Library of Congress and Newberry count the thin fascicules as volumes, though the Library of Congress would consider a change to promote uniformity. Mr. M. Mohri, assistant librarian of the Waseda University, Tokyo, now in this country, states that this is the practice in his library. Columbia takes as the unit the volumes or bundles formed of several fascicules, though Professor Hirth seems to favor the count by fascicules. Yale takes as a unit the bound volume containing several fascicules but when the fascicules are not bound together count each one a volume.

Conclusion: The unchangeable unit is the fascicule. Three of the libraries, or four counting Harvard, have adopted this unit and it seems to agree with Oriental custom. Harvard recommends, therefore, that this method be adopted and that where further specification is desirable the count be given as so many works in so many fascicules.

The last paper of the session was by Mr. Aksel G. S. Josephson, of the John

Crerar Library on "The cataloging test; results and outlooks."

(See p. 242)

The nominating committee, through the chairman, Mr. Voge, proposed the following for officers for the ensuing year: Chairman, Edna Goss, head cataloger University of Minnesota Library; secretary, Bessie Goldberg, head cataloger Chicago Public Library. This ticket was elected and the meeting adjourned.

CHARLOTTE H. FOYE,
Secretary.

CHILDREN'S LIBRARIANS' SECTION

FIRST SESSION

The first session of the Children's Librarians Section was held in the Auditorium on Wednesday evening, June 28, the chairman, Miss Gertrude E. Andrus, Seattle Public Library, presiding. The subject of the meeting was "CRITICAL COMMENTS ON LIBRARY WORK WITH CHILDREN."

Dr. Arthur E. Bostwick, St. Louis Public Library, read the first paper.

(See p. 209)

Mr. Henry E. Legler, Chicago Public Library, read the second paper.

(See p. 205)

Mr. R. R. Bowker, of "Library journal," was then called upon to contribute to the subject and spoke as follows:

Mr. BOWKER: Madam Chairman and fellow grown-ups—indeed, until Dr. Bostwick succeeds with his suffrage campaign in relation to children's librarians, I should say "lady grown-ups": If I do not treat you with brevity and levity I shall try not to tire you with too much longevity. Happily I am pretty sure to forget the larger part of what I should like to say; happily especially because the Fairy Godmother is to follow me, and we hope that all this talk will be followed by a real discussion of any points that are brought before you, if you young ladies can, like Ulysses, stop

your ears with arguments against the siren strains that tempt you to the dancing floor.

Most of us were once a child—not the plural—because this is individual work, though some few were born old. We think of ourselves as children of a larger growth, and I suppose there is a general notion in the community that anybody who has been a child and is of the feminine persuasion is fitted to be a children's librarian; but the children's librarian is one, I will not say born, not made, but properly selected by the library school and the librarian, and stands to the child even in a more important relation in some respects than *in loco parentis*.

We hear a great deal of abuse of parents in these times; and indeed, parents are not apt to know their children over well. I remember crossing in a steamer once and forming an intimacy with a young lady not up to flirtation age, and after a while her father, passing by, said, "I perceive you have formed a closer intimacy with my daughter than I have ever had the honor of enjoying." One of the reasons why the parent has difficulty in knowing the children is that the children are with the parent all the time. It is the every-day relationship which perhaps has a bit of the commonplace in it, whereas the child

comes to the library eager for the new things and the children's librarian has the opportunity to take advantage of that eagerness. Then you have not the temptations of the parent: you cannot whip the child if you want to. I am fond of quoting Mrs. Bowker on Froebel: Froebel is saying what he thought of corporal punishment. He said, "Madam, if your brains are not stronger than your arm, I believe in corporal punishment!" You can't use your arm as the parent can, or as the old-fashioned school teacher could. You have to use your brains, and therefore you have a relation with the child which is in some respects even more effective from time to time than that of the parent. The child looks to you eagerly and with avidity, hopeful to get of your best, and I think the first thought should be as to how the child should be met.

Now, you may ask why I am speaking to you about children rather than, perhaps, about children's reading. First, because Miss Andrus told me to do so, and told me with a voice that reached all the way across the continent, sweet as it may be in this hall, and secondly, because I have long collected children. When I was a boy I collected postage stamps; later I collected children; I have brought up temporarily several small families of other people's children, not altogether without success. I have come into intimate relationship with many children. I say this because I want to emphasize the real way of coming into such intimate relationship. I know of nothing worse than the way of approaching a child when you ask its name, and age, and, if it has studied French, if it can't talk a little French for you; a few questions of that sort will put the child absolutely on its self-consciousness and leave no possibility of intimacy. The child comes to you naturally, with a purpose; there is that kind of immediate intimacy between you, and this is really the great opportunity that the children's librarian has with the child. The opportunity, in some respects, as I have said, is more effective than that of the parents or even of the teacher, whose work

with the child must be confined within school hours.

Miss Plummer's address gave to me really two points on which I should like to speak this evening. Miss Plummer spoke of the main difficulties in the way of humanity as ignorance and fear. Now, there are essentially two kinds of ignorance; the one is the ignorance of the child, with which you have to do; the happy ignorance of want to know; the other is the ignorance of the adult, who won't know, who doesn't want to know; and they are as different as the poles. The ignorance of the child is, of course, your opportunity, and as the child comes to the inquiring age, that is the age at which the child comes also to the library. I always think of the child's mind as going out like the antennæ of insects, quivering with desire to know. Perhaps you have heard a child, as I have, coming into a room and saying, "What dat is? What dat is? What dat is?" faster than you can possibly answer; it is simply a thirst to know, and too often such inquiring is followed by its suffocation by the unappreciating parent. This receptivity of the child is the field for the first work of the children's librarian.

I am not meaning to take your time to discuss books in detail, and the principles of reading. There are those wiser than I about that. I am not to discuss how you should answer the unanswerable questions that the child asks. I am not wise enough, no one is wise enough, for that; questions about birth, death, sex, and the like. Before those we are ourselves all more or less agnostics. We can not rebuff the child by rebuking him for his ignorance. We can only, as in the fine poem of Walt Whitman regarding death and the child, say that we do not know, but that we hope, and to the child we can simply show the analogies of nature that will some day answer for him—that every day answer for him—the questions which we also ask. So the ignorance which is a curse to the adult is the opportunity of the child, and your opportunity.

The difficulty of fear—does that come

with the child? I think not, and I think one of the chief aims of the children's librarian should be to banish, and not to encourage fear. I suppose most of us have our bugaboos, many of them, alas, brought from early childhood. I remember Wilkie Collins once telling me that, just as he was on the point of finishing those terrifying novels of his, always as he went up the stair there waited for him a green woman with yellow tusks, to try to bite him as he passed. That was the excitement born of the nervousness of the work, but I suspect there was some left over from the early days of the child. We know of a little child, whose father might very rightly be here, who was taught by her nurse that there was a tiger under the bed, and for months the mother could not get at the truth; perhaps the children's librarian could have done so. But that child was distressed and probably influenced in all after life by that unhappy fear which had been given her. That same child had read Scripture to poor purpose, or had been told Scripture to poor purpose, because when they read of Daniel in the lion's den she said, "But why did God put Daniel among the lions? It wasn't nice." It was said to her, "Well, he came out all right." "Yes," she responded, "but he had to stay all night among the lions!" Another story is that of the little girl sent up to bed and told the Lord would take care of her. There came up a thunderstorm, and a small voice was heard upstairs, "Mama, mama, you come up to bed with me and let God stay downstairs with papa!"

I tell you these stories because they really give you a picture of the child's mind, and show the importance of avoiding fear, and I am going to challenge the Fairy Godmother with reference to the telling of certain fairy stories which I think err decidedly in that direction. Perhaps one of the things I should criticize in the present children's library is the over-tendency to story-telling. Indeed, story-telling has been given an exaggerated emphasis, I think, as a matter of literature and education, and I have heard with dis-

treasure some of the stories told to children, out of folk-lore, to be sure, which I felt would leave in their minds these very after impressions of fear. I think I heard one told by the Fairy Godmother herself. I should question much story-telling about the devil; I recall, for instance, a legend of Table Mountain and the devil's tobacco pipe, told by a well-known story-teller, which seemed to me at least unkindly. We may say that these came in the childhood of the nations, therefore the child wants them and should have them. But let us remember this: The savage, of course, began the history of the race, and we repeat it more or less. But the child of today is not the child of a savage; it is the child of all the heredity since the savage, and it does not seem to me that the modern child needs to have, or should have, or can well have these pictures which the savages, as savages, conjured up to themselves of the awful, malevolent deities which constituted their theology.

In speaking as I have of the inspirational work of the children's librarian and its moral nature, I would emphasize what I like to call the apostolic succession of this kind of work. Perhaps not all of you have heard the story of Helen Keller and the apostolic succession which made that wonderful woman and brought her out of darkness into radiance. When Dr. Samuel G. Howe, the head of the Perkins Institution for the Blind, and one of the great leaders of the blind, went to Athens nearly a century ago to aid the Greeks, he looked about for some young Greek who would help with his knowledge of the people and of the language, and he learned of a young man named Anagnos. He asked about Anagnos and found he was a young journalist, earning his living by journalism. When he sent for Anagnos and said, "Will you come and help me do this work for your people?" Anagnos said, "Of course." Dr. Howe asked, "How much shall I pay you?" "Nothing, because if you have come over here on this work of helping my people, I, as one of my people, cannot take money for my work." So for a good while Anagnos

served Dr. Howe as secretary and helper, and the Doctor told him that when he wanted to come to America his passage would be provided for. Later on he did come to America. He taught one of Dr. Howe's daughters Greek, and later she became his wife. Presently Anagnos became the successor of Dr. Howe. After a while his young bride passed away, and in the depths of his sorrow he received a letter from the South—from Alabama—in which a physician told him of the birth of a child who seemed to have no means of communication with the outer world. There seemed to be a spirit that wanted to come out, but she could not see, or speak, or hear. There had been in the Perkins Institution a young woman, Anne Sullivan, who had been helped from blindness into light. She was grateful and wanted to do her share in the work. Anagnos thought over whom he could ask, and he sent for Anne Sullivan, and asked her whether she would think of going to Alabama and taking up this work. She said, "I will think about it." She went home, got together the books written about Laura Bridgman, that first blind deaf mute, and came back and said, "I have read all I can about Laura Bridgman, and I am ready for the work." Anagnos said, "How will you teach the child?" and here is the great phrase: "I will let the child teach me how to teach her," said Miss Sullivan. That spirit showed Anagnos that he was right, and that spirit was the key to Helen Keller. Miss Sullivan went South and said to the father and mother, "You must let me have Helen in a little house by ourselves, and I must have entire control and familiarity with her." She began the simple business of trickling water on Helen's hand and spelling out the sign language that meant water. What I want to point out is that through Samuel G. Howe, through Anagnos, through Anne Sullivan, through Helen Keller, a great inspiration has come to the world. That, to me, is the real apostolic succession, and that is the kind of work that is before you, for if you will have it, as children's librarians.

I never can forget, I like to speak of the

work that "Mawtucket of Pawtucket" initiated for children. Mr. Peacock here is one of Mrs. Saunders' boys. Miss Hewins took up the work independently, but doubtless the later children's librarians got more or less inspiration from Mrs. Saunders, who was the first, when the children peeped around the door, to welcome them in and cut off the legs of the tables and chairs and give them a place to sit down and look at picture books.

Then in the University Settlement work we have Helen More, who dealt with Jewish boys, and I wish I could take the time to tell you how boys were helped by her through settlement work and finally through college and in after life. I cannot imagine better proof of the opportunity you have in your work. I recall that Miss Annie Carroll Moore has told me it was through some acquaintanceship or knowledge of Helen More that she was interested in children's work, and many of you have reason to know, in turn, how much Annie Carroll Moore has been to you. There has been you see within our own circle an example of the real apostolic succession, and we may hope that out of this company may come such great radiations of influence which will have their work in inspiring children's librarians of the future and molding in a way we cannot imagine the life of childhood in the future, and the life of the great future itself.

To till flowers in the garden is one of the chief delights of life, but to till flowers in the garden of childhood, that the flowers may unfold to their brightest and best, is one of the noblest occupations in which woman (or man, Dr. Bostwick) can indulge.

Miss Marie Shedlock, of London, storyteller and specialist in children's literature, contributed to the discussion as follows:

MISS SHEDLOCK: One of the drawbacks of speaking last is the fact that your predecessors have always stolen your thoughts. There is very little left for me to say. I don't in the least know why I

have had the honor to be chosen to speak with these eminent people. But I may say a few words, if only to express my admiration for the children's library work in this country. I should like to tell you what an Englishman said of it. I was explaining some of the mysteries and charms of your children's rooms and he said, "If only we could have something like this here in England. We have a library dumped down upon us and very little else done." When I visited Manchester I asked the librarian about the children's room and he said "Oh! if you have seen the children's libraries in America we have nothing to show you here." And he added, "I think we should have some of their librarians over here"—he mentioned the name of Miss Plummer. I was glad that he mentioned this because Miss Plummer's work seems to me to be most excellent for this reason: she always recognizes the truth of the axiom that a part is less than the whole, but she also recognizes that a part can be a very important fraction of the whole, and she has never treated the children's work as just a department by itself, but has always connected it with the whole movement. Therein lies her greatness, and if you will pardon me for a personal reference I should like to say I am deeply grateful to her for giving me the honor of appearing before the librarians, for it was she who first presented me and gave me the opportunity to meet so many librarians.

I want to thank you for the very kindly generous spirit in which you have received my little work in story-telling. I had not intended to mention my part of the work at all, and that is the only reference I shall make, except to answer the challenge about telling the brutal folk-lore stories. I always protested most strongly against stories which create fear. Nobody has ever heard me tell such stories.

I thought that all the papers would be before me so that I might build up what I was going to say on what other people had said, but I saw only one of these admirable papers before it was presented here tonight. I am now coming to the criticism

part. I believe I am obliged to say that I entirely agree with Dr. Bostwick's point that the good books are neglected in favor of the late books. I think it is the spirit of the whole of America, that you are so eager to be up-to-date that sometimes you wish to be almost beyond the date.

That reminds me of a story of an Englishman who was in a humorous mood—for they do have them, sometimes—and who said to a little paper boy, "Well, my lad, have you any of tomorrow's papers?" The boy paused, but considering the question a mad one took no further notice of it. The Englishman was on his way to Dublin, and when he arrived there he put the same question to a paper boy, "Have you any of tomorrow's papers?" The boy at once replied, "I sold them all yesterday, your honor!"

It is rather natural that Americans should want the children's room to be up-to-date, but it seems that you are skipping over generations of things, and your children have that spirit, too.

I entirely agree with Mr. Legler on the question of too many abridgments and compression of masterpieces. There is, however, one exception I should like to make. I think it is well in story-telling to choose part of a story and lead the children to a further examination of that subject by saying, "You will find the book on the shelves." That, it seems to me, is the real good that story-telling is going to do.

Now, for my own criticism. I think the fear that Mr. Bowker spoke of, fear in the children, that that danger is not so great as perhaps a certain amount of fearfulness on the part of children's librarians. I think that you hover in a rather too protective manner over your children, and are just a little too fearful of their not reading what you wish them to read. That is a pity, because it prevents the child from making the complete investigation. It is so difficult for you not to tell the children the things you love and hope they will love too, but after all, a second-hand admiration is always a little second-rate. The great thing for librarians to learn is to let the

children have a part in their own education.

Then there is the question of too many women in the library. I share absolutely the opinion that the work would be done better by an equal number of men and women. We feel in England more strongly, perhaps, than you do, that the best kind of work is always done by men and women together; that the work, for instance, among the poor has been done by both men and women most successfully. I think the best children's library work will be done when you have an equal number of men and women doing the kind of work necessary with children.

The grave danger, if you will allow me to say it, is that of making reading rather a virtue than a privilege. We are apt rather to praise children who read instead of impressing on their minds what a privilege it is to be able to read.

One of the best things Mr. Legler has done has been to give constructive criticism. I thank him, as an old teacher, for the thought that bringing this joy to children is in time accompanied by disillusionment for you. As an old woman I should like to say to the young librarians, there comes a time when you are disillusioned, and you may think your work is not so worth while. Then it is that that sentence is worth while. Having outlived your disillusionment you still find great value in your work.

In the June number of the "Atlantic monthly" there is a most remarkable paper by Bertrand Russell on "Education as a political institution." Probably most of you have read it. I think it is the most suggestive thing I have read in education for a long time, and I am going to read a little portion from it because it seems to me that what he says of education in general will apply most particularly to children's librarians. He says that children are more or less at the mercy of their elders, and cannot make themselves the guardians of their own interests. Authority in education is to some extent unavoidable, and those who educate have to find a way

of exercising authority in accordance with the spirit of liberty, so as not to produce a spirit of glib mediocrity. "He thinks it is his duty to 'mold' the child; in imagination he is the potter with the clay. And so he gives to the child some unnatural shape which hardens with age, producing strains and spiritual dissatisfactions, out of which grow cruelty and envy and the belief that others must be compelled to undergo the same distortions." It should be to "help the child in its own battle, to strengthen it and equip it, not for some outside end proposed by the state or by any other impersonal authority, but to the ends which the child's own spirit is obscurely seeking." I think that if, as librarians, we made that our aim it would be a marvelous help in the education of the child.

The CHAIRMAN: There are people here who must have something to say in reply to some of the things the speakers have said. I hope that we will have a very active discussion. Just to start the ball rolling I am going to say "You are it," and I am going to say it first to Mr. Dudgeon.

Mr. DUDGEON: Madam Chairman: It may be possible that I am not a children's librarian. I feel like suggesting something from the standpoint of the parent rather than from the standpoint of the librarian, and it seems to me that one very striking fundamental principle has been suggested repeatedly tonight. As I studied the problem of a child's literature in my own home, I found that we were forced to let the child teach us how we might teach our child. In other words, we had to experiment a little, and try this and try that to find out really what the child wanted, and to get the child's point of view; to project ourselves into the child's position and to see how the child looked at literature and what the child wanted, rather than to try to conceive of what we thought the child ought to want.

And I want to say that the generally recognized principles of children's librarians proved very true. The first principle

we noticed was that the child's tastes were good. For example, we tried a number of things on our little girl between four and five years old, and finally found that reading aloud "Hiawatha" pleased her more than anything that we could do. We then discovered that the original unabridged literature suited her best. We discovered that in this way: We had read to the child the original text, Indian names and all. A friend of the family brought to us the "Hiawatha Reader," in which everything is fully explained, and all the hard words cut out, and so forth, and we read this faithfully—tried this on the child, and at the end of about three days the child, rather timidly, and in the absence of the person who had presented the book, asked us if we would not request the donor to "take that nasty book away!" I want to suggest that at least in these two books we found that the principles recognized by librarians evidently are very true: first, that the child will choose what is best; second, that the original and unabridged and real thing is better than the abridged and unreal and doctored piece of literature.

The CHAIRMAN: It seems to me as though there must be some difference of opinion on the point of children wanting new books to read. Will someone please give her experience on that question. Miss Zachert, what is your experience in connection with new books for children; do you feel that the children want them in place of the best books?

Miss ZACHERT: (of Rochester, N. Y.) Of course they always want them, and it should be left to the wisdom of the children's librarian to give just the proportion that should be given.

I think the speakers have given to those who have been children's librarians and who might combat any criticism very little of the adverse but have made us feel that after all we children's librarians have a wonderful opportunity. You see children are in the library first a duty, then they are an asset, and finally they are a joy. The time is not long past when there was

a notice: "SILENCE! CHILDREN AND DOGS NOT ADMITTED." Now in the larger libraries the best corner is given to the children, the best books given them, and the greatest wisdom used in the selection of their books; yet over and over again, as we go through small towns, we find libraries with no children's department. It is our duty to the child to tell them about children's work and emphasize children's work.

Then the children are an asset. It has been my fortune to work where the library was a new venture in the community, and the number of children who came when we opened a new branch has been gratifying. They cause the circulation records to go up, and in that way they are an asset.

Best of all they are a joy, because you know that nothing is too good for them. The cataloger may have her place, and the others their functions; the head librarian has a wonderful opportunity, but after all, the greatest opportunity comes to the children's librarian. There came once a visitor to our library, where that afternoon were nine hundred children. There were several of us grown-ups there, but when she looked about she said to me, "You are the children's librarian." I said, "Oh, yes, I am; but how did you know?" She replied, "When you go into a school and you see someone who is very, very happy, that is the kindergartner, but when you come into a library and see someone who is idiotically happy, that is the children's librarian!"

The CHAIRMAN: Mr. Legler's point of criticism was largely taken on the score that the children's department of the public library is not an unmixed blessing. Is there anybody who thinks it is an entire blessing—that it works only good and no harm? Miss Herbert, I am going to call on you; apparently I have got to continue saying "You are it."

Miss HERBERT (of Washington, D. C.): I think the difficulty one has in getting up an argument is perhaps due to the fact that we are so much in agreement with the speakers that there is nothing to argue

about. I was interested in Mr. Legler's point that there is danger that the children will read more than they think, and it reminded me of an experience I had this winter. I went to speak to a parents' association and one of the speakers who spoke before me was from the Associated Charities. She made an earnest appeal to the parents to teach their children to save their pennies (it was in a poor district), and when she got through a Socialist rose and tore her paper all to pieces talking in a way that really was very critical and a little difficult to meet. When I rose to speak afterwards I noticed the same man with a notebook making notes and I wondered what I was going to meet at the end of my little talk. He finally rose and said, "May I ask the lady something? I should like to ask: if the children read all the time, when do they think?" I could not help thinking he had brought out the weakest point in our work. I think the weakness of the children's work is that in our interest to get the millions of children in the country supplied with books we perhaps forget that it is not altogether an unmixed advantage to the children who could be reading better books, to put in their hands the necessarily less good books which will appeal to a good many of the younger and the less privileged children. In the schools, the problem of meeting the needs of the superior children is a serious one, and I have wondered if possibly the time will come when we also may have to make some special arrangements for them. I have a feeling possibly that that is one of the gravest weaknesses of all work in a democracy; that we are inclined to allow the high to come down because we are so concentrated upon bringing what is necessarily a little inferior up to the average.

Mr. GEORGE (of Elizabeth, N. J.): We seem to have reached the stage of wondering, and I would like to add some wonders of my own. I confess it strikes me that after all the difficulties are in the high standards of the libraries themselves. If it is a fact that all the literature does not

live up to the high standard I wonder if there is not some necessity for it? I wonder if there is not some substantial justification for that literature being there? I would like to indulge in the privilege that several of the speakers have taken (Mr. Dudgeon, for instance, referred to his own family), and use my own family to illustrate my point. By the way, I wonder if there will ever be a meeting of this kind that will treat concretely the questions before us; and give names, instead of setting before us abstract examples of what is proper for the children to read? I have searched through many children's librarians' talks in the "Library journal" and "Public libraries" and found Robert Louis Stevenson and possibly one or two more authors recommended, but I never found many concrete examples, and in our effort to find a good standard set of books to get into the library we have found difficulty in obtaining suggestions, and we don't tell anybody what we have here. Amy Brooks is one of the best circulation boosters there is, but I don't suppose many people would feel justified in boosting circulation that way. My own children's librarian will not have any more Brooks. But even among the standard authors a poor one will creep in, and I feel like "trying it on the dog"—our young daughter, to see how it goes; but the children's librarian will always insist on sending it back before my daughter gets it.

In referring to my daughter I want to say that I feel there is some justification for that old expression, "When I was a child I spake as a child." My child is a thoroughly human child. I think her studies in school are up to the high standard we want to give the children through the medium of the libraries. A couple of weeks ago, after her school had closed, she happened to read in the newspaper headlines that the successor to the former president of China had been chosen. She called him by name (I can't do it) and said, "Why did they put him out of office?" She had heard about political ambition, and so on, and she thought that his suc-

cessor having been chosen, the former president must have been put out of office. I had read of the death of the president of China, so I informed her of that fact. She said, "That is because I have not kept up my 'Current topics.'" In her school they use that, and the child was informed on affairs both in our country and abroad; they have tests on the subject in school. I think that is pretty high class work.

A man has been mentioned here tonight, one of the most respected and the best-known of librarians in this country. A couple of years ago I sat in his office and he said, "George, have you been reading any fiction lately?" I said, "No; I have not had much time." He said, "Get the 'Red button' and read it; it is a dandy!" I got the "Red button" and I read it, and I was entertained while I was reading it. So I think that in our libraries there is a justifiable place for such books. I think that the children are having crammed down into their brains enough of the substantial things to justify some of the lighter literature.

Now, Mr. Bowker refers to the savages and our present generation, and says that what is necessary for the savage is not necessary for this generation; but you can't take one generation removed or two, possibly, and find that explanation satisfactory for the need of the literature that is desired. I maintain, too, that the examples quoted by all the speakers on these topics every time are examples of people who are exceptional. When some particular person has reached a high position in life it is because those people have done it in spite of and not because of their having read certain books. Those people would have reached their positions whether they read the "Life of Lincoln" or not. Between ninety and ninety-nine per cent of the people never could have been interested by the same things they were interested in. At a recent grand jury dinner in our town, attended by several judges and other distinguished men, I was chairman of the entertainment committee, and as one of the forms of entertainment

I asked those men to tell me what literature they had read when boys; and there was hardly a man who was not perfectly familiar with Alger and those books, and I shook hands with every one of them! I don't believe that a generation or two is going to make so much difference. I am told Alger, and some of the rest that we read, must be thrown out, and they are thrown out, but I don't believe that it is fully justified; they are entertaining and inspirational. I have expressed my wonder and I have made my confession!

Mr. TRIPP (of New Bedford, Mass.): I agree with Mr. George that nearly every man has at some time read Alger and Nick Carter.

I would like to make a criticism of the work of children's librarians. When all are shouting hosannas there ought to be one Jeremiah to make his lamentation. I think that children's librarians err in this respect: They give the children too much to read. There are too many books. They fail to see the woods on account of the trees, and I think we all err in that respect. I know in my library most emphatically we make a mistake in furnishing too much reading for the children. When we grown-ups go into an art museum like the Metropolitan, we are overwhelmed and do not really enjoy the artistic treasures there as much as if we were confined to a room in which there were three or four first-class pictures to look at, admire, enjoy and appreciate. When a child is set loose in a room where, as in my own library, there are five or six thousand attractive children's books spread out for him, he is overwhelmed. It is too much of a tax on the intellect of the child to allow him to go around and browse among those books and select what he wants to read, when he does not really know what he is after. It would be much better if he were told by the children's librarian that on Monday he can only take out a book from that case; that on Tuesday he can pick out a book from the next case, and so on around. I think it might be really worth trying. I assume that all

the books are worth reading at one time or another.

We grew up on Oliver Optic—Alger came later, but Oliver Optic was the children's favorite then. I don't really find that they do much harm. Seriously, I do think that the range is too wide for the children; that we should limit their reading. We are too lavish. We are either too much unprepared or too much prepared. We do not do things by halves. We just go the whole figure. I was a teacher for a great many years, and when I was in the schools a few years ago the craze was for Madonnas. The children were overwhelmed with pictures of the Madonna. They did not select two or three representative pictures to put before the children, but there were twenty or thirty, and the result was that a child came to me one morning at that critical time between Thanksgiving and Christmas, when turkey was served in a great many varieties, and said, "There are two things I am sick to death of: Madonnas and turkey soup!"

Take up another point, the lack of concentration. Every time I go into the children's room I see little urchins there taking picture books and wetting their fingers—if they are not reproved by the librarian—glancing up at a girl, if they are old enough, and turning the pages to see one picture after another, without paying any particular attention to what is on the page they have before them, but going from one thing to another without any concentration. And then what do we do? We put into our children's libraries such monstrosities—Mr. George says we don't go into concrete facts, so I will be concrete—we put into our children's libraries such monstrosities as the "Book of knowledge," which is a hodge-podge of miscellaneous, ill-assorted information. The agents come around and tell me I am the only librarian in Massachusetts or New England or in the United States that doesn't tumble over himself to buy that for the children's library. I know that he is not telling me the truth; but none of

his efforts prove successful: I have turned him down and turned him down again. The child reads a little smattering and turns over the page. I think it is all wrong; I think it is absolutely opposed to the principle that ought to be at the foundation of education: to teach concentration. I really hope sometime we will make a concerted effort to concentrate our energies on something that is worth while to bring to the children joy; I would not have them read anything distasteful or anything burdensome to their little intellects, but I do believe they would be happier if they had some definite purpose and pursued it.

The CHAIRMAN: Our speakers have certainly given us food for thought in the preparation of a program for next year's meeting, and if we follow out some of these ideas perhaps we can arrive at something definite. Is there any one else who has something to add to the discussion?

Miss ROBERTS: Mr. George spoke of Alger, and here is a little experience of mine, years ago. A young boy came in and asked for Alger. He had Dumas and I asked, "Will you take another Dumas?" He said he had read all of Dumas. "Will you take Victor Hugo?" He said he had read all of Hugo. He said "I have read everything except Meredith." Then I asked, "What do you want Alger for?" He said "You know how it is: after a while you get so tired it is very comforting to pick up a book where the good boy always grows up and marries his employer's daughter and the bad one gets hung!" I remember that Gladstone read "The Duchess" in his leisure moments. I should like to ask Miss Shedlock what she thinks of the story of Beowulf for children. It is one of the things I have been looking at seriously lately. Is it too gory?

Miss SHEDLOCK: I think very much depends on the age of the child. I think the mistake we have made with these fairy stories is that we have told them to children when they are too young. It would be better to leave it to come at an

age when they would not be frightened. "Jack the Giant-Killer" could be put off until a little later. We have to be careful. I have never told Beowulf but I think it would not be terrible for a child of seven or eight years.

Miss ANNA TYLER (of New York): I, too, feel hurt a little bit about what Mr. Bowker said. I want to say just this, because I happened to tell the story that he referred to. Furthermore, I take it on my own shoulders. The story happened to be one connected with a series on South Africa. To finish up one of these series I gave the one "How Table Mountain got its cloud," told by the natives and then retold to us. It was told to a crowd of boys from fourteen to sixteen years of age, quite old enough to hear stories of that kind. I feel strongly about the myths and these great stories, and believe that they should not be given to the children until they can understand the difference between myths and folklore or fairy tales, and therefore I do not think that the average child is ready for myths—and you must put Beowulf in with the legends and myths,—until that child has reached the age of at least eleven years. Of course, when you begin with the individual child as early as four or five and read to that child "Hiawatha," by the time that child is eight years old he is quite able to comprehend almost any great myth story, but the average child is not. I wish to wait until the average child is ready, and he is not ready before he is eleven or twelve years old. Mr. Bowker heard me tell that story in connection with South African stories. It was in connection with the celebration which we were giving at a certain point in the city where we were having slides of the Dutch occupation of New York, and the only Dutch story that would apply was "How Table Mountain got its cloud," so it was told that night.

The CHAIRMAN: While we are on the subject of story telling, it would be appropriate to hear the story which Miss Shedlock has promised us.

(After Miss Shedlock had told the Japa-

nese story of the two frogs, the meeting adjourned.)

SECOND SESSION

The second session of the Section was held in the ball room of the New Monterey Hotel on Friday afternoon, June 30, at two o'clock. The meeting took the form of a Round Table conducted by Miss Caroline M. Hewins. The first topic considered was, "Training in work with children for librarians in small libraries." Miss Crain of Somerville spoke on the need of careful selection of children's books in small libraries. She suggested book lists as helpful in making purchases, and told of the new bibliography of lists called "Aids in selecting children's books," recently published by the Massachusetts State Library Commission. Visits to larger libraries she also considered of great importance to workers with children from smaller libraries.

Miss Donnelly of Simmons College told of the summer courses at Simmons planned for the librarians from small libraries, and Mrs. Root, of Providence, urged duplication of these summer courses in other places.

The subject, "Children's librarians as social workers," was discussed by Miss Zachert of Rochester. She said that the successful children's librarian, besides knowing books, must be a social worker. At least fifty per cent of her time ought to be spent outside the library.

"Co-operative lists" was another subject which had been suggested for discussion. Mr. Rush of Des Moines, Mr. Wheeler of Youngstown, Miss Hassler of Queens Borough, and Miss Moore of New York spoke briefly on this subject.

"Fines," the last subject to be taken up, was discussed by Miss Hewins who spoke with much spirit on the disciplinary value of fines in a children's room.

The Section unanimously adopted the report of the Committee on resolutions which presented the following to be sent as a night letter to Miss Plummer:

"The Children's Librarians' Section

gathered in final session at Miss Hewins' Round Table sends affectionate greetings to its honored president. It desires to express its grateful appreciation of her early recognition of the library's part in the education of children and her valued contributions, of which Mr. Chapman's inspiring paper on children's reading is one more reminder."

After a story by Miss Shedlock, "To your good health," and a vote of thanks to her for the pleasure and inspiration she had given, the meeting was adjourned.

BUSINESS MEETING

At a short business meeting held Friday morning, June 30, the following officers were elected:

Chairman, Alice M. Jordan, Boston Public Library; vice-chairman, Alice I. Hazeltine, St. Louis Public Library; secretary, Rosina C. Gymer, Cleveland Public Library; advisory board, Richard R. Bowker, Library Journal, New York, and Edith Tobitt, Omaha Public Library.

A proposed letter to be addressed to the American Booksellers' Association concerning better binding for children's books was discussed. A committee was appointed to investigate the matter and report next year.

JESSIE G. SIBLEY, Secretary.

COLLEGE AND REFERENCE SECTION

The College and Reference Section met in the Auditorium on Wednesday afternoon, June 28, William M. Hepburn, librarian of Purdue University, chairman of the Section, presiding.

The CHAIRMAN: The general subject of the afternoon is as stated in the printed program "Research facilities in American libraries." This is not a new topic, but old subjects constantly recur and new things have to be said about them. The subject has also been referred to by other speakers at this conference, notably by Mr. Bishop in his paper "Leadership through learning." We will let our program speak for itself and after the three formal papers are presented we hope for an interesting and profitable discussion. I will now call upon Dr. Walter Lichtenstein, of Northwestern University, for his paper on "Possible results of the European war on the European book market."

(See p. 200)

The CHAIRMAN: In working up the program the committee were fortunate to find one who had been thinking and working along the same line in her own special field and they are pleased to be able to present a paper by Miss Adelaide R. Hasse, chief of the Documents Division, New

York Public Library, on "Library preparedness in the fields of economics and sociology."

(See p. 202)

The CHAIRMAN: Among the formal papers, we wished to have a statement from a practical worker in the field of research, a statement of what library research means to the practical scientific worker, and we were able to secure such a paper.

Dr. Walter T. Swingle of the Department of Agriculture, Washington, in cooperation with Mrs. Swingle, has prepared for us a paper on "The utilization of photographic methods in library research work with especial reference to natural science."

(See p. 194)

After the reading of the formal papers there was a spirited discussion of which the following is a condensed report.

Dr. SWINGLE: In reply to the question of Mr. Bishop, I would say that it was important to have a list of the Chinese books in Washington and in other great libraries of the country. The Department of Agriculture is spending thousands of dollars in investigations on the economic plants of China. It seems ridiculous to speak of

China's books as having a practical bearing on practical things, but I can assure you that they are most important. There existed in the Library of Congress a manuscript list of the books needed. There existed in Chicago two lists; those three lists contain nine-tenths of all the Chinese books in America. By the photostat we were able to reproduce all three lists and place them at the disposal of the Library of Congress and of our own Department. I need hardly mention how invaluable the photographic method is in reproducing such material as Arabic and Chinese, where you cannot use the typewriter and where the ordinary methods of copying are useless. It copies in any language. We are using our photostat instead of hiring expert copyists; it is much cheaper.

Dr. ANDREWS: In connection with Dr. Lichtenstein's paper, where the interest of the John Crerar was direct and very personal, I would simply confirm and agree with his statements. I would state for the information of my colleagues that realizing the prospects of having such opportunities, I suggested to our board, and they accepted the suggestion, that we store up our regular appropriations, which we have not been able to spend because of the lack of supplies from the Central States of Europe, to meet the opportunities as they occur. Whether you will consider this sufficient preparedness for the opportunities remains to be seen, but at any rate it is all that a library facing an expenditure of nearly a million dollars for its building feels that it could do.

Miss Hasse's paper brought to my mind a very interesting incident, which to me disproves the statement we often hear that the value of our older books diminishes rapidly, and that it almost ceases to exist at the end of ten years. You have all heard the advice of the scientist to his library friend, "After ten years put the books in the cellar." We had a call for information in regard to the manufacture of certain basic substances for the development of the dye-stuff industry in this country. To our amazement we found

that the later publications practically ignored those basic processes. They were assumed to be matters of common knowledge. We found that our modern textbooks on the dyestuff industry did not contain the basic processes for these basic substances, and we had to go back to books of the seventies and eighties to get the material that our readers wanted. I hope that you will, therefore, take confidence in the value of our collections as collections, and I hope also that you will find opportunities to use them.

I wish Miss Hasse had given us some hints as to how this material should be used in coöperation. We have, for instance, given orders to dealers in Germany, in France, in Italy and in England to collect for the John Crerar Library all material not evidently ephemeral on the economic, social and technical sides of the war. Now, how are we to bring that into best use in this country? I wish Miss Hasse had gone on and given us some definite pointers, whether by coöperative cataloging, whether by a revised list of our special collections, how we might tie up these little collections of ours with the collections being made elsewhere, so that the scholars who do have the needs which she so ably presented can find the material they want.

As to Dr. Swingle's paper, I quite agree as to the importance of these photographic methods. In connection with Mr. Gould's report of the Committee on co-ordination in inter-library loans, I commented that it did not sufficiently emphasize the importance of these photographic methods as extending the field of work which we have been trying to do in the past almost exclusively by inter-library loans. The inter-library loan system has its limits, most decidedly. We cannot loan every book to every scholar throughout the country. Some of us have provisions in our foundations which forbid; many have conditions of use in our own territory which forbid; others have limitations of other kinds. Now, the photographic reproduction does solve many of those dif-

faculties. The rare books which we could hardly trust to the express companies or the mails we can reproduce in this way, or the book which is in very frequent demand, and which we ought not to allow to go because of this fact. Particularly we should not run the risk of losing our periodicals by loaning them to a reader who wants a particular paper, where the expressage on the bulky volume will be more than the cost of the reproduction of the paper.

And now I want to turn to the particular point I wanted to bring before you, and that is, the value of the union lists of periodicals to the scholar. I think, as Miss Hasse intimated we have in this country a good deal of material; the difficulty is to use it, to know where it is and to find it for use, and it seems to me that the union list is one of the most valuable tools for that purpose. I accepted membership on a committee to attempt to obtain a general list of all the periodicals in the country which we hoped to have published by the Library of Congress. In that hope we have been disappointed. When we were told the conditions under which it would have to be made, the high standard of perfection which the staff of the Library of Congress place before them in their preparation, I realized that we could not expect it, not at least, in the life times of most of those present. If you are to put in the title of every periodical with absolute bibliographical accuracy, and estimate that these titles will amount to very nearly one hundred thousand, you have a problem which certainly every librarian will hesitate to attack.

The Committee then took up the question of the division of the union list into sections. We have made some progress and we have met also in some sections with discouragements. The Section may like to know that there are prospects of obtaining portions of this list under the different subjects. Dr. Lichtenstein, for instance, has charge of the preparation of a union list of historical periodicals which will meet the demands of the students of

history. Mr. Cutter has in preparation a list of the technical periodicals, which ought to meet the needs of a great many. The Agricultural Libraries Section of the Association has had under discussion, and I hope will bring to fruition, plans for a checklist of the agricultural periodicals. The medical societies have under discussion and partly prepared a checklist of the medical periodicals. Indeed, I understand that their interest is so great that the Boston Medical Society is not content to wait for the general list, but has in preparation a local list of the medical periodicals available in that vicinity.

And last, but not least in interest, though smallest in extent, the mathematics teachers have felt this need, which I tried to emphasize, and have under discussion plans for a checklist of the mathematical periodicals. More than that, when we come to the general periodicals, where we cannot hope to interest very many workers, we may perhaps succeed by reverting to the system of local lists.

I happen to know that there is in preparation in Boston a general list; that there is in Illinois for the libraries connected with the University a local list, and there is under discussion at least the reissue of the Chicago list. I have also under discussion the question of coöperation in a general list in somewhat different form than those I have outlined through a central printing bureau, which shall print sections and local lists, as desired. I think that the mere enumeration of these lists, or proposed lists, proves my thesis that the union list of periodicals is a valuable tool for scholars and that it should be encouraged.

Miss KELSO: I want to ask this assemblage if I may speak on behalf of a large part of this gathering—the ordinary man in the ranks—the general librarian. These plans are for the highest court officers. I think the greater number of those in attendance here have to do with a small part of this problem, in little towns where industries are at work. We need advice

and mobilization and we are told that there will be a list, and to the ordinary infantry body such a list is very little good in mobilization times. It is the equipment—the ability to answer the personal question. I am fortunate enough to live within reach of that great central arsenal, the New York Public Library Document Division, and it seems to me this Section and the several libraries, instead of making lists, should mobilize for the benefit of these others, so that the smaller libraries can write to these central bureaus and find out where such material is available. Now, instead of lists, we ought to give a little more personal help, ought to have a little more communication with these people. What good are these lists to the ordinary town? There must be some connection between the town and the money it has spent. In the smallest town there is some man who stands high for his original scientific work; and he is a good business man, and wants information, but when he asks for it he gets a list of all the scientific resources of this country.

Mr. J. I. WYER: I would like to ask a question about those Japanese and Chinese books. I assume that even in their reproduced form, before they are thoroughly available for workers they have to be translated, and that this translation probably costs something. Now, take the expense of reproducing these books, the traveling expenses, the photostat to reproduce them with, the photostat material that is required, the general sum total of all expenses necessary to make one or two or at most three copies of these books—if you took the money necessary to reproduce a book, the net cost of it reproduced by the photostat, and the translation of it, afterwards, how far would it go toward the printing of an edition which would be available generally throughout the country?

Dr. SWINGLE: It would go a very little distance indeed, because the cost of this photostat reproduction is very low. In many cases it is impossible or unnes-

sary to translate the whole work; the translation of such languages on technical subjects is very difficult. We have a translator go through a book and translate a single paragraph, the one we must have. In the case of this Bulletin there was not a copy in North America, so in that particular case every word has been translated. The lithographic subjects alone, a single plate, would cost \$50, and there are a dozen lithographic plates in that Bulletin. Any additional copies can be reproduced by the photostat at a reasonable rate.

Dr. RICHARDSON: There is a marked line of distinction between research and the general promotion of knowledge. There are two tasks for humanity: one is to find out new ideas, and the other is to multiply those ideas for every individual of the human race, so far as it can be done. Those two are clearly distinguished tasks—the task of research and the task of the propagation of knowledge. You cannot propagate your ideas until you get them, and the great trouble with our United States civilization is that we try to propagate ideas before we get them. The point here is not to furnish material for town libraries or the small public libraries: it is to furnish the fundamental material—the Japanese and Chinese or other books absolutely essential for the developing of new ideas. It is the research facilities in American libraries which is our subject this afternoon. I venture to say that the two most essential things for the promoting of research facilities for American libraries are those referred to in the very best form this afternoon; that is to say, the photostat reproductions and the joint list. With them is closely united the matter of purchasing, which has already been referred to.

Now, we are talking about preparedness, the type of preparedness which depends on the guns, and the men behind the guns, but the lesson of this war is that you must have no end of ammunition or the guns and the men are of no use. The facilities of the libraries are the mun-

tions of research in this country at the present time, and the problem is how to get munitions enough for the men we have been developing, to use for the production of new knowledge. That is the beginning, middle and end of the problem of research in America at the present time. We may talk all we please about what we are going to do after this war, the exhaustion of the countries at war, and the stimulus to this country, but we cannot do anything in research unless we have munitions, and the way is threefold. The first is the purchase of research material. In the second place we have revolutionized the purchasing system by the photostat, and we are way behind the times if we do not recognize what Dr. Swingle has set forth—that we have revolutionized the method of acquiring research material through the photostat. The third method is inter-library loans, and the only possible way of utilizing that is the co-operative list about which Dr. Andrews has been telling us. Therefore purchasing after the war, the photostat, and the coöperative index are the essential methods of getting preparedness in the matter of research material at the present time. There is no getting away from it.

I am tremendously interested in what Dr. Swingle said, because if you go over to Princeton tomorrow you will find that we have made a specialty of an exhibition of photostatic material, showing what can be done in the way of ordinary reproduction; what can be done for the advantage of the administration, cataloging department, reference department, and so on. We are publishing a little monograph in connection with it, showing some of the things on which Dr. Swingle laid stress, in a very much less thorough way but covering the surface of the ground. For example, in the last two or three months there have been four cases of absolutely unique books which have been borrowed by professors in the University for use because they could not find any other copies in America. They had been trying for months and years to buy copies but

they finally had to borrow the books. We made a copy with the photostat in each case. The professors have the leisurely use of the copy and we have added it to our files, and at the same time we sent to the library from whence the book came a letter stating that if they have a call for it they might refer the inquirer to us and we would loan our photostat copy in consideration of their courtesy in loaning the original to us. At a cost of \$6 we copied three books which would have cost \$40. That sort of thing happens all the time.

Just as we were getting up this little report to go with this exhibition a letter was brought in, stating that a gentleman in Glasgow said he could not borrow certain books, could not buy them from Germany, and needed them immediately for his work. One was a small book but the man in Glasgow could not get it. Money was no object. We had the book and I had a copy made by the photostat. In two hours the ninety pages were reproduced and everything was in shape; the cost amounted to \$1.93 for the ninety pages. That sort of thing could be applied in a large way to the archival documents; take the collections Dr. Lichtenstein spoke of—magnificent collections. We need the coöperation through Dr. Andrews' lists, so that we will not be duplicating but will supplement each other, and we need some system of reproducing archival documents and a catalog of the photostat reproductions. The American Library Institute has been feeling its way. Mr. Gould has been one of the foremost promoters, and he and Mr. Montgomery have been aiming at coöperative cataloging of photostat reproductions. It would be a big proposition, but one of the most valuable things that could be done. Money spent in this way would go ten times as far as any of the casual money we are throwing into the proposition now could go.

The librarian of the American Bankers' Association asked how to obtain these

which are not yet in print. She was informed that the way was to have them photostated.

Mr. H. H. B. MEYER: It seems to me that the question is: Where is this lady to find the dissertation that she is after? We have the same difficulty confronting us in the case of miscellaneous books. I understand that the union lists which are in preparation are union lists of serials and periodicals. With the great mass of books we cannot take care of them all by any union list or general catalog. It is too large a problem. They might be handled in what might be called "carload lots," if we were to get up a list (I am going to suggest another list), a list of subjects, and under each subject the name of the library in the United States that is strong in that subject. A little of this has been done in the case of Dr. Johnston's "Special collections in American libraries." I can speak for the Library of Congress that this is a very good presentation of the special collections in the Library of Congress up to the time of publication, but it by no means indicates the research facilities of the Library of Congress. The list I have in mind would do that. Under every subject that the library is strong in its name could appear. It would be a brief list, the briefer the better and the easier to make, and that would be a thing that could be put in the hand of the very small library and meet the possible need of a scholar or business man or expert in any particular line who may be located in the immediate vicinity of that library. Then the question could be answered, "How am I going to know where there is a good collection on this, that or the other?" This list would answer the question and the rest ought to follow from correspondence.

Mr. GEROULD: We now have lists of special collections printed in our library report. We know of what tremendous value the catalog of the Dante Collection at Cornell has been to the scholarship of the country. Cornell has printed other lists and has still other lists in prepara-

tion. A number of other libraries have done this. It does not seem that we have begun to do in this line the things that ought to be done. We ourselves have a list in a single field which we hope to publish this fall, and I think we shall do other things in this line, but if Harvard, for example, could publish a list of some of the collections of tremendous richness which they have in that library that would be doing a service to the scholarship of the country very much out of proportion to the cost of that service.

Just a word in regard to this photostat work: a single example of how the thing actually works out in practice. It happened that we came into possession, a few months ago, of a manuscript diary of one of the sessions of the Long Parliament. We wanted to publish it, but before doing so a collation of that manuscript with the other manuscript diaries of the same period was necessary. Two diaries are already published. There is a manuscript of the same session in the Massachusetts Historical Library; there is one in Trinity College, Dublin; one in the British Museum and another at Berlin. We borrowed the Massachusetts manuscript but that would have been relatively valueless for collation without the ability to use the others. By the photographic process we secured, for a relatively small sum, copies of the Dublin manuscript, of the Berlin manuscript and the British Museum manuscript and now we have copies of all the available diaries of the Long Parliament in our library, where the man who is interested in that field can work on them. That saved that man at least two summers' work abroad, and it gave him his material in a much more satisfactory shape than if he had used the manuscripts themselves. The text is clearer and he is able to collate the one with the other directly, without copying them. I feel confident that there is no single invention which has added so much to the possibilities of American scholarship as this photographic method.

Mr. H. O. BRIGHAM: Bearing on the

idea suggested by Mr. Gerould you may be interested to know that at Providence the librarians looked over the library resources, and formulated a list of subjects two or three hundred in number. We tried to ascertain the number of subjects that were absolutely lacking in our collections. We found it rather interesting to know that we did not have anywhere near a complete list. We found a discrepancy in naval history, but it so happens that thirty-six miles south of us is the Naval War College, with a magnificent collection of books on Naval history. That list will eventually be printed in the Providence Public Library Bulletin. Suppose you do that at thirty or forty centers in the country, then consolidate, and you have the problem worked out with the least amount of friction, with the persons directly in charge of the collections passing upon each group in his locality. A combined list including the cities of Boston, Providence and Worcester, all within an hour's train ride, will show a large collection of rarities along specific lines. I do not need to name them; you know the collections.

Mr. E. F. STEVENS: I know now that it was for the express comfort of Miss Kelso and the privates in the ranks, the foot soldier, that your chairman wrote to me in connection with this Section, the College and Reference Section, to which I did not belong. Our library was not a college library: it was not a reference library, but is every kind of a library. I wrote to the chairman that our library did not, strictly speaking, belong in this Section—had never before been let in. So I decided there was nothing for me, and unless the meeting dragged I would be perfectly safe in saying nothing, but when Miss Kelso spoke I knew why Mr. Hepburn had sent for me. A very useful man among the troops is the one that carries the waterbucket to the sidelines, refreshing the common soldier, and that is where we are, and that is what we do. We are the foremost reference library, and we stop at nothing. This is how we do it:

We have the greatest resources in the country at the Pratt Institute Free Library. We have a special room devoted to fine arts, one to technology, a general reference room, a circulating department, and a whole lot of other things that belong to the small library. But we dare say we do the most extensive work in our territory. We have annexed every other library within reach. A borrower comes to us and asks a question. We recognize it is beyond our immediate resources. We give him a card of introduction to one of the great collections in Greater New York, and he is glad to get on a trolley line and go and get that information. So we claim the university library is always at our beck. A man comes in and uses our library as far as our resources go. We say, "This far we go and no further." He wants to pursue a technical subject, and we give him an introduction to Columbia University Library and say, "It is such and such a station on the Subway. You can go there tomorrow morning just as quickly as you can come here." So we often send a man to the Metropolitan Museum of Fine Arts when we find we have given him all we have got on our premises. We flatter ourselves that we are an extension library. We assure our friends these resources are at their command, and they use them. The people to whom we send our friends are pleased to have a new patron. They like to have business sent to them. They don't mind our indulging in these fancies that these are all departments of our own library. We have splendid collections in our departments. There is the Columbia University Library; the New York Public Library; there is the Long Island Medical Society, which does our medical work for us, and does it exceedingly well; there is the Long Island Historical Society—it supplies all our genealogical information when a man wants to get up a coat of arms for his family—we don't happen to have a single family history. Really, the small library is not neglected in this College and Reference Section. I wish to

pay my tribute to those who have the great resources. We take off our hats to those in whose class we are not but with whom we can cooperate to serve the common people.

Mr. G. W. LEE: I want to say that it is hoped the Boston list will be ready in two years; further than that, I hope it can be made part and parcel of the national scheme, and it is likely we shall have to change to a topical list and treat it in that way. If any are interested in the Boston list I wish they would speak to me about it; I would like to keep them in touch.

Mr. BRIGHAM: At a joint session of the American Association of Law Libraries and the National Association of State Libraries the question of the index to legislation was brought up. It was thought it might be brought before this session, and as a member of the Committee I want to

present it to you. It involves a complete index to State legislation during the year, printed weekly and then annually, at the end of the session. There is a real need of it; college libraries are keeping track of various forms of legislation and also getting in touch with the political, social and economic problems which arise. This process will enable one to trace the history of legislation from the beginning. I would like to have anyone who so desires, consult with the members of the Committee.

The nominating committee, consisting of Mr. Carl H. Milam, Chairman, Mr. H. E. Roelke and Mr. G. G. Wilder, reported the name of Mr. Malcolm G. Wyer, librarian of the University of Nebraska, as the third member of the Committee in charge of the Section, and on motion Mr. Wyer was unanimously elected, to serve for three years.

PROFESSIONAL TRAINING SECTION

The seventh annual meeting was called to order on Tuesday, June 27, 2:30 p. m., by the vice-chairman, Miss Agnes Van Valkenburgh, as, owing to serious illness in her family, the chairman, Miss Frances Simpson, was prevented from attending the conference.

As the minutes of the preceding meeting had been printed in the A. L. A. Proceedings, their reading was dispensed with and, no corrections or additions being suggested, stood approved.

The chairman appointed a Nominating committee, as follows, to report at the close of the session: Miss Mary Emogene Hazeltine, Miss June Richardson Donnelly, Miss Harriet B. Gooch.

The program was then taken up. The subject for consideration was a comparison of the curricula of library schools and public library training classes.

"Points of similarity between the two types of courses," was treated in a paper by Mrs. Harriet P. Sawyer, chief of the in-

structional department of the St. Louis public library.

(See p. 185)

Points of difference between the two types of courses, was treated in a paper by Miss Ernestine Rose, librarian Seward Park Branch of the New York public library.

(See p. 189)

Opening the discussion of the two papers, Mr. Frank K. Walter, representing the viewpoint of the library school, said, that to his mind, the main cause of misunderstanding in regard to the courses given by training classes and library schools was due to an indefiniteness of definition; and that if the preparatory function of the training class was kept clearly in mind the difficulty would be largely done away with; that, in reality, the two courses stood to each other as those of the high school and the college. He added that the library school course should become more thorough than it is

now, with more careful instruction; that there were too many short-cuts toward efficiency; and that much of the practice work in vogue at present, should be eliminated; that, in short, the instruction should be in principles plus some practice, rather than in practice plus some principles.

Following Mr. Walter, Mr. Carl B. Roden, speaking for the public library, took up the discussion. He said that in the Chicago Public Library, of the 364 applicants who had tried the entrance examinations, 195 had been admitted to the class, 145 had been graduated, 122 appointed, and 94 were still in the service of the library; that, in their library, three things had to be considered: (1) Assistants were born, not made. (2) The city civil service threw the examinations open to everyone. The library was allowed to prepare the entrance examinations only by courtesy. (3) That, in their rapid expansion of the library's work, they needed assistants for but one kind of work,—general branch work. Therefore, the instruction must be such as to prepare the students in the shortest possible time; and the function of the training class was not so much to convey knowledge as to transmit inspiration; that the aim of their course was to teach the student to like library work; and the members of the staff who spoke to the class were selected for that work largely for their ability to convey enthusiasm. That the sifting process was the most important function of the class; and that, finally, as each individual training class must conform to its own local conditions and needs there could be no systematizing or standardizing of a training-class course.

Mr. Roden was followed by Mr. Azariah S. Root, chairman of the A. L. A. Committee on library training, who said that the difference between the two types of courses was well defined by their names; one was a school, the other was a class. This would mark the difference, even if the courses of instruction and the methods of teaching were the same. The fundamental difference was one of atmosphere; one preparing for general service, the other

for a local institution. The same difference existed for a boy going to a local college or to a college away from his home town. The breadth of training, the indirect education, was the main thing in the general course.

Mr. Root said, further, that the discussion raised the whole question of the future of professional training; that in the present day library schools the age limit was too low and the period of preparation too short; and that, not until the entrance requirement demanded under-collegiate work, and the course prescribed a rigid discipline of study and research work, would library work be regarded, in the outside world, as a learned profession.

The subject was then thrown open to general discussion. A question was asked from the floor if training classes could supply librarians for small libraries which could not afford to pay large enough salaries to obtain graduates from library schools. The chairman referred the question to Mrs. Sawyer, who replied in the negative, saying that the small libraries were taken care of by the numerous summer schools.

Miss Annie Carroll Moore said that it would seem a pity to eliminate practice work from library school courses; inasmuch as such work was not merely mechanical and clerical, but the only medium through which the student came in touch with the borrower, and thus realized the aim of his work; and that such practice, therefore, had great psychological value.

Miss Josephine Adams Rathbone said that the *testing* value of practice work made it an essential part of a library school course; as, without it, no director could have a fair knowledge of the working ability of the student, and so would be utterly at sea in making recommendations.

Dr. George F. Bowerman added a word to the discussion by saying that he should dislike to see training class students simply Marthas; that there must be something inspirational to give an incen-

tive to the work and a goal to work towards.

Mr. Walter explained his attitude toward practice work as not wishing to have it entirely eliminated, but to decrease the prominence and the amount of time given to it in an advanced course.

After some further discussion, participated in by Miss Moore, Mr. Walter, Miss Rose and Mr. Roden, Dr. Bowerman asked if some library school could not offer a course for training students to take charge of training classes in public libraries.

Miss Rathbone replied that, a few years ago, Pratt institute had offered such a course for two successive years; but that it had received such slight support from the profession that it was deemed unadvisable to continue it.

This closed the discussion.

The chairman now called for reports from the various library schools of any new phases of work recently undertaken or planned for the immediate future.

The Library School of the University of Wisconsin reported a course in library science for teachers, given to university students in the normal course at the university. The course, covering the elements of library science, requires five recitations a week and counts five credits.

The Syracuse University Library School reported a course in library science for teachers in the high school, counting ten hours credit.

The Pratt Institute School of Library Science reported an elective course, given in the third term, in sight-reading in the Italian language, open to students who had had Latin; also, an elective course in

story-telling, which includes practice as well as instruction. Further, the instruction in the Expansive classification had been omitted this last year.

Simmons College Library School reported a course in high school library work for students.

The Library School of the New York Public Library reported that an elective course in Italian (similar to that at Pratt Institute) had been given from the beginning of the school; and this last year there had been a request for a similar course in Spanish.

The Library School of the Carnegie Library of Atlanta reported the appointment of Miss Mary E. Robbins to the faculty in the position of associate director of the school.

Mr. Root, as chairman of the A. L. A. Committee on library training, was asked to give a report of the year's work of the committee. He replied by saying that the report was in print and had been distributed, and therefore he would not take the time to speak of it.

The report of the Nominating committee was then presented, as follows: Chairman, Miss Sarah C. N. Bogle, director of the Carnegie Library School for Children's Librarians; vice-chairman, Miss Mary E. Hyde, instructor, Simmons College Library School; secretary, Mrs. Harriet P. Sawyer, chief of the instructional department, St. Louis Public Library.

By unanimous vote, the report of the committee was adopted and the officers declared elected.

On motion, the meeting adjourned.

JULIA A. HOPKINS,
Secretary.

SCHOOL LIBRARIES SECTION

FIRST SESSION

The first session of the second annual meeting of the School Libraries Section was held in the ball room of the New Monterey at 8:30 p. m., June 29, with an attendance of about 300, Miss Mary E. Hall, Girls' High School, Brooklyn, chairman of the section, presiding; Miss Alice A. Blanchard, Public Library, Newark, secretary.

The papers and discussions centered about the topic "The national campaign for better school libraries." Mr. C. C. Certain, recently of the Polytechnic institute, Auburn, Ala., now of the Cass Technical High School, Detroit, read the first paper, taking as his subject "The school library situation in the South."

(See p. 295)

A paper by James F. Hoscic, Chicago Normal College, followed, read in Dr. Hoscic's absence by Mr. Kerr. His subject was "The place of the school library in modern education."

(See p. 210)

After Dr. Hoscic's paper the meeting was devoted to a symposium on the subject: How can we further the school library movement?

Prof. Azariah S. Root, Oberlin College, spoke first on: "What the college and university can do." Mr. Root said that since 90 per cent of high school teachers are college trained the responsibility for good school library work depends largely upon the colleges. We cannot have good school libraries until teachers, as college students, learn what good libraries are and how to use them. A teacher's ideal of what a library can do will not rise above what he found it in his college days. The college must, therefore, first, make its library so efficient and so well adjusted to the student's needs that he will use it and second, because the student will go out to give the same kind of instruction that he got in college, must require intelligent use of the library by its faculty.

The judicious use of supplementary reading is of great importance. Students who are to become high school teachers should not be instructed as if they were working for Ph.D. degrees. The college faculty must know how to use reference material which will make their subjects alive to students. Furthermore, teachers must know the elements of library economy, or rather, the use of the library. They must know something about classification, various types of libraries, library etiquette, the value of unity in classification, and cataloging.

With such instruction offered generally in colleges it would be easy to supply satisfactory libraries for high schools, even in the large proportion of high schools where it is not possible to have trained librarians.

Henry E. Legler, librarian of the Chicago Public Library, followed Prof. Root with a paper on "How the public library can help in developing effective high school libraries."

(See p. 213)

A paper written by Miss Effie L. Power, Carnegie Library, Pittsburgh, was next read on "What the public library can do for grade schools."

(See p. 215)

This was followed by another paper on the same subject, by Miss Orpha M. Peters, of the Gary (Ind.) Public Library.

(See p. 217)

Mr. Claude G. Leland, Department of Education, New York City, was to have spoken on "What a department of education can do for the school libraries of a city," but was unable to be present.

SECOND SESSION

The second session of the Section was held Saturday, July 1st, at 2:30 p. m., in the ball room of the New Monterey, with a most enthusiastic attendance of about 200, Miss Mary E. Hall presiding, Miss Alice Blanchard, secretary.

As it was the last afternoon of the conference and many people were planning to

take a 4:30 train, the business meeting, scheduled to come first on the program, was postponed, to give time for the discussion of special problems connected with school library work.

Miss M. Louise Converse, Central State Normal School, Mount Pleasant, Mich., opened the discussion by a talk on the subject of picture collections, their value and methods of caring for them.

She considered a picture collection one of the normal school's best teaching methods, both as a means of cultivating a taste for good pictures and as an aid in illustrating definite lessons. She advised mounting boards $12\frac{1}{2} \times 14\frac{1}{2}$ inches, classification, using travel numbers as closely as possible and a brief catalog.

Mr. W. H. Kerr, Kansas State Normal School, raised the question of the advisability of cataloging pictures. With him, Mr. Hodges, Cincinnati, Miss Whitcomb, Chicago, and Mr. Wright, Kansas City, urged that a picture collection catalog, because of its expense and the difficulty involved in using it, was not worth while.

At the close of the discussion the meeting was divided, in order that two round-table conferences, one for high school librarians, the other for normal school librarians might be held at the same time. Miss Hall conducted the conference for high school librarians, Miss Nancy I. Thompson, State Normal School, Newark, that for normal school librarians.

HIGH SCHOOL LIBRARIANS' ROUND-TABLE

The high school meeting opened with a question box discussion led by Miss Bessie Sargeant Smith, Cleveland Public Library. From many questions covering a wide range of topics the one chosen as most in demand was: "Is it advisable to open the high school library to the public?"

Mr. Purd B. Wright, Kansas City, Mr. Samuel H. Ranck, Grand Rapids, and Dr. Sherman Williams, N. Y. State Education Department, spoke strongly in favor of opening high school libraries to the public. Mr. Henry E. Legler, Chicago, Mr. W. H.

Brett, Cleveland, and Miss Smith, Cleveland, on the other hand, out of their experience questioned as strongly the advisability of so doing, on the ground that the use of the library by the public crowded out the students and the book collection could not be as well adapted to the students' needs. Mr. Ranck described in detail the Grand Rapids method of successfully administering school libraries which are open to the public, laying stress upon the necessity of close cooperation between the school and the library, and the prerequisites of outside entrances to school libraries, and, for librarians, proper training, personality and experience.

Miss Hall then took the chair and called for brief informal reports concerning specific kinds of work done by different high school libraries. Miss Louise Smith, Lincoln High School, Tacoma, described a library assignment card used by teachers sending classes for special reference material; Miss Tobitt, Omaha, described Omaha's new high school library; Miss White, Passaic, N. J., told of the Passaic method of book purchase.

The topic of "Instruction in the use of the library" was suggested. This was such a popular subject and brought out so many questions that the meeting was given over to its discussion. It was found that nearly every high school librarian present was giving systematic library instruction, with credit given by the school. Miss Smith, of Tacoma, reported that the teachers in her school had asked for a course for their own benefit.

Miss Hall paid an appreciative tribute to Miss Laura Newbold Mann, Central High School, Washington, Miss Florence M. Hopkins, Central High School, Detroit, and to the Cleveland librarians for their splendid work in developing high school library instruction.

Owing to the lateness of the hour the postponed business meeting was made as short as possible. It was voted to accept the report of Mr. Frank K. Walter, chairman of the Committee on professional training of school librarians, without its

being read, the report to be printed in full in the A. L. A. Proceedings.

(See p. 219)

Other reports were omitted. The following officers were elected for 1916: Miss H. Elizabeth White, Public Library, Pas-saic, chairman; Miss Orpha M. Peters, Public Library, Gary, Ind., secretary and treasurer.

ROUND TABLE OF NORMAL SCHOOL LIBRARIANS

Miss Nancy I. Thompson, State Normal School, Newark, N. J., led the round table which convened directly after the joint session of high school and normal school librarians. Miss Ursula K. Johnstone served as secretary.

Mr. O. S. Rice, state supervisor of School Libraries, Madison, Wisconsin, was the first speaker. He outlined in a most interesting way the history of the compilation of a pamphlet, entitled "How to use the school library." This may be purchased for fifteen cents, from the State department of Education, Madison, Wisconsin. He argued that a teacher is not expected to teach geography without a textbook. Therefore a teacher should be equipped with a textbook on the use of a library. Hence the little book issued by the state of Wisconsin. These lessons are a part of the course of study. During the discussion that followed, many tributes as to the usefulness of this pamphlet, were brought out. The desirability of any course of instruction being required as a part of the curriculum was emphasized.

Upon request, Miss Ursula K. Johnstone, reported an innovation in library training, installed by the Board of Education of New York City. The class was organized in September, 1915, in the Bay Ridge Evening High School for Women, Brooklyn. The school is one especially devoted to vocational branches for women, including courses in domestic science and nursing. The evening class in library training offers an opportunity to young women who cannot afford to give up a day-time position to

take the regular library course in a library school. The course is two years, four evenings a week.

Mr. Willis H. Kerr, librarian State Normal School, Emporia, Kansas, spoke on the subject of "What the Kansas State Normal School does for the school libraries."

During the discussion that followed, the need of advertising the work done in normal school libraries was brought out. Albums and scrapbooks were suggested as an excellent means of revealing the excellent work done in many schools. Mr. Kerr made a motion, which was duly seconded, that the N. E. A. committee on Normal Schools be authorized to form an outline of subjects for these scrapbooks and that a request for the compilation of such books be asked of the schools. The motion was carried.

The final note of the round-table meeting, was, that to make instruction in the use of a library effective, to place it where it belongs, and to give it its due value, it is necessary that the instruction be a part of the curriculum.

During the conference the School Libraries Section held a most successful exhibit. The work of high schools was shown by a collection of loose leaf scrapbooks contributed by representative high school libraries throughout the country showing photographs of rooms and equipment, floor plans, forms used, book lists, etc. These scrapbooks containing a wealth of valuable material are to be available as a loan collection on application to Miss Hall. A scrapbook collection of mounted courses of study used by normal schools; a selection of pictures from the picture collection of the Newark Public Library; charts and pamphlets describing the work done with rural schools in Wisconsin, Missouri and Gary; and a permanent loan collection of over 100 book lists from public libraries and state commissions were also shown and used continually throughout the week of the conference.

Alice A. Blanchard,
Secretary.

TRUSTEES' SECTION

The meeting of the Trustees' Section was held in the Ball Room of the New Monterey Hotel, Tuesday afternoon, June 27. Mr. W. T. Porter, trustee of the Cincinnati Public Library, and chairman of the section, presided.

After a few introductory remarks the chairman introduced Mrs. Elizabeth Claypool Earl, president of the Indiana Public Library Commission, and trustee of the Connersville (Ind.) Public Library, who read a paper on "The trustee's obligation to the state."

(See p. 293)

Mrs. Earl was asked if the meetings of the library trustees association, of which she had spoken, are called by the Commission, and if they were attended by trustees from all public libraries of the state.

Mrs. EARL: The organization started through the Commission because they felt the advisability of it, but it is entirely independent and has nothing to do with the Commission, except that the Commission coöperates in any way that they may be helpful. It is composed of the trustees of all of the public libraries and any other trustees of libraries, whether it be school, university, or special libraries.

Mr. RANCK: I would like to ask a question as to the title of the paper: "The trustee's obligation to the state." Now, in some states there is a feeling on the part of the municipal authorities that the obligation should be not to the state but to the municipality—to the city—and there is a very strong movement in some states to eliminate what they regard as the state's control over the educational interests of the state. This is a matter that all of us ought to be interested in, because this comes up at one time or another, both in local and state-wide movements. In the first place, the American Library Association has gone on record that education is a matter of state rather than purely local concern, and in more than one state there is a feeling of resentment against that posi-

tion. In the state of New York they believe control over educational matters should rest more largely with the authorities representing the local communities, than with the state. I should be glad, for my own information, to have an expression from some of the persons here on the subject of the trustee's local status.

Mrs. EARL: I would like Mr. Ranck to be more specific. I confess this is something new to me. It seems to me from my point of view to put more things on the state than really belong to the state.

Mr. RANCK: In most of our states the educational interests are organized under one clause—and the library is entitled to be considered one of the educational interests—and the local government under another clause, and the educational interests which are represented are controlled largely by state legislation. Now, on account of the growing expense and the increasing taxation payable by the municipal government, a large part of which is on account of educational expense, both of school and library, the city officials feel that they ought to be in position to exercise not only more control but absolute control; in other words, that the whole taxing power of the local community, both for educational purposes and for local municipal government ought to vest in one body, and that would be the common council or the authorities represented by it.

Mrs. EARL: Mr. Chairman, I hope that the good Lord will in time deliver all the library interests from the common council of the average city! It is fortunate in Indiana the library boards can control the tax for the libraries, to a certain limit which the state fixes by law, and that seems wise and to work well with us. I feel the library should be a distinct educational force in the state.

Mr. PURD B. WRIGHT: We do not agree with the attitude of Mr. Ranck. In Kansas City we resent being classed with

the city by the city authorities. Our schools are a distinct corporation.

Mr. RANCK: That is true in Michigan.

Mr. WRIGHT: Our schools are in no wise connected with the city administration; the funds are not collected or handled by it, or assessed and levied. We do not want to be connected with the municipalities. They are the same corporate body, the same stockholders, but they exercise no authority in the selection of boards of education. We have higher class boards of education in every instance than we do aldermen.

Mr. SANBORN: I was interested in what Mrs. Earl said about Indiana conditions, because we seem to be just in the opposite direction from what Mr. Ranck indicates would be the feeling in Michigan. We have, as Mrs. Earl says, three taxing bodies in Indiana: we have the city council, the school board and the library board, which makes its own levy, and in going around to help establish libraries we find that as soon as the people learn that the taxing power is not going to be in the city council, so that it will go ahead and raise their taxes,—as soon as they get rid of that feeling,—they are perfectly willing that we should go ahead and they will levy their own tax. I find it is very much easier to have them separate, and the citizens feel better than when it is under one taxing head.

Mr. MILAM: I should like to raise the point in this discussion as to whether it is not a trifle inconsistent with the commission form and the city management form of government to have conditions such as Mr. Wright describes in Kansas City. Is there not likely to be the tendency running along with the tendency toward commission form of government of placing the authority with the commission rather than settling it all by state legislation? Now, I happen to be familiar with conditions in Indiana, as they were two or three years ago, and with conditions in Alabama as they are today, and it happens that in Indiana you have a state government on which you can depend. In

Alabama we have a city government which is the only decent government we have in the State. In Alabama we can depend absolutely on the Birmingham City Commission, which lines up behind everything that is good and against everything that is bad, whereas the county and state government are absolutely in politics of the old variety.

It seems to me, however, that aside from these local conditions, with the commission form of government, we must eliminate eventually, at least, a part of the state control; and furthermore, and along a somewhat similar line, I believe the tendency will also be to do away with the library board and with the school board. I know that in our city there has recently been recommended the establishment of a public welfare board, and the Commission has said, "Very well, we will take over the public welfare work of the city, but we will not create any new board. The public holds us responsible and we will supervise the work. The amount necessary will be paid directly by the Commission, and not through any board." I may say there is no "boss" in the city of Birmingham. While those conditions reign we are glad to have the tendency as it is; when the conditions change we will be glad to go back to some other form.

Mr. RANCK: The Committee appointed by the National Municipal League to work out this problem as it relates to libraries, in their draft of a library section for a city charter, contemplate management under the commission or business manager form of government. Those who are on the committee would like to get all light possible from the various states, because we realize it is a difficult problem to deal with. We are interested in knowing the feeling on the part of cities where they have a Commission form of government and where they have this tendency to centralize the taxing power all in one body.

Rev. E. J. CLEVELAND: There is an interesting situation that has developed in the state of New Jersey on account of the enactment of the commission govern-

ment law, which went into effect in President Wilson's first year of his administration as governor. The Commission Government Act provides, among other things, that the schools shall be excepted from its provisions, and then it leaves out everything else. The Public Library Act, which was passed originally in 1884, and amended in subsequent years, which is adopted by various municipalities which are going to have their libraries supported by the public moneys, provides that there shall be a board of trustees consisting of five members appointed by the mayor and approved by the other members of the governing body, with the mayor himself and the superintendent of schools as *ex-officio* members. It is also provided in that Act that the support of the library shall be provided by one-third of the regular fund. This is a mandatory clause, and it is supplemented by a permissive clause of one-sixth in addition if the governing body sees fit. When this commission government went into effect in the various states there was an obvious conflict of authority. The schools were excepted from its provisions, that is true, but the libraries apparently were under its provisions. We find in the state of New Jersey today in some commission governments, at least, we have library boards. That is true in Jersey City and Burlington. In other places they have been eliminated; that is true in the cities of Bayonne and Hoboken, and this city of Asbury Park. The library is a part of the mayor's department in this city, and it has worked out very well. In the city of Hoboken it has not worked out so well. I believe in the two or more cities where they still retain their library board it has worked out well. It means that when you reduce the thing to its simplest terms the personal element is found to be the important element. Here are men from the several states telling of poor local government and who find everybody engineering to get the personal influence behind themselves. In the city of Hoboken I am confident it is not working out well. Librarians will appreciate the fact that the first

act of the Commission after the law was adopted was to reduce the librarian's salary by \$500 on the basis of economy, and the next week to appoint a brother-in-law of the commissioner of public safety a sergeant of police. So that was all in the interest of good city management! That is the way things apparently work out, and I think it comes down to a condition of confused legislation. I have been talking with a number of men from other states and asked what they are doing to provide against this piling up of laws on the statute books and amending them year after year, where one act conflicts with another, and the politicians come out on top. We are afraid in this state to do anything with our library act, for we are afraid if we get to tampering with it some of its most valuable provisions will be taken away. So we are acting on the proposition that when you get the good element in control you must keep it there and trust the good Lord not to allow anybody to "monkey" with your legislation.

Mrs. EARL: May I ask the gentleman from New Jersey how he can keep that best element in? New Jersey has missed its opportunity: to give women the vote.

Miss AHERN: The personal touch, of course, has a great deal to do with all these things. I have recently come to believe that we have too much government; too many kinds of government; too many boards; too many forms of government. I said the other day, because I was sort of in a corner, that if we had a national government and municipalities it would be much better than to have so many state and county and township governments, and all the rest of it, and I do believe, from my experience, that the plan which they have adopted in Indiana, and which we have in a somewhat different form in Illinois, that of making the library a separate interest of the state, as the schools are separate, works for the advantage of the library in the best way. Now, Michigan is a queer library state. It is better than any place else in spots, and then it retains the archaic form of school trustees and there is the feeling in some places there is

nobody else that knows anything save the school people and what they say is the beginning and the end of wisdom. But it all comes back to the sort of library which you give to the community. If you have a good library the question of support and control is a secondary one, unless it gets to be such a powerful engine as our schools are in Chicago, and the politicians think they can use it. The question of the quality of the library force depends in large degree on the kind of trustees, and as I had the honor of saying on the menu card at noon, what I had before said, as to the kind of libraries, it means in the end and the beginning the sort of trustees you have. What Mrs. Earl says about the good work of the Indiana Trustees' Association is true, but it is largely because she has had so much wisdom in her commission work that the trustees are afraid not to do what she says. However, I doubt, myself, the wisdom of trustees and librarians keeping apart in council, and in arrangements for the betterment of library conditions. If you have good trustees and poor librarians, it will only be a half accomplished work, and if you have good librarians and poor trustees the people will come nearer getting what they ought to have out of books, but it will be at the expense of the heart and life of the librarians, and after all, I think we can not improve on the old counsel that in the multitude of counselors there is bound to be some wisdom.

The CHAIRMAN: If you will pardon me for speaking to the question while I am presiding, I will say that in Ohio we have practically two classes of libraries: the municipal library and the school district library, and I am not certain but what we have still another library, and that is the Cincinnati Public Library, because it is neither one of the other two. We know we stand alone in the peculiar character of the library, and its management. We have a municipal library in Ohio, which as you may understand is provided for by the council and by a board elected by the council. We have the school district library, which is provided by the school district

funds, the fund not being the same fund at all; sometimes the school district is very much larger than an ordinary city, as was the case with Cincinnati. The Board of Education elected the members of that particular body, but in 1898 we desired to extend our privileges and did so by a stroke of the legislative pen, and the county at large provided that there should be a county levy made, which was to be made by the board of trustees of the library. That board certifies a levy to the county auditor. Prior to that the entire amount of taxes with which we operated the library had come from the Board of Education. We took away from the Board of Education in that act the power of making a levy for books, leaving with them, as you will see, the entire amount of money we have had to spend on the management of the library, and vested the power of a five-tenths levy—originally it was only a three-tenths levy—in the board of trustees of the library, and since 1898 our board of trustees has certified to the county auditor a levy, and that levy has been placed upon the county duplicate and collected. We thus took occasion to separate ourselves entirely from the Board of Education, and we are practically an independent library, and thus we belong to that third class in which we are the only one. We are able thus to do whatever we see fit with reference to the library service, and we serve the county of Hamilton entirely. We have in that way extended ourselves all through the county. We have built Carnegie libraries and are maintaining eight or nine of those. There were quite a number of municipal libraries all through the county and we said to them in 1909, "You give us your library and we will maintain it." Those libraries were given to us and we maintain them under our one county library levy. It is under that that our Cincinnati library is governed, and we think we do rather good work in that regard.

Miss AHERN: May I ask you a question right here? If something were to come up to change the government of the Cincinnati Public Library don't you think

you have such a force at the present time that the politicians would take hold of it?

The CHAIRMAN: We have never found they disturbed us very much in that regard. The politicians, to be sure, were in the Board of Education, and we separated ourselves from them and they were very glad, finally, for they were allowed to retain the power of levy. I don't think that there could be a disturbance. Politicians might get control of the money but so far we have been provided in that regard. Practically our library board has been simply a continuing board.

Mr. RANCK: What do you think of the effect of the so-called Smith law on taxation in Ohio, limiting the total amount that could be raised? It hit Cleveland hard. Did they scale you down?

The CHAIRMAN: The levy I spoke of, the five-tenths limit, does not apply to that general state levy. We make one levy for library purposes out of which the entire expenses of the library come. Prior to that new arrangement the old school district levy provided a certain two-tenths levy for books alone; all other expenses came out of the general levy. For some reason they limited the book levy, and they could only use that two-tenths for books at that time. Cleveland is under a different law than Cincinnati. Cincinnati is a law to itself on the library question. The Cleveland Library is under the general library laws of the State.

MARY E. DOWNEY: The law to which Mr. Ranck refers affects libraries all over the state. The Smith law cut the tax fund until it was a great hardship to the libraries all over the state. Utah and some of the other states are meeting that class of legislation which is hurting them. That is one thing trustees ought to look out for. I do not know how long it will be before Utah is coming to it. They usually adjust things but it takes some time to do it. Even the libraries were almost shut down, and there were many changes that hurt. Librarians worked on half salary for months and months. I want to ask one

other question: It has occurred to me not only in this meeting but a dozen times, to know the value of this section. In my library work in different states one does occasionally meet an ideal trustee. We have a few of them. I suppose you have a good many in Indiana, but once in a while we find a few of them. I wonder if these model trustees have not thought or have considered at all working out a simple code for library trustees? Would it be a practical thing; could it be done; to have a committee of these model trustees work out a code that might be used by libraries all over the country? The things we are discussing here are the big ones, they are not the little details. A trustees' code it seems to me would be a very helpful thing. For instance, you have a board of aristocratic trustees in a town of good size. They never have a meeting in the public library; they go out to a clubhouse once a year and have dinner. I know a library in a town of 30,000 population where the trustees never have a meeting in the library. You go to that town; you call on them or send them a letter telling them the things that ought to be done. The trustees of the Cincinnati Library have a meeting in the library. I do not know they do; I presume they do, but a good many trustees do not know the condition of their library building; they can not realize the condition it gets into. I know one city where one trustee comes into the library. The whole board is made up of aristocrats; they have a meeting once a year. It is very hard to work with them. I know a lot of little libraries where they are open until ten o'clock at night and the librarian gets \$25 a month. If complaint is made the trustees say, "There are plenty of others who want the work." It is all you can do to keep your mouth tight shut, when you go to towns and see the girls do all the work of their library for \$25 per month. Things like that we would like to have brought out. It would be helpful, I believe.

Following this discussion the chairman introduced the Hon. David A. Boddy, president of the board of trustees of the Brook-

lyn Public Library, who delivered the following address on

THE PUBLIC LIBRARY AS A PART OF OUR EDUCATIONAL SYSTEM

We need to be very humble after swallowing the portion of the menu provided by Miss Ahern, and if it did not reach our stomach it did reach our conscience, and when we have that new enlarged vision which has been spread out before us we shall certainly try to do better. Now, the trustees even as they exist today have some duties to perform, and they frequently perform them! And they do present reports occasionally, provided they are furnished by their librarians! And yet, as I have said, these trustees do perform certain functions, but we admit from the start what they do has no comparison with the work which the librarians and their associates do. They give to this work thought, and time, and labor, and experience and conscience and life itself, and to that we wish to give full consideration for this work.

Now, I have been very much interested in what has been said here today, but it seems at times as though we were dealing with the top and the branches of the tree rather than with the things that nourish the roots and promote the growth. I do not believe that it depends very much upon the kind of government which you have; I mean whether your library is under municipal administration or whether it is under state authority. Go to one place today, and you will find that the municipal government is much better qualified to administer the affairs of the library than the state government. In another place you will find the state government is better qualified for that work. It seems to me that what we want is not to depend upon any one form of government.

What we ought to remember to do is to magnify the character and the dignity of the library itself and let it make its way. We must insist that it is a part of our educational system, and not an inferior part. Its constituency is much larger than that

of our colleges and of our universities. It is almost, if not fully as large, as that of the common schools. In the Borough of Brooklyn we have 350,000 book takers. I do not know how many they have in Manhattan, but I do know that Greater New York circulates over seventeen millions of volumes.

It may seem a little bit of a departure, but I want to bring the idea that out of these cities as they are constituted today you can get the best results of an educational character. I think it is a great mistake to intimate that you cannot depend upon the people who are in authority. It is the very genius of our form of government that we must rely upon the people, and we must make them capable of our reliance, and they will respond. It is not a pleasant question to discuss, but if we take up the character of the government of the city of New York and the character of the government of the state at large, we shall find out that we can trust our local interests today better with the city of New York than with the state at large. The effort in every legislation is for the state at large to get advantages at the expense of the city of New York, and the state does get many advantages from the city, so that it is not the men that may be in power today, and others that may be in power tomorrow that we should look to so much. It is to rely upon this part of our educational system in connection with the other parts and make men be what they should be, and not rely upon legislation, not rely upon what this man will do or upon what that man will do.

You have spoken about politicians. The statesman is simply the successful politician! I would say to my boys today: Do your part in the political work of the city, and of the state in which you live. It is your moral duty, and you may be called only a politician, simply because you are doing what is called political work. But it is governmental work; it is work that somebody must do, and have your best do it, your educated men, your men that read in your libraries, men educated in

your schools; then you will have the government that will take care of your libraries and take care of your schools; take care of all your institutions.

But, Mr. Chairman, we come right back, after all, no matter what we are talking about, to the heart of the subject: It is education; it is what we believe in. We believe that it is the best preparation for government; it is the best asset. It prepares men better than anything else to enter upon the duties of being a man, and it prepares young women better than anything else to enter upon the duties of being a woman. And so I say we believe in education. Our fathers believed in education, and the colony of Massachusetts as one of its first legislative acts established the common schools, and long before the Declaration of Independence was signed those great institutions of Harvard, and Yale, and Princeton, and William and Mary, were established; Harvard a hundred years before; Yale eighty years before; Princeton between thirty and forty years before; and William and Mary about the same time. And when I think of that fact, of those four great institutions along our Atlantic Coast, I feel as though they were the greatest declaration that has ever been made, and that our fathers very well said, "Look and see these institutions, as illustrating the character of government which we mean to establish and maintain forever!"

I believe that the voices that came from the academic halls of those institutions did more work than the cannon of the Continental Army in defending those great principles of the declaration which maintained that they who support the government should share in its administration. Yes, our fathers believed in education, and we believe in it. They believed it when our population was sparse. They believed in it before the anarchists, and the socialists, and the get-rich-quick men were with us, and if they believed in it, how much more important it is for us today to believe in it, when we see with our own eyes that this land has become the melting pot

of the world. Right here today, when we see this melting pot hung over the flames of a Christian civilization, we should believe in this general education. It has been our salvation through all the ages of our existence, and we need it this very day, so that patriotism, and service, and love of country shall not grow cold in the hearts of our people. We need the product of this melting pot, that it shall ring true, strong, patriotic, American in every purpose and in every effort.

What shall we do, as trustees, to promote this general education which we believe in? It is more important than any of the various forms of administration which have been referred to today. See that every component part of it stands upon an equal footing before the public, before the boards of estimate and apportionment, before everybody that has any authority in administering the affairs of education. I would further urge that we bring our young men into this work, and make them feel that it is honorable; that it is a post of honor, no matter what they may be called. This great system is being handled largely by women. These great institutions are sending into the field women better and better educated than ever before. They must have work to do. They realize their fitness. They realize that they must take some stand in the affairs of the world. What can be better? I believe that this is the place for women's work under any circumstances.

When we started our Brooklyn libraries we had a talk with Mr. Carnegie as to his views in regard to the uses to be made of these library buildings, and he said, "Make them centers of local population; make them civic centers, if you please." These words are used much at the present time. Let them be places for the meeting of the people of the neighborhood. And so I would urge as one other consideration that it is one of the ways by which we can promote the usefulness of these institutions. Lift them up to their position where they stand on their own merits, to be seen by all men and by all women.

Bring the people to these centers and teach them how to work together. What can be accomplished when confidence and purpose go hand in hand! I believe that is one of the ways to build up these institutions. It is one of the things we have not yet learned how to do: the multiplication of units. The tremendous things that can be done where many hands work together, and many hearts and many minds are of one accord. It can be done. How Holland did it when she was defending herself, when she was establishing her institutions of government and of education; those things which blessed the world for centuries. Many of them we pattern after in establishing our own institutions. It is one of the lessons we have got to learn, to put our hands together. We can not live for ourselves alone. Consider how much of our life, our interests, our happiness are connected with the interests and the happiness of others. We must learn to be mutually protective and helpful, and when we have learned to put our hands together for these various purposes we shall know how to make them strong and useful when the great emergencies of life come, as they may come any day, to this people, as well as to the people of other nations.

The CHAIRMAN: I am sure we are very much obliged for the inspiring address, and the program indicates that Mr. Bowker will open a discussion. Mr. Bowker, I call upon you to follow Mr. Boody on the subject to which he has addressed himself.

Mr. BOWKER: I do not know, sir, that I can dissect or discuss what Mr. Boody has so eloquently said, but I will spend a very few minutes and a few words on what one knows of trustees from the inside. I think the question was raised early this afternoon which was better and more effective, a good librarian and a poor board of trustees or a poor librarian with a good board of trustees. Now, the ideal which we have in Brooklyn is a good librarian and a well-trained board of trustees, of which Mr. Boody and myself are the notable examples. We both happen to belong to a

board of trustees of another institution. It is a board of fifty members, whose chief function was to try to hold the director back, or down, and we never succeeded. The result was that the trustees were discouraged and it was very difficult to get them together. I do not like to put Dr. Hill to the blush too often, but in Brooklyn we have a model system, in which the librarian is an executive whose board gladly follow his suggestions, but whose board also has the opportunity of knowing everything that is going on and passing upon it very effectively if they so desire.

With respect to the large subject which came up this afternoon: We must not forget, and it is often said, that our series of state governments and our many municipal governments are at once an advantage and a disadvantage. They give us opportunities for reaching the best by experimentation and elimination and we are still going through both of these processes. In New York, as President Boody has said, the library system is in the hands of the city government; in fact, as you know, there are three great library administrations under the one administration of the great City of New York, and all power is concentrated practically in the board of estimates and apportionment, a very small body of seven men, I think, having something like thirteen votes; the mayor and other officials having more than the borough presidents. There the taxation is all concentrated in that board of estimates, and I suppose those of us who are students of government and economics feel that on the whole it is desirable to have a concentration of power. In New York state we favor home rule. Where there is a commission form of government home rule is favored, but as has been said, no one form of government, state or municipal, whether commission or otherwise, is so important as the personnel that composes it, and the public spirit that is behind it. That is really the key to the situation. But I suppose there is more and more public feeling in favor of home rule in municipalities and of the state as a means of control and

regulation. It is rather to keep its hands off in the municipal work, and to intervene only when it can really act as a corrective. It is rather extraordinary that in New York politics have never crept into the library board, although we have only two representatives. The libraries have been conscientiously and carefully administered by the trustees, who hold their meetings in the library, as they should, once a month, and who give careful attention to the details of trustees' work.

In regard to the question of taxation I suppose in that also we are at a very experimental stage, from which we have sooner or later to emerge. We are in wonderful confusion as between national and state and municipal taxes. They overlap each other. There are different taxes; there are different methods and different distributing authorities, and we rather feel that in New York we are in better shape because of the concentration in a few conscientious hands. We have never had even a joint meeting of the three boards of trustees in the three great library systems of New York. I don't know that it would be to the comfort of the librarians if we held such a meeting, but it might be a good plan if we could follow the example of the state of Indiana and have meetings of that sort. In the smaller libraries also I don't know of any case in which any large number of trustees have come together for mutual consultation, but there are many problems common to all libraries, which trustees should thrash out, and if there could be an annual or even biennial meeting of trustees in each state, who would then meet local trustees, as in the meetings of this Section, I think it would be to the benefit of the whole community of librarians and readers. Therefore, it is worth while to get together as many trustees as we can in this Section and thrash out the larger problems which come right home to trustees. There are a good many very difficult problems coming up in relation to libraries. Carnegie contracts have been made and many municipalities are now beginning to default, and that opens a very wide and

difficult range of questions as to library administration. I believe in Texas so many municipalities and other taxing bodies have defaulted that the Carnegie Corporation is rather loath to make any more library grants in that state.

But after all, as has been said, and as can be well repeated, very often the value of your library is the basis of its support. We had in Brooklyn a very interesting episode when it was decided that we should remove a branch from one particular section of the city because one of the new Carnegie branches had been placed sufficiently near to cover that same population. To our great surprise and delight we found quite a revolution in that little community. They held a public meeting; they appointed committees to visit our board and the city authorities, and I don't think the city authorities were ever more impressed with the value of the library as a city institution than when that body of local citizens called upon them to protest against the removal. From our point of view they did not seem to be right; the new branch seemed to serve the community, but it was a great satisfaction to us as trustees to find that this branch work was thoroughly appreciated. And that brings us back to what I really think, as others have said, is the fundamental question: if you are going to have liberal support for your library you must give a service to the public which the public appreciates.

The CHAIRMAN: Are there any remarks on the subject, other than what we have had? This Section has performed a good service to the American Library Association. I believe the records indicate that it was at a meeting of this particular Section that the endowment fund of the Association was created. As was suggested, if more trustees could attend these meetings, and have, as they necessarily must have, a common interest in the work and the several different subjects to be discussed, I think it would be advisable.

Mr. WRIGHT: I should like to move before we adjourn that as Indiana has the only association of library trust-

tees, that that association, through Mrs. Earl, be requested to send to the Trustees' Section of the A. L. A. a brief statement, showing some of the things that they have accomplished. If that could be presented to us I think we could use it to encourage other state associations and encourage

other trustees to come to these meetings, which are so helpful.

(The motion was seconded and carried.)

The officers of the Section were continued: Chairman, W. T. Porter, secretary, T. L. Montgomery.

Adjourned.

PUBLIC DOCUMENTS ROUND TABLE

The Public Documents Round Table was held at the New Monterey Hotel, Friday morning, June 30. Chairman, George S. Godard, state librarian of Connecticut; secretary, E. H. Redstone, librarian Social Law Library, Boston.

The chairman called attention to the successful meeting of the Round Table held in Washington in 1914, at which representatives of the superintendent of documents and the Joint Committee on Printing explained the printing bill then before the Sixty-third Congress. As this bill failed to be enacted by that Congress it was necessary to formulate and introduce another bill into the Sixty-fourth Congress, which, like its predecessor, included practically all the suggestions which have been made from time to time by librarians and the Government Documents Round Table.

He stated that it was their privilege at the present time to listen to Mr. Carter, clerk of the Joint Committee on Printing, who, through the courtesy of the Committee, was present to explain the provisions of the bill so far as it affected library interests. He then introduced Mr. George H. Carter, who read a paper on "The printing bill."

(See p. 301)

Chairman GODARD: I am sure we have all appreciated the plain statement of the bill before the Sixty-fourth Congress, as set forth by the clerk of the Joint Committee on Printing.

Mr. BOWKER: I am so very much impressed with this that I think we ought to go a bit further, and I move that this body

present its thanks to the secretary of the Committee, and through him to the Joint Committee on Printing for the bill, and the happy presentation of it by their representative.

Mr. CARR: Seconding Mr. Bowker's motion, I wish to say, as one who has had much to do with documents for thirty years, that I do feel, as I listen to Mr. Carter, that while we have not reached the millennium in legislation, I feel that the millennium is almost in sight. I second the motion.

(The motion was unanimously adopted by a rising vote.)

Mr. CARTER: I am sure the Committee will be greatly gratified.

Chairman GODARD: We are especially fortunate in having with us Miss Edith E. Clarke, who has had so much to do with the handling and investigation of public documents, who will present to us "Some observations concerning government publications as they are and as they should be."

(See p. 312)

Mr. BOWKER: I think we may rejoice with Mr. Carter that we have come so much nearer the millennium, and we can also thank Miss Clarke for leading us toward Utopia. The whole question recurs in government documents which for other documents we have solved in most of our libraries. The old systems of issuing and numbering was a sort of fixed location, based on the numbers. You put your government documents right along on the shelves and got your shelves as the series extended, and that was very convenient for the person

who had the scheme fully in mind. Not all Congressmen had the old scheme fully in mind, but it was in a way an easy system. The plan somewhat carried out in the bill, which I would like carried out in Miss Clarke's plan, would give opportunity for the subject classification and the movable location we now have generally adopted. Of course, that is a somewhat different matter from the question of serial numbering, but the two are inter-related, and so much has been used commercially in the admirable cataloging and publishing of the Victor and Columbia phonograph records. You will notice that there the title is brought forward, the authors given by themselves, below is a number, below that is another little number of which I don't quite understand the significance, but the names which are printed are large letters,—all useful things for the general user. I have several collections of records; for instance, one of national airs, one of distinctive dance music, and others of other kinds, and those are arranged in a movable location by subject. Now, the dealer arranges the collection entirely by the large numbers, and I presume the small number is the manufacturer's serial number.

To my mind, the government publications should follow somewhat of that plan; that is to say, the main thing should be the actual subject of the volume, with the issuing author strongly brought out, and the serial number or the United States document number, or whatever it may be, should be entirely subordinate, and instead of printing 73 additional copies they should merely reprint the title page, similar to the page in the catalog, but with these small numbers added. It is absolutely a waste of the taxpayers' money to have these additional printings.

Of course, we are looking from two points of view. The Congressman wants government documents for Congressional use, and perhaps doesn't fully appreciate the enormous use of government documents today by the general public, and especially by the student, the person who is most able to interpret the valuable material which

used to be inserted in government documents. But the difference between documents today and forty years ago when this Association was formed, is almost as great as the difference between the Bible in the old days and the Bible as circulated by the Gideons today.

As to the matter of distribution. In our small library in Stockbridge we actually hurt the feelings of our Congressman by saying that we couldn't afford to give shelf room to the daily "Congressional record," and it seems that that, even that, should not be imposed upon public depositories. The large library wants a good many copies where the small library may not want one copy of a good document.

It is perfectly impossible in a meeting like this to discuss these matters in detail. It would take all day and the next week. We can, of course, be thankful that those great advances have been made, and I think in the spirit which Mr. Carter has shown and in the suggestions which Miss Clarke has brought before us we will be fairly considered. We cannot get all of them, but we can probably get some of them adopted.

I wish there were time to ask what I have in mind. When this Association was formed, as I have indicated, government publications were simply an atom. They were not used; they were so much lumber for the most part. Today it is wonderfully different. One of my first tasks in bibliography was to try to get some kind of practical cataloging done in government publications. The catalog of that day was the most absurd chronological printing work of all Congress and the government in general had published. I had to go to Washington and work in the departments and bureaus, and finally I had published as an appendix to the "American catalog" a catalog résumé arranged by departments and bureaus of government publications.

It would interest you to know how many of our recommendations have since been adopted. Some of the recommendations which Miss Clarke has urged are still

found here, unadopted, but the progress has been enormous, and I think the thing for us all to do is to put our shoulders behind the printing bill, get Mr. Carter to adopt as many more of these steps toward Utopia as possible, and get some action.

There have been two measures pending before Congress for years which are of the greatest importance to the people, and which get shelved because of urgency of less important things. One is this bill, the other is the bill for the reorganization of the Post Office on a decent, businesslike basis, and we shall approach very much nearer the governmental millennium when we get these two bills through.

Miss HASSE: I am very glad that you so unanimously gave your approval this morning to the new printing bill, if only for one reason. I think I am right in understanding Mr. Carter that the committee hearings will hereafter be distributed. I don't know whether you all realize the importance of hereafter getting those committee hearings sent to you regularly. You have never had them before unless you especially asked for them, and if the bill goes through with that recommendation I hope that there will be a reprint of the hearings. The merchant marine hearings taken two years ago take up two volumes. Those hearings contain testimony from the specialists in the subjects, and are, of course, most useful material on the shelves for advance reference work.

As to the immediate subject under discussion, I do not know whether I am competent to say anything. I had a dream, too, of the reformation of cataloging and distribution, and reformation of waste in government documents. I don't know where I got it, but I have got over it. There are other documents besides United States documents. Since getting over this obsession of reforming the United States documents I have taken up a little work with state documents. I think since I have done that that United States documents are really very simple. You all know Mr. Seaver and what a very careful, conscientious worker he is. Several years ago

he re-cataloged the publications of the University of the State of New York. He took this very carefully home and worked for two hours every day,—his own time, without interruption, to arrange things for us. And then he resigned. There isn't another accumulation of publications of the University of the State of New York in the shape in which this is.

A DELEGATE: What possibility is there of having this bill passed at this session of Congress? Will it have to go to another Congress; pass one House in one Congress and pass the other House in the other Congress? Now that there is a uniform report from the Joint Committee, is there any possibility that this will pass this Congress, this session, or what can we do to push it?

Mr. CARTER: I don't know whether it will pass this year or not. We have never been able to get it through both House and Senate in the same Congress. The thing is to get your Congressmen and Senators interested, in showing that you are interested. I don't know a better way than by writing to your Congressman.

Might I just explain a word here? Government depositories now get a portion of their sets without trouble,—title, "62d Congress, First Session," and so on; "Senate Documents, Volume 1." Now, then, the purpose is to abolish this volume number here and eliminate that reference to it, then take the actual title of the book itself and make the main top title, "Navy year book," for instance, the year "1911," subordinate the document number; "Senate Document 112, 62d Congress, Second Session," and any library that wants to shelve that according to subjects doesn't have that awkward top title, which means nothing to it. If we eliminate this volume number it will take out of the catalog any reference to this having been in the Congressional set, particularly, and if you want to put it on your shelves with the serial number that serial number can subsequently be inserted here (illustrating), or down below, but you still have your book with the one title on top, the individual title of the

book, so that whenever that book is published it will bear that same back title, so that there will be in the future no duplication whatever, whether or not you get the book from the department itself. Supposing it is the secretary of war's report of 1914. If he sends it to you it will have that same top title, if you get it from Congress it will have the same top title, and both editions will have the fact that it had been printed as a Senate Document, which will give the key in advance of the serial number. Then, afterward, the superintendent of documents will furnish you the serial number, which will be the key to his indexes and his catalog. From that he will drop all reference to the volume number.

Chairman GODARD: Before we close I want to call attention to another matter. All of you have heard of the effort that has been made for the past nine years by the

joint committee of state librarians and law librarians to get an index to current legislation of all the states.

While I have no occasion to give a talk on what that index does, as we all have a chance to get a sample copy, I hope that when you get home you will speak to those interested in such things and emphasize the fact that it is a co-operative work, and that while the present publishers have contributed towards its present state of perfection something like thirty thousand dollars, they now feel that the index has been shown to be practical and desirable, and they feel that it should be self-supporting. So anything that any of us can do to help this Joint Committee that has been working so hard for nine years to perfect this index, ought to be done.

A motion to adjourn being seconded and agreed to, the meeting adjourned.

ROUND TABLE ON LENDING WORK

In response to a wide-spread desire for an opportunity to discuss the problems of adult circulation a Round Table was held Wednesday, June 28, at 2:30 in the Palm Room of the New Monterey.

Mr. Paul Blackwelder, of the St. Louis Public Library, who presided, explained briefly the reasons for holding the Round Table and in conclusion, said:

Librarians, who are interested in publicity, would do well to ponder the advertising value of a friendly and satisfied public. Successful business men have long appreciated this self-evident fact. Hotels, department stores, even public service corporations, are making every effort to advance their business by courteous and intelligent service. In this connection, I want to remind many of you of the exceptional entertainment received by the A. L. A. at the Hotel Maryland in Pasadena a few years ago. Many librarians remember the charming personality of the manager, Mr. Linnard, and the re-

markable consideration shown them by the members of his staff. On the last day of the meeting one of the librarians asked Mr. Linnard the secret of his perfect discipline and of the homelike spirit in his hotel. He replied that if the statement were true it could be explained by one rule which his employees were told must never be broken. That rule was: "The guest is always right."

I commend to all librarians the spirit expressed in that regulation.

Of the many topics handed to the chairman for discussion, the first presented was: Shall the guarantor requirement for readers' cards be abolished? The discussion showed that a large number of libraries still require a guarantor, but the general tendency of the times seems to be against a guarantee of any kind. Even a reference is deemed unnecessary in many libraries if the applicant's name be in the city directory, or he can be identified in any way, by presentation of a tax receipt,

a business card or a library membership from another city.

This brought to light the fact that St. Louis gives the holder of library cards from other cities all the regular privileges. This seemed to appeal to several speakers, especially Mr. Carr who said that he thought the plan could be worked to particular effect between his own library at Scranton and the neighboring one at Wilkes-Barré, whose book collections in many ways supplement each other.

Shall books be issued for one month? was the next question.

Those who now issue books for four weeks or one month were unanimously in favor of continuing the practice. The advocates of the shorter period objected that the book collections, especially small ones, could not stand the strain of such a liberal policy—that borrowers would keep books much longer than now, thus causing inconvenience to other borrowers. This view was termed chimerical by those who have tried out the four weeks issue period. They declared that borrowers return books when they have read them, especially if, as in most cases, they want others. The saving in work connected with renewals and the reduction of irritation over fines were mentioned as further advantages of the longer period of issue.

Question three: Shall the prevailing limitation of one or two novels to each reader be withdrawn?

Here again the discussion brought out a tendency toward increase of privileges. The policy of unlimited issue of both fiction and classed books seems more common than is generally supposed. Mr. Hall, of Somerville, stated that he had found no abuse of this practice, the physical capacity of a borrower in carrying books away, proving a sufficient limitation in

itself. No speaker, however, advocated the issue of current periodicals without limit, or the issue of more than one seven-day book.

The question of rental or pay collections was touched upon incidentally, but could not be discussed for lack of time.

The animation which characterized the whole session reached its height on the question of "Fines." Every point of view was expressed. There were advocates of "no fines," and of "heavy fines," and of fines graded according to the ability of the borrower to pay. One library charges five cents for the first day, four cents for the second day and so on. Some speakers looked upon fines as a penalty and others regarded them as a source of revenue. Many advocated a maximum fine of one cent a day; a few wanted five cents a day. The tendency towards liberality was apparent, however, in this as in all other questions before the meeting and the speakers who favored reducing fines met a hearty response from the audience. Especially impressive was the sympathy expressed for those poorer readers to whom fines are always a burden. Many libraries at present appear to be reducing or remitting fines in individual cases which seem to warrant such treatment and most of the speakers seemed to agree that if this secured the return of the book it was a good policy.

In view of the enthusiasm shown in the discussions, and the attendance of about two hundred people, it was decided to hold another Round Table on lending problems at the A. L. A. conference in 1917.

Mr. Chalmers Hadley was chosen chairman for the coming year, and Miss Agnes Greer, secretary.

AGNES F. P. GREER,
Secretary.

THEOLOGICAL LIBRARIES' ROUND TABLE

The first round table of theological librarians met as scheduled, Friday morning, June 30, in the Palm Room of the New Monterey. The roll of the attendance shows that the following institutions were represented: Union Theological Seminary, New York City, Crozer Theological Seminary, Chester, Pa., Philadelphia Divinity School of the Protestant Episcopal Church, Philadelphia, Pa., Yale University, New Haven, Conn., Public Library of Butte, Montana, Diocesan Library of Cambridge, Mass., The Episcopal Theological School of Cambridge, Mass., Chicago Theological Seminary, Chicago, Ill., Colgate University, Hamilton, New York, Library of Congress, Washington, D. C., Dropsie College, Philadelphia, Pa., General Theological Library, Boston, Mass., Hamilton College, Clinton, New York, Hebrew Union College, Cincinnati, Ohio, Lutheran Theological Seminary, Mt. Airy, Philadelphia, Pa., McCormick Theological Seminary, Chicago, Ill., Missionary Research Library, New York City, Newark Public Library, Newark, N. J., Oberlin College, Oberlin, Ohio, Syracuse University, Syracuse, N. Y., Temple University, Philadelphia, Pa.

There were twenty-one libraries, represented by twenty-seven people, from eight states and the District of Columbia—an attendance that was gratifying to those interested. Eight of the libraries represented were those of theological seminaries, seven were libraries of colleges and universities in which theology is a department, two were interdenominational libraries, one, a diocesan library, and the other, the Library of Congress.

The prime object of the meeting was, that theological librarians might get acquainted with each other. Accordingly, as each one arrived he was promptly introduced to the others present. Only a few, who came quite late, were not thus taken the rounds, even after the more formal part of the meeting had begun.

Dr. Frank G. Lewis, librarian of Crozer

Theological Seminary, called the meeting to order and explained the call for the conference. He was unanimously elected chairman of the meeting, and the Rev. John F. Lyons, secretary. The chairman read a letter from Dr. O. H. Gates of the Andover-Harvard Library, regarding the Library of Congress cards and classification, to the effect that they should soon be available for Theology. But a letter from the Library of Congress, that the chairman read, stated that they would not be able to work on Theology for several months yet.

A letter from Miss Julia Pettee, that was read, told of a union list of Bibles being made by Dr. Gates of the Andover-Harvard Library. The conference gave a hearty vote of appreciation of this work, and also of willingness to co-operate in any way possible.

The subject of the classification of a theological library was then broached. It had already been discussed among some of the leading members of the conference earlier in the week in conversation, and there was a feeling that if the round table attempted to thresh the matter out at that time there would be no time left for the consideration of other subjects. A call for a show of hands as to the use of the D. C. made evident something of the diversity of practice among the libraries represented. About one-third were using the D. C., and practically all these had modified it according to their own needs, and all were convinced of the need of a revision of the D. C. The rest of the libraries represented were using their own systems of classification, some of them satisfied and others dissatisfied.

In order to dispose of the matter and to have the facts as to the practice of the theological libraries of the country and their satisfaction with their systems, it was decided to appoint a committee to investigate the matter and report, with whatever recommendations they might see

fit to suggest, to the meeting at the conference one year hence. Miss Julia Pettee, of Union Theological Seminary, New York, was appointed chairman of this committee; and the chairman and secretary of the meeting, Messrs. Lewis and Lyons, were appointed as the other members.

The request of Prof. Walter C. Green, librarian of Meadville Theological School, Meadville, Pa., for a list of the best of the denominational papers, was mentioned by the chairman. The desirability of such a list was felt by many. Dr. Robinson, of Philadelphia Divinity School, said he needed it, on account of courses in American church history. No practical means of meeting this request was found, but it led to the discussion of union lists of files of periodicals, especially those in which theological libraries are interested. Prof. Root of Oberlin brought the welcome information that the H. W. Wilson Co. is planning to bring out a union list for the whole country and later, local lists.

Next for consideration was the subject of co-operative indexing of material not now indexed. Dr. Lewis told of work that they were doing in their library in indexing biographical material found in church papers. Dr. Estes, of Colgate University, described the special work that their reference librarian was doing in sending notices to members of the faculty concerning articles of interest to them in current periodicals. These were preserved on cards and filed in the index, and were becoming a valuable adjunct to published periodical indexes. Dr. Robinson also spoke of the work of one member of their staff, who was busy all the time indexing periodicals and pamphlets. This made it plain that here was a problem to be solved: how to make this work that is being done, that would be useful generally, available for other institutions.

Miss Colegrove, of the Newark Public Library, brought a practical problem of her work before the conference at this time. She said that since "Billy" Sunday had been holding meetings in New Jersey there had been an increased interest among the

patrons of their library in books on religion written in a plain, popular style, such as Fosdick's "The Meaning of Prayer," etc. She asked the assistance of theological librarians in suggesting where she could secure lists of modern, popular religious books. In response, she was referred to the Bulletins of the General Theological Library of Boston, the accessions published there being mostly of the more popular and readable sort. The reading lists also of these Bulletins were recommended, as was the list of new books of Pratt Institute.

Some description of the Missionary Research Library in New York, perhaps the youngest library represented, was called for by Dr. Estes. Miss Hering, the librarian, responded, telling of the need the library had already been able to meet, and their appreciation of the co-operation of other libraries in helping them secure out-of-print material. Their greatest difficulty in classification had been with Comparative Religion.

At this point Prof. Keogh, librarian of Yale University, suggested that Miss Monrad, who helped to organize the missionary library at Yale, might be able to offer suggestions. Miss Monrad replied that they had made their own classification based on Prof. Beach's Bibliography. Prof. Keogh, at the request of the conference, spoke still further on the Yale Library of Missions, saying that it was distinct from the University Library, but that he, the librarian of the university, was chairman of the Missionary Library committee, and that the most cordial co-operation existed between the two libraries.

It was felt by all present that the round table should be continued, and continued as a round table, rather than as a section of the A. L. A. So the officers of the meeting were continued in office for the ensuing year. Every effort will be made to have a live, helpful conference next year; and the co-operation of all who are interested, is urged.

Before adjourning, attention was called to the General Theological Library of Boston, and Miss Pillsbury, the librarian, was

called on to speak of it. The best part of it, she felt, was the work of serving the rural pastors of New England by sending them books post-paid both ways, and bulletins of reading lists, etc. Those from the Middle West expressed the need that is felt for such a library in Chicago, to meet the needs of the rural pastors and other social and religious workers of the Mississippi Valley, without regard to denominational lines. It was pointed out that the remnant of the Chicago Theological Seminary Library not needed by the Chicago University, with which the Seminary is becoming affiliated, might form the nucleus of such a library, and it was most earnestly hoped that some broad-minded, warm-hearted man, with sufficient means,

would see in this a supremely great opportunity of serving the country and the cause of Christianity in general.

It was pointed out that some of the seminary libraries were already doing a similar work that was much appreciated. It was felt, however, that Chicago needs a great, interdenominational library to supplement the existing seminary libraries, and so liberal in its management as to make it easy for those without adequate opportunities of securing religious books, to get them.

The meeting then adjourned for informal discussion and conversation.

JOHN F. LYONS,
Secretary.

DECIMAL CLASSIFICATION ROUND TABLE

A well-attended round table on decimal classification, conducted by the Advisory committee on decimal classification, was held at the New Monterey Hotel, Wednesday evening, June 28. Many suggestions

were made, which will give additional material for the committee to work on.

Two meetings of the committee were also held during the conference week, at which all nine members were present.

LEAGUE OF LIBRARY COMMISSIONS

Mid-year Meeting, Asbury Park, N. J., June 28 and 30, 1916

FIRST SESSION

The first session of the League of Library Commissions met in the Ball Room of the New Monterey Hotel, June 28, at 2:30 p. m., Miss Fannie C. Rawson, president, presiding. The following states were represented by one or more members of their commissions and staffs: Colorado, Connecticut, Delaware, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Missouri, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Utah, Vermont, Wisconsin.

As the annual meeting of the League is

now held in Chicago in the winter, there was no business transacted.

The program was opened by Miss Mary L. Hopkins of Seaford, Delaware, with an entertaining account of "Book Wagon Delivery" in Sussex County, Delaware.

(See p. 248)

In the discussion of this paper, Miss Mary L. Titcomb of Hagerstown, Maryland, told on request some of the details of the work of the book wagon in Washington County, Maryland. Mr. Henry N. Sanborn, of Indiana, reported on the new undertaking of the public library at Plainfield, In-

diana, which is just beginning house to house delivery in two townships served by the library. Each house is visited every six weeks.

The second paper of the afternoon was by Asa Wynkoop, of New York, on "Conducting Library Institutes," read by Miss Caroline F. Webster.

(See p. 250)

Miss Robinson of Iowa then spoke of the district meetings in Iowa. According to the custom there, the president of the state association and the secretary of the commission, attend each meeting. At the six held last year the average attendance was 38, and at one meeting there were more trustees than librarians present. The districts arrange their own programs.

Mr. Sanborn described the system of district meetings in Indiana. The nine districts of the state meet once, and this year in most cases twice, with some member of the Commission staff, usually the secretary, in attendance. District secretaries are appointed by the secretary of the commission and suggestions for meetings are printed in the "Library Occurrent."

Following this discussion, Mrs. Elizabeth Claypool Earl, president of the Indiana Commission, read a paper on "The value of the organization of library trustees."

"The important place the library is rapidly assuming in the educational forces of the community and the demand that those who spend public money shall use it with economy and intelligence, places an obligation upon library trustees to seek information and knowledge about what are their responsibilities and opportunities.

"The taxpayer has a right to expect the greatest good to the largest number at the least cost. The greatest good embraces the molding of public sentiment toward right thinking, bringing within reach the desired needs, to the citizen, student, poet, dreamer, lover of nature; the providing of information, inspiration and recreation. To the largest number means an intimate acquaintance with books, a friendship with the people of the community, a tactful approach and an understanding of and in-

terest in serving the public. At the least cost means value received, a business ability to appreciate that the highest salary you can afford for a well equipped librarian is the best investment for the community that you can make and will yield the largest returns of any money invested.

"There is something about the personal touch, the getting together and exchanging ideas that has a most beneficial effect on the growth and broadening of the mind. It has always seemed to me the cart was being placed before the horse. State library associations can meet until doom's day and wish for higher salaries and better hours, trained librarianship more appreciated, and the profession recognized to the dignity it so well deserves; but the progress toward the goal is so slow that you are hardly conscious of its moving.

"Through the state library association, the commission can stimulate ambition and preach progressive methods and improve conditions wonderfully, and through the summer school raise the standards of efficiency among librarians, taking conditions as they are and making some progress. But the commission can only go so far without the support and co-operation of the power that can bring things to pass, the library trustees.

"The stimulating effect of the trustees' organization is felt throughout the state. The Indiana Library Trustees' Association is a body of men and women with influence in their communities, who are awakening to the importance of the library as an educational center of their communities; and its value is keenly felt by the library commission in all its activities—the power to act and demand lies with the trustees, and I am sure it is good common sense to see, through organization, that their power is not misdirected by indifference or lack of appreciation.

"Its value is perhaps more distinctly felt in the place the library should hold as an educational force. After a state convention there immediately begins a campaign, by the trustees who have attended the state convention, for internal and external im-

provement, higher salaries, trained librarians, up-to-date methods, better hours, systematic vacation periods,—demanding that their community shall have as good if not better than any other place of its size in the state. Also the proper attitude of the public toward the library is not forgotten. Its value is specially felt by the commission in bringing about a closer and more efficient touch with the public libraries; a greater professional attitude of the library trustee; better understanding of the duties of a library trustee; better financial management of libraries; higher qualifications for librarians; rural extension of library service; and its ever increasing value in library legislation. To have a body of influential men and women taxpayers back of the library legislation counts; and it needs no argument to appreciate its real value.

"Indiana, we feel, has already proved the immense value of a trustees' association in the development of library interests and can heartily recommend to other states to do likewise."

The final paper of the first session was by Miss Mary E. Downey of Utah, on "Library and school co-operation in Utah."

(See p. 254)

Miss Downey's paper caused lively discussion. Mr. Bliss of Pennsylvania expressed his opinion that libraries in schools, whether public library branches or traveling libraries, were not successful. Mr. Galbreath of Ohio felt that although what Mr. Bliss said is true in many cases, there are great opportunities for schools and libraries to co-operate.

Miss Orpha M. Peters, of Indiana, said briefly in explanation of the work of the Gary, Ind., Public Library with the public schools: "Except for a few talks on the use and care of books and what books to read, no instruction has been given in the rural schools. However, a regular course of instruction, extending from the first grade through the high school, is given to all children in the city schools. Two weeks' work (forty-five minutes each day)

is given to high school freshmen. Five days are devoted to classification, arrangement of books and the use of the catalog, three days to general reference books, periodicals and periodical indexes and two days to examination. The course counts as a part of the regular English work in school. This year some advanced work has been given to high school seniors."

Mr. Kerr, of Emporia, Kansas, concluded the discussion with a statement of what the school library can do and what the public library and the school library can do together.

SECOND SESSION

The second session was held on June 30, in the parlor of Columbia Hotel.

Mrs. Minnie C. Budlong, of North Dakota, was to have reported on the "Field work of the North Dakota Library Commission as outlined by the educational survey," but the survey was not complete enough for a report, and Mrs. Budlong was absent.

Mr. Franklin K. Mathews opened the meeting with a brief talk on the importance of the boy's recreational reading. He referred to the recent legislation which gave the Boy Scouts of America the exclusive use of the name Boy Scouts. His purpose in speaking was to urge the League to take action towards a Library Week to coincide with the Good Book Week of the Boy Scouts, to be in 1916 from December 4-9. Mr. Bliss made a motion that the League suggest to the libraries of the country through the various commissions that the first week in December be observed as Library Week in conjunction with the Good Book Week of the Boy Scouts of America. Miss Downey moved an amendment to Mr. Bliss' motion to the effect that a committee of the League be appointed to work out programs and suggestions. On Mr. Bliss' acceptance of the amendment, the motion was put and carried. At a later meeting of the Executive Committee, Miss Mary E. Downey was appointed chairman of the committee and Mr. Robert E. Bliss as the other member.

Travelling library problems

The remainder of the session was devoted to a round table on traveling library problems, conducted by Miss Anna A. MacDonald of Pennsylvania.

The discussion was opened by Miss Mary L. Titcomb, of Hagerstown, Md.

"Miss MacDonald has asked me to open the discussion of the question 'Is it possible for library commissions to give all around library service through traveling library centers?' The first step in approximating such service would be an intimate knowledge of each community to which a travelling library is to be sent, consequently in making up the personnel of a traveling library bureau we must choose first, and with care, a field agent. She must be a woman of tact, of personal charm, of knowledge of books and human nature, and of unflinching good judgment. Having found this *rara avis*, let it be her first work to canvass the traveling library field and make herself a welcome and trusted friend in each little community. When she has each of her centers well in hand she can then begin to do something for each one. We will suppose that up to this time each village has been given a traveling library of the average type.

"But now our field agent (field agent will be a better name), has discovered that no two of her parishes are alike. The first village does not want what the second one does. Our field agent will find that she wants a different library for every place in which she works, so we shall be obliged to give up at once any idea of a fixed collection marked number so and so, if we wish to approach real library service. We will suppose now, that each group is supplied with the collection best suited to its needs, a collection made most often, with the personality of a few individuals in mind. The gifted and indefatigable field agent breathes a sigh of satisfaction, and feels that now indeed she is going to be able to do much,—almost to give real library service. But let her not rest upon her oars too soon. Let her visit those groups a month or two months after they have received the carefully

handpicked collections, and what disappointments she will encounter. To be sure, she will find bright spots, at the stations where the custodian has a personal interest in the books, but in most cases she will be obliged to acknowledge that the right book has not often found its way into the hands of the right person. So our field agent gradually becomes convinced that the only way to give real library service is to have a "Library Day" for each station, when it will be understood that the field agent will be present, ready to serve the community. She finds that this works very well.

"But our woman above price has her physical limitations. She finds that in her zeal she has undertaken more than any mere mortal can endure, so perforce she is obliged to call upon the staff of the central bureau for reinforcements, and as time goes on each member of the staff will find herself with certain "Library Days" as fixed dates, with the chief or field agent cherishing and overseeing each group as best she may. This necessitates naturally a large central force, but as you may have gathered my plans are to be put into execution in a state where politics are clean, where there is no graft, and where the surplus funds can easily be used for this and other educational purposes.

"The matter of special collections for study clubs or other organizations easily adjusts itself. Each club wants something definite, which can be supplied with a little thought. The matter of general reference calls will also be one that can be worked out satisfactorily by the field agent, granting her access to some collection where she may gather her data.

"Now having her scheme in smooth running order, our field agent sees that the work of her hand and head and heart is good. Then comes that little imp that haunts the night watches and whispers in her ear, 'Yes, you have done much, they are perhaps as well or better served than if they had real permanent libraries, but have you done the right thing for those communities? Have you not perverted the function of a traveling library? Is a travel-

ing library in its very nature anything but a stepping stone or stimulus towards the foundation of a village library? And when you have given your people so much, has it not been radically antagonistic to the spirit of our democratic institutions? You have taught them to lean upon you, to come to you and ask freely, secure in the belief that you 'will find a way.' But in making them perfectly satisfied with your service, have you not really done them an injustice? What is the greatest thing a public library can do for its community? Is not the last and best gift conferred when a library is so administered that a love of books is born in the hearts of its borrowers, when they realize that there is something better than borrowing from the library, and that is to own a library of one's own, a shelf of companions and friends within reach at all times? If we grant this, as I think we all must, then is it not the logical conclusion that a traveling library should go no further than to promote a desire for a library for the community?"

Discussion on Miss Titcomb's paper was postponed. Miss Evelyn S. Lease, of Vermont, then spoke of the "Character of collections." She said:

"Vermont traveling libraries are fixed collections made up in four kinds as follows:

"General travelling libraries containing 45 books; 15 stories and 15 non-fiction for adults; 15 of both kinds for children.

"School libraries containing 30 books; 10 stories and 18 non-fiction for children (not textbooks), and 2 books of special interest to the teacher.

"High-school libraries containing on an average 40 books. These were begun at the request of principals of high schools where there were no libraries, or where it was inadequate for the needs of older pupils, and at their suggestion, contain a large proportion of non-fiction, as well as such fiction as is 'required reading' for admission to college.

"Study club collections, each containing books on one subject, vary in size, and naturally consist largely of non-fiction.

"Under this head, we also include Farmers' libraries and Teachers' aids collections.

"Farmers' libraries contain 45 books: 20 on various phases of agriculture, 10 stories for adults, and 15 stories and non-fiction for children. These are much used by granges.

"The Teachers' aids libraries, consisting of 30 books on pedagogy approved by the State Superintendent of Education, were originally designed for groups of teachers who wished to do some professional reading, but have also been used quite extensively by training classes for rural teachers.

"To make these fixed collections as adequate as possible for the varied needs of different stations we emphasize our willingness to add to the library chosen, books on certain subjects, books asked for by authors and titles, and books for specified ages and grades, if we have them in our 'open' collection. This ever growing 'open' collection we find very useful, too, in satisfying the increasing demand from individuals for books for personal use, and in reference work.

"In addition to our book collections we have about 10,000 mounted pictures which are much appreciated by teachers and club women."

Miss Elizabeth B. Wales, of Missouri, who was to speak on "How to make up the collections," was not present, but she sent her contribution, which was read by the secretary of the League.

"Having been present at several lengthy discussions upon shelving vs. fixed group collections for traveling library work, I want to say that I am quite in accord with those who wish to preserve elasticity in traveling library combinations. Having made this confession I ask most humbly to be permitted to discuss the elements of the fixed groups. One rule can be made to apply equally to both systems, namely, it should be the exceptional case in which the traveling library should consist of fiction entirely.

"Traveling libraries may be made up in

general sets of specific number or special collections.

"The books may be purchased in fixed sets or in duplicates of two or more. In Missouri we have tried the four kinds. The ideal method would be special libraries for each borrowing center, which of course means single sets; the other method however saves a great deal of clerical labor in preparing lists and also a great deal of expert time in selection of books.

"For the fixed group duplicate library system, one must predicate that the general needs of the communities served, will be parallel. It is a fact that is more or less true. The first traveling libraries sent out from the Missouri Library Commission were proportioned as follows:

Class	Adult	Juvenile
Fiction	15	10
Ethics	2	..
Religion	1	1
Social	2	..
Natural Science	1	..
Useful Arts	2	1
Fine Arts	1	..
Literature	3	1
History	2	..
Travel	3	1
Biography	3	1

This makes a total of 35 volumes of books for adults and 15 volumes for juvenile readers. It is but just to give the Iowa Library Commission credit for these, the first proportions used in Missouri.

"In actual use, we found the books on useful arts and natural science in the fixed group lists were likely to miscarry. We therefore include in our libraries at present only the most general books on science and crafts. The places of these volumes were supplied by adding to literature a volume of humorous character whenever possible and to biography one book of collective biography and to history one extra book of United States history. We further found that it was difficult without knowing something about the people to select the proper volumes on ethics and religion, whereas the demand for sociology was more general. We compromised therefore, by putting in one volume of either

ethics or religion of universal interest, and replacing the other two volumes by books treating of recent social movements.

"In selecting history, travel and biography, the effort has been to make them inter-dependent rather than too varied; for instance, if our history selection contained a history of France, the travel in the library might contain a representative volume on French chateaux and the biography a life of some prominent Frenchman. The same plan has been followed in the selection of fiction when it could be done without undue effort.

"Occasionally we are asked to make up special libraries containing for instance, six or eight books on fine arts for club work and 'the rest fiction because that is what our people want to read.' In making a rule for ourselves we have said that fiction should never hold a larger proportion than that of 20 in 50 or 40 percent. When this is the case we also try to have five of the 20 volumes represent standard fiction and 15 volumes current fiction. This proportion obtains also in Ohio.

"In studying the use of the fixed group in the field, the library worker has to keep constantly in mind that the reading development of the community does not depend upon a single set of books, but upon a continuous series of exchanges. The problem of the man who wants books on a specific topic, may be met by sending additional books on request."

In the discussion on these papers, Mr. Bliss, of Pennsylvania, said that it was his experience that on his visits he found the rural patrons often could not understand the books sent, even in the case of standard fiction. For this reason, he does not think it best to send standard fiction, but more popular books. Miss Titcomb suggested the use of children's books for the grown-ups; Miss Robinson, of Iowa, said that the Iowa Commission also used children's books for adults. Miss Askew, of New Jersey, came to the defense of the rural population and said that she thought that Mr. Bliss had under-estimated the

mentality of most farmers and that she found them generally as intelligent as the people in most towns. She found that the talks by the library visitor with the rural reader often arouses his pride. Mrs. Earl, of Indiana, agreed with Miss Askew as to the intelligence of the farmer. Miss Titcomb, of Maryland, was inclined to agree with Mr. Bliss. She felt that in certain districts of the country the population was very uneven in matters of education and intelligence, and she explained that although they were obliged to use children's books for many of the adults in Washington County, the class of books borrowed from the book wagon was fifty per cent better than those read by city people. In regard to special collections, Miss Woolman, of Missouri, said they had had so many demands for books on special subjects that they were unable to furnish them, owing to lack of funds. Mr. Watson informed the audience that in New York special collections were not furnished free, but for a fee of \$1, and that special collections were borrowed with the understanding a certain number of days in the club program should be devoted to the subject for the study of which the books were borrowed. Mr. Dudgeon, of Wisconsin, took issue with the attitude of New York State and said that he felt the study clubs were the organizations which the traveling libraries were trying hard to reach and that furnishing free books to them was one of the most valuable things that the traveling libraries could do. Mr. Sanborn, of Indiana, agreed with Mr. Dudgeon and spoke of the co-operation in Indiana of the traveling libraries with the extension department of the universities, the granges, and the parent-teachers associations. Mr. Bliss said that in Pennsylvania study club books were loaned upon the condition that they should be free for the use of the whole community and not merely for the members of the study club and that when a request for a special collection came, the borrowers were asked if a general collection would not do as well. Several states reported that it was the custom in the

case of a request for special collections, to send general collections also.

The next topic on the program was, "Making the station a success." Mr. Dudgeon opened the discussion with the following information in regard to their work in Wisconsin:

"In Wisconsin we have found that the success of the traveling libraries depends upon two things. First, placing it where people will come, and second, letting people know where and what it is.

"In our judgment the ideal place is a business place—a postoffice or general store—a place of business where all ages and sexes come freely and frequently. For example, a millinery store will not ordinarily do. We prefer a business place to a school house for the reason that each year there are months when the school house is closed, each month there are days when it is not open, and each day there are many hours when the books would be inaccessible. In addition the public has never got away from the idea that the school house is only for children. Where we place it in the school house we try to get the teacher to locate it during the summer months in some other place, so the community is not without book facilities.

"There are many ways of getting publicity. We have settled down to this procedure. With each box of books there goes to the custodian a personal letter of which the following is a substantial copy:
To the Librarian:

We are sending herewith four copies of the list of books in this traveling library. One of these lists is to be retained with the library. Attached to another copy of this list you will find a note "To the principal"; attached to another you will find a note "To the editor." The fourth should be posted with the sign.

We find that often the general public does not fully appreciate that there is a free traveling library in the community. These state traveling libraries belong to everybody and everybody ought to know of their existence, location, and contents. We have decided, therefore, to ask every custodian to send to the principal or other person highest in authority in the nearest

public school a list of the books in the traveling library, together with definite information as to where they are located. We are also asking you to have a similar notice sent to the editor of the paper which circulates best in the locality tributary to the traveling library. (Each of these two letters contains in addition to the list of books, a definite statement as to where the library is, and when it is open; also a cordial invitation to use the books.)

Will you not, therefore, fill out these two blank letters by inserting exact information as to the location of the library and when it is to be open? It should of course, be open practically all of the time. Will you then kindly sign the letters and send them with the attached lists of books to the persons indicated.

Yours truly,

M. S. DUDGEON,
Secretary.

"We find that the custodians quite generally do as we ask and that notice and lists do actually reach the schoolhouse and the newspaper offices and that through these the public is well informed as to the location of the books.

Miss Hopkins, of Seaford, Delaware, continued the discussion, speaking on "The part that contact plays in making the library station a success."

"I know very little about the library station. I did, in the beginning of my book-wagon work, open my home for the benefit of the people on the farms and as many books were loaned, I presume it was successful, but when I thought of the number of those who came I was reminded of what I heard Billy Sunday say in Philadelphia about the size of his audience: 'You look,' he said, 'at the 20,000 men who are here, and call it a big crowd, but I think of the 200,000 who are not here.' So I feel about library work, but then, 'I am so green.'

"However, I am convinced that in all kinds of library work the personal equation is important and in the work of the traveling libraries, whether resting quietly and with much dignity at a station, or rolling noisily and democratically over the roads in a book-wagon, it is pre-eminently so. I am ready to confess that at the end of a

day with a traveling library, one has some small conception of what He means who said, 'Virtue has gone out of me.'

"Just an incident or two as a reason for my faith. It is my pardonable pride to loan at least one book at each home. In this case it was a woman with absolutely no taste for reading. She did not want a book—how could I interest her—gazing about in my perplexity I saw a number of patch-work quilts airing on the clothes line. I offered her 'The housekeeper's week' which she took reluctantly, but on my second visit, she desired to renew it and on my third, was most anxious to buy it.

"I wonder if you will laugh when I say that I think that the personal touch in placing 'Napoleon Jackson of the plush rocker' in the hands of a homesick woman who was actually dying for her native New York hills, or taking 'Pollyanna' to a young girl that had been shaking for weeks with chills, helped quite a bit in bringing both back to health and happiness.

"There are great possibilities in the work with traveling libraries; much will depend on the personal touch."

The final paper on this subject was that of Mrs. Belle Holcomb Johnson, of Connecticut, who told of the work of the Connecticut book-wagon:

"In February, 1910, our chairman said, 'Why don't you put on your bonnet and your gum shoes and take a box of books through East Granby, calling at the houses and lending them books? We have had traveling libraries in the Center, but they have not and will not reach the people in the Copper Hill and Spoonville districts because those people have no occasion to go to the Center.'

"It seemed to me rather a fantastic scheme and I was more than a little skeptical as to the possibility of carrying out his plan, or of keeping up the undertaking, once it was begun, but the motto of our office is

'Theirs not to reason why,
Theirs but to do—'

"So on a winter's day, with the chair-

man's son for escort, I started out with a case containing about fifty books. These were shipped to the nearest railroad station, where we secured a horse and sleigh.

"The first day, which was only half a day when all arrangements were completed, we left books at five houses, twenty books in all, and the demand for the books was so small that the outlook for the project was decidedly dark. But our chairman had faith in the good sense and intellectual qualities of the country people and advised me to make a trial trip in Spoonville, another district of the same town.

"Literature seemed in greater demand in this section, the school supervisor was my companion on the trip, and he had prepared some of the families in advance for our coming. That day we left thirty-one books in eight families, and were warmly welcomed at each of the eight houses, though some other doors were opened very grudgingly and quickly closed again on the suspicion that I was a peddler or a book agent, and that, even if no payment was mentioned when the books were left, there would be an attempt to collect money on my next visit.

"The second trip on the next route, a month after the first trip, was very gratifying. The news had spread, and at nearly every house, requests were waiting from new patrons for calls.

"The beginnings were very small, and if a gradual increase of interest had not been apparent, the undertaking would have been given up, but the gain of one or two families, or of twenty-five books in the circulation, on each trip kept up our spirits, and made it seem worth while to continue the work.

"We served five towns, having two routes in one town. Each route occupied a day (5 a. m. to 9 p. m. in one case) and was traveled once in six weeks.

"None of the towns visited had a public library, and none of them seemed at all likely to have a library. To our surprise and gratification, the town which seemed least likely to have a library, has recently opened one, a direct result of the book

wagon, for there was no reading taste in the town. It seemed to be created by the visits of the book-wagon.

"In another town there was a desire for reading. That was evidenced by the passing from house to house of books. But such books! They were more dangerous in moral tendency and more trivial in style than the reading of any other town which I have observed. On a recent trip in this town among the fiction loaned were 'John Halifax,' 'Last days of Pompeii,' 'Our mutual friend,' 'David Copperfield,' and 'Ben Hur.' If the book wagon trip is delayed for any reason, the old paper novels come out and are circulated again, but not so largely as before.

"There is an opportunity to introduce books to readers which rarely comes in a public library. There is an advantage in choosing from a small collection. Books are read which would never be chosen from a larger collection. Then in making up the boxes to send out, I have in mind the families, and put in something especially suited to each.

"In winter I take an armful into each house to be looked over, and they are usually pleased with my selection.

"As the books are not classified, they make less distinction between fiction and other books. Of 279 books on one route, 93 are non-fiction and of 122 books loaned on another route, 52 books are non-fiction.

"The cost per volume in the circulation varies from seven cents to twelve cents.

"The largest number of families served on one route is 41. I find it almost impossible to call on each of those in one day, as the borrowers take so much time in looking over the books and making their selection. I consider the time spent this way so valuable that I cannot cut it short."

In the general discussion Mr. Dudgeon raised the question as to whether states with small appropriations like Connecticut or even states with larger appropriations, could afford to carry on house-to-house visiting and delivery of traveling library books for only a small portion of the state to the neglect of other sections. It was

his opinion that such book-wagon delivery could properly be undertaken only by county or township library systems. This raised the question of the value of visiting traveling library stations. Mr. Bliss, of Pennsylvania, felt it very essential that all traveling library stations as far as possible should be visited. He felt that it was a means of preventing the giving up of a traveling library station and of aiding in developing the reading habit in a community. Mr. Dudgeon felt that with several hundred traveling library stations in the state, such visiting were impracticable, and he asked the experience of Indiana in this matter. Mr. Sanborn replied that it was not the custom in Indiana to visit traveling library stations except very incidentally, and he questioned whether such visiting would bring sufficient returns for the amount of money and time expended. If a field visitor is employed at all in traveling library work, she should use her efforts in establishing stations rather than in visiting those already established.

On account of the program planned by the local committee for the rest of the afternoon, it was necessary to adjourn the meeting at 4 p. m. without continuing the discussion on the matter of giving definite library help through special collections and through general reference calls. Miss Julia A. Robinson, of Iowa, had planned to contribute to the discussion of special collections the following paper on "Helps through special collections."

"While the policy of fixed groups of books for general community reading has been adopted by most of our state commissions in the operation of their traveling library systems, whether the best library service for special requests can be promoted in the same manner or through an open shelf collection, seems still to be an unsettled question and is likely to remain so because of differences in local conditions, the size of book collections, the amount available for book purchases, and the office help employed to carry on the work as well as the nature of the calls coming to the commission offices.

"The advantage, as I see it, of fixed or special collections covering special subjects ready to send immediately upon receipt of requests, lies in greater promptness, perhaps, of service, and the handling of the work by a smaller office force and fewer *trained* assistants, thus making for economy in commissions with small appropriations.

"On the other hand, a small book collection may be made to serve a larger constituency if books on special subjects may be scattered among several borrowers instead of being confined to one, especially if the group includes different phases of a subject either in one book or several.

"This is especially true of periodicals from which much valuable reference material is drawn and unless the article in question is cut from the magazine, other subjects are tied up with it.

"In the third place, many of the topics most frequently called for are questions of the day or those upon which the most recent word is desired, and this is often found in the magazines and even where books are used, the frequent revision of such special collections is necessary.

"Therefore, in Iowa, though our general loan collection is comparatively large, it is thrown into one open shelf collection from which the best and most suitable material on each subject desired is selected for each request. Sometimes this may mean the same books that were used for a similar request, sometimes only part of those books, and in others a larger number, with substitutes perhaps in one or both of the latter cases.

"This requires the services of an expert reference librarian giving her entire time to the work, but we believe thereby we give better and more satisfactory individual help, and are able to answer more calls and to make our collections available to a larger number of borrowers, and with less duplication of books, than would be possible if it consisted of groups intended to cover all calls on various subjects.

"Two exceptions might perhaps be mentioned, one a Story-tellers' library contain-

ing theoretical books on story telling as well as collections of stories, and the other the provision made each year to supply the calls on the subject for debate chosen by the Inter High School Debate League. In the latter, however, the entire collection on either side is never sent to one place, but the selected material divided among the various teams calling for it.

"Much of our work is done with the women's study clubs of the state to whom outlines for the preparation of their programs are also loaned, but the arrangement of the subjects often varies. We also believe that clubs of fifteen to twenty members require more material on a subject than does a single borrower."

Miss J. Maud Campbell, of Massachusetts, was to continue the discussion, but has not sent in writing what she had planned to say.

Miss Minnie W. Leatherman, of North Carolina, was to have opened the discussion on "Definite library help through general reference calls," but had prepared no written paper.

Miss E. Louise Jones, of Massachusetts, sent the following statement of what she intended to say in the discussion:

"It is a pity to close this interesting discussion on traveling library problems with a word from a representative of a Commission which has no traveling libraries, with the exception of the foreign collection of which Miss Campbell has spoken. The conditions in Massachusetts are so different from those in other states discussed here that I fear our problems can be of little help to others. Because we have a library in every town, with one exception, the nature of our reference calls is entirely different and where other states use the traveling libraries as a center we use the local library. Thus, when a call

comes to us and we cannot answer it from our own files, we refer it if possible to the local library unless we know the local library cannot supply the material, in which case we send to the nearest large library and by inter-library loan the material is readily supplied.

"By a recent law, any resident of a town can borrow of a library in a neighboring town by consent of the board of trustees, so whenever possible the individual can get material in this way if her own library cannot obtain it.

"The State Library is always willing to lend to a small library for a limited time and the Commission has this large reference library at its disposal. There is there a very complete vertical file of ephemeral material arranged by subject, including bibliographies, pamphlets, and newspaper clippings, all of which they are ready to lend on call. They also have a splendid card index to all Massachusetts newspapers which is constantly being consulted and the important magazines are also indexed on cards daily, thus keeping the periodical material always up-to-date. The cards are weeded out as soon as the Reader's Guide appears.

"The calls come mostly from the libraries and trustees rather than from individuals or study clubs, as such calls go directly to each library and when the librarian cannot furnish material she appeals to the Commission. When the teacher and superintendents appeal to us for books on subjects needed in the schools that are not in their local library, the Commission urges the local library to furnish such requests as far as possible. When this is impossible as it often is in the small libraries a direct gift of the material needed is made from the Commission if it be of permanent value for work with the schools."

NATIONAL ASSOCIATION OF STATE LIBRARIES

Nineteenth Annual Meeting, Asbury Park, N. J., June 27 and 29, 1916

FIRST JOINT SESSION

(Joint session with the American Association of Law Libraries.)

Parlor, Columbia Hotel, Asbury Park, N. J.

TUESDAY, JUNE 27, 2 P. M.

The meeting was called to order by Mr. A. J. SMALL, president of the National Association of State Libraries.

President SMALL: Members and friends of the joint convention of the National Association of State Libraries and American Association of Law Libraries, I welcome you most cordially.

We will now receive a word of greeting from Mr. DULLARD, state librarian of New Jersey.

Mr. DULLARD: Mr. President, Ladies and Gentlemen: It would seem almost superfluous, after Mr. Pyne's greeting last night, that another address of welcome should be on the program. The National Association of State Libraries and the American Association of Law Libraries are, however, organizations separate and distinct from the American Library Association and we of New Jersey want to lose no opportunity to make you all feel perfectly at home while you are with us. I regard it as a great honor to have the privilege of extending to you upon behalf of our state and our people a most cordial welcome.

New Jersey is essentially a hospitable state. We are accustomed to having visitors in our midst and we are always delighted to have them. We are very much in the entertaining business. Our seashore resorts, some three score or more of them, line the Atlantic coast for a distance of upwards of one hundred miles and to these resorts people come every summer from far and near by the hundreds of thousands. Somebody has said that our seaside resorts make New Jersey the playground of the country. Be that as it may,

we are quite sure that those who visit us always find a hearty welcome and are glad to come again.

New Jersey is very versatile in everything she undertakes and makes no exception in the matter of providing places where one may rest and recuperate while enjoying our climate and the many attractions for which our commonwealth is noted. Besides the seashore, we have, in the northern part of the state, our lakes and our mountains. Our mountains are a part of the Blue Ridge chain and at some of the higher points have an altitude approximating two thousand feet.

Nor are our attractions for the visitor confined to our summer resorts. Many of the hotels at the larger seaside places are open the year round, while just to the south of us is Lakewood, located inland in what is known as our pine belt, and extensively patronized as a winter resort because of its balmy atmosphere.

I have said New Jersey is a hospitable state. It has even been accused of being over-friendly to the great trusts of the country that come here to get their charters and then go to New York or elsewhere to transact business. A few short years ago, smarting under this criticism of being too kindly disposed toward the trusts, we passed a series of laws to regulate better these gigantic corporations, which laws President Wilson, then governor of our state, very cleverly denominated the Seven Sisters. It was said at the time that these Seven Sisters had ferocious teeth and some of us were bemoaning lest this new policy should drive the trusts away and deprive us of a large revenue we have been receiving from them in the shape of franchise taxes. Whatever the cause, whether the trusts were not so bad after all or the Seven Sisters were less ferocious than pictured, or the trusts themselves had suddenly become good, I shall not attempt to explain it. The fact is, however, that the trusts are

still with us and are paying their taxes as usual and New Jersey continues to be able to boast of being a state that has neither a state debt nor a state tax. Of course, this is not entirely due to the trusts, as a large part of our state revenue is derived from the taxation of railroads, the licensing of automobiles, etc.

We long have been receiving visitors in goodly number in our midst. We began nearly a century and a half ago, although the visitors at that time were by no means welcome. They constituted the British army, and for four or five years occupied portions of our state. Historians tell us that, while the British soldiers were on New Jersey's soil, there were something like ninety engagements and skirmishes between them and the Continental troops. Some of these engagements were, of course, of minor importance. But New Jersey was the scene of the Battle of Trenton, generally regarded as the turning point of the Revolutionary War. Also, there were the battles of Princeton, of Red Bank on the Delaware below Camden, and of Monmouth, fought only about twenty miles from this very spot, a crowning feature of which was the heroic patriotism of the immortal Molly Pitcher.

Mr. Pyne told you last night something about the importance of New Jersey in the library field. I shall not attempt to traverse the same ground, although I suppose we all feel, just at this time, more or less like talking shop. You will pardon me, therefore, if I refer to the fact that the New Jersey State Library, over which I have the honor of presiding, is one of the oldest libraries in the country. It was established in 1796 as a legislative library and, some years later, absorbed the library of the New Jersey Law Library Association and ever since has been a general and law library combined.

But I am not going to talk to you about New Jersey's library facilities. I prefer to give you a few thoughts regarding the state in its other fields of usefulness and attractiveness, so that you may learn something more about us than perhaps you al-

ready know. Of course you all are aware that in area we are very small. In fact, we are in size the fourth smallest state in the Union. Ranking as we do forty-fifth among the forty-eight states in area, nevertheless we rank eleventh in population according to the 1910 federal census, and are exceeded in density of population by only two states—Rhode Island and Massachusetts. Of the 114 cities in the United States having a population of upwards of 50,000, according to the 1910 federal census, nine are located in New Jersey.

In aggregate wealth we rank tenth among all the states and in per capita wealth we rank sixth. In only five of the forty-eight states is the gross value of all manufactures greater than in New Jersey. We lead the country in the smelting and refining of copper and the manufacture of silk, sewing machines, oilcloth and linoleum. We hold second place in the manufacture of chemicals, rubber goods, pottery, terra cotta, fire clay products and paint and varnish. Other lines of goods manufactured by us in great quantity are foundry and machine-shop products, woolen, worsted and felt goods, including hats, petroleum products, leather, jewelry, iron and steel, boots and shoes, glass and tobacco.

Our friends from the boundless West, perhaps, may not be surprised to learn of our standing as a manufacturing state. But I should like to remind them that even in agriculture, considering our size, we are "some pumpkin." Our output of agricultural products, including butter and eggs, runs up to something like sixty or seventy million dollars a year. Fruit and vegetables are specialties with us and we find a ready market for the produce of our orchards and gardens in New York and Philadelphia and in our own large cities.

We are also a great railroad state. In fact, at one time, we used to be facetiously called the State of Camden and Amboy, which was then the name of our principal railroad, one of the first, if not the first railroad chartered in the United States. We now have a combined railroad mileage

within our borders of thirty thousand miles and, in proportion to our area, have more miles of railroad than any other state in the Union. Nine great systems cross our state and land people from all parts of the continent into that great metropolis of the New World noted, among a thousand other things, as the home of those two great institutions—Wall Street and Tammany Hall.

New Jersey has upwards of eight thousand miles of improved roads, something more than forty-one per cent of the total mileage of streets and roads in the state. Back in 1891 we were the first state to adopt a system of state aid for road building; during the twenty-five intervening years there has been spent in this state for road construction, repairs and maintenance, the enormous sum of \$36,286,752.13. You will note that I am getting down to the last cent. This is because these figures are not mere guess work, but are taken from the actual records.

I would be remiss if I did not say something about our schools. We have an enrollment in our public schools of a little more than half a million children, with sixteen thousand school teachers. The operating expenses of our public schools last year were over \$17,000,000 and nearly an equal amount was expended for new buildings and other permanent improvements. The per capita cost of our schools per enrollment was \$33 and per attendance \$42. This is larger than in any of the other states, with the exception of some of the sparsely settled ones in the far West.

In the matter of higher education, we have the far-famed Princeton University. We have also Rutgers College, the scientific school of which is officially designated as the New Jersey State College under the federal land grant laws. Also, we have three state normal schools, Stevens Institute of Technology, Lawrenceville, Seton Hall, and scores of other private colleges, seminaries and preparatory schools.

I should like to tell you much more about our state, but I do not want to take up too much of your time. While you are

here, you may be able to see more of the state than what is to be observed in this immediate vicinity; and remember that we can show you almost anything—rich farming country, luxurious homes, thriving manufacturing cities, mines and mountains and lakes, and some of the most beautiful scenery to be found anywhere. If you visit the National Education Association next week at New York and take a trip up the beautiful Hudson, which trip you should by no means miss, remember as you pass the majestic Palisades that, if your boat keeps to the westward of the middle of the river, you are still in New Jersey.

And now in conclusion let me say to you in all earnestness, speaking both as an official and as a citizen of the State of New Jersey, that it is my pleasure and privilege on behalf of our state government and its people to extend to you a most heartfelt welcome, to express the hope that while you are with us you will enjoy yourselves to the utmost, and that when you return to your homes, you will do so with fond and lasting recollection of the little commonwealth of which we Jerseyites are all so proud.

President SMALL: I will ask Mr. Lien, State Librarian of Minnesota, to respond on behalf of the joint association.

Mr. LIEN: Mr. President, Mr. Dullard, and friends: It becomes my very pleasant duty, on behalf of the National Association of State Librarians and the American Association of Law Libraries, to express our profound appreciation of the kind words of welcome that we have just heard, as well as our thanks and appreciation of the efforts that have been put forward for our comfort and pleasure and enjoyment while here. These Associations have met at various places during the past few years, and at all meetings they have found pleasure and profit, although sometimes they have met with some inconveniences. Last year we met on the shores of the Pacific and enjoyed the hospitality of the people of the Far West; this year we meet in this most beautiful resort in New Jersey and again are made to feel a most hearty welcome.

I am sure that all of us appreciate very much the welcome that we have received, appreciate the beautiful surroundings and the efforts that have been made for our convenience. There might be danger that such beautiful attractions as we find about this place detract from the attendance at the meetings; but, as we know, the librarians are such earnest workers they will remember that duty comes first and that pleasure may be enjoyed at other times.

Again, I want to say that verbal words of thanks on behalf of the Association probably do not express our feelings adequately, but you will find that we will all take advantage of your hospitality and enjoy it to the utmost, and that we will remember with pleasure the very kind and courteous hospitality of this beautiful place.

President SMALL: The next number should be a report of the Committee on a National Legislative Information Service, but as Mr. Allen, of the Law Reporting Company, is not here we will diverge and have a paper prepared by Dr. Clinton Rogers Woodruff, of Philadelphia. In a letter which I received from Dr. Woodruff when I started the correspondence to secure him for this meeting, he promised me tentatively that he would be present. Last week I found myself embarrassed by receiving a letter from him stating that he could not be here. He sent his paper, however, and Mr. Johnson Brigham, state librarian of Iowa, will read it. Mr. Brigham is also on the program to lead in the discussion afterward.

ECONOMIC CONDITIONS OF THE TWENTIETH CENTURY

By Dr. Clinton Rogers Woodruff,

*Secretary National Municipal League,
Philadelphia*

Paternalism is a new thing under the sun, and like all new ideas we are working it over time. He overlooks the fact that when our forefathers landed on these shores, many of them came from under the shadow of a government paternal in the extreme. In the Old World, the state

in many places took care of a citizen from his birth to his death. It awakened him in the morning, made him get out of bed and say his prayers; told him what to have for breakfast; where to work; for what wages; what to wear; when to leave off work. Then, it put him to bed, made him say his prayers again, and took away the candle. At the close of life, it prescribed in what cloth he should be laid out.

Looking to New France on the north, the New England settler saw this paternal relation carried even further. The French king regulated the trade of the colonies, prescribing what kind of cargo a vessel should carry from France; and should carry on its return. He forbade a colonist's making more than a certain percentage of profit, and, let us hope, guaranteed him against making less. The privilege of carrying on any certain business was sold by the king, through the intendant. The government, however paternal, of course expected to be paid for its trouble. It took the earnings of the citizen, allowing him what it thought best, as the parent takes the wages of the minor child and boards and clothes him.

From such a paternalism there was a natural and a violent reaction on the part of the English colonist. He resented being cared for by any one, be it government, church or overlord. He insisted that he should stand on his own feet, that he be his own underwriter (like the South African of recent years he even refused insurance); he asked no man or group of men to make good his losses; he expected no one to lay claim to his successes. He set out to heaven on the way he thought right; he did not wish anybody to take him by the shoulders and put him into a different path. If, perchance, he mis-read the guide-board, and took the wrong road (although he was unwilling to admit the possibility of his being wrong) he knew there would be no one to help him out. This economic individualism reached its flower in New England and was transplanted to the western lands, as the tide of immigration flowed over them. This re-

ligious individualism came to its flower in the little state of Rhode Island.

This extreme individualism had its place in those early pioneer days, first in New England and later in the Central West. In the words of a distinguished son of New England (Dr. H. L. Wayland): "A system of individualism, of self-reliance, of letting things take their course, of *laissez faire*, was the very best thing for the colonies in their infancy, and for a long time after."

Life was simple, the people were content to wrest from the rugged soil and climate a plain support, to give their children a fair start. Everybody knew everybody; everybody trusted everybody. Nobody dreamed of overshadowing fortunes of gigantic corporations. The rebound was excessive. The doctrine of *laissez faire* ran wild and it was used to defend courses that would have been as offensive to the pioneers of those days as they are to those of this day.

That the rich are growing richer, no one would have the hardhood to deny. On the question whether the poor are growing poorer, Professor J. E. Thorold Rogers, the distinguished Oxonian, says: "There is collected in our large cities a population which equals in amount the whole of those who lived in England and Wales six centuries ago, whose condition is more destitute, whose homes are more squalid, whose means are more uncertain, whose prospects are more hopeless, than those of the poorest serfs of the Middle Ages, or the meanest drudges of the Mediaeval cities." Another student, Professor Cairnes, says: "Unequal as is already the distribution of wealth in this country, the tendency of industrial progress, on the supposition that the present separation between industrial classes is maintained, is toward an inequality greater still."

We have the word of a group of official investigators that this growing divergence is an underlying cause of our present social problems. The report of the staff of the Industrial Commission declared the cause of unrest to be:

First—Unjust distribution of wealth and

income; second—Unemployment and denial of opportunity to earn a living; third—Denial of justice in the creation, adjudication and administration of the law; fourth—Denial of the right and opportunity to form effective organization.

According to Professor John R. Commons, whose views were those of a majority of the Commission: "The greatest cause of industrial unrest is the breakdown of the labor laws and the distrust of our municipal, state and national governments on the part of a large portion of our people."

Among the remedies suggested by Professor Commons for existing ills were: To enforce laws by creating administrative machinery independent of politics; to create a federal fund for social welfare, maintained by an inheritance tax on all large fortunes; to create a commission on industrial relations and an advisory board made up of employers, employes and the public; to mediate, use conciliation and—if both parties to a dispute agree to it—make public the conditions surrounding the dispute; to give labor the right to institute primary or secondary boycotts; to provide federal employment agencies; to restrict immigration and extend credit to tenant farmers to purchase their own homes; to encourage collective bargaining and union organization, applying British trades dispute act.

Let Congress and the national government do these things, the staff urged: Extend education; develop social service; cooperate with states in great constructive works; fight to regain land, water power and mineral rights now in others' hands; apply the doctrine of "superior use" to land laws; tax nonproducing land the same as producing and not tax improvements; legislate to protect the right of habeas corpus, jury trial, free speech, peaceful assemblage, to keep and bear arms, to be free from unreasonable search and seizure, to speedy public trial, freedom from excessive bail and cruel and unusual punishments; pass a constitutional amendment prohibiting courts from declaring legislative acts

unconstitutional; regulate private detective agencies; draw new rules for the militia; incorporate in constitutional bill of rights the right to organize without punishment or loss; provide an inheritance tax which will confiscate great estates and allow no bequest greater than \$1,000,000.

These several diagnoses and recommendations are cited not to bring them into the arena of discussion at this time, before this body, but to show how far we are now swinging away from the doctrine of *laissez faire* towards one of governmental care and concern. If time permitted we might with interest contrast the old form of parental, sumptuary regulation with the modern recognition of the fact that we are members one of the other, and that what is the concern of one is the concern of all. There is a world of difference between the autocratic regulation of personal conduct and a Canute-like effort to control natural and economic laws by a kingly mandate and for a royal advantage, and the utilization and exercise of the power of a democratic state for the benefit of all its members. Paternalism—yes, but how different in its conception and motive and therefore in its objects and purposes.

It is not only in national affairs that we see this trend away from "let alone" to "take a care," but likewise in state and city, and especially in the latter, which touches so closely and at so many points the lives and welfare of the people. Perhaps we can best get some idea of the extension of municipal functions by running over the heads to be found in the conspectus which I have outlined for use in the preparation of the "Municipal Encyclopaedia," which I am editing for the firm of D. Appleton & Company.

Under the general head of "V. The city and economic questions," we find these sub-heads: The city as a producer; The city and public utilities (gas, electricity, water, transportation); Streets; Public buildings; Bridges; Dams; Docks and ferries; City planning and Industrial, taking up ten pages in a total of 44.

Under the general head of "VI. The city

and social questions," we find these sub-heads: Public health; House and building inspection; Food inspection; Baths; Nuisances; Parks, boulevards and public recreation; Vital statistics and hygiene reports; Charity and penology; Education by cities; Religion; Public safety, taking up 14 out of the total of 44. In other words, 24 pages, or 54½%, of the conspectus is taken up with what the city is doing along economic and social lines, and I venture to say that not a single topic enumerated under any of those heads would have found a place in a conspectus of municipal government prepared a century ago, and very few in one prepared even a generation ago, for even then *laissez faire* was a strong and powerful influence to be reckoned with. It went on the principle that every man would take better care of himself than the state or city could take care of him. Hence, it was opposed to all state inspection of boilers, bridges, vessels, steamers, and factories, not to mention their control. During the California excitement, sixty years ago, before the Panama Railroad, or the Overland Route, was dreamed of, the old worn out steamer Rhode Island, built many years before for the navigation of Long Island Sound, was put up for the passage from New York to California around Cape Horn. There was then no government inspection; nobody asked any questions. She sailed out of New York, crowded with passengers, loaded down to the guards. She was never seen again. The owners knew that she would never make her voyage. It was murder at wholesale. But the State was dumb.

In England the theory was that no sailor would ship on any unworthy craft, and that no insurance company would insure a ship that was sailing for the bottom. In fact, the companies, tempted by the offer of a large premium, and trusting to luck, would insure anything. The sailor, out of a job, money gone, the creditor pressing, the family needing the advanced wages, would ship without seeing the craft. The ship would prove to be rotten; if the sailor tried to back out, he was arrested for breach of con-

tract and imprisoned. The ship went to pieces in the first gale. The crew would be lost; the owners would get the insurance; the insurance company would make up the loss on some other ship. Plim-soll's law for the inspection of ships and against overloading was a violation of the *laissez faire* principle; its only recommendation was that it was just, humane, necessary, that it has saved thousands of lives, has kept thousands of women and children from being widows and orphans, and has preserved millions on millions of property.

Laissez faire goes on the principle (if principle has anything to do with it) that parents can be trusted to take better care of their children than the State can possibly take; but why multiply instances? Why extend the arguments? Twenty-five years ago an acquaintance of mine went to Washington to urge the House Committee on Post Offices to recommend a postal savings bank. The chairman of the sub-committee in charge was a gentleman named Jones, from Texas. The idea which had taken possession of what he was pleased facetiously to call his mind, to quote my friend, was "We don't want a paternal government." Had it been possible to suppose him capable of understanding an argument, my friend would have said to him: "Excellent, Mr. Jones; all government is paternal. The public school is paternal; carrying the mails is paternal; protecting life and property is paternal. In fact, everything that is not anarchy is paternal. The truest specimen of individualism among us is the savage, or rather was the savage, and is now the cow-boy. He does not look to the State for anything; he keeps his elbows well behind him, so as to feel if his twin six shooters are on either hip. He is his own court, sheriff, bench, jury and executioner."

The first protest against paternalism was in the words, "Am I my brother's keeper?" And from that day to this, under the fostering care of the New Testament idea of the Fatherhood of God and the Brotherhood of Man, Government, or man in his

organized capacity, has gone on step by step in caring for the least as well as the greatest; and today in this democratic America, and in monarchical England and in autocratic Germany, we find the Government extending its power and influence to supervise and control the secular education of the people, to prescribe a moral level, below which commercial competition shall not descend. The series of legislative enactments known as factory acts, prescribing the length of working hours, prohibiting or regulating the employment of women and children, providing for the prevention of accidents, and defining the employers' liability, etc., are all framed on the assumption that the State is a moral personality, and its supreme end the welfare of the people. In this relation it is taking control of such natural monopolies as it can wisely manage, the post office, roads, bridges, canals, is managing the railroads in Germany and the telegraphs in England. Public authority in cities and towns is being utilized to administer the water-works, gas and electric lighting, and now in some places, as in San Francisco, street railways.

What has all of this to do with the library, you ask. In the first place bear in mind that I was invited to discuss the "Economic tendencies of the twentieth century," with only a suggestion that their relation to libraries be touched upon, and in what I have written I have tried to place before you the trend from individualism and individual effort towards a policy of community effort to promote social welfare. Men of English training and condition—I had almost said language—are not likely ever to form a communistic state; but modern democracy is committed to a policy of guidance, and common weal, and in some places to common wealth.

In all this trend and urge the public library has become an established fact in practically every modern city and within the present generation. It has developed with the times from a static, individualistic collection of interesting and polite literature to an essential, dynamic, community

instrument of power and useful information.

In an era of intense economic activity and a period of pitiless publicity, the public library has come to play a part undreamed of when the American Library Association was holding its first meetings. Moreover, methods have changed, and verification and comparison of results and conclusions have become the order of the day; and the librarian has been the chief coadjutor in the work. His field of usefulness is practically unlimited; but to make the greatest contribution and to win the greatest results he must catch the genius of the age and learn the lesson of coöperation: One for all and all for one.

Mr. BRIGHAM: I read the paper this noon, and then I thought I would do the usual thing—write out something which I would present in an extemporaneous way as though it had just occurred to me. Then something did occur to me—it was, that I was hungry. I went down to dinner, and to get a very little took all the time I had. I am now going to see what I have here. Bear in mind that this is only an introduction, and that you are to take up the discussion and carry it through.

Certain red flags are bleaching and give promise of coming out a very satisfactory white. Among these terrors of our fathers and of some of us older ones in our youth I will name two—"Socialism" and "Paternalism." Even in this second decade of the twentieth century we who grasp the bleaching process referred to are from time to time made disagreeably, if not painfully, conscious that not a few of our otherwise near and dear neighbors are like—I don't know whether it was Mrs. Partington or Mrs. Malaprop, I think it was Mrs. Partington, who said that her son Ike was never as happy as when he was miserable. We live in those communities in which there is a great deal of growling, and more grouching that doesn't reach the growling state; they are never so much themselves as when they see things red. We librarians who are grown wise through much reading of books—that is, reading

them by the title, table of contents, and index—need not be told that we and our chronically alarmed neighbors and our well- and ill-governed cities and our commonwealths and our nation are all already committed to policies and measures of socialistic and paternalistic character. Speaking figuratively, we have already adopted the before-named twins found on our doorstep, have taken them in, and undertaken to train them to spheres of usefulness in our social life; seeking to curb their excesses without robbing them of their splendid initiative.

Mr. Woodruff's informing paper is one to evoke suggestion rather than differences of opinion. I think that we are all on his side, but I will find out about that. I take it that we are all convinced that the old French phrase which we usually translate as "Let well enough alone" is a fallacy in that there is no "well enough" this side of that dream of the ages, the Millennium. Even that well-known evangelist and famous leader of men, "Billy" Sunday, has failed to convince most of us that the Millennium may be ushered in at any time, for we realize all too well that the world, *our* world, is in such a state of unpreparedness for such an event that even the best laid scheme of a Utopia wouldn't work with the very human material on hand at the present time.

Assuming that we have the interesting and only partially developed twins, Socialism and Paternalism, on our hands, what are we going to do about it? We cannot get rid of them even if we wish. And we've seen so many glorious possibilities in them that we must stand behind them; we must follow them up and do our level best to restrain them from doing violence to themselves and to us, so that when they attain their majority they will be accepted by even the doubters of today as of invaluable practical service to the community and the state. George Eliot in "Middlemarch" had a character named Brooke, who, when pinned down to an argument would always say, "Yes, yes, I agree with you, to a certain extent, you know." And we are all

Socialists to a certain extent, you know. And some of us are still painfully conservative and some of us are painfully radical, probably; but there is a middle ground for Socialism and Paternalism which we are trying to find and when we find it we ought to let the world know.

Meantime, we will go on buying books on the one hand and on the other hand passing them over to the jury—a very ill-selected jury at times. I sometimes tremble—I do not literally tremble—when I see certain books that are of an anarchistic trend passed out to certain high school boys and girls who haven't taken their own measure yet; but I also feel reluctant when I see painfully conservative books passed out to those same young people, for I am afraid they will grow prematurely conservative, which is a very bad sign in a young reader, as you all know.

So the paper this morning suggested something along this line: How thorough is our mental classification of the books we hand out and how much of policy have we in handing out these books, and how far does our responsibility go for the books that we pass out. I have known some instances of very serious impressions very strongly taken by young people who may never unlearn them, or who will have to run up against a great deal of experience before they unlearn the lessons that I indirectly may have passed out to them. I think we can all remember when we were in the plastic state—to some of us it is quite a long stretch of memory—when certain books fortunately handed to us did us a great deal of good and certain other books which were mistakenly handed to us did us some harm. We would not be here if they had wrecked us entirely; but we had to overcome some of their influence.

Dr. Woodruff has taken up large issues, but he hasn't given us as much of himself as I had expected; he hasn't given us to such an extent as I had anticipated his own conclusions from all those reports that have come in, and he leaves us in that respect right where we were. Take, for instance, the report of

the Industrial Commission. He refers to labor boycotts but says nothing about the boycotts of the employing power. He presents certain phases, which suggest a great deal; but after all he leaves us right where we are, except for this suggestion: I think he has strengthened our impression that we are all over on the paternalistic side, and that the question is how far to go.

That is the question I think I might well leave to you. We are confronted with new legislation and the suggestion of newer legislation, with a desire on the part of many well-meaning legislators to draw back from certain advance positions taken, with the insistence of others that we go still further; and we are up against a great many interesting problems that cannot be worked out by the next legislature or by several legislatures. I think we ought to remember this, impatient as we are in our attitude toward legislation. My experience and observation are that legislation, like the mills of the gods, grinds very slowly, and I sometimes think it does not grind as sure. We have had in our state some very radical legislation on primaries. I was one who fought for it, talked for it. Certain recent circumstances have led me to question whether I was wise or not; in fact, have led me to confess that I wasn't wise, and to hope that we will have some reactionary tendency. What I am afraid is that we will go all the way back, swing away back to the old primary system with all its faults, instead of taking a middle ground. That is only a single illustration.

President SMALL: Is there any one else who would like to consider this paper of Dr. Woodruff's?

Mr. GODARD: Mr. President, I move that a vote of thanks of this Association be extended to Dr. Woodruff for the paper which he has presented.

The motion was seconded and agreed to.

President SMALL: We have present with us today one who is interested in the preparation and publication of a very important legal document, or series of documents, Mr. A. S. Hills of the Utilities

Publication Committee of New York. I should like to have Mr. Hills make an announcement of the consolidation of two reports which have been heretofore duplicating each other.

Mr. HILLS: Members of the Association: About two years ago a body of men representative of the large utility interests, the bankers, the engineers, the accountants and the legal profession, decided that it would be desirable to have a set of reports that would record the decisions of the public service commissions of the country. These men formed a syndicate and contributed a sum of money for the support of such a publication, believing that the need of an authentic and standard system of reporting was clearly apparent. At about the same time, the National Association of Railway Commissioners, at one of its annual meetings in Washington, appointed a committee to investigate the need of a similar series of reports, to find a suitable publisher, and to support, as far as it was possible for the Association to do so, such a series. Those two bodies of men, the syndicate representing the bankers, the legal profession and the utility interests on the one hand, and the committee of the National Association of Railway Commissioners on the other, each selected a separate publishing house to do this work. The syndicate selected the Lawyers' Co-operative Publishing Company. The Committee of the National Association of Railway Commissioners selected the Law Publishing Company, of New York City. Each began its publication with a definite plan in view: namely, the establishment of an authentic, non-partisan, complete series of reports, giving all the decisions of the railway and public service commissions of every state. The Lawyers' Co-operative Publishing Company called its reports the "Public Utilities Reports, Annotated"; the Law Publishing Company called its reports, "Official Public Service Reports."

After the two publications had gone on for some months, it appeared that they were constantly becoming more and more identical in scope and character, and that

in a short time they would be virtually duplicates of each other. When that was realized the two interests came to an agreement by which the publications were merged. This merger and the signing of the agreements concerning it took place about a week ago. The series of reports known as the "Public Utilities Reports, Annotated" will now take the field, representing the merged publications. It will be issued under the advisory supervision of the Committee of the National Association of Railway Commissioners, and will be the official publication of that Association. It is the only publication of the kind now in existence.

I am very glad to have had an opportunity to make this announcement, for the reason that I know many of the librarians have been hesitating, and quite properly so, between these two publications, not knowing which would be more suitable to their uses. There is now but one; and consequently the question of choice is eliminated.

I wish to thank you, Mr. Chairman, for the opportunity of explaining this merger.

President SMALL: A merger usually is an unlawful act, but in this instance we welcome it and congratulate you upon the success and the happy termination of the rivalry between these two publications. Has anyone questions to ask Mr. Hills?

Mr. METTEE: Is there any question cited in the "Official" that is not in the other publication? In other words, is it necessary for a library to buy all up to date for future use?

Mr. HILLS: The plan of the merged publications is to publish either in full or in abstracted form each decision that is handed down by any of the state commissions. The importance of the decision, its value as a precedent, will determine whether or not it is to be printed in full; and that general determination will be subject to the advisory supervision of the Committee representing the National Association of Railway Commissioners. It will not be necessary, therefore, to have both sets of reports to date. Everything will be

published in the "Public Utilities Reports, Annotated." Some of the decisions which have been omitted from the Public Utilities Reports because they have been considered of little importance, and have been printed in full in the "Official Public Service Reports," will be governed by the system of abstracting which has been approved by all parties to the merger.

Mr. LIEN: I think this matter is of considerable importance. The law libraries at this time, judging at least from mine, are very much interested in the reports or decisions of these various boards. We have them in scattered form. Some states publish them in a separate series, as California and New York; some others have them with their annual reports; and some don't publish them at all. Now, many libraries had to take both these series because sometimes you would find one citation in one and one in the other. For that reason I am very glad that the consolidation has been made; and I think that the series is going to be a very important one, and that the librarians generally will find that there will be a call for it.

I am sorry, however, about one matter in connection with these reports. A year ago, at our meeting we passed a resolution criticising and probably condemning the new system of numbering reports. The Official Public Service Reports were numbered by volumes, "1, 2, 3," which system we very much preferred. The Public Utilities Reports have been numbered, "1915, A, B, C, D, E, F," "1916, A, B, C, etc." If the decisions increase in number we will have them run up to Z. That system is very confusing, and I should like to see them run consecutively, by numbers. It is so much more simple, and saves a good deal of confusion.

Aside from that criticism, I would say I am very much in favor of these reports, because they cover a field which would otherwise be covered by scattered publications.

President SMALL: It is very confusing to have the volumes numbered by letters and annually. If we omit the annuals, and

just cite the letter, we are confused—we do not know whether it is one year or another. But whether or not that system will be continued depends on Mr. Hills and his Commission. We hope that they will at least look into the matter and consider the advisability of giving consecutive numbers. We are speaking particularly from the librarian's standpoint, and for the convenience and accuracy of citations. It is a very important matter, so far as the librarian is concerned.

We have a paper which is not upon the printed program, by a young attorney of Des Moines, Iowa, who has been making a study of binding leathers. At my request he has prepared a summary of the result of his investigations. I believe that it is worth our time and our attention to listen to it. In the absence of the author I will ask Mr. Demarchus C. Brown to read this paper.

REVIEW OF LEATHER FOR BINDING DURING THE LAST ELEVEN YEARS IN ENGLAND AND AMERICA

By Emory M. Nourse, *Des Moines, Iowa*

After all that has been written since 1905 about leather for libraries, an additional word at this time might seem superfluous, but the apology is only too near at hand. Day after day the librarian beholds the ravages of red decay utterly wipe out whole shelves of books. The history is always the same: First the title powders off, then the joints crack, and finally the boards dangle from the cords. This is what the librarian has to offer the reader before the end of the binding's fifteenth year. Hands, clothes and manuscripts become all stained; the leaves of the book enjoy no happier fate. The student with resentment will plod through the pile. The beginner will either turn from the old to the new or resort to the "best sellers." Sir Philip Sidney said that books serve two purposes: to teach, and to please. The library is no longer inviting. Law libraries suffer the most; but the other libraries share a common grief and the end, though slightly less sudden, is always the same.

Over ten years ago, two valuable English treatises on the subject of leather book-binding appeared—the first, "Report of the Committee of the Society of Arts on leather for bookbinding;" the second, "Leather for libraries." Both books proceeded along thoroughgoing scientific lines of investigation. The result was revolutionary in modern leather bookbinding of the better sort.

The salient causes of leather decay in binding were found to be three: the treatment of the leather for binding was injurious; the binding itself was faulty; the care of the leather bound books was improper. The cause for the decay of modern leather—that is, roughly speaking, from 1860 forward—was due chiefly to the use of stronger tanning materials, the employment of sulphuric and other mineral acids to aid in bleaching and dyeing, and the practice of splitting, scouring, stripping, rolling and embossing the skins. In binding, the leather was often pared down too thinly, stretched too much when wet and often printed and rolled with hot irons; and its fibre thus weakened and destroyed. Again, the strain was unevenly divided; the attachment of the boards to the book was often made to depend almost solely on the strength of the leather. With regard to the care of the books, the committee found that the rays of the sun, moisture, heat, tobacco smoke and fumes from burning gas, were especially deleterious. Lack of ventilation and the accumulation of dust were likewise adjudged harmful. Sunlight turned vellum yellow and scaly, calf became hard and brittle, while sheep, if too dry, softened and rubbed away.

The committee, after studying the old leather bindings which had successfully withstood the assaults of time from as far back as the sixteenth century, prescribed a positive method of securing the best results which may be briefly summed up as follows: The leather should be tanned and dyed without the use of mineral acids, and thereby the natural oil of the skin is preserved. The leather should not be branded, scoured, printed or embossed so as to destroy the fibre. Though the leather should

be flexible, the surface should be hard and firm in order that it may wear well. Glaire or varnish, and oil dressing were suggested as a preservative, especially where the books were used but little. The leathers in order of their strength and durability were roughly graded as follows: Pigskin, seal, goat-morocco, sheep and calf, vellum, Russia leather and skiver. The last three were hardly to be recommended.

Subsequently Henry E. Bliss of this country, in an article entitled "Better book-binding for libraries" (*Library Journal*, 1905, p. 849) clearly set forth the faults of modern leather book binding as gleaned from his own experience. Mr. Bliss called the American public's attention to the methods and opinions of the members of the English Society of Arts, of which he heartily approved.

A note on book-binding on page 848 of the *Library Journal* for the same year (1905) praises the English work cited and recommends it to American librarians. After deploring the necessity of a similar movement in America, the note concludes that "it ought to be possible for the A. L. A. Committee [on Book-bindings] to present from year to year a series of reports that would materially contribute toward more thorough knowledge of library book-binding and higher standards for process and methods."

Reviewing the later reports of the A. L. A. Committee on book-binding and leathers, as well as other notices for the same period, one can truly say that, though better leather is to be had in America than formerly, the results leave much to be desired. The reports for 1909 (*Library Journal*, 1909, p. 223-24) referring to a "Tender for book-binding" received by the Committee from an English establishment, states: "Under the head of 'Materials' it will be noted that all leather must conform to Society of Arts standard. It must be regretted that in this country leather conforming to this standard is so hard to obtain."

The report of four years later, in the

Bulletin of the American Library Association for 1913, reads: "Until within the last two or three years it has been difficult to get leathers tanned according to the specifications of the Society of Arts. Recently, however, several firms in this country have begun to specialize in leathers free-from-acid; and in addition to this, the Government Printing Office insists on having a certain amount of such leather and calls for it in its proposals for bids. These are encouraging signs that in the future we may hope to get leather which will not disintegrate so rapidly as that which we have been obliged to use for many years past."

It is to be lamented, however, that the "encouraging signs" have not produced very satisfactory results. This observation would seem to be in some measure confirmed by the report of the A. L. A. Committee on Binding (see *Public Libraries for 1914*, page 112, also *Library Journal*, 1914, page 31) in its recommendations for the use of cloth and leather, when it says: "We know positively that leather which is not free-from-acids is sure to deteriorate under conditions which will be found in all libraries. We know that leathers free-from-acids will last much longer, but how long is a matter of conjecture. Furthermore, it has been discovered that in many cases leathers which have been advertised to be free-from-acid have been found on analysis to contain as high as one per cent of free sulphuric acid." The article as a whole offers slender promise indeed with regard to durability of leather bindings, except where the books are large or subject to frequent use. This contemplates a short life—ten years at the most. On the other hand, cloth is given the preference in case of doubt, with the suggestion that it is everlasting in a temperate zone. The last deduction will not fail to provoke a smile from anyone who has read of the Chinese libraries situated in a temperate zone, which have had in their keeping for some thirty-six hundred years inscribed rolls and cloth bound boxes of strong silk and linen fabric, and who knows that the rolls and the boxes are not the same.

Even granting a long life to cloth as a binding material, it cannot wholly displace leather. A good leather binding lends a dignity and elegance to a book shelf which cloth can never attain. As the article just referred to points out, cloth is inferior for hard wear and bulky strain. In an earlier report of the A. L. A. Committee on Book-binding (*Library Journal*, 1907, page 167) it was said: "Books bound in art vellum, buckram or other book cloths become shaky sooner than those bound in leather. A leather-backed book, properly bound, wears longer, holds the lettering better, and looks well on the shelves even when ready to be withdrawn from circulation."

If the reports of librarians show a discouraging condition of leather bindings and leathers which purport to be free-from-acids and according to Society of Arts specifications, and are so advertised, the experience of the individual librarian is sadder still. Such American leathers have frequently been found to contain, when chemically tested, more than one per cent mineral acid. This means, of course, that a far stronger mixture was used at some time during the process, for it is well-known that the skins undergo a bath specially designed to remove the acid employed. Mineral acid will not wholly evaporate, as do the harmless formic, lactic and acetic acids. A tell-tale percentage of mineral acid always cleaves fast to the fibre.

It is difficult just yet to judge leather bindings done within the last few years by American firms which advertise to conform with the Society of Arts specifications. However, if the samples submitted of even date with the bindings are any criterion now of the life of the bindings, the efforts of the last ten years in our country have been vain indeed. The writer has preserved such samples together with the notices concerning them, some being placed in a large envelope, others within the covers of an ordinary book. In every case, these samples, ranging from one to three years in age, can be torn with ease in the

fingers like paper. The thick cowhide, the niger morocco, are not excepted. Starting with knife or shears is not required. The niger morocco observed, while soft to the touch, will skin up with a little wear. Of course leather tanned with mineral acids, except possibly a piece of pigskin or very thick cowhide, may be torn almost as easily when just new. The writer has often tried the experiment with the whole hide.

What makes the Inferiority of the American leather appear all the more noticeable is the startling contrast it presents with the English leather. Not only the English samples, chemically given a test as advertised, but samples and bindings of ten and eleven years ago belonging to the writer's private library, have shown no change and have worn well. In proof let the reader kindly turn to the two English books mentioned above, in which he will find samples of different kinds of leather pasted inside the covers. None of them can be torn, though the books were published in 1905, eleven years ago!

So much for the strength of the leather. The colors of the English leather have still preserved their original hue. It must be said, however, that the books so observed have not stood in the bright sunlight for long intervals.

Perhaps the most astonishing feature is the lack of disparity in price between the English and the American leathers. The writer has carefully compared the prices quoted by Messrs. Edward and James Richardson (English leather sellers who have enjoyed the patronage of the best English libraries) with the prices of ten presumably reliable and large bookbinders and leather sellers of the United States. The prices which obtained before the war were approximately the same. Since the war, the English prices have advanced but ten per cent, the American, thirty to forty per cent and even higher. Since the war, all American leather is not only high priced but scarce. (See recent report of leather convention which met last May.)

Since all hides excepting sealskin are

duty free and existing express and postal rates are low, it would seem that in the future only excessive confidence in American leather sellers and buckram, plus, perhaps, unfavorable state legislation, would keep English leather from gracing our more precious books for some time to come.

A motion was made that this paper be referred to the Committee on Bookbinding of the American Library Association.

This motion was seconded and agreed to.

President SMALL: We will now take up the report of the Joint Committee on National Legislative Information Service, of which Mr. George S. Godard, state librarian of Connecticut, is chairman.

Mr. GODARD: Members of the Association and friends: I am reminded at this time of Mr. Hooligan. He had been gone from town for a few days, and when he came back they asked him where he had been, and he said, "I've just been to a convention." And they said, "What did you do?" He said, "We convaned."

I am reminded of Hooligan's convention because it is so different from ours, because we seem to be so busy and trying to do things. I remember that in our convention at Mackinac there was a great desire expressed that there might be some system provided whereby state libraries might keep in touch with the legislation of different states. At that meeting in 1907 a committee was appointed on National Legislative Information Service, but without funds, without plans, and, shall I say, without patrons? Your Committee started out and I think has appeared regularly, patiently, and shall I say persistently, up to the present time.

Not simply three times, but three times three, this Committee met. It is a pleasure, as one of the members, to present to you this report in a formal way. I think that every one has had a copy sent to him direct, in order that he might get in touch with what the Association was planning and what it is thought can be done.

LEGISLATIVE INFORMATION TO AID LIBRARIANS

Report of Joint Committee on National Legislative Information Service on the Publication of the Official Index to State Legislation

To the American Association of Law Libraries and the National Association of State Libraries: You are frequently called upon for information respecting pending or previous legislation, in your own and in other states, but owing to incomplete records and to insufficient appropriations to provide for the proper analysis, classification and arrangement of the available material, you have been unable to furnish much of the requested information and such information as you have given has, in many cases, been obtained only after more or less delay, by considerable research and at the expense of valuable time, not to mention inconvenience and annoyance.

The Joint Committee on National Legislative Information Service of the National Association of State Libraries and American Association of Law Libraries, has continued its efforts unremittingly since the work was organized in 1907, and feels that it has now finally solved these problems in the publication, under its direction, of the "Official index to state legislation," which was inaugurated in its present form in 1915 and has been continued each week during 1916. Since January 1, 1916, it has furnished to every state library and legislative reference bureau the weekly cumulative numbers of the "Official index to state legislation," which have given you an opportunity to judge its merits and its necessity as a working tool in your reference work.

It has enabled you to answer easily and quickly questions respecting legislation, in any or all states, regarding which in other years you could not have furnished any information. This Index has solved one of your problems. It has made your library service more complete and valuable, and has enabled you to give information with little expenditure of time or effort.

Plan of Publication

It contains a subject and numerical index, digest and record of all bills in all state legislatures, cumulated and corrected weekly. Each issue is complete in itself, contains all changes in position of bills and all bills introduced during the week, and enables the user to ascertain the subject, nature and status of every pending bill.

Subject Index

The subject index classification tentatively adopted by the Committee, covers all legislation of general or public interest, is based upon a study of all classifications now in use, and has been designed to meet the practical requirements of daily use by legislators, legislative reference librarians, and lawyers. Private and local bills are not classified. Many changes and improvements in the subject classification have been decided upon and will be shown in the final number for 1916. The arrangement of the subject index is (a) by subjects, alphabetically; (b) under each subject, by states, alphabetically; (c) under each state, the Senate first and then the Assembly, or House; and (d) under each house, the bills first and then the resolutions, numerically, by introduction numbers.

Numerical Index

The arrangement of the numerical index is (a) by states, alphabetically; (b) under each state, the Senate first, and then the Assembly, or House; (c) under each house, the bills first and then the resolutions, numerically, by introduction numbers. The entry for each bill and resolution gives, (1) the bill number, (2) the date of introduction, (3) the subject, (4) the effect of the proposed legislation or the "short title" of the bill, (5) the name of the member introducing the bill, and (6) the position, or status of the bill, on the date shown at the head of the column.

Service in 1917

During 1917, forty-three legislatures will be in session and the development legally, economically and socially in the

several states will be correspondingly important and, until June 1st, the Official Index, according to present plans, will be cumulated and published weekly and each issue will contain everything that previous issues have contained, until final disposition of bills is shown, with changes in position of bills and new bills introduced subsequent to the previous issue. Weekly supplements will be issued from June 1st, until the publication of the complete annual number, about August 1st, which will show the final disposition of bills when all the legislatures adjourned. After the issue of the complete annual number, weekly cumulative supplements will be issued when any legislature is in regular or special session.

We also expect to make arrangements whereby, during the coming year, that part of the weekly numerical index for any specific state may be furnished separately at nominal cost, in lots of one hundred, to any state library, legislative reference bureau or legislature desiring to secure them.

Benefits of the Service

The Official Index will save your time, eliminate many annoyances, and enable you to make the service of your library more valuable. Its use will enable you to answer any question concerning legislation easily and quickly. Its arrangement is so simple that the seeker for information can easily find for himself any information regarding state legislation. As the material comes from official sources, and is compiled and edited by most carefully trained legislative experts, you need feel no doubt as to its accuracy or dependability.

The following instance is but one of many illustrating the usefulness and value of the Index:

"Can you tell me," said Senator Murray, addressing Miss Brown, an assistant in the Legislative Reference Library, "in what states bills have been introduced this year in relation to rural credits?" "Certainly," Miss Brown replied, rapidly turning the pages of the Official Index on her desk. "There was one bill in Kentucky—

House Bill No. 551, Louisiana House Bill No. 31, Mississippi House Bill No. 46, New York Senate Bill No. 1311, South Carolina House Bills Nos. 603, 606, 649, 1225, and Senate Bills Nos. 881, 892, 1616, 1627, 1661." 1661."

"I am very agreeably surprised," the Senator said. "Last year I was anxious to ascertain in which states legislation affecting the subject of Workmen's Compensation had been proposed, and you were unable to offer me any assistance. After considerable delay I procured, through correspondence from the various states, some information, but it was far from satisfactory. I am curious to know if your book gives any information on the subject." Miss Brown turned to the last page of her Subject Index and immediately told the Senator that there had been legislation on that subject in ten states this year.

Co-operation of State Libraries, Bureaus and Departments

The Official Index is compiled and published under a co-operative agreement between the publishers and this committee, pursuant to which the state libraries and legislative reference departments, which have co-operated in furnishing the information and material from which the Index has been compiled, have received the Official Index service without charge during 1915 and 1916.

In 1915 and 1916 twenty-seven state libraries, legislative reference bureaus and departments co-operated in furnishing to the committee the legislative information and material required, from which the Index is compiled. Some furnished entirely complete, accurate and prompt service, while the service from others was not complete or prompt enough to be relied upon fully, and was supplemented by information procured from legislative officers or private information bureaus and other sources, at an expense of several thousand dollars. Six additional states have promised to co-operate in 1916, making thirty-three states co-operating, and leaving only fifteen states not co-operating. These states are:

Alabama, Arkansas, Colorado, Delaware, Florida, Idaho, Kentucky, Mississippi, Louisiana, New Mexico, New York, North Dakota, Tennessee, Utah, Wyoming.

Your committee urges the libraries in those states to do their utmost to co-operate to the fullest possible extent, if necessary making special appeals to their legislatures for the means with which to do so, in order to make the co-operative plan an entire success and to make the service entirely satisfactory and also to reduce the expense as much as possible. Libraries which have co-operated in part only are urged to make their service full, prompt and accurate, so that their states may be fully represented in the Index, and that the other libraries may not be embarrassed by missing, delayed or inaccurate information as to those states.

Cost of Publication and Subscriptions

In 1915, the cost of compiling, editing and printing, not including overhead or supervision, was \$14,866.44 and the publishers received no income, except \$390 from thirty-nine copies of the annual number at \$10 each, because the service was not yet sufficiently complete and prompt to sell, only six numbers being issued at irregular intervals and the subject index not being included until the final number. This made the net loss in 1915, \$14,476.44, and the service was furnished entirely without charge to all the state libraries and state legislative reference departments, whether they co-operated by furnishing information and material or not.

In 1916, the cost of compiling, editing and printing, not including overhead or supervision, was \$7,956.76 and the publishers' total income, from thirty-three subscriptions at \$100 each and contributions by the state libraries of Illinois, Indiana, Kentucky, Maine and Connecticut of \$100 each, was \$3,800, making their net loss in 1916, to the date of this report, \$4,156.76, and the service was furnished without charge, except the five contributions noted above, to all the state libraries and state legislative reference departments, whether they co-

operated by furnishing material and information or not. Of the thirty-three paid subscriptions to this service at \$100 each, only sixteen were from public and law libraries.

It will probably cost between \$27,500 and \$30,000 to give prompt complete weekly service in both the numerical and subject index in 1917, or about \$12,000 more than it cost to give the incomplete service in 1915.

The publishers decline to increase their loss, especially as the present plan of publication has been perfected and their ability to give a regular weekly cumulation and publication has been fully demonstrated throughout 1916; and this committee must therefore secure one hundred subscriptions for 1917, at \$200 each, in addition to the thirty-three present subscribers, in order to pay the cost of publication. In view of the situation it has been decided that the co-operating libraries as well as the non-co-operating libraries, will pay for subscriptions in 1917, but the committee and the publishers have agreed that, as soon as the index becomes fully self-supporting from subscriptions from non-co-operating libraries, corporations, associations and individuals, and from saving in expense by reason of increased co-operation on the part of state libraries and legislative reference bureaus, who now do not furnish their states' journals, bills and calendars, etc., or who do so only imperfectly, the service will thereafter be furnished to the co-operating libraries without charge, and the charge to other libraries will be reduced from year to year, as rapidly as possible, to a maximum of \$100 in the odd, or heavy legislative years, and to \$50 in the even, or light legislative years.

It is necessary that the Index be financially self-supporting, and no longer be a burden on the compilers, and we urge you to give it your active support during 1917, not only by serving as a co-operator, but by subscribing for the service. As the cost of the undertaking is determined by the total number of co-operators and subscribers, your participation is essential.

The members of the Committee will receive subscriptions and furnish copies of the Index and any other information desired, if you will call on them at the American Library Association Headquarters in the New Monterey Hotel, or the headquarters of the National Association of State Libraries in the Columbia Hotel.

Asbury Park, N. J., June 27, 1916.

GEORGE S. GODARD, Chairman.

F. O. POOLE, Secretary.

President SMALL: Any further report of this committee? What is your pleasure? I should like to hear from several here in regard to this. This is a worthy question, one to which we should give our cooperation and support. If you do not understand just what this Index is, now is your opportunity. Mr. Lapp, will you give us a few words additional to the printed report?

Mr. LAPP: I don't know that anything of very great value could be added to the printed report, except one or two suggestions of the use which can be made of this service. As Mr. Godard has pointed out, it has been organized for the last nine years, and was tried first on cards. Many of us did not think the card system would work because of the fact that in a very short time the whole available space would be filled with card stacks. Not until this cumulation was worked out did we think the service possible, but now everyone who has had any part in it feels that it is just the thing desired. For my part I do not see any opportunity to make the service better than is now given or promised for 1917. I do not know of any particular thing I could suggest to perfect it. The whole problem now is to meet the cost involved in getting it out. I think it is the duty of every legislative reference bureau and state library to subscribe to this service for the purpose of giving the adequate financial support.

For one thing, it will offer us a chance to save the state from five to seven thousand dollars. You will notice that the committee refers to a plan to furnish reprints of the

weekly numerical index to the bills of any specific state. What does that mean? It means this: We will furnish the information from Indiana so that the copy will be in by Saturday evening; by Sunday morning the reprint of the index to Indiana's bills will be in the mails; and by the time the legislature convenes on Monday it will be in the hands and on the desks of the members. We will secure, say, three hundred copies, enough to go around. That will serve as a calendar of bills, at a saving of at least five to seven thousand dollars. This will give, when the matter is completed, the calendar of bills from Indiana at a very great saving. That then is one item which the states, at least those on this side of the Mississippi River, can make of great advantage to them. So far as service to individual libraries and legislative reference bureaus is concerned, it is my own notion that the legislative reference bureau that does not use this isn't very much of a live reference department. It is a measure of the activity of the legislative reference bureau whether or not this service is used, and by the extent to which we use it we measure our activity as a department and our service to the state.

I hope that right here we shall have sufficient support guaranteed to be sure that with the support to come from outside we can make this a success during the coming year. We cannot ask the publishers, of course, to go on sinking money in it. I do not think that the publishers will lose beyond this year. I do think that at the close of this year the promise of reduction which is made at the end of the report will be fulfilled. That means that we shall then have the service at a much lower figure. I do not think that it is possible to have a more perfect service. I can answer for Indiana that we shall save the Committee and the company as much expense as possible by furnishing all information about bills and the progress of bills; and I am willing to agree to our share of whatever expense may be necessary. Two hundred dollars is an exceedingly low

price. I hope that we shall be able to secure the number of subscribers we need. I promise for our section of the country, and I promise whatever influence I have with other people to bring about the adoption of this report. We have quite a number of librarians here who are sure to co-operate if this matter is brought to them in the right light.

Mr. ROBERTSON: I simply wish to express my pleasure at the program the Committee has worked out. Of course, being a Canadian province, we are not interested directly; but we feel like this: Very often lawyers from Manitoba and other places come into my library to get particulars such as this Index furnishes, and we haven't anything to give them. We have to hunt up with considerable labor the statutes of the various states and let them search for themselves to find what they want.

I think this Committee is deserving of commendation. Although our Province is not now included, it may be later on, but in any case if we are accepted as subscribers to the Index, I am quite willing, on behalf of Manitoba, to help out the enterprise.

Mr. POOLE: Here we have a service, a means of information that we have always wanted. You all know that the one thing to which we had no adequate answer was a question regarding legislation in the states, and here we have it. Are we going to let it fall down; are we going to lose it? It is a well-nigh perfect thing, carefully worked out; and there has been no end of money spent in perfecting the details. Now, it is up to you to make a move. We have what we have always wanted. Up to the present it has been practically a gift to us. Are we going to let this thing go by the board? That is the question.

Mr. GODARD: I would suggest that our secretary call a list of the present co-operators to see how many of them feel that they can assure us at this time of their support. I would say, Mr. President,

that I was very much pleased this morning, after talking with Dr. Putnam, librarian of Congress, to receive the subscription of the Library of Congress for the service next year; this will be in addition to the two copies which they now receive under the copyright law.

(The co-operators in attendance then reported informally on their ability to subscribe to the Index at the new rates.)

Mr. GODARD: Before we adjourn I should like to have Mr. Allen stand up and show himself.

President SMALL: I will say that Mr. Allen is the man behind the gun. He is doing the work and is putting a large amount of money into it. I understand he is willing to stand behind it if we will do our part in co-operating to make it at least self-supporting. We hope that after awhile it will be profitable to the company.

Miss DAVIS (Wyoming): We hope to co-operate after this winter if the Legislature will give us the money.

Mr. BRIGHAM (Rhode Island): Will this not be continued unless we make it self-sustaining?

President SMALL: Mr. Allen, Mr. Brigham asks: "If this is not self-supporting will you continue it?" Mr. Allen has lost only about thirty thousand dollars already.

Mr. ALLEN: I think that we feel that we ought not to go any further than we shall have gone when we have finished the service for 1916. The number of subscriptions to be secured is not large—a hundred or more will do it, and undoubtedly we will get some from corporations and trade associations—but if the thing isn't good enough to stand on its own feet, after the nine years of work done on it and the two years in which it has been carried out, if it isn't good enough to work its own way from now on, we don't feel that we ought to put any more money into it. We have given our time and a great deal of hard work, in addition to the money; and we don't feel that the risk ought to be increased any further. As a matter of fact, our Board of Directors won't

consent to increasing the investment to be made.

Thereupon the Joint Session adjourned.

FIRST SESSION

National Association of State Libraries.

Parlor, Columbia Hotel Tuesday, June 27, 8 p. m.

The meeting was called to order by President Small.

President SMALL: I am informed that Mr. Dullard, state librarian of New Jersey, who welcomed us so cordially this afternoon, has an appendix to his address of welcome.

Mr. DULLARD: Mr. President, ladies and gentlemen: I think the chairman has fallen into a trap that Mr. Godard set for him. Mr. Godard called him a moment ago and told him that I had not finished my speech this afternoon, that I had something more to say. I have something more to say that was not appropriate this afternoon, because we had a joint meeting. Now we are meeting as the National Association of State Libraries; and, Mr. President, your friends in the National Association of State Libraries appreciate the efforts that have been put forth by you to make this meeting a success, and because of that and because of the very high personal regard they have for you, they have thought it fitting that some expression of their feeling should be made. They have deputized me to do the expressing, so to speak, and I have the pleasure, on behalf of the National Association of State Libraries, to hand you this little memento, which we ask you to take back with pleasant recollections of this convention.

(Presents Mr. Small with a gavel).

President SMALL: Mr. Dullard, and friends of the Association: When I made that unseemly remark about an appendix I did not realize what was coming to me. But I wish to assure you, Mr. Dullard, that I highly appreciate your courtesy in presenting me with this gavel. I will say that I have a failing: wherever I go I always try to carry back with me a memento of the occasion or the place I have

visited. This shall be a memento of the Asbury Park Conference, the nineteenth annual session of the National Association of State Libraries. I appreciate it, Mr. Dullard, coming from the Association as it does, and presented, as it is, by you personally as state librarian of New Jersey. I hope that I shall not use it in an arbitrary manner; and I will try to conduct myself in such a way as to merit the confidence you have in me. I thank you and thank you all. I value it much more than I can express to you.

The time has now come for the first separate session of the National Association of State Libraries. I have prepared a lengthy report, but I assure you that I shall not read it all. Much of it is statistics, which you will find later in print, and which may be of interest, especially to those who are in state library work.

PRESIDENT'S ADDRESS

By A. J. Small, *Law Librarian, Iowa State Library*

Once again our Association is meeting on the Atlantic coast where the ensign of liberty was first flung to the breeze, and whence came those patriotic pioneer citizens and soldiers who blazed their way toward the land of the setting sun and aided in founding this mighty nation, the benefits and privileges of which we now enjoy. As your executive officer for the year just closing, I am glad to welcome you here; and in the midst of these pleasant surroundings, with a spirit of patriotism filling the heart of every true American citizen, I greet you.

Our mission is one of progress. Our forefathers and predecessors did a great work in founding our free institutions; their successors were equally wise and noble in their development and extension; and it is for us to continue the work placed in our hands. So it is with the library as an institution. Each generation has progressed a little further. Many of the difficulties of the past have been overcome but there are still problems to be

solved. Two thousand years ago and more, there was a cry against the multiplicity of books, and we still have that complaint. With a thousandfold more books today, our difficulties are multiplied; yet scientific principles applied, with co-operative ideas, have worked out systematically many of the fundamentals. Today we are dealing with the technical. It is not enough to know a book by its title or color; its contents must be analyzed and digested and put in the best shape for quick and ready reference. "Preparedness" is the slogan everywhere, and is applicable to every walk of life, whether in war or in peaceful pursuits.

Progress and advancement have been made in many lines and we often refer to our "enlightened civilization"; yet, when considered from the standpoint of greed for conquest or self-glorification, we are not far removed from the semi-barbarism of Alexander and Cæsar. Human nature is much the same in every age. The accounts which we see of the "whipping post" of Delaware or the "boiling water test" of Northern Rhodesia stir us with righteous indignation, and for the moment we question our "advanced" civilization. After two and a half centuries the courts of this country have been asked to determine the question of the authorship of Shakespeare. One judge says "no"; another says "yes." The works are not minimized by the controversy, and it makes but little difference to the reader whether Shakespeare or Bacon was the author.

Many other matters might also be noted, but as librarians come together for a specific purpose, I herewith submit a few questions in which we are interested.

Documents

We are all more or less interested in documents. There is not a section or a division of our libraries of which they do not constitute a part. Valuable and important as documents are, they are as a rule, except those upon special subjects in which we are particularly interested, but little understood and more often greatly

mistreated, and receive the least consideration of any class of books under our control. Many documents received are scarcely given a decent burial, by consignment to the top shelves of the upper story. From the standpoint of the ordinary reader, this is the usual conception of their value; but it is wrong to place them anywhere in the library, without knowledge of their contents. Documents, if desirable, should have a fair share of our consideration, by being carefully reviewed and their contents drawn out and carded. The same is true of much pamphlet material. Pamphlets, not altogether documentary, are continually coming to us in large quantities, and the best manner of caring for them is still a mooted question among librarians.

Standardization of Miscellaneous Publications

The state libraries publish or have an influence over the issuance of numerous publications, such as bibliographies, indices, check-lists, pamphlet laws and reports. These publications are of various form, size, style and arrangement. As a committee on bibliography and publications in the American Association of Law Libraries, I have called attention to this subject heretofore. As most of these publications emanate from state libraries or affiliated institutions, I consider it not inappropriate to restate in substance my former recommendations.

I would suggest and recommend that we standardize miscellaneous publications originating from our respective libraries, or other departments over which we have control.

For filing purposes it is inconvenient to have pamphlets of various sizes, some thick and short, others thin and oversize. It is becoming quite the custom in the several states to publish much of practical material in pamphlet form for convenience and ready reference. If expedient to have material published separately, why not consider convenience in size and usefulness for handling?

Our bibliographies are quite irregular as

to make-up, individual fancy appearing to dictate size, style and order of arrangement. Some consider the author or writer of the article paramount for alphabetical arrangement; others, the title as it appears, or a catch word; and still others arrange by dates. The point is not so much how it is done as the advisability of establishing a uniform system.

Occasionally pamphlets, verbatim reprints of some particular law or laws, are issued without title-page, date, subject or state. In such instances, when these pamphlets are separated from the wrapper in which they were received, it is difficult to identify their history and origin, and particularly to decide to which of the forty-eight states they belong.

I would also call your attention to the fact that documents are being issued, with the name of the state omitted from the back label and the contents not specifically made known.

I appreciate that as a rule, these matters are outside our jurisdiction; but we can offer the suggestion to the issuing departments and in many instances have these errors corrected. In this day of co-operative service, completeness and uniformity are highly desirable.

Volunteer Service

If our organization stands for anything, it is for co-operation and fraternal assistance; and yet, I sometimes wonder if we express our friendliness and willingness in the most substantial manner possible. None of us can live to ourselves alone, and be we great or small, each in a certain degree is dependent on the other. We ask personal and public favors of each other, which, as a rule, we gladly grant with the invitation to "come again."

But do we volunteer our services? We all have pressing duties claiming our attention, and opportunities for volunteer service are occasionally overlooked or neglected. For instance, did we volunteer to go into our basements or attics where our duplicates are stored and offer them to the New York State Library after its de-

struction by fire a few years ago? A state may have an abundance of money for purchasing, but volunteer service such as this in time of misfortune stands for far more than that which may be had by purchase or financial remuneration. Such a service is not charity, it is a demonstration of our friendship; and in the conduct of a library the interchange of friendly courtesies is most desirable. The documents or volumes which we might send would cost us practically nothing except a little labor on our part. We need not necessarily await a calamity such as befell New York to render voluntary service. No doubt, there are now in our several storerooms, attics or basements, many out-of-print documents much wanted by libraries of other states. Sometimes we see advertised in the catalogs of auction or secondhand dealers a long list of out-of-print material, much of which comes from libraries. Why not give other libraries the first chance? If a price is required, it might be considerably less than that asked after the material has gone through the hands of a second party.

Let us not wait for the S. O. S. signal before rendering a needful service, but rather at all times give evidence of universal fellowship and co-operation, extending not only to those who are permitted to attend these conferences, but also to those state libraries having limited resources, and especially those who have not had the advantage of years of accumulation such as have been accorded to some of us.

Index to State Legislation

For a considerable number of years, and in fact ever since legislative reference work became a factor, each library in its own way has been trying to keep in touch with current laws and bills pending in the several state legislatures.

A joint committee, representing the American Association of Law Libraries and the National Association of State Libraries, has been in existence for some years working co-operatively upon a plan of having a publication issued periodically, giving the status of all bills introduced in the legisla-

tures of the several states. I need not go into a review of the labors of the committee and the result attained in the Official Index to State Legislation, as a detailed report has already been made. Suffice it to say, that I heartily recommend the co-operation of each and every library of the country in this work. We know the value and convenience of the Official Index to current legislation and should give it our support.

Is Political Partisan Control an Issue?

Has the pendulum of public opinion swung back so far as to eliminate partisan control from our libraries and to place them in their rightful position, coördinate with other educational institutions, without creed or party affiliations, institutions whose fundamental principles are for all the people? Elimination of politics has been our watchword for a generation. Has this been accomplished, or what have we done?

Politics in the library, whether state or municipal, is most unfortunate. It has a tendency toward uncertainty and inefficiency. Fortunate are those of us who have been relieved from its ban. As a rule, the short-term librarian, subject to partisan control, is placed in an embarrassing position. Much as he may desire to do effective and constructive work, there is no incentive for close application or progressive methods. I appreciate that this Association has no jurisdiction or possible influence over affairs of state in the various parts of the country; but from personal knowledge and contact I know that much good has been accomplished indirectly in the years that have passed. Compare, if you will, our present condition with that of the early nineties when Melvil Dewey and a few more aggressive librarians spread their influence throughout the nation and brought system out of chaos. From a majority of the libraries of the land have come institutions high in public affairs, rendering service that stands for loftier ideals and better citizenship. Not only have libraries been aroused from their former lethargy and stagnant condition, but new avenues have been opened by

which their field of usefulness has been enlarged. A third of a century ago, the legislative reference library was a visionary idea in the minds of a few; traveling libraries were undreamed of; library extension was practically unknown except in its simplest form and then only as a matter of courtesy; a library school was unheard of; and librarians, as a rule, were chattels in the grip of politicians.

That we may know the present conditions and note the progress toward non-partisan libraries and librarianship, I have tabulated the laws of the several states giving,

First, the source of the appointment of state librarians, with length of term;

Second, the governing body;

Third, the salary;

Fourth, the length of service as far as possible;

Fifth, statute references; and

Sixth, a recapitulation or résumé, grouping the various phases topically.

Summary of State Laws Relating to State Libraries

Alabama: The marshal of the supreme court is ex officio librarian of the State and Supreme Court Library. Appointment is for an indefinite term and is made by the supreme court who are trustees. The functions of the state library are almost entirely law. The Department of Archives and History is a library of a general nature, consisting of miscellaneous works, history, library extension, etc. Salary of librarian, \$2,000. Code 1907:1417, secs. 5971-5974.

Arizona: The state library is known as the State Law and Legislative Reference Library. The first appointment was made by the legislature. The vacancies are to be filled by the board of curators for an indefinite term. The library is managed by a board of curators consisting of three members appointed for two years by the governor, with the consent of the senate. The functions of the library are general, including legislative reference. The length of service of the present librarian is one

year. Salary of librarian, \$2,400. Laws 1915:134; 1st special session, p. 20, sec. 88.

Arkansas: There are two libraries under separate control. *State Library*—The secretary of state is ex officio state librarian, whose term is two years. The library is under the direction of the governor. The length of service of the present librarian is five years. Kirby's Digest 1904:783, sec. 3377. *Supreme Court Library*—The clerk of the supreme court appoints the law librarian for an indefinite term. The library is under the supervision of the clerk of the supreme court. Salary of the law librarian, \$1,500. Laws 1905:218; 1907:1054; 1911:227.

California: The librarian is appointed by the board of trustees for a term of four years. The board of trustees consists of five members appointed by the governor for a term of four years. All the state library activities are centralized in the state library. The length of service of the present librarian is seventeen years. Salary of librarian, \$3,600. Deering's Pol. Code 1915: secs. 2292-2303.

Colorado: This state has two separate libraries, namely, the state library and the supreme court library. *State Library*—The superintendent of public instruction is ex officio state librarian, and is authorized to employ an assistant at \$1,000 per year. The state librarian appears to be accountable only to the legislature for funds expended, etc. The length of service of the present librarian is three and one-half years. *Supreme Court Library*—The law librarian is appointed by the supreme court for an indefinite term. The justices of the court constitute the governing board. The length of service of the present librarian is three and one-half years. Salary of the law librarian, \$1,500. Courtright's Stats. 1914: secs. 1420, 3951-3964. Constitution, Art. 4, sec. 20.

Connecticut: The state librarian is appointed for an indefinite term by the library committee. The library committee consists of the governor and two persons appointed biennially by the general assembly. Custom, however, has selected the

secretary of state and a judge of the supreme court living at Hartford. The nature of the library is general, including law, legislative reference, archives and public records. The length of service of the present librarian is sixteen years and for two years before that he was an assistant. His predecessor served for forty-five years. Salary of librarian, \$3,600. Laws 1911:1308, ch. 49; 1913:1759.

Delaware: The librarian is appointed by the governor for a term of two years, subject to removal at any time. The library is under the supervision of the supreme court. The librarian is ex officio custodian of the state house and secretary of the library commission. The functions of the library are general. The commission and traveling libraries are separate. The length of service of the present librarian is four years. Salary of librarian, \$1,200, payable quarterly. Rev. Laws 1915:17, ch. 5, secs. 24-31.

Florida: There are two libraries, the executive and legislative library and the supreme court library. *Executive and Legislative Library*—The secretary of state is ex officio librarian and custodian of capitol building for a term of four years. The library is under his supervision. The length of service of the present librarian is fourteen years. *Supreme Court Library*—The clerk of the supreme court is ex officio librarian and custodian of the supreme court building for an indefinite term. The supreme court constitutes the governing board. Comp. Laws 1914:v. 1, ch. 2, sec. 84; v. 2, ch. 5, sec. 1753a; ch. 9, sec. 1773.

Georgia: The governor appoints the state librarian and the senate confirms the appointment. Term is four years. The library is under the direction of the governor but the expenditure of the library fund is under the direction of the supreme court. The library is of a general nature, including legislative reference. The length of service of the present librarian is eight years. Salary of librarian, \$1,800, payable quarterly. Park's Code 1914: v. 1:112, sec. 172.

Idaho: The supreme court appoints the

librarian for an indefinite term. The justices of the supreme court constitute a managing board. The library is of a general nature. The length of service of the present librarian is fourteen months. Salary of librarian, \$900. There is a second library located at Lewiston, known as the State Law Library, for the use of the supreme court, and the deputy clerk of court is acting librarian. Rev. Code v. 1: 455, secs. 833, 834.

Illinois: Illinois has a state library and a state law library, each under a separate management. In addition there are a state historical library, a traveling library, and a legislative reference bureau, each under separate control. *State Library*—The secretary of state is ex officio state librarian for a term of four years. He is authorized to employ an assistant at \$1,300 per year. The length of service of the present assistant is four years. The governor, secretary of state and superintendent of public instruction constitute a board of commissioners. The length of service of the present ex officio librarian is about one year. *State Law Library*—The supreme court librarian is appointed for an indefinite term by the judges, who constitute a board of trustees and are authorized to fix the salary of the librarian at not to exceed \$3,000. The length of service of the present librarian is sixteen years. Hurd's Rev. Stats. 1916:773, ch. 37, sec. 17; p. 2541, ch. 128.

Indiana: Indiana has two libraries controlled by different boards. The bureau of legislative information is separate. *State Library*—The state librarian is appointed by the board of trustees for a term of two years. The state board of education constitutes a board of trustees. The length of service of the present librarian is ten years. Salary of state librarian, \$2,500. *Supreme Court Library*—The supreme court controls and manages the supreme court library and appoints a librarian for an indefinite term. Salary of law librarian, \$1,800. Burns Stats. 1914; secs. 1370, 9290. Laws 1915: 346-347.

Iowa: The state librarian is appointed by the board of trustees for a term of six

years and is also president of the library commission. The governor, secretary of state, superintendent of public instruction and judges of the supreme court constitute a board of trustees. The library is of a general nature including general, law, historical, and legislative reference departments. The length of service of the present librarian is eighteen years. Salary of librarian, \$2,400. Code Sup. 1913: sec. 2881b.

Kansas: The state librarian is appointed by the governor for a term of four years, upon recommendation of the judges of the supreme court. The supreme court constitutes a board of directors. The library is of a general nature, including legislative reference. Length of service of present librarian is seventeen years. Salary of librarian, \$2,000. Stats. 1909: sec. 8242. Constitution, Art. 15, sec. 228.

Kentucky: The state librarian is elected by the general assembly for a term of four years. The secretary of state, attorney general, and auditor of public accounts constitutes a board of trustees. The length of service of the present librarian is eight years and he was previously an assistant for sixteen years. Salary of librarian, \$1,800. Carroll's Stats. 1915, v. 1:1269, secs. 2445-2450.

Louisiana: The secretary of state appoints the state librarian for four years. The secretary of state has supervising powers over the library. The length of service of the present librarian is four years. Salary of librarian, \$1,200. Marr's Rev. Stats. v. 2:1484.

Maine: The state librarian is appointed for three years by the governor with the advice of the council. The governor and council constitute a board of trustees. The library is of a general nature. The length of service of the present librarian is one and one-half years. Salary of librarian, \$1,800. Rev. Stats. 1903:63.

Maryland: The librarian is appointed by the governor with the consent of the senate for a term of four years. The judges of the court of appeals appoint a committee of three or more persons to purchase

from time to time such books, etc., as are deemed advisable. This committee prescribes rules for the conduct and management of the library. The length of service of the present librarian is two months. Salary of librarian, \$1,500. Const. Art. 7, sec. 3.

Massachusetts: The governor appoints the librarian with the advice and consent of the council, for an indefinite term. The president of the senate and speaker of the house, with three persons appointed by the governor for a term of three years, constitute a board of trustees. The library is of a general nature, including legislative reference. The length of service of the present librarian is seven years. Salary of librarian, \$4,000. Rev. Laws, v. 1:102, secs. 24, 26. Laws 1910:164, ch. 217.

Michigan: The librarian is appointed for a term of four years by the governor, with the approval of the senate, and the governor may remove him at any time for cause.

The governor acts jointly with the two legislative committees in the making of library rules, etc. The library is of a general nature, including traveling libraries and legislative reference. The length of service of the present librarian is twenty-five years. Salary of librarian, \$1,800. Howell's Stats. v. 1:383, sec. 629.

Minnesota: The governor appoints the state librarian for a term of two years, with the consent of the senate. The justices of the supreme court constitute a board of trustees. The functions of the library are largely law and legislative reference. The service of the present librarian is five and one-half years, with previous service of six years as an assistant. Salary of librarian, \$3,000. Const. Art. 5, sec. 4. Genl. Stats. 1913, secs. 130, 131, 294, par. 8.

Mississippi: The state librarian is elected by the legislature for a term of four years. The board of trustees consists of the governor, attorney general and justices of the supreme court. The function of the library is largely law. The general works are in the Department of Archives

and History. Salary of librarian, \$1,500. Const. Art. 4, sec. 106. Code 1906; 1276, sec. 4717.

Missouri: The supreme court appoints the state librarian for an indefinite term. (By order of the court the term has been made four years.) The supreme court constitutes a board of trustees. Function is largely law; legislative reference and extension departments are under the library commission. The length of service of the present librarian is three and one-half years. Salary of librarian, \$1,500. Rev. Stats. 1909, v. 2:2543, secs. 8152, 8168.

Montana: Montana has two libraries which are under separate management. *State Historical and Miscellaneous Library*—The librarian is appointed by the board of trustees for a term of two years. The board of trustees consists of five persons appointed by the governor for a term of two years, with the advice of the senate. The legislative reference is included in this department. Salary of librarian, \$2,100. *State Law Library*—The law librarian is appointed by the board of trustees for a term of two years. The justices of the supreme court with the secretary of state and state auditor constitute the board of trustees. Salary of law librarian, \$2,500. Code 1907, v. 1:341, sec. 1208-10.

Nebraska: The supreme court reporter is ex officio state librarian and is appointed by the supreme court for a term of four years. The judges of the supreme court constitute a board of directors. The legislative reference library and the library commission are in separate departments. The length of service of the present librarian is twelve years. Salary of librarian, \$1,500. Const. Art. 6, sec. 8.

Nevada: The librarian is appointed by the state library commission for an indefinite term. The justices of the supreme court constitute the library commission. The library is of a general nature. Salary of librarian, \$2,000. Laws 1915:310.

New Hampshire: The librarian is appointed by the board of trustees for an indefinite term. The board of trustees consists of three members appointed by the

governor for three years. The state library is of a general nature, including library extension and legislative reference. The length of service of the present librarian is twenty-one years. Salary of librarian, \$2,500. Stats. 1901:79, sec. 4, 12.

New Jersey: The librarian is appointed by the state library commissioners for a term of five years. The library commissioners consist of the governor, chancellor, chief justice, attorney general, secretary of state, treasurer, and comptroller. The library is of a general nature, including legislative reference. The length of service of the present librarian is two and one-half years. Salary of librarian, \$3,000. Comp. Stats. 4:4901, sec. 3.

New Mexico: The governor appoints the librarian with the advice and consent of the senate. The judges of the supreme court constitute the board of trustees. Salary of librarian, \$900. Laws 1915:56.

New York: The regents of the university of the state of New York appoint the director of the state library for an indefinite term. The governing board is vested in the regents of the university of the state of New York. All the state library activities are centralized in the state library. The length of service of the present director is eight years. Salary of director, \$5,000. B. C. & G. Code, v. 1: 1315, sec. 1091.

North Carolina: There are two libraries in North Carolina under separate management. *State Library*—The state librarian is appointed for a term of four years by the board of trustees. The board of trustees for the general library consists of the governor, superintendent of public instruction, and secretary of state. Length of service of present state librarian is sixteen years. Salary of state librarian, \$1,500 plus extra work about \$250. *Law Library*—The law librarian is appointed by the supreme court for an indefinite term. (By rule of board of trustees the term is fixed at eight years.) The supreme court constitutes the board of trustees for the law library. Salary of law librarian, \$1,500. Pell's Revisal, 1908, v. 2: 2439, sec. 5077, 5084.

North Dakota: The State Historical Society Library is de facto the state miscellaneous library, of which the secretary is librarian. The governor, auditor, secretary of state, commissioner of agriculture and labor, and superintendent of public instruction are ex officio board of directors. The library extension and legislative reference departments are with the library commission. Salary of librarian, \$1,800. *State Law Library*—The clerk of the supreme court appoints the law librarian for an indefinite term, subject to the approval of the supreme court. The library is under the control of the clerk of the supreme court under the direction of the judges. Salary of the law librarian, \$1,200. Comp. Laws 1913, v. 1: 429, sec. 1845; p. 97, sec. 380.

Ohio: Ohio has two libraries, the state library and the supreme court library. *State Library*—The board of commissioners appoints the librarian for an indefinite term. The board of commissioners is composed of three members who are appointed by the governor for a term of six years. The length of service of the present librarian is from 1896 to 1911 and later from 1915 to date. Salary of state librarian, \$3,000. *Supreme Court Library*—The law librarian, who is also marshal of the court, is appointed by the supreme court for a term of three years. The law library is under the direction of the supreme court. Salary of librarian and marshal, \$2,500. P. & A. Code, v. 1: 275, 546, secs. 788, 1491.

Oklahoma: The librarian is appointed by the board of directors for an indefinite term. The supreme court constitutes the board of directors. The function of the library is largely law. The length of service of present librarian is one and one-half years. His predecessor served eight years. Salary of librarian, \$1,500. Laws 1913:327.

Oregon: Oregon has two libraries, the state library and the supreme court library. *State Library*—The librarian is appointed by the board of trustees for an indefinite term. The governing board consists of the governor, superintendent of public instruction, president of the University, libra-

rian of the Portland library association, and one appointed member. The state library, as now constituted, was created by act of the legislature in 1913, which consolidated the miscellaneous portion of the former state library with that of the library commission. The functions of the library are twofold: those of the state library and the former library commission and traveling libraries section. The office of the secretary of the commission was abolished and the duties merged with those of the librarian. The legislative reference and library extension departments are in the state library. Length of service of present librarian is eleven years. Salary of librarian, \$3,000. *Supreme Court Library*—The librarian is appointed by the supreme court for an indefinite term. The members of the supreme court comprise the board of trustees. Salary of the law librarian, \$1,800. Laws 1913:264.

Pennsylvania: The State Library is called the Pennsylvania State Library and Museum. The governor appoints the librarian, with the consent of the senate, for a term of four years. The librarian is ex officio secretary of the library commission and director of the museum. The governor, secretary of the commonwealth and attorney-general are ex officio trustees. The library is of a general nature, including law, archives and a museum. The legislative reference and the library commission (which has charge of traveling libraries) are in separate departments. Length of service of present librarian is nineteen years. Salary of librarian, \$4,500. *Purd. Dig. v. 4: 4452, sec. 2.*

Rhode Island: Rhode Island has two separate libraries, namely, the state library and the law library. *State Library*—The secretary of state appoints the state librarian with the consent of the senate for a term of three years. The secretary of state is ex officio supervising official. The state librarian is director of the legislative reference bureau. Length of service of the present librarian is thirteen years. Salary of state librarian, \$1,600. *Law Library*—The supreme court appoints the law libra-

rian for an indefinite term. The supreme court constitutes an executive board for the library. The length of service of the present librarian is seven years. Salary of law librarian, \$1,600. *Gen. Laws 1909: 192, 193.*

South Carolina: South Carolina has two libraries under separate management. *State Library*—The general assembly elects the state librarian for a term of two years. The governor, secretary of state, and superintendent of education constitute a board of trustees. Length of service of present librarian is two years. Salary of state librarian, \$1,200. *Supreme Court Library*—The supreme court appoints the law librarian for a term of four years. The supreme court constitutes the governing board. Salary of law librarian, \$800. *Code 1912, v. 1: 255. Laws 1915:346. Const. Art. 17, sec. 1.*

South Dakota: South Dakota has two libraries, the state library being, in fact, the state historical library, of which the secretary and superintendent of the Department of History is the librarian. The state librarian is appointed by the executive board of the historical society for an indefinite term. The legislative reference department is in the state library. The length of service of the present librarian is fifteen years. Salary of librarian, \$2,000. *Supreme Court Library*—The law librarian is appointed by the supreme court for an indefinite term. The supreme court constitutes the library board. Length of service of the present librarian is twenty years. Salary of law librarian, \$1,200. *Comp. Laws, 1913:168, 848, 849.*

Tennessee: The library commission appoints the state librarian for a term of four years. The library commission is comprised of the governor, the attorney general, and the chief justice. The length of service of the present librarian is thirteen years. Salary of librarian, \$1,500. *Code Sup. 1903:241, sec. 2.*

Texas: Texas has two libraries. *State Library*—The Texas library and historical commission elects the state librarian, who is also secretary of the commission, for an indefinite term. The chairman of the

school of history in the state university and the state superintendent of schools, together with three persons appointed by the governor with the consent of the senate, constitute what is termed the Texas library and historical commission. The library is of a general nature and includes historical, legislative reference and library extension departments. The length of service of the present librarian is fourteen months. Salary of the state librarian, \$2,000. *Supreme Court Library*—The clerk of the supreme court is ex officio law librarian, appointed by the court for a term of four years. The library is in the charge of a full time librarian, with the title of assistant librarian. His salary is \$1,200. The law library is under the control of the supreme court. The length of service of the present assistant librarian is twenty years. McEachin's Stats. v. 1: 625; v. 2, 1989.

Utah: The clerk of the supreme court is ex officio state librarian, appointed by the court for an indefinite term. The library is managed by a board of control consisting of the governor, secretary of state, and justices of the supreme court. The functions are almost entirely law. Comp. Laws 1907:338, 339, secs. 660, 664, 1349.

Vermont: The state librarian is appointed by the board of trustees for an indefinite term. The governor, chief justice, secretary of state, three state trustees and three resident trustees constitute a board of trustees. The legislative reference bureau is independent of the state library except as to approval of financial accounts. The library is of a general nature. The length of service of the present librarian is fourteen years. Salary of librarian, \$1,500. Pub. Stats. 1906: 141, ch. 21.

Virginia: Virginia has two separate libraries under different management. The legislative reference is a separate and co-ordinate department. *State Library*—The library board appoints the librarian for an indefinite term. A board of five directors, styled "The Library Board," is appointed by the state board of education for a period of five years, to manage and direct the affairs of the library. Length of service of

the present librarian is nine years. Salary of state librarian, \$2,500. *Law Library*—The law librarian is appointed by the supreme court of appeals for an indefinite term. The law library is under the control of the judges of the supreme court of appeals. Salary of law librarian, \$1,800. Pollard's Code, v. 1: 133, 136.

Washington: There are two separate libraries in Washington. *State Library*—The librarian is appointed by the state library commission for an indefinite term. The library is under the supervision of the state library commission, consisting of the governor, judges of the supreme court, and attorney general. In addition to these there is an advisory board. The length of service of the present librarian is twelve years. Salary of state librarian, \$1,500. *Law Library*—The supreme court appoints the law librarian for an indefinite term. The law library is under the general supervision of the supreme court. The length of service of the present librarian is fifteen years. Salary of the law librarian, \$2,400. Pierce's Code 1912: 2042, sec. 3, 7.

West Virginia: The governor appoints the state librarian for a term of two years. The governor, secretary of state, and attorney-general are trustees. The functions of the state library are largely law. The miscellaneous and general works are in the Department of Archives and History which includes also the legislative reference department. Salary of librarian, \$1,000. Code 1913, v. 1: 158, 159.

Wisconsin: The state librarian is appointed by the trustees for an indefinite term. The justices of the supreme court and the attorney general constitute the board of trustees. The functions of the state library are largely law, political science and statistics. The miscellaneous and general works are in the Historical Society Library. The legislative reference and library extension departments are with the library commission. Length of service of present librarian is ten years. Salary of librarian, \$3,000. Stats. 1915: 221, secs. 367, 368.

Wyoming: The governor appoints the

librarian, with the consent of the senate, for a term of two years. The librarian is ex officio custodian of the historical society and superintendent of weights and measures. The judges of the supreme court have general supervision. The state library is of a general nature. The length of service of the present librarian is three years. Salary of librarian, \$1,500. Comp. Stats. 1910: 177, sec. 386.

Recapitulation

Statistics Relating to State Libraries

States having separate law and miscellaneous libraries:

Ark.—State Library and Supreme Court Library.

Colo.—State Library and Supreme Court Library.

Fla.—Executive and Legislative Library and Supreme Court Library.

Ida.—State Library and State Law Library.

Ill.—State Library and Supreme Court Library.

Ind.—State Library and Supreme Court Library.

Mont.—State Historical and Miscellaneous Library and State Law Library.

N. C.—State Library and Law Library.

N. D.—State Historical Society Library and Law Library.

Ohio.—State Library and Supreme Court Library.

Ore.—State Library and Supreme Court Library.

R. I.—State Library and Law Library.

S. C.—State Library and Supreme Court Library.

S. D.—State Library and Supreme Court Library.

Tex.—State Library and Supreme Court Library.

Va.—State Library and Law Library.

Wash.—State Library and Law Library.

State libraries whose functions are largely law:

Ala., Minn., Miss., Mo., Okla., Utah, W. Va., Wis.

Supervising boards:

Ala.—Supreme court.

Ariz.—Three members appointed by governor.

Ark. (State)—Under direction of governor.

Ark. (Supreme court)—Clerk of supreme court.

Cal.—Five members appointed by governor.

Colo. (State)—Accountable to legislature.

Colo. (Supreme court)—Supreme court.

Conn.—Governor and two persons appointed by the general assembly. (Custom has selected the secretary of state and a resident judge of the supreme court.)

Del.—Supreme court.

Fla. (Executive and legislative)—Secretary of state.

Fla. (Supreme court)—Supreme court.

Ga.—Governor and supreme court.

Ida.—Supreme court.

Ill. (State)—Governor, secretary of state and superintendent of public instruction.

Ill. (Supreme court)—Supreme court.

Ind. (State)—Board of education.

Ind. (Supreme court)—Supreme court.

Ia.—Governor, secretary of state, superintendent of public instruction and supreme court.

Kan.—Supreme court.

Ky.—Secretary of state, attorney general and auditor of public accounts.

La.—Secretary of state.

Me.—Governor and council.

Md.—Judges of court of appeals.

Mass.—President of senate, speaker of house and three persons appointed by governor.

Mich.—Governor and joint legislative committees.

Minn.—Supreme court.

Miss.—Governor, attorney general, and supreme court.

Mo.—Supreme court.

Mont. (Historical)—Five persons appointed by the governor.

Mont. (Law)—Supreme court, secretary of state and auditor.

Neb.—Supreme court.

Nev.—Supreme court.

N. H.—Three persons appointed by governor.

- N. J.—Governor, chancellor, chief justice, attorney general, secretary of state, treasurer and comptroller.
- N. Mex.—Supreme court.
- N. Y.—Regents of state university.
- N. C. (State)—Governor, superintendent of public instruction and secretary of state.
- N. C. (Law)—Supreme court.
- N. D. (Historical)—Governor, auditor, secretary of state, commissioner of agriculture and labor, and superintendent of public instruction.
- N. D. (Law)—Supreme court.
- Ohio (State)—Three persons appointed by governor.
- Ohio (Law)—Supreme court.
- Okla.—Supreme court.
- Ore. (State)—Governor, superintendent of public instruction, president of state university, librarian of Portland library association and one appointed member.
- Ore. (Law)—Supreme court.
- Penn.—Governor, secretary of the commonwealth and attorney general.
- R. I. (State)—Secretary of state.
- R. I. (Law)—Supreme court.
- S. C. (State)—Governor, secretary of state and superintendent of education.
- S. C. (Supreme court)—Supreme court.
- S. D. (State)—Historical society.
- S. D. (Supreme court)—Supreme court.
- Tenn.—Governor, attorney general and chief justice.
- Tex. (State)—Chairman of school of history in the state university, state superintendent of schools, and three persons appointed by governor.
- Tex. (Supreme court)—Supreme court.
- Utah—Governor, secretary of state and supreme court.
- Vt.—Governor, chief justice, secretary of state, three state members and three resident members.
- Va. (State)—Five members appointed by board of education.
- Va. (Law)—Supreme court.
- Wash. (State)—Governor, supreme court and attorney general.
- Wash. (Law)—Supreme court.
- W. Va.—Governor, secretary of state and attorney general.
- Wis.—Supreme court and attorney general.
- Wyo.—Supreme court.
- Librarians who serve ex-officio in other capacities:*
- Ala.—Marshal of supreme court.
- Ark.—Secretary of state.
- Colo. (State)—Superintendent of public instruction.
- Del.—Custodian of state house and secretary of library commission.
- Fla. (Executive and legislative)—Secretary of state and custodian of capitol building.
- Fla. (Supreme court)—Clerk of court and custodian of supreme court building.
- Ida. (Law)—Deputy clerk of court.
- Ill. (State)—Secretary of state.
- Ia.—President of library commission.
- Ky.—Superintendent of public stationery.
- Neb.—Supreme court reporter and clerk of supreme court.
- N. D. (Historical)—Secretary of historical society.
- Ohio (Supreme court)—Marshal of court.
- Penn.—Secretary of library commission and director of the museum.
- R. I. (State)—Director of legislative reference.
- S. D. (Historical)—Secretary and superintendent of the department of history.
- Tex. (State)—Secretary of historical commission.
- Tex. (Supreme court)—Clerk of supreme court.
- Utah—Clerk of supreme court.
- Wyo.—Custodian of historical society and superintendent of weights and measures.
- Librarians who are appointed by the governor:*
- Del., Ga., Kan., Me., Md., Mass., Mich., Minn., N. Mex., Penn., W. Va., Wyo.
- Librarians appointed by the secretary of state.*
- La., R. I. (State).
- Librarians appointed by the legislature:*
- Ken., Miss., S. C. (State).
- Librarians appointed by the clerk of supreme court:*
- Ark. (Supreme court), N. D. (Law).

Librarians appointed by board composed exclusively of state officers:

Ala.—Supreme court.
 Colo. (Supreme Court)—Supreme court.
 Ida. (State)—Supreme court.
 Ill. (Law)—Supreme court.
 Ind. (State)—Board of education.
 Ind. (Law)—Supreme court.
 Ia.—Governor, secretary of state, superintendent of public instruction and supreme court.
 Mo.—Supreme court.
 Mont. (Law)—Supreme court, secretary of state and auditor.
 Neb.—Supreme court.
 Nev.—Supreme court.
 N. J.—Governor, chancellor, chief justice, attorney general, secretary of state, treasurer and comptroller.
 N. Y.—Regents of state university.
 N. C. (State)—Governor, superintendent of public instruction and secretary of state.
 N. C. (Law)—Supreme court.
 N. D. (Historical)—Secretary of historical society and librarian appointed by the governor, secretary of state, commissioner of agriculture and labor, and superintendent of public instruction.
 Ohio (Supreme court)—Supreme court.
 Okla.—Supreme court.
 Ore. (Supreme court)—Supreme court.
 R. I. (Law)—Supreme court.
 S. C. (Supreme court)—Supreme court.
 S. D. (State)—Executive board of historical society.
 S. D. (Supreme court)—Supreme court.
 Tenn.—Governor, attorney general and chief justice.
 Tex. (Supreme court)—Supreme court.
 Utah—Supreme court.
 Va. (Law)—Supreme court.
 Wash. (State)—Governor, judges of supreme court and attorney general.
 Wash. (Law)—Supreme court.
 Wis.—Supreme court and attorney general.

Librarians appointed by boards composed of state officers and citizens:

Conn.—Governor and two persons appointed by general assembly.

Ore. (State)—Governor, superintendent of public instruction, president of university, librarian of Portland library association and one appointed member.
 Tex. (State)—Library and historical commission.
 Vt.—Governor, chief justice, secretary of state, three state members and three resident members.

Librarians appointed by citizen boards:

Ariz.—Three members appointed by governor.
 Cal.—Five members appointed by governor.
 Mont. (Historical)—Five members appointed by governor.
 N. H.—Three members appointed by governor.
 Ohio (State)—Three members appointed by governor.
 Va. (State)—Five members appointed by board of education.

Librarians appointed for an indefinite term or terms not specified:

Ala.
 Ariz.
 Ark. (Supreme court)
 Colo. (Supreme court)
 Conn.
 Fla. (Supreme court)
 Ida. (State and Law)
 Ill. (Supreme court)
 Ind. (Supreme court)
 Mass.
 Nev.
 N. H.
 N. Mex.
 N. Y.
 N. D. (Historical and Law)
 Ohio (State)
 Okla.
 Ore. (State and Law)
 R. I. (Law)
 S. D. (State and Supreme court)
 Tex. (State)
 Utah
 Vt.
 Va. (State and Law)
 Wash. (State and Law)
 Wis.

Librarians appointed for term of two years:

Ark. (State), Colo. (State), Del., Ind. (State), Minn., Mont. (Historical and Law), S. C. (State), W. Va., Wyo.

Librarians appointed for term of three years:

Me., Ohio (Supreme court), R. I. (State).

Librarians appointed for term of four years:

Cal., Fla. (Executive and legislative), Ga., Ill. (State), Kan., Ky., La., Md., Mich., Miss., Mo., Neb., N. C. (State), Penn., S. C. (Supreme court), Tenn., Tex. (Supreme court).

Librarians appointed for term of five years:

N. J.

Librarians appointed for term of six years:

Ia.

Librarians appointed for term of eight years:

N. C. (Law).

Salary:

Ala.	\$2,000
Ariz.	2,400
Ark. (Law)	1,500
Cal.	3,600
Colo. (Law)	1,500
Conn.	3,600
Del.	1,200
Ga.	1,800
Ia.	900
Ill. (Law)	2,500
Ind. (State)	2,500
Ind. (Law)	1,800
Ia.	2,400
Kan.	2,000
Ky.	1,800
La.	1,200
Me.	1,800
Md.	1,500
Mass.	4,000
Mich.	1,800
Minn.	3,000
Miss.	1,500

Mo.	1,500
Mont. (Historical)	2,100
Mont. (Law)	2,500
Neb.	1,500
Nev.	2,000
N. H.	2,500
N. J.	3,000
N. Mex.	900
N. Y.	5,000
N. C. (State)	1,500
N. C. (Law)	1,500
N. D. (Historical)	1,800
N. D. (Law)	1,200
Ohio (State)	3,000
Ohio (Law)	2,500
Okla.	1,500
Ore. (State)	3,000
Ore. (Law)	1,800
Penn.	4,500
R. I. (State)	1,600
R. I. (Law)	1,600
S. C. (State)	1,200
S. C. (Law)	800
S. D. (State)	2,000
S. D. (Supreme court)	1,200
Tenn.	1,500
Tex. (State)	2,000
Tex. (Supreme court assistant li- brarian)	1,200
Vt.	1,500
Va. (State)	2,500
Va. (Law)	1,800
Wash. (State)	1,500
Wash. (Law)	2,400
W. Va.	1,000
Wis.	3,000
Wyo.	1,500

*Terms of service of present state li-
brarians as far as ascertained.*

Ariz. 1 year.	Ia. 18 years.
Ark. 5 years.	Kan. 17 years.
Cal. 17 years.	Ky. 8 years.
Colo. ... 3½ years.	La. 4 years.
Conn. ... 16 years.	Me. 1½ years.
Del. 4 years.	Md. 2 months.
Fla. 14 years.	Mass. ... 7 years.
Ga. 8 years.	Mich. ... 25 years.
Ia. 14 months.	Minn. ... 5½ years.
Ill. 1 year.	Mo. 3½ years.
Ind. 10 years.	Neb. 12 years.

N. H. 21 years.	S. C. 2 years.
N. J. 2½ years.	S. D. 15 years.
N. Y. 8 years.	Tenn. ... 13 years.
N. C. 16 years.	Tex. 14 months.
Ohio .. 16½ years.	Vt. 14 years.
Okla. .. 11½ years.	Va. 9 years.
Ore. 11 years.	Wash. .. 12 years.
Pa. 19 years.	Wis. 10 years.
R. I. 13 years.	Wyo. ... 3 years.

I hope that this information may be of interest, and that it will convey an idea as to the permanency of library appointments. By comparison, we find that there is a tendency toward longer terms and a greater stability in appointments, and, most fortunately, that politics in the state library is not a paramount issue in many of the states.

Librarianship is more and more being looked upon from the standpoint of qualification and efficiency. We hope the taint of partisan politics will eventually be eradicated from every library in the land, and the standard of librarianship further raised to the point where librarians may command due recognition from the legislatures of the several states and the people as a whole, and receive compensation worthy of the high calling. And after a lifetime of service, they should be retired as befits their station upon a competency sufficient to assure a comfortable old age.

Interesting Library Items

Kentucky: The state librarian is nominated by a majority party legislative caucus and elected by the legislature.

The librarian provides ink and stationery for the use of the public offices at the seat of government. He also is authorized to have water from the Frankfort water works turned into the fountain in Capitol Square!

Louisiana: Before the librarian takes possession of the library an inventory is taken of the books and papers, clearly and distinctly set forth, etc. On the retirement of the librarian from office he is bound to account for all books and

papers which have been mentioned in the inventory and such as may have been received since. Any losses sustained are to be paid by the librarian in a sum not exceeding the amount of the bond, which is \$5,000.

Michigan: Before any member of the legislature or any officer of the State shall receive his pay in full, it shall be necessary for him to obtain an exhibit from the state librarian that he has returned all the books he may have drawn from the library.

Minnesota: The state librarian is the only appointive State officer mentioned in the constitution.

Mississippi: The constitution provides that any woman, a resident of the State for four years, and who has attained the age of twenty years, shall be eligible as librarian.

Missouri: The state librarian shall appoint an assistant who shall perform the duties of janitor for the library.

The librarian reports to the state auditor all books in the hands of the members of the legislature at the close of the session and he shall deduct from the per diem of each member treble the value of said books.

Montana: The law librarian is required to prepare an index to the session laws after each legislative session.

Nebraska: If the librarian allows any person not authorized by law to remove a book from the library, he is liable to pay a fine of not less than five nor more than fifty dollars for every book. A person taking a book without permission is liable to a fine of not less than ten nor more than fifty dollars for each book so taken.

New Mexico: The librarian is liable to a fine in a sum not less than ten nor more than fifty dollars for each book loaned to anyone except to a few prescribed state officers; and the governor is directed to enforce the penalty.

North Carolina: In this state, neither legislative bills nor journals are printed until after the session adjourns.

Tennessee: The librarian is liable to a fine of not less than ten nor more than fifty dollars for loaning a book to anyone except on a requisition from specially designated state officers.

Utah: The librarian is liable to a fine of from five to fifty dollars for loaning any book to other than a few prescribed state officers. Persons not authorized to take books and violating the law shall be fined not less than ten nor more than fifty dollars for each book so taken.

Constitutional Provisions Relating to State Libraries

Colorado: Art. 4. Sec. 20. "The superintendent of public instruction shall be ex officio state librarian." Adopted 1876.

Kansas: Art. 15. Sec. 228. "The legislature shall not create any office the tenure of which shall be longer than four years." Adopted 1859.

Maryland: Art. 7. Sec. 3. "The state librarian shall be appointed by the governor, by and with the advice and consent of the senate, and shall hold his office during the term of the governor by whom he shall have been appointed and until his successor shall be appointed and qualified. His salary shall be fifteen hundred dollars a year; and he shall perform such duties as are now, or may hereafter be prescribed by law; and no appropriation shall be made by law to pay for any clerk or assistant to the librarian. And it shall be the duty of the legislature, at its first session after the adoption of this constitution, to pass a law regulating the mode and manner in which the books in the library shall be kept and accounted for by the librarian, and requiring the librarian to give a bond, in such penalty as the legislature may prescribe, for the proper discharge of his duties." Adopted 1867.

Minnesota: Art. 5. Sec. 4. "He [the governor] shall have power, by and with the advice and consent of the senate, to appoint a state librarian." Adopted 1857.

Mississippi: Art. 4. Sec. 106. "There shall be a state librarian, to be chosen by the legislature on joint vote of the two

houses, to serve for four years, whose duties and compensation shall be prescribed by law. Any woman a resident of the state four years, and who has attained the age of twenty years, shall be eligible to said office." Adopted 1890.

Nebraska: Art. 6. Sec. 8. "There shall be appointed by the supreme court a reporter, who shall also act as clerk of supreme court and librarian of the law and miscellaneous library of the state, whose term of office shall be four years unless sooner removed by the court, whose salary shall be fixed by law, not to exceed fifteen hundred dollars." Adopted 1875.

South Carolina: Art. 17. Sec. 1. "... of which offices any woman, a resident of the state two years, who has attained the age of twenty-one years, shall be eligible." Adopted 1895.

Virginia: Art. 9. Sec. 132. "It [state board of education] shall appoint a board of directors consisting of five members . . . which shall have the appointment of a librarian . . . but the supreme court of appeals shall have the management of the law library." Adopted 1902.

Conclusion

We rejoice in the passing of the antiquated "closed shelf" system and of "service to state officials only." The state library of the future ought to be an institution through which the local communities are privileged to take advantage of the superior opportunities afforded by the state. Likewise, the Library of Congress should (and under the present efficient management it certainly will to the best within its power) supplement the state libraries in similar ways. Great sums are spent for books; and it is morally wrong if they are not made to the fullest extent available and usable. The age demands it and the libraries should be in a position to respond.

Each year we carry back from the conferences new thoughts, renewed resolutions and higher aims. I hope this year will not be an exception. It has been a

great honor and a rare privilege to serve as your president. It has been my purpose to consult your interests and carry out as best I could that part of the work assigned to the presidential office—an office which has been so ably filled by the best librarians of this country.

To the membership I owe a debt of gratitude. As president I have received very courteous treatment and kindly consideration. The faithfulness of our secretary, Miss Elizabeth M. Smith of the New York State Library, deserves mention. She has been kind, enthusiastic and courteous, and her services are much appreciated. I also desire to express my thanks to Mr. John P. Dullard, state librarian of New Jersey, for valuable assistance rendered in making local arrangements.

I bespeak your kindly consideration throughout the conference and thank you for your presence.

President SMALL: The next paper to which we shall have the pleasure of listening this morning is by Mr. Tolman, and is on the timely subject

MOBILIZATION—A NEXT STEP IN THE ORGANIZATION OF A STATE LIBRARY SERVICE

By Frank L. Tolman,

*Reference Librarian, New York State
Library*

It is not often that in a summer resort at which the National Association of State Libraries and the other library organizations with which this association is either officially or unofficially affiliated, hold their annual meetings librarians rub shoulders on boardwalks and on the main streets of the city with men in khaki. It is not often that one finds, as happened to me this morning, on landing from the boat in New York City, one of the main thoroughfares of New York filled with soldiers, and regiment after regiment passing by to the transports that are to take them to mobilization centers in the far south. First came the Seventh

Regiment down the street; followed by the Fourteenth. That was followed by the Forty-seventh Regiment, and that was followed by the Seventy-first. And so all over the state the men in khaki are moving.

It brings certain thoughts to us at this time, meeting as we are a few miles from the New Jersey mobilization point at Sea Girt; and our thoughts are apt to wander across the sea where, two years ago, on a very much larger scale, the same scenes were enacted. Mobilization is a new thing with us. It is not a new thing for the libraries of France, it is not a new thing for the libraries of Germany, it is not entirely novel now to the libraries of Great Britain.

Reading the other day some accounts of the work of French, English and German libraries in that phantom and undiscovered Europe of today, certain new conceptions of the functions of the library and its place in the super-state stuck in my memory. There is, for example, a description of the Bibliothèque Nationale in Paris deprived of a large proportion of its staff but attempting to meet all its old and its many crucial new obligations, although crippled both within and without—the national library “mobilized at its post” in the beloved city, accomplishing its duty to la Patrie as ably and as honorably as those who left the staff to serve in the trenches. Then there is the testimony from Germany from one closely identified with war library work that books of the right kind are absolutely essential to the morale of the army, as potent as medicine in the hospitals or as woolen socks and cigarettes in the trenches. The production and distribution of books, says the writer, should be organized just as the production of munitions is organized, and not for the army alone but for the nation, whose morale is equally essential to military success. There is that tribute of amused admiration in the London “Times” entitled “Bookworms in war,” which reads in part, “If you happen to care for books it is impossible to get along without them. They are one of those so-called

luxuries more necessary than bread. We know a bookworm in khaki who ordered a private library to follow him to the front, who received regularly from his dealer first editions on approval behind the lines within sound of the guns! Amazing man! Fatal example!"

And astounding are the figures that indicate the affection of those amazing men in khaki for books; for the libraries and private associations at home have furnished to the English army and navy over ten millions of books, pamphlets, and journals representing a permanent sacrifice of four or five million volumes by the country, a voluntary retrenchment by library and booklover far beyond any recommendation of the parliamentary retrenchment commission. "A book for every man in the army and a book for every man in the navy" is the motto of the movement. This reminds one that Germany has organized a special library service designed to mitigate the "monotony and tedium" of life on the submarine in active service.

There is a brief sentence characterizing the larger English public libraries as having changed largely into war inquiry bureaus, frequented for the most part by figures in khaki, serving as local headquarters of relief committees, reserve forces, and boy-scout associations; serving as hospitals, Red Cross stations and recruiting offices.

But perhaps the most perfect picture was that of the great spiritual mother of all Frenchmen, La Belle France, anxious above all else for her children, that they might all know the spiritual inheritance of the ideals and achievements of a great people, that made necessary the supreme sacrifice, and convinced that the Republic would be culpable if it so portioned out the national task that any institution or person should have no share in the common sacrifice, and equally culpable if France neglected to provide a complete chronicle of these epic times—the tale of the birth and crusade of the new France militant. "We should be culpable indeed," writes the minister of public instruction to the librarians of France, "if in a time of national crisis we

neglected the task of collecting and preserving the record of this all-important epoch in our history as recorded from day to day and from hour to hour, in the spontaneous ferment of public discussion and the spontaneous formation of social groups. You all know the unprecedented activities of the press in those first days, the instinctive attempt of the people to adjust themselves to the unbelievable fact. You know that great marshalling of the power of the state, the mobilization military, followed by the mobilization economic. You know how the adaptability of our people showed itself in ready accommodation to trench life—that antithesis to all they had valued in the past. None of these facts should be allowed to perish: the record of any manifestations, however small, of the national spirit, from cartoons to trench newspapers, evidences of calmness or emotion, great or small, with which this nation met the crisis, those days of suspense and of the national transformation, the ushering in of the new era of mobilization, the records of trench life, the narratives of soldiers, the phenomena of economic change, the organization of charities: these are a few of the many aspects of the life of our people in this unique epoch of our history commended to the libraries of France as demanding assembling, logical arrangement and permanent preservation in our libraries. For this task no library is too small and none too large."

The limits of this paper do not permit an account of the transformation of the libraries of Europe under the compulsions of war, or an outline of the history of their mobilization and mustering into a higher service to the state. I have attempted merely to suggest for consideration the fact that the libraries of the nations-in-arms present a new phenomenon—a conception of new library functions and a practice of wider and more essential library activities than are current with us.

I believe it is plainly our duty, in view of this European experience, to ask ourselves searchingly, frankly, as so many industries and institutions in America are do-

ing, whether some equivalent of mobilization is not needed in our libraries.

At the period of the first Taube raids on Paris, enterprising Parisian merchants near the Eiffel tower (the objective of the raids) sold reserved seats on the roofs of the higher buildings to thousands of interested and unterrified onlookers. Many of us in America, from a somewhat safer vantage ground, have gazed in similar spirit on the sublime struggle of the heroic nations.

Now we are turning our thoughts once more to America, not without anxious questioning as to the comparative worth and potency of our instruments of government, our institutions, our industries, and the stuff of our citizens. We look anxiously for evidence of a collective power and a spiritual force in the nation in any measure equal to that shown daily by the chief battling states. We look anxiously for a genius for organization and leadership in our public men, for experimental ability in science and industry, for public spirit, simple living, the instinct for workmanship and some tinge of the heroic in our citizens. Looking into the future, we wonder sometimes as to the importance of the part America is to play in the coming industrial and social war, the new peace for which Europe is now preparing with the same intelligence, courage, and organization that carries on the war today.

"We [the American people]," says Mr. Whitney of the Naval Consulting Board, "are a preliminary experiment on the possibility of operating a competitive nation in a democratic manner, and we don't care enough about it. I hate to see my own country such a trailer as it now is."

"We all see now," says President Butler, "and we know what it means to organize, to mobilize, and to conserve, to develop, to order the resources of a nation. We have seen this accomplished by the heavy hand of the state laid upon the individual institution, the individual human being, the individual industry, and ordering them into place in the great national organization. The great problem before the people

of the United States today, is how to accomplish this end by voluntary co-operative effort of institutions, individuals and industries: how without the sacrifice of the freedom of individual initiative or of our individual liberty, we can organize, conserve, mobilize our national resources, intellect and industries for this carrying forward of a great national purpose and a great national ideal. If democracy fails in this achievement we shall have to resort to the harsh and heavy hand of autocratic government." President Butler has retained in fuller measure than many of us the traditional American distrust of "heavy hand of government" as well as the equally traditional admiration for abstract "liberty"; but he has the merit of seeing clearly the problem of today—the problem of the organization of an incipient civilization—and the merit of seeing with equal clearness the way of our salvation—mobilization.

Our democracy lacks cohesion, effective social nuclei, focal points, centers and organs of state and national assemblage. The task of the day is organization—or reorganization of the national life of the state, reorganization with the attendant elimination of our wholesale waste, the liberation of spiritual forces, the close articulation of social groups and institutions, in short, the refashioning of a democracy into a super-democracy as different from the United States we know today as are the super-states of Europe from the Europe of the Spring of 1914.

A beginning has been made. There has been much discussion recently of the necessity of a "get-together" movement on the part of the hitherto unrelated or loosely related institutions of our national life. The mutual courtship of business and university, the proposed reconciliation of industry and government, the attempts to induce labor to purr and not to spit at the sight of a soldier or a capitalist are cases in point. The really epoch-making attempt along this line is of course the Engineers Committee of the Naval Consulting Board on industrial preparedness. These engineers are asking, as you know,

each manufacturer in the United States to make a careful survey of his plant with a view of determining what essential service he can render to the United States in case of need. Over 30,000 companies have replied favorably, promising definite information and suggestions.

If we as a nation can broaden the scope of such an investigation to include all essential elements of our national life, including schools, libraries, newspapers, agriculture, secret societies, etc., if we can make a national survey or a series of state surveys as a basis for our new society, we shall have done much. I wish here to suggest that our profession ought to have a part in such an investigation, the first phase of which deals rather with strategy than tactics. We must determine in the deliberations of some library general staff our part in the program of mobilization; we must find what essential public service libraries can offer to an organizing democracy, and transform or transcend our library shelves as need may be.

The proposition I have tried to emphasize (that mobilization is a social organization) is meeting a general acceptance from thoughtful men.

The second proposition seriously advanced is that the basis of mobilization, its essential foundation, is research. Says Mr. Whitney, "Research is preparedness—the very best preparedness for national defence. It is the lasting, undeviating factor which has always dominated." That the larger reference libraries are essential instruments of research is generally admitted; but how imperfectly mobilized are we for this service. Not until the library is a real university with special and diversified skill and knowledge in its service equivalent to that of the faculty of a graduate school; not until the specialist instinctively recognizes in the reference attendant a special knowledge of the methodology, literature and bibliography of his subject equal to his own, shall we have done enough.

The older sociologists, in developing an analogy between the structure and

function of society and the living organism, were fond of saying that the library was the organ of social memory, by which they generally meant the organ of forgetting. However useful the function of permanent or spasmodic forgetting may be, such a definition no longer satisfies. Many of us covet for the library a function of public discussion, claiming for the library a determinant part in the forming and reforming of an alert public opinion. For such service there is great need. The events of the last years have shown a certain inelasticity in the American mind, an inability to face frankly unexpected and unpleasant facts. No institution, I suppose, has had to face these facts as constantly as the reference force of our great libraries. The New York Public Library has shown in a peculiar degree those essential characteristics of a mobilized library to which I have referred. It attempts to collect all the important printed material relating to the war. It has not refused to recognize that explosives and military science have some possible relation to American conditions. It has not thought the ferment of American thought as expressed in propaganda and counter-propaganda alien to its spirit. The reference staff in the New York State Library have been almost constantly occupied with similar problems, questions of state military policy, national military policy, furnishing information for the nation-wide debate, distributing throughout the length and breadth of the state material essential to the comprehension of the situation in Europe and America.

I know that many librarians have been reluctant to face the question of war frankly. I know that not all of us have realized what an opportunity has been presented for essential service. But I think it fair to claim that on the whole libraries have adjusted themselves to the war situation more quickly than any other institution. Some historian of the future, writing of this new period of national reconstruction, may delve below the activities of security leagues and navy leagues and political

parties and big business and bear witness that the leaven that leavened the whole lump of our perplexed civilization came from our impartial fact-seeking libraries. I have ventured this prognostication in spite of the fact that our national loaf is still heavy, and our leaven somewhat sour. But it has been done in the hope that librarians may realize that any definition of library service in terms of books alone is futile, and that only as libraries become conscious organs of public discussion and of alert public intelligence and nuclei of wise social groupings, do they measure up to the stature of their high calling.

In approaching the end of the time allotted to me, I find I have been able to give only an introduction to what I was expected to say. I have disappointed our president who looked for an account of our attempt in New York state, through a federation of institutions of learning and the development of inter-institutional relations and loans, to mobilize the intelligence of the state.

I must briefly make good this omission. In New York state all public libraries including the State Library are members of a great alliance or federation of learning, the University of the State of New York. In this federation are approximately 13,000 public schools, 40 colleges and universities, 8 schools of technology, 20 schools of medicine, dentistry, pharmacy and 150 normal schools and colleges and training classes for teachers, nearly 600 libraries and 130 institutions and associations for the promotion of science, literature, art and history.

We are trying to build these thousands of separate monadistic institutions into a real system, a macrocosm, which will offer some real analogy to the brain with its different orders of cells, ganglia, and centers, connected by nerve fibres, thus building a real intelligence organ for the state. In this organization, the State Library has functions somewhat like those of the nerve fibres, comprising connecting tissues and furnishing nourishment. The State Library takes this obligation ser-

iously, and aspires to become in fact the central reference library of the great university system, serving each of the separate institutions according to its need. Some time ago in the handbook of the library we referred to the Education building as the home of the State Library. We hope in a future edition to be able truthfully to say that the home of the State Library is the state of New York, and the Education building its distributing center.

At present each of the thousands of institutions in the University is automatically admitted to library service, including both loan privileges and information service. They become library centers for the local community, serving local needs as occasion may offer. It is hoped in time to have in each of these institutions an accredited representative of the State Library, to ensure that each locality in the state receives efficient library service. We have no designs on the integrity of any local library or school; but we do desire to aid in establishing a standard state-wide library service, adequate to the needs of all classes of institutions, and to all kinds and conditions of our population. To this extent the State Library is mobilizing itself for state-wide service. It may be interesting to add that the State Library has offered to become responsible for efficient library service for the division of New York State troops while on service.

Through press dispatches information has reached this country that the K. Wilhelm Library has been operating for many months an automobile library service to the eastern front. The New York State Library has faith that the time will come when, on every day of the year, on every state road of the state, a considerable part of the load of every automobile and cart driven by the men in the uniform of the United States will be package libraries, books on the march to thousands of mobilization centers in the schools, colleges, and libraries that dot the map of the state.

I desire in closing to quote from a German librarian, who writes of the function

of the library after the war:

"To preserve after the war the magnificent public spirit that characterizes these war years, to strengthen and direct along natural lines the race power peculiar to our people, to hold in check the crude materialism that is the peculiar temptation of a conquering people, to see to it that the intellectual power developed in all classes of our people by the accomplishing of great tasks be not without means of further development and practical application—how can these great national policies be accomplished without the effective co-operation of the libraries?"

In America, the task of the libraries is similar but more difficult. We have not only to preserve, but to create, magnificent public spirit, race power, intelligence, and to direct their practical application. Here again is matter for a board of library strategy!

President SMALL: We thank you very much, Mr. Tolman, for this excellent paper.

Mr. C. H. Gould, of McGill University, wishes to present to us rules of the Committee on Co-ordination.

(Mr. Gould here read the list of regulations for the conduct of inter-library loans suggested by the Committee on Co-ordination of the American Library Association and printed on p. 349 of the A. L. A. Proceedings for 1916.)

President SMALL: Have you any suggestions or questions that you wish to ask of Mr. Gould? If there are none we will ask Mr. Brown, state librarian of Indiana, to give us a paper on "The Literature of Today."

THE LITERATURE OF TODAY

By Demarchus C. Brown,

State Librarian of Indiana

When I received your communication asking me to present some thoughts on the literature of today, two points came to my mind immediately. One was, how do we know whether to call anything literature when it is only of today; how do we know whether it is *belles lettres* or not? And the other point that entered my

mind was this: I have heard an expression or two in recent years to the effect that state librarians were interested in public documents and traveling libraries and in the care of archives to such an extent that they had really forgotten all about books; they were not readers of books, especially books of the day. I do not, myself, believe that. I believe that the time has come, if it has not always been here, when state librarians will read just as much as anybody else. Wasn't it Mr. Dana who said some years ago that the day was coming when librarians would read? And he thought that, I believe, of state librarians just as much as of anybody else.

Now, I take it, ladies and gentlemen, that the state librarians are reading and keeping up with the literature of the day just as far as they possibly can. I see no reason why, when a state librarian must attend to documents in the basement or office work or to some business arrangement with the state auditor, he should not turn from these to a beautiful book and read it. I am very fond of going home in the evening, after doing such work as that, and getting out Housman's "Shropshire Lad," and reading it through.

Is it possible for us to project our minds forward and see what is going to be good literature—*belles lettres* of the future? I do not know whether we can do that or not. We may think now that a book is literature; ten years from now we may not; and I am not sure that it is possible to tell. Therefore state librarians, as well as other librarians, should be fond of what is already known and accepted as literature. Wasn't it Charles Lamb who said, when asked to write for posterity, "Posterity be damned; I am going to write for antiquity." After all, we do like to read what has been accepted as good literature. There is nothing more joy-giving to a state librarian or any other librarian than to sit with feet on the fender and read a beautiful old book, and read it again and again.

I do not agree with one sentence uttered by someone this morning, that the main duty of the library was to purchase just what was asked for. I believe it is as much the duty of the librarian to select, before it is asked for, what may be or what he thinks will be a great work, and what he believes will build up a reference library. That is as much his duty as to purchase what someone has asked for.

Now, if I am expected to say a few words about the literature of today I can sum it up briefly, I think, and give you my idea of some of the things that are appearing at the present time and that may be, I hope, good literature of the future. Possibly I may be able to give you what seems to me, at least, to be a characteristic of a given phase of literature, like the drama, or poetry.

I believe that you will find in the drama what I call the sociological note (I was going to say the pathological note, because, as you know, that does appear in Brieux and even in Shaw, and in Strindberg and many others). It is very noticeable; it brings up the question of our social relations; it is democracy and the drama. That is a very dominant note in drama at the present time. I am perfectly willing to confess—and it is good to confess—that I cannot keep up with all the drama and all the fiction and all the poetry; so I am not acquainted, for instance, with Granville Barker. I know that he has written dramas; but I have not read them. I have read some of Brieux's and have seen the plays. They are not offensive to me, even if they do have this pathological note. I know that "Damaged goods" has shocked the conventions of the good people, or the moral ideas of many of the good people—others are not shocked.

This, then, is a characteristic of much of the dramatic work of the present day. Now, the drama of the present day is not what Corneille's was, not what Racine's was, not what Shakespeare's was. The current drama takes a section of life, a year of a family's life, a number of years

of a family's life, and sets them before us. There is no plan, no plot or scheme; there are no so-called unities, as Aristotle used to say. (By the way, he never did say that.) That is very characteristic; it is a portrayal of what people are doing and suffering and thinking and enjoying all the time and not a development of a character or the building up of a great scheme or a plot with a climax. I think that is largely a feature of the modern drama.

Shaw, at the same time, is a reminder of Aristophanes—a cynic, shall I say a paradox? He wants to puncture the popular conventions. He is particularly fond of slapping England in the face, slapping all of us in the face, about our manner of thinking, our politics, religion, social life; and, by the way, that is good for the people. I think it is capital for any nation to have a man who is ready to do that, just as it is good for us to have somebody tell us that we are utterly wrong, that we don't know what we are talking about; it sets us to thinking and to examining our ideas and our actions. I believe that a man like Shaw, with everything that he writes, long prefaces and all, is a great public teacher, just as Aristophanes was in ancient days.

There are one or two others I can use as examples of the sociological in the modern drama. I fancy you would mention Wentworth's "War brides." It is connected with the war, of course; but it is also a part of life as it is now seen, in Europe especially, and when presented on the stage by Nazimova you say at once that it is a great dramatic success, a wonderful presentation of a phase of life that, fortunately for us, we do not have in this country, but which we can readily understand.

It would be quite impossible, in a few minutes, to cover in the discussion of the literature of today the subject of political science and government. I only want to mention it. It is hardly worth while to give even one or two books, because you may think I have left out other important

ones. The field is a large one, and is very ably covered by writers in this country and in Europe also. It covers such subjects as "American diplomacy," for instance, by Fish; and "Comparative free government," by Macy and Gannaway; "The principles of labor legislation," by Commons and Andrews. I have placed here a book that every American ought to read, especially if he is particularly fond of so-called democracy—Faguet's "Cult of Incompetence." It has been out for some years, but is a book belonging to this general field. I recall one section in it that struck me very forcibly. The author attempted to do what people cannot do usually—that is, give a definition of something that will be all inclusive. You all know that is quite impossible. But he does say in his attempt to define democracy as practised in France and this country, that modern democracy is simply a system of electioneering. I thought he hit part of the truth very plainly.

I hardly know what to say about fiction. There is so much of it that is good and so much that is bad that one cannot in a few minutes suggest very much about it. It reminds me of a college boy whom I once knew, who wrote an oration for an oratorical contest and submitted it to his instructor, who frankly said: "Now, you take this oration and put it in the fire." "What's the matter with it?" The instructor said, "I'll tell you what's the matter with it. Did you ever hear of a farmer putting all the oats and the barley and the wheat and the corn and potatoes and everything else in one bin?" "No, I never did." "That is what you have tried to do in this oration. You have them all—liberty, free government, politics, ancient Rome and Greece, the Magna Charta, and the Declaration of Independence—in one oration. Simply get rid of it and write another oration on a single theme."

Now, to talk about fiction would be somewhat like that. There is so much of it, so much that is good and so much that is bad, that one can hardly mention what is worth thinking about.

Russia has come to the fore in fiction, in great fiction, just as she has in music—I was going to say, beyond any other nation. All of you know, of course, Dostoevsky's greatest book, not exactly of today but not by any means old, "Crime and punishment"; and one of Maxim Gorky's that appeared quite recently, "Confessions." This is an interesting book—a study of democracy, a study of the social problem. It is a sort of parable story, in which he is searching for God; and his search is successful. It turns out that He is the people; the people are God. That is the summing up of his wonderful story. You see once again the subject of Democracy.

You have all read (I have not) Alice Brown's "The prisoners," so that you can talk about that better than I can.

I have been very much interested, in recent months, in biography. Maybe my mind is Plutarchian; it runs to the lives of men. I am fond of such writers as Plutarch upon that account. Really great biographers have appeared at this time. I think perhaps the greatest and most interesting is Charles Francis Adams' "Autobiography," which appeared a short time ago. It is particularly good because of the exceeding frankness of it. He criticises his own grandfather, his own father and himself; and you know to criticise the Adams family is—well, it is a crime. But he does it, none the less. He says one thing that I fancy would interest many of you who are particularly concerned with the history of our own Civil War, which is something of a fad of my own. In mentioning the monument to General Hooker in front of the State House in Boston he wonders why any society or any group of men or any state could erect a monument to such a man as General Hooker; and then he says, "The headquarters of the Army of the Potomac (under Hooker) was a place to which no self-respecting man liked to go, and no decent woman could go." For a man to be as frank as that is very unusual; and I fancy that after a while the

friends of Hooker will come to the front. The book is exceedingly valuable. It interests nearly everybody. It interests historians because he wrote so much for the Massachusetts Historical Society; it interests soldiers because he was a soldier; it interests railroad men because he was the founder of the first Railroad Commission of Massachusetts, and was president of the Union Pacific Railroad. He was a diplomat and wrote addresses and papers of all sorts. As an autobiography I do not know anything more suggestive.

I have been attracted by Monypenny and Buckle's "Life of Disraeli," four volumes. It is, as I recall now, the only fair and complete life of "Dizzy." Olcott's "Life of William McKinley," while partisan and rather personal, is of value because it is taken altogether from the original sources. Bradford's "Union portraits" is another excellent volume of biography. Professor Harper's life of Wordsworth, showing Wordsworth from a new point of view, is a critical appreciation of him as a poet. Charles R. Williams' life of Hayes is another excellent American biography.

There are some general books that might be classed in a broad way as literature which are of interest to all. They are so striking that I cannot refrain from mentioning one or two. We are just now talking about Democracy, and I call your attention to Mr. Waldstein, who comes out with a book which he calls "Aristodemocracy." The insistence of the book is that it is the "demos" (crowd) that is the "aristos," not a certain individual. That is an original point of view; and Mr. Waldstein is always original, if nothing else.

Balfour is out with a defense of theism against humanism. I have been particularly interested in the discussion of Dante, because my neighbor and friend, Alfred Brooks, has just issued a book on Dante. You see him from some other standpoint than that of theology. I have always had an idea that Dante and Mil-

ton were responsible for much of our dogmatic theology.

I think it is worth noting that Belgium in recent years has given us two very great writers. We are all quite familiar with Maeterlinck, but we don't know Verhaeren. Verhaeren reminds me a great deal of Poe. He writes in jingles and in rhyme. That is rather unusual in French poetry; but I remember some instances in which he makes words jingle and rhyme not unlike Poe. Verhaeren himself is a poet of outdoors, of the weather and the wind and the trees and the flowers and the roads.

Among these other general books should be listed "Democracy and education" by Dewey; and Vachel Lindsay on the "movies." Lindsay has written a capital book on that subject. And "Feminism" (you are all interested in that) by Mr. and Mrs. Martin. They write somewhat from different points of view, without any proselyting. They present the question of feminism.

The Russell Sage Foundation is a great producer of literature, and is publishing a vast amount of stuff—I am using "stuff" in a good sense—on sociological problems.

Two other things particularly attract me. The first one I wish to mention is the re-birth of poetry. I have been for the last ten years lamenting the death of poetry; and my good friend, one of the dealers in books in Indianapolis, who has always made fun of me because of this, has told me that there was more poetry sold in the last five years than in the previous twenty-five. But there is a re-birth of poetry all over the world, in America and England, in France and Belgium. The war has brought it out, no doubt. I know the average business man doesn't think much about it. He thinks it is culture and refinement; and he misunderstands culture. He thinks it is a sort of I-don't-know-what, but he doesn't like it, he doesn't care much about it; but nevertheless it is a sign of the spiritual inner man that I believe indicates development and growth among our own people.

Now, by the way, the most noticeable feature in modern poetry is the social element in American poetry to a marked degree. For instance, take Margaret Widdemer's "Factories with other lyrics." I don't know who, fifty years ago, would have thought of writing poetry about factories. And Untermeyer's "God's youth," or his "Caliban in the coal mines" in which he asks God to throw him a star and give him some light in his gloomy workshop. Here is a passage from another:

"Open my eyes to visions girt
With beauty, and with wonder lit,
But let me always see the dirt
And all that spawn and die in it."

He wants to hear music, but he also wants to hear the bitter ballad of the slums.

You are all acquainted with Amy Lowell. Her study of the French poets is valuable. It is critical and appreciative, giving verses of the poets in French and English. She has included the Belgian poet Verhaeren, Paul Fort and others of the French poets.

The English are doing much good work. We all know Rupert Brooke, Katherine Tynan and James Stephens.

There are men and women writing poetry in *vers libre*. I say "poetry" for this reason—that form isn't all of poetry. The spirit, the diction, the creative imagination, these are just as necessary to poetry as form. Poetry isn't rhyme and what we call verses, necessarily. These may form a beautiful element of it; but the other features appear also, so that you will find much poetry in the so-called "free verse."

Now, the tremendous upheaval across the sea has brought out a large number of books, and they are part of the literature of today. The subject is so big that one can hardly touch upon it. There are two or three ways of considering it. First, the technical side, showing the strategical movements—Belloc, for instance; and the letters about the war, as Mr. and Mrs. Gleason's; and the partisan side—you will find much of that; and the diplomatic side, which you will find in many, particularly Stowell. Then you will find another phase,

and that is the personal side, in Bigelow's "Personal memories," in which he speaks of his own experience with the present kaiser; you will get a very severe arraignment, but also a very delightful appreciation of certain phases of the kaiser's life. As a mere suggestion, the famous phrase that the French soldiers around Verdun are singing every day appears in Simonds' collection—"ils ne passeront pas" ("they shall not pass"); it is sung in the French lines from day to day as the struggle goes on.

I have given you just a few suggestions that have occurred to me about the literature of today. I am indebted to you for your courtesy.

President SMALL: We have on our program the report of the Public Archives Committee, by Mr. H. R. McIlwaine, state librarian of Virginia.

Mr. GODARD: As Mr. McIlwaine is unable to be with us tonight, and as it is so late, I would make a motion that the report be read by title and printed in the Proceedings.

(The motion was seconded and agreed to.)

REPORT OF THE PUBLIC ARCHIVES COMMITTEE

The following report of the Public Archives Committee of the National Association of State Libraries is respectfully submitted to the Association. It consists of information as to the work done on the archives of the various states and territories of the American Union during the past year, so far as such information has been obtained from the archival workers of the country, in reply to a circular letter sent out the latter part of April by the chairman of this committee, and followed by a second letter in the case of each of those failing to reply in a reasonable time to the first. As heretofore, even the second letter has in the case of some failed to elicit a response. In most cases the letters of the several correspondents have been given either in full or in part, though here and there they may have strayed away somewhat from the subject

of "archives" as the word is usually understood. The report may be looked upon in the main as a newsletter narrating facts of interest occurring the past year in relation to the archives of the country, the parts of the letter having been written by those best acquainted with the facts detailed. As usual, the facts set forth are grouped alphabetically under the names of the states and territories.

Alabama—Up to the time of the writing of this report no detailed information has been received from Alabama. It is taken for granted, however, that work on the archives has been prosecuted along the lines indicated in the report of the Public Archives Committee for 1915.

Alaska—Under date of May 2, 1916, Mr. W. W. Shorthill, secretary to the governor of Alaska, writes in part as follows:

"You are advised that very little of interest has occurred during the past year in connection with the Alaska Historical Library and Museum, of which the governor is the official custodian. Unfortunately, no provision has as yet been made for suitable quarters for this institution, and at the present time its property is stored and cared for in the building occupied by the governor's offices."

Arizona—In a letter dated May 20, 1916, Mr. Thomas Edwin Farish, Arizona historian, gives interesting information in reference to the work in which he is engaged and also in reference to what may in a sense be deemed cognate work to his. He has nearly completed two additional volumes of the "Official history of Arizona" and intends to "continue the preparation and printing of the History until the same is brought down to date." [For the duties of the Arizona historian in connection with the archives of the state, see the reports of the Public Archives Committee for the years 1911 and 1914. Presumably these archives are very largely the sources for the History.]

Arkansas—Under date of June 20, Mr. Dallas T. Herndon, secretary of the Arkansas History Commission, writes:

"Section 5 of the act creating the com-

mission authorizes state and county officials 'to turn over to the commission, for permanent preservation, any official books, records, documents,' etc., 'not in current use'. In conformity with this provision I have the satisfaction to announce that several state departments have turned over thousands of volumes of original records and provision has been made for their storage under the supervision of the commission. We propose gradually to arrange the whole lot of it in such a manner as to render it properly available for consultation.

"The future seems to promise better things, as I see it, from almost any angle at which I view the work of the commission. We have several publications ready for the press which I feel sure will be vastly appreciated. At present, however, we are without the necessary funds to turn out this work."

California—No report.

Colorado—A letter, dated June 1, signed by Miss Alice Lambert, assistant state librarian, is in part as follows:

"A year or more ago I received a request for such information from you, and at that time I went into the matter carefully, and wrote you the result of my investigations. I regret that I cannot at this time give you the date of that letter, as our library has been in a state of supreme disruption, having had nearly one-third of its already overcrowded space taken from it to make room for other departments which thought they needed it more than we, and my letter file for that year has become temporarily lost in the hasty re-arrangement of the books of the library. This library does not have any of the archives on file. So far as I know, there has been no change in the system of caring for them, in the vaults of the various offices."

(The letter referred to above was not received by the Public Archives Committee last year.)

Connecticut—Mr. George S. Godard, librarian, State Library, reports (June 28): Many important gifts and transfers to

the Archives Division have been made. Among these should be mentioned:

All legislative papers prior to 1820, from the secretary of state.

All court records and files prior to 1820, from the clerk of the Superior Court of Hartford County.

Photostat copies of Connecticut Revolutionary records.

The subject, name, and place index covering the original records of Connecticut's part in the Revolutionary war, which has been in progress for two years, has been completed.

Forty-nine of the one hundred thirteen probate districts in the state have deposited their earlier files in the Division of Public Records. These have been sorted, repaired, and made immediately accessible. Various church societies and other semi-public organizations also have placed their records in the library.

Under direction of the examiner of public records, the land records of the several towns are being systematically indexed, standard ink and paper are being prescribed for public records, and new vaults and safes constructed.

Delaware—No report.

Florida—A letter from the Hon. H. Clay Crawford, secretary of state, dated June 20, gives the information that no change is to be reported in reference to the condition of the archives of Florida.

Georgia—Mrs. Maud Barker Cobb, state librarian, writes under date of June 9:

"In Georgia the state librarian has nothing whatever to do with the archives, which are in custody of the secretary of state.

"During the past year the compiler of state records has issued volumes 23 and 24 of the 'Colonial Records of Georgia,' which were delivered by the state printer to the state librarian for sale and distribution. Vol. 25 is recently from press."

(In connection with the above see the Reports of the Public Archives Committee for 1911, 1914 and 1915.)

Hawaii—No report.

Idaho—Miss Stella B. Balderston, state librarian, writes, under date of June 7:

"The secretary of state has handed me your letter of recent date with a request to reply to same. We have not, I am sorry to say, a custodian for archives, and so far as I know no effort has ever been made to collect history papers and records. This, I think, is a grave mistake; but I trust the time is not far distant when the matter will be taken up by the state."

Illinois—No report.

Indiana—Under date of May 10 Mr. Harlow Lindley, director of the Department of Indiana History and Archives, writes:

"As you already probably know, our Department of History and Archives is provided for by law as a department of the State Library. Because of lack of room it has been impossible for us to give much more attention to public archives than to keep in touch with the situation in the various departments of state. We have not been able to give any attention to local archives so far. Our chief activities have been with state historical material—locating and securing such material and making it available for use. We have secured during the past year some valuable manuscript material as well as printed material.

"Closely associated with the Department of History and Archives is the Indiana Historical Commission, created by an act of the last General Assembly in the spring of 1915. This commission is made the publication agency of the state's historical interests and also is charged with the supervision of the state centennial celebration, which occurs this year. As director of the Indiana Department of History and Archives I am ex-officio member of the Indiana Historical Commission and am also its secretary. We are planning to publish three volumes this year. One of these will be the first volume of a set containing the messages of the governors of Indiana, which are not now in general available. Another volume will be a history of constitution making in Indiana

and will consist largely of original material. The third will be on early Indiana travels. The idea is to make the Indiana Historical Commission a permanent commission whose chief function will be the publication of official and source material concerning Indiana."

Iowa—The Iowa General Assembly of 1915 made the curator of the Historical Department of Iowa custodian of the archives of the state. Mr. Edgar R. Harlan, curator, writes, under date of May 3, that there has been no material change in the administration of the archives the past year but that the methods heretofore described in the annual reports of the Public Archives Committee and elsewhere have been vigorously prosecuted.

Kansas—Under date of June 16, Miss Clara Francis, librarian of the Kansas State Historical Society, writes:

"I am sorry not to be able to report some progress in the archives work of Kansas. We are sorting and arranging as best we can with absolutely no equipment. The demands were so great in the new building, for the library, the manuscript section, the newspaper room and the museum, that the map section and the archives section both suffered. We are gradually getting things into shape in the archives section so that it is possible at least to find things. About two weeks ago the insurance department of the state turned over to us a mass of material and we are now at work sorting that."

Kentucky—Mr. P. F. Taylor, recently appointed archivist in Kentucky, wrote on May 27 that he had not been in office a sufficient length of time to enable him to write a full report of the condition of affairs in his state. He, however, gave no little information of interest. At the time of the writing of the letter he was engaged in saving and classifying a large file of mixed papers which for some years had been lying in one of the cellars of the old capitol. These papers consist largely of the financial reports of various state institutions; but mixed with them are legislative, executive, and judicial papers of

much historical value. From Mr. Taylor's letter it is also learned that the records of the secretary of state and those of the court of appeals are in good condition and that the land office records are fairly complete from 1792 down. There are also in the land office the surveys sent from Virginia to Kentucky when the latter became a state. These number about 16,000, and, though in bad condition from age and want of care, are most interesting and valuable. Mr. Taylor has examined them in order to find which of them were made for the soldiers of the French and Indian Wars, and his list will be published by the Society of Colonial Wars, Kentucky branch.

Louisiana—No report.

Maine—Under date of June 8 Mr. W. F. Livingston, assistant librarian of the Maine State Library, writes:

"Your letter to the secretary of the state of Maine, relating to archives of Maine, has been referred to this library. In reply to your inquiry, the archives of the state have not been transferred to a central depository, but are kept mostly in the offices of their origin. The state house was enlarged in 1910, and since that date some of the archives have become more accessible to historical students. The state library is still limited in its facilities for storing any archives.

"The Maine Historical Society has been printing in its documentary series many original papers relating to the history of the state. The Maine legislature, in 1915 as in previous years, made an appropriation for the purchase of 500 copies of the current issues of each of these volumes for distribution to public institutions within the state, as well as certain institutions outside of Maine. The last volume issued was volume 22, which brings the record down to the period of 1791. The earlier volumes contain papers relating to the first settlements of the coast of Maine."

Maryland—Volume 35 of the Maryland Archives, containing the proceedings and acts of the assembly of Maryland from 1724 to 1726, has been published by the

Maryland Historical Society, the custodian of the Colonial and Revolutionary records of the state. (Information furnished in a letter from Miss Nettie V. Mace, state librarian, dated April 21.)

Massachusetts—The Hon. Albert P. Langtry, secretary of the commonwealth of Massachusetts, reports as follows, under date of May 2:

"No enactments have been passed and no publication of early records made or authorized since the last statement furnished by this office.

"The work of making a card index to the valuable Massachusetts archives manuscript collection has been in progress since early in 1915. This index is being made according to the most approved method known to archivists. It will be thoroughly cross referenced, will cover every proper name (persons, places, etc.), and each card will bear a terse yet complete statement of the purport of the document to which it refers. The first group to be indexed consists of ten volumes, entitled 'Muster Rolls Series,' covering the period 1710-1774. The work has progressed sufficiently to elicit commendation, and the index when completed for the different groups of records—letters, military, petitions, etc.—will be invaluable to students and historians.

"There has been no change in the number of clerks employed or in the equipment of the archives division, but it is expected that quarters in the new west wing of the state house will be ready for occupancy in a few months."

Michigan—The third annual report of the Michigan Historical Commission (for 1915) shows that the archival work which it was designed that the commission should accomplish (see the report of this committee for 1914) has not yet been entered upon because of the fact that the commission does not have adequate quarters.

Minnesota—Dr. Solon J. Buck, superintendent of the Minnesota Historical Society, writes as follows, under date of May 5:

"There does not appear to be anything new to report relative to the Minnesota archives. The inventory which Mr. Herbert A. Kellar was making has been completed and will appear in the forthcoming report of the American Historical Association. The five hundred thousand dollar building for the historical society, to which we hope to have the non-current archives transferred, is now under construction and will be completed in the fall of 1917."

Mississippi—No report.

Missouri—Mr. A. J. Menteer, assistant librarian of the Missouri State Library, writes as follows, under date of June 10:

"The Missouri archives remain in the offices of origin, and so far as I know there has never been any attempt made to have them transferred to a central depository."

Montana—Mr. W. Y. Pemberton, librarian of the State Historical and Miscellaneous Library of Montana, sends the following report, dated April 26:

"No laws have been passed in the last year affecting this library or the archives of the state, and none of the unpublished archives have been printed. The library has made an unusually determined effort to collect historical material during the past year, both that sort which you include in your definition of "archives," and that which is more specifically narrative. The effort has been fairly successful, and among other things we have collected the mining laws of a number of the first districts in Montana, which are rare."

Nebraska—No report.

Nevada—Mr. Frank J. Payne, librarian of the Nevada State Library, writes, under date of April 28, that there has been no change in the past year in Nevada in reference to the custodianship of the archives. Each department has the care of its own records.

New Hampshire—No report.

New Jersey—Mr. A. Van Doren Honeyman, corresponding secretary of the New Jersey Historical Society, writes, under date of June 20:

"You are correctly informed that Mr.

William Nelson, of Paterson, editor for a number of years of the 'New Jersey Archives' and corresponding secretary of this society, died (in 1914), and I am his successor as corresponding secretary.

"One more volume of the 'Archives' was nearly printed when he died, viz., vol. 28, and since then the society has issued a few numbers of the same, waiting for the state to make an appropriation before getting out the entire edition, which will be issued some time during the year. There were also two other numbers under way at the time of Mr. Nelson's death; one of these, vol. 5 of the Second Series, is going to be printed during the year. The vol. 28 of the First Series will continue the newspaper extracts from October 1780 forward, but we do not know quite to what period.

"There will also be published, by the Society of Colonial Wars, a civil list of New Jersey officials from 1664 to 1800. This was also prepared by the late Mr. Nelson for our society, and is now turned over to the Society of Colonial Wars, because they have made the offer to print it, and it is expected to come out during the current year.

"Our society is also printing another matter which Mr. Nelson had about finished, entitled 'New Jersey Biographical and Genealogical Notes', being an amplification of the footnotes which have appeared in the volumes of 'Archives'. It will be a work of about 250 pages and will be known as 'Collections, vol. 9, New Jersey Historical Society.' We expect to issue this in about a month."

New Mexico—Mrs. Lola C. Armijo, librarian of the New Mexico State Library, repeats in a letter dated June 14 the statement made last year by the Honorable Antonio Lucero, secretary of state, that some years ago the most valuable archives were sent as a loan to the Library of Congress and that they have not yet been returned. Mrs. Armijo gives no information as to the archives that were not sent to Washington, or as to those which have

come into existence since the loan was made.

New York—Under date of June 19 Mr. Peter Nelson, archivist of the New York State Library, reports as follows:

"Since the report of a year ago the only important accession of archives material to the state library has been the records and papers of the constitutional convention of 1915.

"The activities of the state in the supervision of local records have been dormant because of the action of the legislature of 1915 in refusing to grant any appropriation to the Public Records Division, established in 1911, which therefore ceased to exist at the close of the fiscal year last September. This division, the History Division and the State Library were coordinate activities under the University of the State of New York, and the only provision for the continuance of the public records work was the addition by the appropriation act of another assistant in the History Division to give special attention to the preservation of public records. Owing to the failure of all candidates at the examination held, no appointment has as yet been made to this position.

The title of the above-named division has been changed to 'Archives and History' and that of its chief to 'State Historian and Director of Archives and History'; the chief archivist in the state library (Mr. van Laer), whose duties for some years have related to the translating and editing of Dutch records, was at the same time transferred to this reorganized division without any immediate change in the character of the work upon which he is engaged. The salary appropriation of 1916 (\$12,980) is one-fourth less than that of 1914 (\$17,380) for the work now grouped within the division.

"As the archives work of the state, aside from that performed by the state library, is hereafter included with the duties of the state historian, mention should be made of the resignation, effective in September, of Mr. James A. Holden, and

the appointment of Mr. James Sullivan to that position."

North Carolina—On a report submitted by Mr. R. D. W. Connor, secretary of the North Carolina Historical Commission, on May 5, covering the work of his commission for the year ending November 30, 1915, the following statements are based:

The work of restoring, reinforcing, and mounting the historical manuscripts has proceeded satisfactorily, 5715 papers having been attended to. Forty-two volumes of papers were bound, and are now available for use. A total of 2,677 manuscripts were added during the year and 23 maps. A card index was made to twelve of the collections of papers.

During the year the commission issued six printed volumes. One thousand three hundred and sixty-nine additions were made to the exhibits in the Hall of History.

North Dakota—No information.

Ohio—Mr. C. B. Galbreath, state librarian, writes, under date of May 5:

"I regret to say that there has been absolutely nothing done within the past year toward the preservation or care of the archives of Ohio or making them more readily accessible to those interested in them. Interest in work of this kind is at a standstill here, with little prospect of any attempt at a more orderly arrangement in the near future. There is no adequate space available for the work necessary to put the records into accessible shape, and, until additional room is provided by the erection of a state office building, there is little prospect of the accomplishment of anything along this line. There was, however, a law enacted at the recent session of the legislature authorizing the erection of such a building, and it is possible, if the matter is brought to the attention of the governor, that some provision may be made for the proper care and custody of the archives of the state."

Oklahoma—No reply has been received from Oklahoma to the circular letter sent out this year, but Mr. W. P. Campbell, custodian in charge of the Oklahoma

Historical Society, wrote the chairman of this committee on October 28, 1915, a letter commenting on the reply which was sent by the secretary of the commonwealth of Oklahoma to the circular letter of last year and which was incorporated in the last year's report of the committee. Mr. Campbell's letter gives considerable information as to Oklahoma's archives. It appears that the public records of Oklahoma—that is, the state records—are kept in the offices of their origin in safe and ample quarters and that they are accessible to those wishing to consult them. A law was passed some years ago authorizing the transfer of non-current records to the Oklahoma Historical Society, but the transfer was not made mandatory, and, in the words of Mr. Campbell, "coaxing has brought many promises, and—that's all."

Oregon—Miss Cornelia Marvin, state librarian, writes—letter is not dated—that the archival situation in Oregon is about the same as that described in former years, the secretary of state being the custodian of all records except departmental records and little being done to insure their preservation.

Pennsylvania—From the report of the state librarian, Mr. Thomas L. Montgomery, for the year ending December 1, 1915, the two following paragraphs are taken:

"The only casualty during the year was the death of Mr. Luther Reilly Kelker, custodian of public records. Mr. Kelker was chosen for the custodianship, upon the organization of the division in 1903, on account of his interest in Pennsylvania history and his familiarity with the muster rolls and marriage records. He assisted in preparing the material for some twenty-eight volumes of archives, including the fifth and sixth series and the indexes thereto. His work had made it possible for anyone to secure records concerning individuals engaged in the French and Indian Wars, the War of the Revolution, the War of 1812, and the Mexican War, in a few minutes' time, when formerly this was a laborious and most uncertain task. He also arranged in books the

papers of the governors and repaired and mounted a tremendous collection of provincial papers. He was neat and accurate in the preparation of his material, and the work done in the division will compare favorably with that of any similar departments in the United States.

"The division of public records during the year has completed the Cumberland County papers in sixteen volumes, the Berks County papers in seventeen volumes, and the York County papers in twenty-seven volumes. Fees for certificates amounted to \$300.22, which has been turned over to the state treasurer. 1,186 letters, many of them requiring extended research, have been received and answered."

Philippine Islands—The following information is taken from a letter of June 14, 1916, from M. de Grlart, assistant director, Division of Archives, Philippine Library and Museum:

"During 1915 the number of records classified, in connection with land compositions granted by the Spanish government, is 2426; those relative to shortages and defalcations, 524; those relating to denunciations, 152; and those relative to government property, 400. Indexes for all these documents have been made, to facilitate the search for such as are wanted for the work of preparing official and private reports. Likewise 4278 court records from the abolished audiencia and the courts of first instance for the districts of Intramuros, Quiapo, Tondo, and Binondo of the Spanish government have been classified.

The Division of Archives of the Executive Bureau was in March 1916 consolidated with the Library of the Government, under the name of the Philippine Library and Museum."

Porto Rico—Under date of June 16 Dr. Cayetano Coll y Toste, historian of Porto Rico, writes as follows, his Spanish being translated into English:

"The archives of this island have undergone some improvement this year in comparison with last year; but not even now

are they just what they should be. In the archives of the general government many packages have been classified, extending from the time of the Spanish domination; but much remains to be cataloged. Without indexes it is impossible to consult an archive. Besides, there is no fit place in the insular government building (La Fortaleza—The Fortress) for the archives in question. They are being kept to-day in a damp, unlighted basement or cellar; and it is necessary even in the daytime to make use of artificial light when going into the room. No matter how much in love with this subject a man may be, he could not remain in such a place longer than one hour at a time. Moreover, he would expose himself to some sort of infection or other there—the air being so excessively impure. Adjoining the office of the government secretary there is a small hospital, which should disappear from this locality. The Catholic Episcopacy should be paid its value, by 'forcible expropriation' (condemnation proceedings) and the building should be dedicated to the general insular archives.

"In the department of the commission of the interior there exist other archives. Conditions there are better than those described above. Whenever I have consulted them, I have been able to derive profit from my researches. Still, even they should be reorganized according to modern methods.

"In the supreme court the best of attention is given to its archives, and improvements in keeping them have been introduced.

"In many towns of this island attention has been turned to the preservation of the local archives. The city of Arecibo has reorganized its department of archives in a thorough manner and has published a good index.

"The archives of the Catholic Episcopacy are also being organized and the collections of papers and records cataloged.

"To this care and zeal in taking care of the general archives of this island, a bi-monthly work—'The Historical Bulletin of

Porto Rico"—(*Boletín Historia de Puerto Rico*) which I am publishing at my personal expense, has contributed somewhat.

"I believe and understand that the legislature of Porto Rico is going to make an appropriation for founding the general archives of this island, with the right kind of quarters and an office force sufficient for attending to the work; and that at the end of every period of five years the documents or packages which are not needed in the municipal and central offices, are to be placed amongst those in the abovementioned central or general archives. In other words, this branch of public service is to be made to conform to modern life and to the progress characterizing that life."

Rhode Island—From the nineteenth annual report of the state record commissioner, for the year 1915, it is learned that the customary visits to the several record offices of Rhode Island were made, with special trips as occasion demanded. The year was marked by great efforts on the part of the different towns of the state to comply with the law in reference to the protection of records from fire. Many safes and metal filing cases were purchased. It is also learned that the compilation of Revolutionary records continued throughout the year. Nothing is said in the report in reference to the central archives, but it is presumed that their physical condition, arrangement, accessibility, etc., are satisfactory.

Mr. Herbert O. Brigham, state record commissioner, writes, under date of April 21:

"There has been no new legislation, but upon the completion of the fire protection campaign there will be an attempt made to modify the conditions regarding recording, indexing, and other matters relating to local archives."

South Carolina—No report.

South Dakota—Mr. Doane Robinson, secretary and superintendent of the Department of History of South Dakota, writes, under date of April 24:

"There is no change in the matter of

South Dakota archives since the last report. The archives of Dakota territory were badly kept and much of the valuable matter lost. Since statehood all material has been well preserved and is not yet beyond the capacity of the several offices in which it originated. It is apparent, however, that the time is approaching when a systematic plan must be evolved for the preservation of records. Agitation has already begun for erection of a commodious building for the joint occupancy of the supreme court and the state library with ample accommodation for archives.

"The several counties are provided with fireproof accommodation for their archives to date, and in many of them fine fireproof court houses have been erected with special accommodation for out-of-date records and files. It will not be many years until all counties are so provided. While we have a township system, the county is our really practicable unit. While it is not a matter of law, still the policy prevails of making all new public constructions fire proof. This policy has prevailed for about fifteen years and neither state nor counties longer build otherwise."

Tennessee—No report.

Texas—Under date of June 8 Mr. Sinclair Moreland, state archivist and historian, writes as follows:

"During the past several years the Texas State Library has secured for its archive and history department many rare and valuable letters, documents and various other papers relating to the establishment and development of the Republic of Texas, and also relating to the state after annexation, during the Indian, Civil War and Reconstruction periods.

"In our collection of letters, documents, etc., are to be found the Nacogdoches Archives, Lamar Papers, Reagan Papers, Hunt Papers, Ewing Papers, Butler Papers, Burnley Papers, Yoakum Papers, Fisher Papers, Miller Papers, Lubbock Papers, Sam Houston Papers, David G. Burnet Papers, letters and reports of Stephen F. Austin, diplomatic correspondence

(France, United States, Great Britain, Mexico); consular and domestic correspondence; state, army, navy and colonization papers; transcripts from the archives of Spain, Mexico and Cuba.

"In the archive and history department there are many bundles of miscellaneous papers, which we are now classifying and filing in order. A card is then made out for each letter, document, etc., and filed in due order in the special card index used exclusively for the archive and history department.

"During the past year the state archivist and historian has devoted a part of his time to compiling the governors' messages. The first volume will contain the messages of the governors of Texas from, and including, the Coke administration, to, and including, the administration of Governor Ferguson, the present governor. This volume will be off the press and ready for distribution within the next sixty days.

"This department has been of much benefit to the people of Texas, and, in many instances, to people of other states. Letters and personal inquiries are continually being referred to this department for an answer. In a few instances, controversies over some historical point have been taken to this department for a decision.

"For the keeping and protection of all papers in the archive and history department, we are installing the Art Metal filing cabinets. We find these cabinets keep the papers dust and moth proof.

"During the next session of the legislature, we hope to be able to get a liberal appropriation for the purchase and collection of important historical letters, documents, manuscripts and other papers that are now scattered throughout Texas, and in the possession of private parties."

United States. Library of Congress—Under date of April 25 Dr. Gaillard Hunt, chief of the Manuscripts Division of the Library of Congress, writes:

"So far as the Federal Government is concerned, the last year has marked distinct progress toward the concentration

of Federal archives in a suitable archives building, for the plans have been made and approved, and it now remains to choose a site and obtain an appropriation for the erection of the building. The attitude of the government departments, and of Congress, toward the project is more favorable than it has ever been."

Utah—No report.

Vermont—Under date of April 24 Mr. E. L. Whitney, assistant state librarian, writes:

"Replying to your circular letter regarding state archives, will say that in Vermont no archives are deposited in the state library. Some are kept in the secretary of state's office and some in the office of the governor. No work is being done on any such material at the present time, altho there is a partial card index of the vital records of the state in the secretary of state's office."

Virginia—During the year the 13th and last volume of the "Journals of the House of Burgesses" has been printed. It contains such papers of the House of Burgesses of Virginia and of the General Assembly as have been found for the period 1619-1659, and a general index to the series of volumes.

A record kept by Mr. Morgan P. Robinson, head of the Department of Archives and History in the Virginia State Library, for the ten months from January through October 1915, shows that in that time Mr. Robinson wrote 1075 letters and prepared 845 certified copies of records of Virginia soldiers—mainly those who saw service in the Revolutionary War. So much of his time was taken up in this work, to the detriment of the archival work of the department, that the Library Board has directed that he be relieved of it altogether. It is at present being attended to by the state librarian and his secretary. Another piece of work on which the archivist has spent much time, taken necessarily from time which otherwise would have been spent in regular archival work, has been the preparation of a monograph to be published as one of the numbers of the

Virginia State Library Bulletin, entitled "Virginia counties: Those resulting from Virginia legislation."

Despite the foregoing diversions of energy, however, the archival work of the department has not been entirely neglected. Whenever possible the head of the department, who as a usual thing is the only worker in the department, on account of the lack of funds, has been given the assistance of other employees of the library, of apprentices in the library and of outside helpers employed for some specific purpose. As a result, the papers known as the "Bounty Warrants," consisting of certificates of service on which were issued warrants for bounty lands to Virginia Revolutionary soldiers (15,162 pieces) have been arranged chronologically and alphabetically and transferred to specially constructed boxes. The whole mass of papers is well indexed. Work of a similar kind is now being pushed on our collection of legislative petitions, probably more than twenty thousand in number.

The General Assembly of 1916 made an appropriation of \$4,000 for the purpose of providing the archives room with metal shelving and filing cases.

Washington—Under date of June 13, Mr. J. M. Hitt, librarian of the Washington State Library, writes as follows:

"Regarding the archives work of this state I am sorry to be obliged to continue the report of last year that we are not gathering and calendaring archives as other states are doing, and as our own law contemplates, because of the lack of funds, and of room in which to care properly for the archives if we had them. Our law is all right, but until such time as the library gets requisite room, filing cases and funds, we cannot do the work contemplated by an archives department. However, we are receiving constantly the unused files of the various state departments and housing them in their original cases preparatory to more systematic work later. No one regrets more our inability to do this work than the writer."

West Virginia—Under date of April 25, Mr. Henry S. Greene, state historian and archivist, reports as follows:

"The law establishing the West Virginia Bureau of Archives and History provides quite comprehensively for the collection, preservation and classification of public records, state papers, documents of the legislative, executive and judicial departments, all valuable papers and documents relating to the settlement and early history of the state; and the statute requires that 'in this bureau there shall be devised and adopted a systematic plan for the preservation and classification of all the state archives of the past, present, and future.' Since the enactment of this law in 1905, progress has been made in gathering up such manuscript papers relating to the settlement and early history of the state as were available. The elaboration of a systematic plan for the classification and preservation of 'all the state archives' has been hindered by lack of suitable equipment and space for the proper accommodation of the material, as well as by lack of affirmative legislation directing the deposit of archival material for preservation in the department. Manuscript records of many of the departments of the state government are retained in the offices of their origin, and this is true of all county records in the fifty-five counties of the state. Nothing has been done toward making any index or inventory of such records owing to lack of funds for this purpose.

"During the past year some progress has been made toward getting the manuscript records of West Virginia military organizations participating in the Civil War ready for publication. Much of this material is now ready for the printer. It is being carefully indexed as rapidly as our resources permit, and will thus be made accessible to research workers in its unpublished form."

Wisconsin—Under date of May 18 Dr. M. M. Quaipe, superintendent of the State Historical Society of Wisconsin, writes that the society has during the year made

a number of notable additions to its collections of historical manuscripts but that no state or local archives have been transferred to its keeping.

(Wisconsin has no regular public archives department, but according to law state officers may transfer to the society for preservation records which are not in current use—see Report of the Public Archives Committee for 1911—and many such records have been in fact transferred.)

Wyoming—It is learned from a letter, dated April 26, written by Miss Frances A. Davis, librarian of the Wyoming State Library, that since the preparation of the report on the public archives of Wyoming by Professor James F. Willard (see the Annual Report of the American Historical Association for 1913, v. 1, pp. 279-317) the material in the vault in the governor's office has been properly arranged. Wyoming has no legislation in regard to the preservation of archives.

H. R. McILWAIN,
Chairman.

President SMALL: Mr. W. G. Leland, secretary of the American Historical Association is scheduled to give us an illustrated lecture; but as we have met with disappointment in the non-arrival of the lantern, we will have to ask Mr. Leland to give his talk without the illustrations.

THE ARCHIVE DEPOT¹

By Waldo G. Leland, *Secretary American Historical Association, Washington, D. C.*

This is an illustrated lecture without illustrations, so you will have to draw upon your imaginations in order to supplement these unprepared remarks. Because of the lateness of the hour I will endeavor to speak briefly, and for that reason you may perhaps be thankful that the operator

and the lantern have not put in an appearance.

I was to talk on the "archive depot," a term which, like most other terms in the new science of archive economy, requires definition. An archive depot is a place where archives are deposited. It might be a tin box, as it often is; it might be a safe, or a vault, or a section of shelving in a library. The tendency in America seems to be to confide the custody of archives to librarians. It is a practice almost unknown abroad; but, under proper conditions, it seems to be a good practice, and I rather think that when we come to establish the National Archives in Washington the ultimate custody of them will be confided to a librarian. Archives require much the same sort of attention as books; and librarians, it seems to me, should be qualified by experience to care for them. Of course, there are certain distinctions to be borne in mind. Archives are official documents, the records of public action; they are needed by the public offices and are often called for by the courts; if destroyed the loss is irreparable. The first object of their custodian is to preserve them from all destructive forces; the second object is to make them accessible for official use; and the third object is to make them available, under proper restrictions, for purposes of historical or other scientific investigation.

Almost all librarians have a few manuscripts in their libraries, and it is a rather common practice to call these manuscripts "archives," but we must distinguish very sharply between archives and historical manuscripts, because the two are not the same thing. In any public office there are a great many documents going out and a great many documents coming in, and copies of the one and the originals of the other are carefully preserved and filed. All those which are produced in the transaction of public business and which have to be kept in any office constitute the archives of that office.

You can readily see that to understand fully the transactions of a given office you must have the records of those transactions

¹This paper was to have been illustrated with lantern views of state, national, and foreign archives; but owing to the failure of the operator to arrive with a lantern, Mr. Leland spoke extemporaneously. The paper as here printed has been revised by Mr. Leland from the stenographic report.

and have them arranged in the order in which the transactions took place, otherwise you will not have a complete or an intelligible record. It is highly desirable, therefore, that the records of public offices should be kept by themselves, and that other manuscripts of private origin—the records of business houses, correspondence of individuals, etc.—should not be mixed with them. It may be that among the public archives there are documents relating to a certain subject, and that among private manuscripts there are other documents relating to the same subject. The tendency of the librarian, rather naturally, is to place them together; but in so doing he would insert in the public records matter which officially does not belong there and which would be a cause of confusion, because to anyone investigating that subject it would give the idea that those private manuscripts are of official origin, whereas they are not.

That, then, is the first thing for a librarian to remember—that he must distinguish sharply between public archives and historical manuscripts, that he must not mix them. They may be kept in the same building, of course, or in the same room; but they must be entirely separate, both as to location and as to treatment.

To turn now to the subject of the archive depot, it should be considered under two heads, administration and storage. Whether the depot is an entire building or only a part of a building, it naturally divides along these lines.

The administrative part is of course that part of the building, or those rooms, where are the offices of the archivist and his staff, and where the work on the archives is performed. There must be accommodations for receiving the archives when they are transferred from the various offices, for cleaning and repairing them, if there is need of these operations, and for arranging and cataloging them. Then there must be accommodations for the officials who will have to come to consult them, and for students, lawyers, and others, who are allowed to use them in their investigations.

Also there should be a room with photographic apparatus where documents may be copied; and accommodations should be provided for typewriters, so that it may be possible to copy documents on the machine without disturbing other workers. Finally, and this may sound paradoxical, there must be arrangements for the destruction of useless documents. In the course of time many papers accumulate which cease to be of any service in the transactions of business, and which have no conceivable value for historical, legal, or other purposes, and which may be disposed of as useless. The method of the Canadian Bank of Commerce in disposing of such papers is ideal. By means of a machine they are macerated until all writing and signatures are destroyed; then they are placed in a press and baled and finally are sold to the paper mill.

These, then, are the principal features of the administrative part of the depot. As to the storage part, the most important thing is to provide for the safety of the archives and their security against all possible destructive forces, of which there are a great many: fire, damp, dirt, air, excess of heat or cold, theft and vandalism.

When we were making plans for a national archive building in Washington we thought it desirable to make a study of European archive buildings, but I think that we got our best ideas from the modern American library building with its steel and concrete stack.

It used to be thought that great cement or stone vaults afforded the greatest degree of security; and many public buildings were constructed with one or more of these vaults for the preservation of records. Experience has shown that while the vault protects documents against fire, it is generally damp and badly ventilated, and as a place for storing large masses of material it is expensive, wasteful of space, inconvenient of access, and generally unsuitable.

I feel confident that the best storage accommodations are afforded by the modern stack. For the storage of archives the usual type of stack, with its foundations on

the ground, its seven-foot stories, its three-foot or four-foot passageways, its frequent stairs, and adequate electric lighting, measurably approximates the ideal. The shelves should be twelve inches in depth so that they will receive almost anything likely to be placed on them.

As to precautions against fire, there should of course be a fire wall with steel doors entirely separating the stack from the rest of the building, so that the latter might burn down, yet leave the stack standing. The greatest care should be taken to protect the electric wiring, and there should of course be a cut-out outside the stack itself. Heating, lighting, and ventilating are practically solved problems; and so is the matter of cleaning, now that we have the vacuum system.

Such a stack as I have described should be able to accommodate about two cubic feet of archives for every square foot of floor space. At the present day the average state archives bulk perhaps about 10,000 cubic feet, so that they could be accommodated in a five-story stack with floor measurements of 40x25 feet.

When archives are stored in a library there is no reason, of course, why a part of the general stack should not be set apart for them.

In Europe, in the archive buildings of the modern type we generally find that the storage part is in a building by itself, the administrative part in another building, the two being connected by a bridge of one or two stories. We haven't tried that in this country; and in our archives building in Washington the front will be devoted to administrative purposes and the back to storage, with fire walls between the two parts.

There is a type of building which is common in France and England—the small-room type of building. The Public Record Office in London is the best example of this. It has 113 small rooms, with fire-proof partitions. One of every ten rooms is vacant so that when it comes to cleaning (each room being cleaned every ten years)

the contents of the room to be cleaned are moved into the vacant room.

There is one other matter of which I might speak—the receptacle. It seems to me that in Iowa they have adopted the best sort of filing box that I have seen.² It is of binder's board covered with black cloth, and measures about 9" high by 12" inches long and 3" deep. This box opens part way down the front and on the top; and by means of folders which are labelled, as in a vertical filing system, the contents of the box are classified so that on opening the top of the box you readily see what it contains. This system seems to me to be the most flexible and the most economical. Papers are filed flat—which is essential; and there is little, if any, waste of space. The boxes are placed on the shelves as if they were books.

I cannot forego to speak to you for two or three minutes of what we are trying to do in Washington. Of course it is well known to every one here that the condition of our Federal archives is most disgraceful for a nation of our age and size and civilization. Our archives are scattered about among the offices in which they originated, in cellars, in attics, near steam pipes, drainage pipes, water pipes, in sub-basements where in case of heavy rain the water overflows—everywhere except where they ought to be. After twenty-five years or more the friends of the archives in Washington have at last succeeded in getting Congress to authorize a national archive building. We hope that this building will be built near the Library of Congress, which it will approximate in size. Very likely it will be an administrative division of the Library of Congress, which seems to us an excellent arrangement. In it will be brought together all the archives of the government; and then we shall have an unparalleled collection of material relating to American history since the adoption of the Constitution.

President SMALL: I thank you, Mr. Leland, for this splendid talk on archives.

²Designed by Mr. A. H. Davison, Secretary of the Executive Council. A. J. Small.

Mr. LIEN: In view of the fact that we are to have an election of officers, would it not be wise at this time for the president to appoint a nominating committee?

President SMALL: I will appoint Mr. J. I. Wyer, of New York, Mr. C. B. Galbreath, of Ohio, and Miss Elizabeth M. Smith, of New York, to constitute a committee to revise the constitution and by-laws. The Nominations Committee will be Mr. Godard, of Connecticut, Mr. Brown, of Indiana, and Mr. Glasler, of Wisconsin; and on Resolutions, Mr. H. O. Brigham, of Rhode Island, Mr. J. P. Robertson, of Manitoba, and Miss Margaret Eastman, of California; for auditing the books of the secretary-treasurer, Mr. E. J. Lien of Minnesota and Miss Frances A. Davis, of Wyoming.

I wish to call your attention, since I neglected to do so at the time I read my report, to the length of service of the state librarians who have been longest in office. I find that Mrs. Mary C. Spencer, state librarian of Michigan, who has served twenty-five years, is the oldest in service; Mr. Arthur H. Chase, state librarian of New Hampshire, has served twenty-one years, and Mr. Johnson Brigham, state librarian of Iowa, eighteen years. Mr. Robertson, of Manitoba, is the dean of us all, as he has served for thirty years in the Provincial Library. Mr. Robertson came a long way; we welcome him and we hope he will be with us next year. We thoroughly enjoy having him present, with his words of encouragement.

We will stand adjourned until the next meeting.

SECOND SESSION

National Association of State Libraries.

Parlor, Columbia Hotel, Thursday, June 29, 9 a. m.

The meeting was called to order by President Small.

President SMALL: The hour has arrived when we shall call our final meeting of the National Association of State Libraries. The first number on the program will be the report of the secretary-treasurer.

REPORT OF THE SECRETARY-TREASURER, 1915-16

The financial report for the year is as follows:

Receipts

Balance from 1914-15 as audited	
June 8, 1915.....	\$422.56
Interest on deposits.....	10.94
Dues as follows for 1914-15:	
Alabama state department of archives and history.....	5.00
British Columbia provincial library	5.00
Georgia state library.....	5.00
Hewitt, Luther E.....	2.00
Illinois state historical society.....	7.50
Illinois state library.....	7.50
Illinois legislative reference bureau.	5.00
Iowa state library.....	10.00
Maine state library.....	5.00
Massachusetts state library.....	10.00
Minnesota state library.....	5.00
Mississippi state library.....	5.00
Nebraska state historical society...	5.00
New York state library.....	25.00
Northwestern university law school library	5.00
Washington state library.....	5.00
Wyoming state library.....	5.00
Dues as follows for 1915-16:	
Alabama state department of archives and history.....	5.00
Boston public library.....	5.00
British Columbia provincial library	5.00
California state library.....	25.00
Cole, T. L.....	2.00
Georgia state library.....	5.00
Illinois legislative reference bureau	5.00
Illinois state historical society and library	5.00
Indiana state library.....	5.00
John Crerar library.....	10.00
Kansas state historical society.....	5.00
Law reporting company.....	5.00
Machen, L. H.....	1.00
Magee, Alice M.....	1.00
Massachusetts state library.....	10.00
Michigan state library.....	5.00
Minnesota historical society.....	5.00
Minnesota state library.....	5.00
New Hampshire state library.....	5.00
New Jersey state library.....	5.00
New York state library.....	25.00
New York public library.....	5.00
Oregon state library.....	5.00
Pemberton, W. Y.....	1.00
Pennsylvania state library.....	20.00
Pennsylvania legislative reference bureau	5.00
Philadelphia free library.....	5.00
Rhode Island state library.....	10.00
Robertson, J. P.....	2.00

Vermont state library.....	5.00
Virginia state library.....	5.00
Washington state library.....	5.00
Wisconsin legislative reference library	5.00
Wisconsin state historical society..	5.00
Wisconsin state library (part payment)	1.00
Worcester county law library.....	5.00

Total receipts.....\$781.00

Expenses

J. W. Christie, reporting 1915 convention	\$ 15.00
Postage, express, etc.....	21.52
Stationery and billheads.....	11.85
Printing 1915 Proceedings in Proceedings of A. L. A.....	96.00
300 cops. separates of Proceedings.	58.61
40 cops. separates of Archives report	16.50
Rubber stamp (for secretary).....	.50
Envelopes for mailing Proceedings.	1.00
Printing 200 programs.....	4.50

Total expenses.....\$225.48

Balance on hand..... 555.52

Deposited in Albany County

Savings Bank\$213.94

Deposited in New York

State National Bank..... 335.10

Money order..... 2.00

Cash on hand..... 4.48

\$781.00

Dues amounting to about \$60 remain unpaid. These would further increase the balance, which is large mainly because the Proceedings for 1912 and 1913 are still unprinted.

There are now fifty-one members of the Association, if we assume that the members whose dues are still unpaid intend to renew their membership for this year. The following six joined during the year: Arizona State Library, Wisconsin State Library, West Virginia State Department of Archives and History, Lewis H. Machen, director Virginia Legislative Reference Bureau, Miss Alice M. Magee, librarian Louisiana State Library and J. P. Robertson, Provincial Librarian of Manitoba. The New Jersey State Library, formerly represented by Mr. Dullard as an associate member, has now become a regular member. Invitations to join were sent together with a notice of the Asbury Park meeting and a copy of the Proceedings, to about fifty eligible

members. A summary of the tentative program, also, was mailed to these fifty and to about fifty additional libraries (including municipal reference libraries) which presumably would find it of interest. Twenty-nine states are now represented in the Association, many of them by more than one institutional member; and Canada by the provincial libraries of British Columbia and of Manitoba.

The Proceedings were included in the Proceedings of the American Library Association and were also printed separately in an edition of 300 copies. These were distributed, following the precedent established by the secretary in 1914, two copies to each \$5 member, three to each member paying \$7.50 or \$10 and so on, according to the amount of dues assessed. This is a modification of the original practice of sending one copy for each \$1 of dues paid. There are now on hand 122 copies of the 1915 Proceedings. The Chairman of the Archives Committee ordinarily requires forty-odd copies for distribution to those who co-operate with him in the preparation of his report. This year, through a misunderstanding, separates of the Archives report were printed for this purpose, so that these extra copies remain in stock. It has been customary to send additional copies to members on request, the only rule guiding such distribution being the value to the members making the request. The secretary for the coming year would doubtless be glad to learn whether the procedure followed this year in the distribution of the reports is satisfactory. The secretary regrets to report that the stock of Proceedings of previous years was damaged by water while in transit from California. These earlier numbers though usable are not attractive.

Two committees, the Archives Committee and the Joint Committee on an Official Index to State Legislation, have served during the year.

Sixteen libraries (one of them, Oklahoma, a non-member) responded to the secretary's request with items of news on

state library progress of the year. There were thirteen replies in 1915 and twenty-four in 1914. It would seem that such an annual summary, to be found where it would most naturally be looked for, in the Proceedings of this Association, would be of value. I do not know whether the failure of such a large proportion of the libraries to reply comes from the feeling that it is a useless piece of compilation.

Aside from enlarged quarters, the topics of inter-library loans, legislative reference work and distribution of state publications brought forth the most comment. The establishing of a parcels post for books is responsible for increasing markedly, even to doubling, in several states the number of loans made by the state library to individuals and other libraries. Several libraries report a steady development of their legislative reference departments. Miss Davis reports from Wyoming that she is collecting material with a view to establishing a foundation for a future legislative reference bureau. The legislature of North Carolina established in 1915 a legislative reference library under the appointment and control of the State Historical Commission. In Maine a legislative reference bureau has been made, without legislative action, a part of the State Library.

A brief summary by states of the reports follows. Unless otherwise noted the information is taken from letters of the librarian in charge.

Arizona—From the report submitted by the Arizona Historian to the Archives Committee it is learned that the newly established Bureau of Mines is directed to collect a library and compile a bibliography of all literature pertaining to Arizona mining and geology.

British Columbia—During the past year the 100,000 books and papers in the Provincial Library have been moved into a new and commodious building having shelving to accommodate about 250,000 volumes, with provision for further extension. The collection is so arranged that legislative material and certain Govern-

ment documents are on the same floor as the House of Assembly, with the lobby of which the library is connected by a short corridor. There is also a general collection of reference works covering all subjects. Special attention is being given to the collection of books and manuscripts dealing with the history of the Pacific Northwest. The work of arranging these various collections is in progress. The letters, papers, prints and photographs are being card indexed and placed in vertical filing cabinets. The books at present are grouped chronologically; it is intended to extend the scheme of classification used throughout the library to meet the requirements of the Northwest history section. Bulletins issued from time to time make the resources of the library and Archives Department better known.

Connecticut—The activities of the State Library are arranged under the following divisions:

Supreme Court law library; legislative reference department; department of local history and genealogy; archives department; depository of public records; examiner of public records; depository of Connecticut state, county, town, municipal and society official publications; public documents; library exchange agent for Connecticut state and departmental publications; custodian of portraits of governors; custodian of State Library and Supreme Court building.

Mr. Godard reports that emphasis during the past year has been placed on the Legislative reference, Archives and Public records departments. The activities of the two latter sections are referred to in detail in the report of the Public Archives Committee, p. 507-08.

Georgia—The year 1915-16 has witnessed much activity and creditable progress. The cataloging of public documents of the several states is well under way. The Legislative Reference Department, little more than a year and a half old, and boasting the modest maintenance fund of \$1000 annually has made substantial headway in the indexing of bills of earlier as well as

current sessions of our legislature. Service by mail, heretofore impracticable, has been rendered and many individual loans of printed matter made to members of the legislature, debaters and others. The book fund has been increased \$1000 annually. Additional cases for bound volumes of newspapers have been installed.

Illinois—Mrs. Fowler, assistant librarian of the State Library writes: "We are proud to say that our reference work has more than doubled and the localities reached have increased accordingly. We received no increase in appropriation in 1915 and therefore the staff remains unchanged. Our work of reorganization continues; and we begin to see our way clear to complete the present plans if we succeed in procuring additional room for stacks for which we have appropriation.

The principal change in legislation affecting the library was the transfer of the exchange work from the shipping department of the office of Secretary of State to the State Library. We can now attempt to complete the files of Illinois documents in all the state libraries and shall hope in time to complete our files of documents from other states."

The John Crerar Library reports that plans are now being drawn for a permanent building to be located opposite the Chicago Public Library.

Indiana—With the assistance of the Governor two additional rooms adjoining the librarian's office have been given to the State Library and shelving put in them for the files of newspapers of the state, thus saving hundreds of volumes which were decaying in the basement. There are now on the shelves about 1,500 volumes of bound newspapers.

By a new law the library receives 50 additional copies of all state publications for distribution to libraries.

A third point of interest is that the History and Archives Department has been able, in large measure because of the very great interest in the state's centennial celebration, to do much more work than ever before in collecting and

organizing material on the history of the state.

Iowa—The past year in the State Library has been one of steady progress. Each of the three departments has been making a special effort along the line of filling in gaps and adding new sets; and several rare and expensive editions have been purchased. The Legislative Reference Section, greatly strengthened despite the fact that no special appropriation has been made to carry on the work, is rapidly becoming a valuable adjunct to the State Library.

Manitoba—Mr. J. P. Robertson, librarian of the Provincial Library, sends in reply the library's report for 1915 from which the following abstract is made. The library, now numbering about 50,000 volumes and one of the largest provincial libraries in Canada, is looking forward to proper accommodation in the new Parliament house, to relieve the present cramped condition of its collection. During the year an expert assistant has been secured to classify and catalogue the entire collection. Special attention is called to the Department of Provincial Archives, which has been receiving continued attention since the organization of the library in 1884 and now has a very good collection of old documents, both printed and manuscript. Plans are under consideration for much expansion of this work when the new quarters make it possible.

Massachusetts—The State Library is in the midst of recataloging its book collections in accordance with a resolve of the 1915 legislature. Details may be found in the last two annual reports of the librarian.

The recommendations of the Board of Trustees of the State Library were all turned down by the 1916 legislature. For a time it looked as though all work on the recataloging would have to be stopped. A \$5,000 special appropriation for recataloging, however, was finally secured. The total appropriations for the library amounted to \$32,190 or \$320 less than for the last fiscal year.

No striking changes have been made in

the administration of the library or in the legislative reference service. The demands made on the library by state officials, members of the legislature and the public have been more numerous than ever in the history of the library.

The Secretary of the Commonwealth has agreed to bind sets of the Massachusetts Public Documents for distribution to state libraries, the Library of Congress and certain large libraries of the country. The Secretary hopes to make up some sets for the years 1912-1915, inclusive. The Public Documents were last issued in bound form in 1911. It will be necessary for state and other selected libraries to elect whether they will receive the Massachusetts Documents in bound form, perhaps a year after the time of issue, or receive the separate documents as issued. It will not be possible for the Secretary to furnish the Documents in both forms.

Michigan—Mrs. Spencer, state librarian, reports that though there have been no new departures during the past two years, there has been a noteworthy increase in the volume of the library's different activities.

Minnesota—State Library. Mr. Lien, state librarian, writes: The appropriation available for the purchase of books by the State Library was slightly increased at the last session of the legislature, so that the annual appropriation for that purpose is now \$6,500.

There were 2197 volumes added during the past year. Special effort has been made to increase the collection of legal periodicals, and also to complete as far as practicable the sets of state session laws.

Much additional material for legislative reference work has been collected, and we aim to make the library increasingly useful to members of the legislature and others interested in information concerning legislation.

Historical Society. From the 1913-14 report the following notes are taken.

"It is hoped to emphasize especially in the future the collection and care of

manuscript material, the supervision and administration of state and local archives, the publication of original documentary or source material and the diffusion of a knowledge of and interest in the history of Minnesota among the people throughout the state." By its extension work the Society is endeavoring to bring about the organization of a historical society in every county. It is doing everything possible to encourage the introduction of a reasonable amount of state history into the curricula of the schools and to assist in supplying the necessary materials for such work.

The new building will be completed, according to contract, on Oct. 1, 1917.

New York—During the year Mr. F. D. Colson, librarian of the New York State Law Library, resigned to accept a position with the State Court of Claims. Mr. John T. Fitzpatrick, Legislative Reference Librarian, was appointed to the vacant position. His place in turn was filled by Mr. William E. Hannan, formerly assistant director of the Nebraska Legislative Reference Bureau.

An unsuccessful attempt was made in 1915 and again in 1916 to make the State Library sole distributor to libraries of all documents, both collected and departmental.

The increase in book circulation among libraries and individuals in this state is the most noteworthy item of news. The number of traveling libraries sent out in 1915 (1,612) was twice as great as in 1909-10. The circulation from the Reference Department from October to June 1916 was over one-third as large again as in the corresponding months of 1915. The greatest part of this increase is due to the development of work with schools. Nearly one-half of the traveling libraries circulated went to schools. Much of the increase in circulation from the Reference Department also is due to the registered teachers' added use of the library since the red tape of guaranties was abolished. In 1915 for the first time an eleven-day library institute for high school librarians

was held under the joint auspices of the School Libraries Division and the State Library School.

Oklahoma—Mr. E. G. Spilman, librarian of the Oklahoma State Library, forwards copy of resolutions in memory of S. O. Daws, State Librarian for eight years, who died on March 23, 1916. He further writes, "The Oklahoma State Library is growing by leaps and bounds, thanks to the wise and timely exchange law enacted by the Oklahoma Legislature and to the activity of the State Librarian in making its provisions operative." It has also provided the law library of the State University at Norman with approximately 1,000 volumes of latest textbooks and reports of state courts. It is badly cramped for room, but commodious quarters are provided for in the new capitol building now nearing completion.

Oregon—Miss Marvin sends for the State Library a brief note of explanation of the inter-library loan system operative in Oregon. Libraries are urged to send all requests to the State Library, which supplies the book from its own shelves when possible and, when not, borrows it from the University Library, the Agricultural College Library or from some other public library in the state. The interchange of books among the smaller libraries, to freshen their collections, is also encouraged. The number of mail order loans has almost doubled during the past year.

The State Library continues to serve as the exchange center for Oregon documents, though this is not now required by law, and is possible simply through courtesy of the departments in supplying publications for this purpose.

Pennsylvania—The report for 1915 of the Pennsylvania State Library calls attention to the fact that the problem of providing for the various collections of the state will soon become a serious one; quarters for 500,000 volumes are asked for. It announces also a cut in appropriations.

Rhode Island—The following statements

are taken from the State Library report for 1915. The past year has been marked by a continued strengthening of the resources of the library and an unusual growth in its book collection, which now numbers 40,000 volumes and is very much in need of enlarged quarters.

The Legislative Reference Bureau has completed its ninth year of activity, under the same administrative policy with which it was begun. The department control and general administrative principles are similar in type to the neighboring states of Massachusetts and Connecticut. The bureau has prepared special studies on "Economy and Efficiency Commissions" and on the "Exercise of Sanitary Police Powers in Rhode Island."

Virginia—There has been a noticeable increase in the circulation of books from the Virginia State Library throughout the state of Virginia by means of the parcels post system. With this exception, the work of the library has been about the same as heretofore.

The Legislature passed a bill allowing the Library Board to have printed as a part of its annual report each year between five and six hundred pages of material valuable from an historical point of view; and it reduced the number of applicants necessary to secure a traveling library from ten to five. It also passed a bill giving the library \$4,000 to be expended in furnishing the archives room with metal filing cases. The movement for a new Library and Supreme Court building was unsuccessful.

Wyoming—Miss Davis, Librarian of the State Library, writes:

"With a special appropriation of \$3,000 by the legislature we were able to install ten new steel stacks in the library, necessitating the moving and rearranging of all the books. A special appropriation of \$1,000 made for the purchase of law books placed the library on a good financial basis, clearing all back debts. There has been a slight decrease in the law and miscellaneous book funds due to the fact that several large tracts of land have

been sold and the rent stopped, but this money has been placed out at interest and will soon contribute additional funds.

We have continued to collect pamphlet laws as well as duplicate bound volumes with a view to establishing a foundation for a future legislative reference bureau. The outlook for our library is exceedingly pleasant.

The Association is indebted to the New York State Library for many courtesies extended to the secretary-treasurer which have very materially aided her in her work.

ELIZABETH M. SMITH,
Secretary-Treasurer.

June 29, 1916.

President SMALL: You have heard the report of the secretary-treasurer.

Mr. BROWN: I move that it be referred to the Auditing Committee.

(The motion was seconded and agreed to.)

President SMALL: It will be so referred.

REPORT OF AUDITING COMMITTEE

Mr. LIEN: Your committee of audit beg to report that we have examined the accounts as presented by your treasurer, and find them correct, showing a balance as follows:

Deposit N. Y. State National Bank	\$335.10
Deposit Albany County Savings Bank	213.94
Money Order	2.00
Cash	4.48
	\$555.52

Respectfully submitted,

E. J. LIEN.

FRANCES A. DAVIS.

Mr. DULLARD: I move that the report be accepted, placed on file and printed.

(Motion seconded and agreed to.)

President SMALL: We will now have the report of the Committee on Resolutions, by Mr. H. O. Brigham, of Rhode Island.

REPORT OF COMMITTEE ON RESOLUTIONS

M: BRIGHAM: The Committee has two resolutions:

"WHEREAS, Mr. Theodore L. Cole, of Washington, D. C., has signified his willingness to prepare for publication a bibliography of American Statute Law, and

"WHEREAS, the Carnegie Institution, through Dr. J. F. Jameson, director of the Department of Historical Research, has expressed its deep interest in this important contribution to American legislation, therefore be it

"RESOLVED, that the National Association of State Libraries express its sincere appreciation to Mr. Cole for his unremitting interest in this bibliography of legislation and his willingness to place in permanent form his vast store of bibliographical data in this field of research; and be it further

"RESOLVED, that this Association, appreciating the importance of this unique contribution, respectfully urge such action on the part of the Carnegie Institution as will enable the work to be begun at the earliest opportunity, and be it further

"RESOLVED, that this resolution be spread upon our records, and copies sent to Mr. Cole and Dr. Jameson."

"RESOLVED, that the National Association of State Libraries and the American Association of Law Libraries thank their Joint Committee on National Legislative Information Service for their labors covering many years which have resulted in the publication during 1916 of the "Official Index to State Legislation," an indispensable tool for those called upon to investigate legislative matters and to keep in touch with current legislation in the several states, and be it further

"RESOLVED, that these two Associations thank Mr. F. W. Allen, of the Law Reporting Company, for his constant optimism, wise suggestions and financial aid, without which the efforts of the Committee, in the face of the tremendous difficulties to be overcome, would have come to naught."

(A motion that these resolutions be adopted was seconded and agreed to.)

President SMALL: We will now have the report of the Committee on Amendments to the Constitution, of which Mr. J. I. Wyer is chairman.

Mr. GALBREATH: Mr. Wyer is not present, and in his absence I will read the report of the committee.

REPORT OF COMMITTEE ON AMENDING THE CONSTITUTION

The committee begs to submit the following report:

The following amendments are suggested:

That Sections 3, 4 and 5, relating to membership, and Section 6, relating to voting, be amended to read as follows:

Sec. 3. Regular members. Any state library, or person engaged in state library work, any state historical society, state law library or other library doing the work of a state library, including the Library of Congress, and any legislative reference library maintained in whole or in part by the state, shall be eligible to regular membership.

Sec. 4. Associate members. Any institution kindred in aim and purpose shall be eligible to associate membership, and shall have all the privileges of regular members except those of holding office and voting.

Sec. 5. Honorary members may be elected by unanimous vote at any annual meeting of the Association.

Sec. 6. Each organization admitted to regular membership shall have one vote through its representative, but any officer or member of such organization may attend the meetings of the Association and share in its deliberations.

That Sections 1 and 4 of the By-laws be amended to read as follows:

Sec. 1. Annual dues of not more than twenty-five dollars nor less than five dollars, the specific amount—based upon the number of employees on staff—to be determined by the executive officer of the institution, shall be assessed against each institution of the Association, and shall be due and payable at the annual meeting; provided that the Library of Congress shall be considered ex officio a regular member and so not liable for dues.

Sec. 4. Associate members shall pay an annual due of \$2 payable at the annual meeting.

C. B. GALBREATH,

E. M. SMITH,

J. I. WYER, Jr., Chairman.

President SMALL: You have heard the report of the Committee on Amendments to the Constitution. There is nothing that can be done at this time, as Section 16 of the Constitution reads thus: "This Constitution may be amended by a three-fourths vote of those present and voting at two successive meetings of the Association, provided that notice of the amendments in their final form be sent to each member of the Association at least one month before their final adoption."

This will be placed on file, and the secretary will notify each member of the Association at least one month before the next regular meeting.

We are now coming to the final business of the nineteenth conference of the National Association of State Libraries, and—

Mr. LIEN (interrupting): Before you close I should like to make a suggestion. I don't know whether it appeals to the other librarians, but it certainly does to me. The president's address, prepared with considerable care and after a good deal of work and research—I had the pleasure of examining the document—contains the statistics of the state libraries, the laws governing the state libraries, and a great many other matters of peculiar interest to state libraries from a reference standpoint. Now, it seems to me that that document is worthy of more than just being published in our Proceedings and laid aside. I think it would be wise to have the address of the president, with such changes as he may care to make, printed as a separate pamphlet and distributed among the various libraries. There is information which it would take days to dig out, all put in such shape as to be readily available. If you want to know by what authority state librarians are appointed, their term of office, the governing body—anything of that kind—you will find it fully covered in that report. I do not think it would be a very great expense to have a few hundred copies separately printed.

I move that the paper be so printed and

distributed as a separate document aside from its publication in the Proceedings. I think our funds are sufficiently ample at this time to justify us in doing that, and if it is the sense of the meeting I think it would be a good thing.

President SMALL: You have heard the motion as stated. I feel highly honored by this motion as made by Mr. Lien, in that he considered the paper worth publishing in separate form. I had taken some trouble and pains to compile it, and I heartily appreciate the compliment, or at least the motion, as made on his part. Of course, it is for you to say whether or not it will be worth while, so far as you are concerned. You have heard the motion as stated. Are there any remarks?

Mr. DULLARD: Like Mr. Lien, I had the privilege of looking over this statistical matter; and I think it is very valuable. I assume that the motion will be passed. In case it does pass, I should like to make a suggestion to Mr. Small. I think it would be advisable for him to supplement the information with something like a brief characterization of each state library. Some state libraries are law libraries, pure and simple; some are general, some have a legislative reference department. I just offer that as a suggestion. I think it could be included.

President SMALL: I rather think that is included in one part of this paper. It gives a statement as to whether or not there are separate departments of the library, shows where they have historical work, and so on, so I think that is fairly covered. Have you other additions to suggest? I should be glad to have it made as full as possible.

Mr. GALBREATH: Does it simply cover the law in the case, or do we have information outside of the legal enactment?

Mr. LIEN: The information given takes a much wider scope than would be revealed by the mere reading of the law.

President SMALL: Oh, yes. There are several instances where the law has been construed; from the law I could not understand what the purpose might be. In one

instance it appeared that the term of the librarian was indefinite; but by a rule of the board of trustees the term had been fixed for four years. There were other things of that sort outside of the law. Then I followed up constitutional provisions, found what the constitutional requirement is, and so on.

Mr. LIEN: But it does give the reference to the law, doesn't it?

President SMALL: Oh, yes, references are given where the law may be found, whether it is in the constitution or in the statutes.

Mr. BRIGHAM (of Rhode Island): I am interested in the motion, and pleased to know it has been made and will pass. I am interested in the question because of the peculiar situation in our own state. The law for the creation of the legislative reference department would indicate that the state librarian has nothing whatever to do with it; there is nothing in the law that would even remotely suggest that the state librarian has anything to do with the legislative reference department; but there has been a general opinion rendered by the attorney-general of our state that one person may hold more than one office if he receives a salary for only one, and a little over a year ago I was elected by the board of library commissioners Director of the Legislative Reference Department, with the understanding that there was to be no additional salary. That condition would not be revealed by the reading of either the state library law or the legislative reference law.

President SMALL: I found several instances where, as in your case, an interpretation of the law was necessary to reveal its full purpose or scope.

Mr. BROWN: I should like to ask, if the Proceedings of this Association are to be separately reported and printed in addition to the A. L. A. Proceedings, what would be gained by printing one address separately. We will in that case have three printings. You will have this single address; you will have all the papers read before this Association; and then you will

have all reprinted in the A. L. A. Proceedings. What is going to be gained by having a triplicate printing?

Mr. LIEN: My idea was simply this: The report of the proceedings of this Association is very often simply put aside; and if this report were printed as a separate document under a separate title it would be distributed among the reference pamphlets, and would probably be used by nine persons where one person would otherwise see it. It was not my purpose to distribute only to members. Of course, the Proceedings are distributed only to the members. This was intended for general distribution.

Mr. BRIGHAM: (Rhode Island) As I remember, I think we have a certain arrangement whereby we pay for a portion of the signatures in the A. L. A. Proceedings, and then from them we draw off our own pamphlet.

The SECRETARY: As an affiliated association we can have fifteen pages in the Proceedings. Any pages over that we pay for. Last year we had thirty-two pages in excess. The same printing press strikes off the separates of the Proceedings. The cost last year for 300 separates was \$58.61.

Mr. GALBREATH: I was just going to remark that when this address is put into type for our regular Proceedings it would cost very little to have it run off separately, and in this form it is much more convenient for use in the legislative reference department, because it can be classified according to its subject matter. My understanding is that the expense would be very slight; and I believe it would be well worth printing as suggested in this resolution.

Miss DAVIS: I should like to add a word or two. In Wyoming we haven't had the law changed since territorial days. The judges of the Supreme Court make the rules, and that is why our library work and several other things are confused.

Mr. BROWN: In reference to Mr. Dillard's suggestion I think it would be worth while for this report to show what many of the state libraries do which are general libraries. I do not think you would know

from the law in Indiana that the library covers in a broad sense what is meant by a general library. I think that should be covered; also, such points as the general collection of periodicals, both domestic and foreign, and whether state documents and federal documents are included. For instance, some of the law libraries have documents, but don't have general books. I think it would be a good thing for all those points to be covered.

President SMALL: They are covered partly, not as fully as you have suggested.

Mr. LIEN: My library is also the department of history and archives of the state, and yet the term "general library" wouldn't necessarily indicate that. In order to make this a complete and thorough report this point ought to be brought out.

I had another purpose in view in making this motion. I thought that distributing such a pamphlet quite liberally among others would help to advertise the National Association of State Libraries, and a pamphlet of that kind, bearing our name on the front page, I think would be worth while. I think it would call attention to the work of this Association, to some extent.

President SMALL: All those in favor of the motion signify by saying "Aye."

(The motion was unanimously passed.)

President SMALL: I certainly appreciate your kindness, and feel happy over this action. I will try to make it worth while. I should be glad to have all who are here write me fully concerning the nature of your libraries, and furnish any information that you wish to go into the report. This will save possibly twenty or more letters. I will make the paper as brief as I possibly can and put it out in separate form.

Mr. BRIGHAM (Rhode Island): I hesitate somewhat to mention this matter, but will bring it up as a suggestion:

These two associations are working side by side, in their nineteenth annual convention. I am referring to state librarians and law librarians. I made a brief list of the officers and on checking it up I notice that

the present president of this Association is past president of the law libraries' association, and that among the law libraries' officers are six law librarians and three state librarians, and among the state libraries' one law librarian and three state librarians, or employes of state or law libraries.

We can do much better work if we work together than apart; and I make this merely as a suggestion—whether an organization with a title such as "National Association of State and Law Libraries," having a state section, a law library section, and a legislative reference section, would not be a great advantage.

I have heard in the past few days quite a bit of comment because there wasn't enough attention paid to legislative reference librarians in the program, and some suggestion was made that a conference or round table be held.

I bring this out now, with no intention of either starting a dispute or taking time, but merely present it to the Association as something to think about.

President SMALL: Do you wish to take any action or make any remarks upon the suggestion of Mr. Brigham?

Mr. GODARD: I feel a great deal of the force of what Mr. Brigham says. I remember what force I tried to use with Mr. Small when he felt that he saw the necessity of organizing a separate association for the law librarians. At that time I wasn't very much in sympathy with it; but I do feel that there are questions peculiar to law librarians and questions peculiar to state librarians, and it seems to me now that where state libraries differ so much from each other there are reasons why the two associations should remain separate. We can have joint sessions, and so forth. I heard two people say: "Were it not for the fact that I am an officer of this association I don't think I would be here." Now, anything that does not increase our expense too much and does enable more members to come, and enables us to consider topics which are vitally connected with the asso-

ciation before which they come, should not be done away with.

President SMALL: I would say that it has been my privilege to be president of both associations, and I do really feel, as Mr. Godard says, that there is room for both. At least, there would not be the same freedom if they were consolidated. It seems to me at this time we would better continue separately. We are always willing and glad to co-operate in whatever is the will of the two associations; and I am more convinced than ever of the value of the separate associations, having been president of both, and knowing their functions and the work that is being done by each of them.

Mr. GODARD: May I make one more observation? I think that there is a tendency for national organizations to get nearer together, but as yet our two organizations have not been doing very much work with the American Bar Association, and I think we can get into closer contact with them and get their support along certain lines, if the proposition comes through the American Association of Law Libraries rather than through the state librarians.

Mr. LIEN: I have been rather inclined to feel, as Mr. Brigham has suggested, that we would be just as well off if we joined together in one association. However, with the joint meetings as we have them this year, and the prospect of increasing the number of them, I do not see that it makes much difference whether we are in one association or continue in separate associations and have joint meetings. Our joint meetings are better attended than our separate meetings; and I think that it would be better at this present time to continue in our separate way and get together as much as possible in joint meetings.

Mr. BROWN: May I ask, inasmuch as the legislative reference bureau is separated from the state library, if it would not be a good point to have an organization to which the legislative reference librarians could belong? Wasn't that inserted in the amendment?

Mr. GODARD: I think it was in the old constitution.

Mr. BROWN: I am not ready to offer a motion on the subject. I think the work is being done, and next year we would be together, anyhow.

President SMALL: I do really believe we should lose from our attendance. We can judge from our attendance today, and that at our other separate meetings, that we would suffer the loss of quite a number who would not have the incentive to come here because they are not strictly law librarians. This is merely a suggestion, as I understand it, for future consideration.

We are always glad to welcome new members into our Association. Of course, we are always sorry to lose our old friends; but life and fortune are uncertain. We have this morning one new member, who is here from one of the southern states. I am sure you will all be glad to meet her—Mrs. Moody, the state librarian of South Carolina. I should like to have Mrs. Moody rise and speak a word.

Mrs. MOODY: This is a very unexpected pleasure. I did not expect to attend this meeting when I left my home, but I was in New York and decided to come over. I am very glad to be with you, and hope that next year I shall be able to be with you again.

President SMALL: We are surely glad to have you with us, Mrs. Moody; we are sorry that you were not here for the earlier sessions. And we are also glad to have Mr. Galbreath back with us again. Of course you know he met the fate that some of us do, but was finally restored to his rightful position.

We will now have the report of the Committee on Nominations for Officers for the ensuing year. We will ask Mr. Godard to read the list of nominations.

ELECTION OF OFFICERS

Mr. GODARD: Your Committee on Nominations is pleased to report the following ticket:

President—John P. Dullard, State Librarian of New Jersey.

First Vice-President—Gilson G. Glasier, State Librarian of Wisconsin.

Second Vice-President—Miss Frances A. Davis, State Librarian of Wyoming.

Secretary-Treasurer—Miss Elizabeth M. Smith, State Library, Albany, New York.

Mr. LIEN: Mr. Chairman, I move that the nominations be closed and that the secretary be instructed to cast the vote of this Association for the nominations named.

The motion was seconded and agreed to, and the secretary cast the vote of the Association for the nominations named.

President SMALL: The officers for the ensuing year are as read.

Mr. Dullard, will you please come to the front?

I welcome you as my successor, Mr. Dullard. I know of no one whom I would like better to have succeed me than the good librarian of New Jersey. I will turn over to you all the rights and prerogatives that have been mine for the past year through the courtesy of this Association. I make one exception, however, and that is the gavel which you presented to me the other day. This shall remain with me as a memento of my year of service. With this exception, the office is yours, and the Association is in your hands. I wish you success, and appreciate your co-operation and support.

Mr. DULLARD: Members of the National Association of State Libraries: This is a very unexpected honor, for which I am deeply grateful. As most of you know, I am rather young in the game, and I feel that if my administration is to be a success I shall have to make up in energy what I lack in experience. I will, however, do the best I can, and will take occasion, as the year goes by, to get into communication with the members of this Association and get the benefit of their suggestions and advice. I thank you very much.

Is there any further question before the meeting?

Mr. SMALL: I know of none.

President DULLARD: If there is no further business, the Chair will entertain a motion for adjournment.

Mr. SMALL: Mr. President, inasmuch as the session is now closing, and so far as I know everything has been attended to, and the members are now ready for their journey to Princeton; I move that we adjourn, or at least until the joint session tonight.

Mr. LIEN: Before that motion is submitted to the meeting I should like to make another motion. I want to move the thanks of this Association to the retiring officers. I am sure that we appreciate their services, and want to express it by a rising vote of thanks.

President DULLARD: You have heard the motion for a rising vote of thanks to the retiring officers. Those in favor of it will please rise.

The motion is unanimously adopted.

(The motion to adjourn being seconded and agreed to, the meeting adjourned.)

SECOND JOINT SESSION

(With the American Association of Law Libraries)

Parlor, Columbia Hotel, Thursday, June 29, 8:30 p. m.

The meeting was called to order by Mr. Lien, president of the American Association of Law Libraries.

President LIEN: This is the second joint meeting of our two associations, and as the meeting is being held in the state of New Jersey, and as we have enjoyed so many courtesies from the librarian of this state, I think it eminently proper that the state librarian of New Jersey should preside at this meeting. I should like to ask Mr. Dullard to take the chair.

Chairman DULLARD: I am quite sure, considering the lateness of the hour, that you don't want to hear anything from me, therefore I will restrain myself and refrain from making any speech.

We have the pleasure of having with us this evening Mr. R. H. Johnston, librarian of the Bureau of Railway Economics at Washington, whom most of you know. He

is to read us a paper. I take great pleasure in introducing Mr. Johnston.

THE LIBRARY OF THE BUREAU OF RAILWAY ECONOMICS IN ITS INTER-LIBRARY RELATIONS

By R. H. Johnston, *Librarian*

The Bureau of Railway Economics was founded in 1910 for the purpose of conducting investigations of interest to the railways in common. Its main purpose is to study the economic relations of the railways, to collect information and to publish it in statistical or other forms for the information of the railways, the public and special students interested in transportation. In fulfilling these aims it was necessary to build up a library of railway literature with such collateral material as could not be conveniently borrowed from sister libraries. Under the broad purview of the railway presidents who have directed our work the Bureau has developed into a quasi-public institution made use of by all classes of individuals, business firms and libraries; but in referring to the work we have done in connection with what we wish to continue to do we are compelled to state that the increasing demands from those who sustain the Bureau quite frequently abridge or at least delay undertakings of a more public character.

In building up the library collection it was not our idea that it would be possible even after considerable time to bring together in one library all of the available literature relating to the economic aspects of railway transportation. A large proportion of the literature is found not in treatises but in the so-called ephemeral pamphlet literature, in documents, state and federal, foreign and domestic, and as parts of books on more general subjects. Our first effort, therefore, was to obtain a record of the railway contents of other libraries, both with a view to our own possible needs and also in order to be able to refer investigators in other cities to collections more accessible than our own. This work was originally limited to thirteen libraries and our own in the expectation

that in the larger collections as a total practically all of the railway literature would be disclosed. It was soon found, however, that local material and even material of the most general interest was to be found—sometimes only one or two items—in some of the less extensive collections. The records have accordingly grown by personal visit and by correspondence, so that now we have almost a hundred libraries in our records, including three European libraries: that of the International Railway Congress, from manuscript furnished by the Congress; the library of the London School of Economics, from printed catalogs, manuscripts and correspondence; and the library of the Ministry of Public Works of Prussia, from the printed catalog furnished by that library. Our original catalog was met with most enthusiastic reception in Europe, the Archiv für Eisenbahnen making a special article signed by the editor himself who was for twenty-five years the head of the railway system of Prussia. The libraries included are as follows:

**Libraries whose Material on Railways Is
in our Records**

American Antiquarian Society.
 American Philosophical Society.
 American Society of Civil Engineers.
 Amherst College
 Bibliothèque de la Commission Centrale de
 Statistique, Brussels.
 Boston Athenaeum.
 Boston Public Library.
 Bowdoin College.
 Brown University.
 Buffalo Historical Society.
 Bureau of Railway Economics.
 California State Library.
 Clark University.
 Cleveland Public Library.
 Columbia University.
 Connecticut Historical Society.
 Connecticut State Library.
 Cornell University.
 Cossitt Library, Memphis.
 Dartmouth College.
 Denver Public Library.
 Des Moines Public Library.
 Goodwyn Institute, Memphis.
 Collection of Professor Henry D. Gardner,
 Providence.
 Harvard University.

Collection of James Hillhouse, Esq., New
 Haven.
 Hopkins Railway Library, Leland Stanford
 Jr. University.
 Houston, Texas, Public Library.
 Illinois State Library.
 Indiana State Library.
 International Railway Congress, Berne.
 Interstate Commerce Commission.
 Iowa Historical Society.
 Iowa Legislative Reference Bureau.
 Iowa University.
 John Crerar Library.
 Johns Hopkins University.
 Kansas Historical Society.
 Kansas State Library.
 Kansas City Public Library.
 Lehigh University.
 Library Company of Philadelphia.
 Library of Congress.
 F. J. Lisman & Co., New York City.
 London School of Economics, University of
 London.
 Los Angeles Public Library.
 McGill University.
 Maine Historical Society.
 Maine State Library.
 Maryland Historical Society.
 Massachusetts Historical Society.
 Massachusetts Institute of Technology.
 Massachusetts Public Service Commission.
 Massachusetts State Library.
 Mechanics Library of Altoona, Pa.
 Mechanics-Mercantile Library, San Fran-
 cisco, Cal.
 Milwaukee Public Library.
 Minneapolis Public Library.
 Minnesota Historical Society.
 Nebraska Historical Society.
 Nebraska State Library.
 New Hampshire State Library.
 New Jersey State Library.
 New Orleans Public Library.
 New York Public Library.
 Omaha Public Library.
 Pennsylvania Historical Society.
 Portland, Ore., Public Library.
 Princeton University.
 Pliny Fisk Statistical Library, Princeton
 University.
 Bibliothek des Königl. Ministeriums der
 Oeffentlichen Arbeiten, Berlin.
 Ridgeway Library, Philadelphia.
 Rosenberg Library, Galveston.
 St. Louis Public Library.
 Salem, Ore., Public Library.
 Seattle, Wash., Public Library.
 Spokane, Wash., Public Library.
 Springfield, Mass., City Library Associa-
 tion.
 Syracuse University.
 Tacoma, Wash., Public Library.
 Texas State Library.

Toronto Public Library.
 Trenton Public Library.
 Tufts College.
 University of California.
 University of Chicago.
 University of Illinois.
 University of Michigan.
 University of Minnesota.
 University of Nebraska.
 University of Pennsylvania.
 University of Toronto.
 University of Wisconsin.
 Vermont State Library.
 Western Reserve Historical Society.
 Worcester Public Library.

By the use of this union catalog we have been able to assist inquirers at a distance, to render available to newspapers and individuals and even to libraries themselves, information contained in the larger libraries which because of their very size has not been treated as closely in indexing as our specially limited scope has enabled this Bureau to do. We have also had the delightful testimony from the librarian of one of the largest university libraries that the printed catalog has been a great saver of time in connection with inter-library loans. We ourselves, while prohibited by our regulations from loaning to individuals, loan freely to other libraries any material which is not irreplaceable.

This work is also made to serve in another field of our inter-library activities. In so far as the subjects undertaken by the Bureau require the collection of material preparatory to a study, lists are compiled in which we embody the information from our bibliographical records. On these lists we indicate the various libraries in which the items included in them may be consulted. We have no means of tracing the extent to which this service is made use of in inter-library loans except that we ourselves are loaning to other libraries material listed as in this Bureau. These lists are distributed freely among libraries except in cases where their preparation is the result of hurried labor. Even in these cases we are quite willing to send out copies when we have an opportunity to make the needed explanations.

It may be of interest, as showing the

breadth of scope of the work of the Bureau of Railway Economics, to submit here a list of the various typewritten, mimeographed and printed lists of references, long and short, which the Library has prepared:

Lists prepared by the library

- Select list of references on industrial accidents in the United States. 6p.
- List of references on accidents on railroads. Nov. 1912. 53p.
- Railroad accounting. Nov. 1, 1914. [Mimeographed] 26p.
- Railway publicity and railway advertising. Jan. 11, 1915.
- Railroads in Alaska. Jan. 12, 1914. 5p.
- Allocation of costs in railway accounting. Aug. 18, 1915. 4p.
- Compulsory arbitration of railway labor disputes. Mar. 31, 1916. 2p.
- Industrial arbitration in Australia and New Zealand. 4p.
- Statements, etc., concerning railroads, of George Roberts Blanchard, 1841-1900. 2p.
- Government regulation of business. 5p.
- Railroad capitalization. 4p.
- Recent articles on the British coal strike and minimum wage, 1912. 1p.
- Railway clearances. Aug. 31, 1915. 5p.
- Color blindness and defective hearing among railway employees. June, 1911. 4p.
- Commerce Court. 5p.
- Railway cost accounting. Apr. 3, 1915. 3p.
- Costs of railway operation. Jan. 28, 1914. 3p.
- Grade crossings on railways. [Mimeographed] 1914. 27p.
- Dining cars and dining service. Aug. 18, 1914. [Mimeographed] 5p.
- Minor economies in railroad operation. Apr. 14, 1914. 2p.
- Industrial insurance and employers liability. Oct. 27, 1913. 13p.
- Effect of European War on railways of the United States. Dec. 30, 1914. 2p.
- Supplementary list. Sept. 30, 1915. 2p.
- Transportation of explosives. May 25, 1915. 4p.
- Express service. 7p.
- Marketing farm products. Mar. 19, 1915. 2p.
- Fast freight lines. Oct. 24, 1914. [Mimeographed] 2p.
- Federal control of commerce and corporations. Sept. 2, 1915. 4p.
- [Supplementary to Library of Congress list published 1913]
- Federal incorporation. June 29, 1915. 5p.
- Statements, writings, etc., of Albert Fink. 1p.
- Railroads and fire losses. 3p.
- Rehearing of the Five Per Cent Case. Oct. 14, 1914. 3p.

- Bibliography of Sir Sandford Fleming. 6p.
Works of Sir Sandford Fleming relating to railroads. 1p.
- Freight. Apr. 8, 1915. 9p.
[Includes Freight, Yards, Terminals, Freight Handling]
- Full crew laws. 1913. 5p.
Printed in Special libraries, June, 1913, p. 121-25.
- Supplementary list. Aug. 28, 1914. 4p.
- Minimum train crews and maximum length of trains legislation. Feb. 1, 1915. [Mimeographed] 20p.
Printed in Special libraries, Feb., 1915, p. 25-39.
- Supplementary list. Apr. 10, 1915. 6p.
- Writings of Hiram Glass relating to railroads. 1916. 1p.
- References on Jay Gould. Nov. 20, 1914. 2p.
- Government ownership of railroads. Mar., 1913. Printed. 14p.
Revised to Sept., 1914. Issued as Bulletin 62 of the Bureau. 93p.
- Documents bearing on Hepburn rate bill. 5p.
- Interlocking directorates. Oct. 21, 1914. [Mimeographed] 9p.
- Writings of the Interstate Commerce Commissioners. Jan. 18, 1914. 22p.
- Jitneys and jitney regulation. July 15, 1915. [Mimeographed] 11p.
- Railroad land grants. Nov. 29, 1913. 16p.
- Transportation of live stock. Mar. 9, 1916. 5p.
- Recent books on steam locomotives. Jan. 7, 1916. 8p.
- Some references on the Long Island Railroad. Apr. 28, 1916. 4p.
- Railway mail pay. 1911. 5p.
- Locomotive mechanical stokers. July 28, 1915. [Mimeographed] 9p.
Printed in Locomotive Firemen and Enginemen's Magazine, Sept., 1915, p. 269-74.
- More important writings of Hon. Edward A. Moseley, Secretary of the Interstate Commerce Commission, 1887-1911. 1p.
- General railroad laws of New York State. Compilations. 2p.
- New York, New Haven and Hartford Railroad Company. Trial Bibliography. Nov. 30, 1915. [Mimeographed] 144p.
- Noise problem on railways. July 7, 1915. 3p.
- Use of oil as fuel for locomotives. May 11, 1914. 4p.
- References on the Panama Canal. 17p.
[Supplementary to Library of Congress list prepared by H. A. Morrison, Jr., 1900]
- Passenger fares:
Two-cent passenger fares. 4p.
Additional references on two-cent passenger fares. Nov. 2, 1914. 5p.
Additional references on two-cent passenger fares. Dec. 22, 1914. 5p.
- References on railway passenger fares. Apr. 1, 1915. 2p.
- Maximum railway passenger fares. Apr. 12, 1915. [Mimeographed] 14p.
—Supplementary list, July 29, 1915. 5p.
- Parcels post, 1911. 6p.
[Extension of Library of Congress select list, 1908]
- Relief and pension systems on American railroads. Apr. 13, 1914. 4p.
—Revised to Jan. 21, 1916. 9p.
- Periodicals published by United States railroads in the interests of their employees. Feb. 29, 1916. [Mimeographed] 2p.
- Physical examination of railway employees. Oct. 12, 1915. [Mimeographed] 17p.
- Pipe lines. Jan. 19, 1915. Memo. Hist. 1p.
- Railway pooling. Jan. 4, 1915. 8p.
- Public service commissions. May 6, 1915. 3p.
- Public service commissions and corporations. Jan. 3, 1914. 13p.
- Suggested list of works on railroads. Feb. 8, 1916. [Mimeographed] 6p.
- Early American railroads and early works on railroads. 6p.
- Development of railroads west of the Mississippi River. Feb. 12, 1915. 3p.
- Railway motor cars. Nov. 30, 1915. [Mimeographed] 37p.
Printed in Locomotive Firemen and Enginemen's Magazine, Feb., 1916:130-32; Mar., 1916:251-56; Apr., 1916:390-96; May, 1916:520-24.
- Operation and maintenance of railroads. Dec. 18, 1913. 3p.
- Railway passes. Oct. 4, 1915. 5p.
- List of books on regulation of railroad and public utility rates. Apr. 11, 1916. 4p.
- Effect of regulation of railway rates on the development of railroads in the United States. Oct. 21, 1913. 4p.
- Conflict between state and federal regulation of railroads. Mar. 25, 1916. 5p.
- Railroads in South America. Mar. 24, 1915. 12p.
- State documents relating to state aid for railroads. Jan. 16, 1914. 8p.
- Railroad taxation. Oct. 23, 1913. 13p.
- Use of railroads in war. Oct. 10, 1914. [Mimeographed] 15p.
Printed in Special libraries, Nov., 1914, p. 134-43.
- Revised to Aug. 2, 1915. [Mimeographed] 34p.
- This list was used as a basis for the bibliography in Edwin A. Pratt's "The Rise of Rail Power in War and Conquest," London, 1915.
- References showing comparisons between railroads of the United States and foreign countries. Feb. 23, 1915. 9p.
- Railway reconstruction. 2p.

Some references on savings plans for railway employees. Dec. 24, 1915. 2p.

Some references on the Seaboard Air Line Railway. Mar. 31, 1916. 5p.

Regulation of the issuance of railway stocks and bonds. Feb. 17, 1914. 6p.

—Revised list, Feb. 6, 1915. 5p.

—Additional references, Apr. 13, 1916. 2p.

Some references on ship railways. Feb. 19, 1916. 2p.

Sixteen-hour law. Dec. 16, 1915. 2p.

Some references on cost of operating high-speed trains. July 6, 1915. 1p.

Some references on the speed of railway trains. Feb. 28, 1916. 6p.

Subways. Sept. 13, 1912. 6p.

Industrial railways and tap lines. July 10, 1915. 5p.

Use of intoxicants by railway employees. Jan. 8, 1912. 2p.

Railroad terminals. Apr. 1, 1916. [Mimeographed] 41p.

Work done by railroads to increase traffic. Dec. 15, 1915. 4p.

Train loading. Oct. 25, 1915. 3p.

Valuation of railways. 1916. 125p. [Mimeographed]

Locomotive valve-gears. Mar. 24, 1915. 11p.

Printed in Locomotive Firemen and Enginemen's Magazine, May 1915:509-15.

Select list on relation between railways and waterways as agents of transportation. 1909. 15p.

Railways and waterways. Feb., 1912. 20p.

Western and Atlantic Railroad. 1915. 3p.

Some references on railways and economic development. May 2, 1916. 13p.

Some references on the ownership of railways. May 4, 1916. 4p.

Some references on freight congestion at eastern terminals. Apr. 6, 1916. 5p.

Some references on railway fires and fire losses. June 2, 1916. 3p.

Railway fire protection. May 25, 1916. 2p.

Early history of railroads in Alabama. June 5, 1916. 3p.

Freight handling. June 3, 1916. 9p.

Documents in the New Hampshire Railroad Controversy of 1887. June 8, 1916. 5p.

List of briefs filed in Advanced Rate Case before the Interstate Commerce Commission, I. C. C. Docket 5860 and I & S Docket 333, 1913-1914. 2p.

List of briefs in the rehearing of the case, Oct., 1914. 1p.

List of briefs filed in Western Rate Advance Case, before the Interstate Commerce Commission, I. & S. Docket 555, 1915. 4p.

A third development of very large interest to us, from our records of the railway contents of other libraries is our work with

the library scrap heap. One of the large eastern railways sold its scrap metal for the year 1914 for \$2,157,241.24, a sum less by a million dollars than it received in 1913. We have found much of value in the duplicate collections of other libraries. We solicit from other libraries any and all of their duplicates which relate to railways. In our purchases of lots at auction and otherwise we acquire duplicates of our own. These duplicates we attempt to distribute on open exchange except in the few instances where they have cost us any large sum. The distribution is conducted with a view to localities, relative completeness of sets and relative interest. Our largest distribution heretofore has been of the annual reports of the railway companies, due to the fact that these records are more easily kept up to date than non-serials. It may be readily appreciated that the incorporation of the records of one hundred libraries into our bibliography must take its place with the current demands upon the Bureau. Now that this record is getting more close to date we expect to distribute some thousands of duplicates of a more general and non-serial character. The following table will illustrate the growth of this phase of inter-library work:

Items:	1911	1912	1913	1914	1915	1916
Sent out	8591	4906	6747	14922	15477	12759
Rec'd	..15982	2177	3981	4673	6967	4647

a total of 63,401 items sent out as against 38,427 received from other libraries. The number of items received on exchange which find a place on our own shelves is not now as large as it was in the earlier years; but the placing of material on the shelves of other libraries facilitates inter-library work, promotes the use of literature relating to railways and adds to the general information about railway affairs, which is far from being the matter of common knowledge so generally supposed.

We consider that the information which we furnish to other libraries of the contents of our own library is one of the important aspects of the work we do in common with other American libraries—the furnishing of copy for Library of Congress

printed cards. Through the galleys of the Library of Congress, the records of the depository catalog, and the union catalogs now quite common in the larger libraries, the cards printed for this Bureau come under the eye of students and catalogers.

The Bureau supplies copy to the Library of Congress for printed catalog cards for current books and important pamphlets which relate to transportation and particularly to railways, and which are not already provided with cards. But we make an especial effort to supply copy for books which our records show are contained in four or more other libraries. Cards for certain series, such as the Interstate Commerce Commission accident reports, are supplied to the Library of Congress regularly by agreement and we comply with all requests or suggestions from the Library of Congress that copy be furnished even when the material is in the possession of the Library of Congress. Approximately 1,800 cards have been thus provided during the last four years. About five hundred have already been furnished during the current year, of which, however, only about

four hundred have been so far printed by the Library of Congress.

The Bureau Library does not attempt to take too broad advantage of the opportunity afforded by the Library of Congress to add entries within brackets for headings not used by them. Such entries however as "Railroads—Government ownership"; "Railroads—Financial condition"; "Railroads—Use in war"; and "Railroads—Passenger rates"; we have so added when there seems to be a real need for them.

The Bureau is very glad to respond to inquiries from other libraries. We do not expect to cover the broader phases of railway economics or even those more special aspects which the larger public libraries and the Bibliographical Division of the Library of Congress are handling to a rapidly increasing extent. The special library is intended to supplement, not to supplant, the general library; and there are some of the more minute questions which this Bureau is in a better position to handle than perhaps any other general library. Some indication of the nature of such inquiries may be afforded by the following table:

Inquiries Received by the Bureau of Railway Economics Library from Other Libraries
[Selected chronologically from the Library Log]

<i>Inquiry</i>	<i>Reply</i>
Railway Mail Pay Committee Report and other mail pay material.	All furnished.
List of insurance libraries in U. S.	List compiled and forwarded.
"Recent periodical article" on railway fuel economy.	Found in Railway Age Gazette.
Systems of filing & indexing periodical clippings.	Bureau's system described.
Methods of computing earnings of proposed railways.	References furnished.
Panama Canal Act and railroad-owned steamships.	References furnished.
Collections of railway tariffs.	Information as to best collections.
Material on government ownership of railways.	Printed material furnished.
Railway maps.	References given.
Fire protection by Monitor hose nozzles.	References furnished.
Train-length limit legislation.	Memo showing states having legislation.
Railroad reports to copy for files.	Copies desired borrowed on inter-library loan.
Transportation of farm produce by water routes.	Referred to waterways expert and references suggested.
Rolling stock of Trans-Siberian Railway.	Information furnished.
Methods of filing periodical clippings.	Our system suggested and explained.

- Material for article on improvement in transportation since 1891.
Minimum passenger rate laws.
Maximum passenger rate laws.
References on railway pooling.
- Trunk Line Committee Publications.
- Montana Railroad Commission Reports.
Material on safety first and trespassing.
Government ownership of railways.
Railroad reports to be copied for file.
- Western Rate Case Exhibits.
- Conant's testimony in Five Per Cent Rate Case.
Material for use in course on transportation of produce.
Railway cost accounting and cost of operating high speed trains.
Information relative to Railroad Commission reports.
- Transportation of explosives.
Publications of Nebraska Railroad Commission.
- Rare government documents.
- Rare government publications desired.
Noise problem on railways.
School ticket regulations.
- Passenger service & rates in U. S. and Europe.
Railway clearance.
- Electrification of terminals.
Exhibits in Western Rate Case.
Railroad reports to copy for file.
- Traveling railway libraries.
- Copy of rare item desired for file.
- Methods of increasing railway traffic.
Employees' saving plans.
Minimum railway rates.
Issuance of railroad stocks and bonds.
Recent material on locomotives.
Periodicals published by railway companies for employees.
Addresses of Wilson and Post before Railway Business Ass'n.
Railway clearances. Later data than previously given.
Speed on American railways.
- Wig-wag signals at grade crossings.
Pullman sleeping cars.
History of early passenger cars.
- Railroads publishing annual reports.
- References suggested and books loaned to the Library.
Memo prepared showing states having such laws, etc.
Memo as in previous inquiry.
List mailed to correspondent as requested.
Bibliographical information furnished.
Bibliographical information furnished.
Printed material forwarded.
Printed material forwarded.
Copies desired borrowed on inter-library loan.
Copies secured through Committee.
Transcript furnished.
Material furnished.
- References furnished.
Bibliographical information furnished.
References furnished.
Bibliographical information furnished.
Borrowed on inter-library loan.
Copies secured.
References furnished.
Copy of one road's regulations secured.
Memo. furnished.
References, copies of laws, bills, etc., forwarded.
References furnished.
Copies secured and forwarded.
Copies borrowed on inter-library loan.
Material sent; referred to other sources.
Photostat copy secured from New York Public Library.
References furnished.
References furnished.
References furnished.
References furnished.
References furnished.
- List furnished.
- Copies furnished.
Additional references sent.
Table of speed records furnished.
References furnished.
References furnished.
Material and references furnished.
List of such roads sent.

Among the things we are endeavoring to do and in the accomplishment of which we shall have to ask for much assistance from the state libraries is the completion of the record of the documents relating to railroads in the states not covered so far in Miss Hasse's monumental work. It has already happened that among our miscellaneous accessions there have appeared documents copies of which were not in the files of the state library concerned because not printed in the jumbo set. While we do not find these things in the ground covered by Miss Hasse we have been able at times to advise her that an item marked "not seen" has strayed into our collection. Until the happy time arrives when Miss Hasse shall have covered the entire list of states we have some hope that our work in this field with the co-operation of the state libraries may prove of mutual advantage.

In a small way the Bureau Library is now calling the attention of the librarians of some of the special libraries to titles relating to their field which crop up within our own. Such matters as fire losses, banking questions, street railway questions such as the jitney matter, telephone and telegraph operation of trains, occur in the railway technical literature and might fail to meet the eye of those very much interested in them. We would be glad to extend this service. Of course it is part of our regular duty to notify railway folk of articles of particular interest in their line of investigation.

Printed cards fill but a minor part of our needs. For magazine articles and a large number of our pamphlets we are thrown on our own resources. Because of our need for a large number of cards to represent the varied aspects of these articles and pamphlets we have adopted the Belknap Tag and Label Addresser for printing these cards. The stencils used in the addresser will take in nine lines of seven words each. They are prepared Japanese Silk Fiber, readily cut on any standard typewriter. The printing is made by placing the stencil in the addresser and running an inked rubber roller over it as

many times as we need copies. The stencil can then be filed for further use. It is our idea that as the Library of Congress will not be printing cards for magazine articles and analytics for a long time to come, our work in cataloging the contents of the railway periodicals such as the Railway Age Gazette and its predecessors, the Railway Review, the Railway World and its predecessor, might be made available to other libraries if the extra cost of printing and distributing the cards were met by them. It would be our idea to add the railway articles in the files of the general magazines such as the North American Review, which even if indexed in Poole are not so indexed as to give all of the information of interest to the special student. It would also be our idea to distribute cards for currently received material not found important enough to be included in the Library of Congress or John Crerar printed cards.

However halting it may be in its methods the object of the library of the Bureau of Railway Economics is to be as helpful to other libraries as its scope and facilities will allow; and we will welcome any suggestions that will help us to further this object.

Chairman DULLARD: We have all been very much instructed by Mr. Johnston's very excellent paper. I should like to call attention to the part where he asks the co-operation of state librarians in the matter of furnishing him from their duplicate copies such material as he may not have.

I do not know whether anybody here would like to ask Mr. Johnston any questions. I am quite sure he would be perfectly willing to answer them.

QUESTION: Mr. Johnston, do you cover canals?

Mr. JOHNSTON: Only in the case of canals such as the Delaware and Hudson Canal, that have grown into railroads.

Chairman DULLARD: We have with us this evening Miss Joanna G. Strange, who is to give us a paper on "Library By-Products." I have the pleasure of presenting Miss Strange.

LIBRARY BY-PRODUCTS

By Joanna Gleed Strange,

New York Public Library

Not so very long ago there came into a certain library reference department a tall, white-haired, sharp-eyed business man. He stated his wants, and while waiting for his books he explained that this was his first visit to the library. He had never come before because he had books enough in his own private library. But today he wanted some specific information, having to do with oil fields in a certain country, which he had been unable to find. It was the library's indexes and system he really wanted more than the books or magazines, he said. The books he could buy if necessary, when he knew what to buy.

The reference work being "slack" just then, and the assistant friendly, he continued to talk. The only other public library he had ever used was one in a small town in New England—twenty years ago. It had been in charge of the milliner. He smiled as he looked about the big room, with its card files and rows of labeled books. "There's certainly a difference. She kept the library all mixed up with the hats and feathers, and sometimes you had to wait for your book till she made change for Mrs. Jones, or sewed the daisies in with the flacs on Jennie Smith's Sunday bonnet. I wasn't a business expert in those days and it didn't bother me." He laughed. "Now my job is applying modern business methods to old fashioned firms. Some time I am coming in to check up this library and see if my rules apply here as well as to Armstrong's factory over the way. It would be an interesting experiment."

I don't know whether he ever came. I do know he was using in his expert work many library methods—whether he realized it himself or not. And I also feel sure that if he came to us with his business tests, most of our libraries, in spite of their modern methods and trained workers, would fall short—for there is not enough business organization in our libraries today. If it were possible to rate all of our processes in

dollars and cents, we would find, I am sure, a staggering amount of funds wasted. Because we cannot see our profits and losses, in the actual "coin of the realm," because we cannot balance our books and know our exact standing, there is much that is wasteful in our methods.

Now suppose, for argument, our libraries were commercialized. Suppose every library had a rival or two or three in town, each working to "sell" more of its stock in trade than the others. What would happen? Our library buildings would cease to be, as is often the case, architectural wonders only, whether viewed from the outside or the inside. The business house desiring to grow and succeed, builds with an eye to the comfort of its patrons, and the library desiring the same progress must be one whose accessibility is all it should be, whose elevators always run, whose clocks are in sight, whose telephones are available to the public, whose book carriers are to be depended upon, whose catalogs are convenient and whose stock is arranged for speedy distribution. It must have a building with room enough and light enough and heat enough and quiet enough, and with all these, rest rooms and lunch rooms and writing rooms for its readers, besides sufficient stock to sell, with salesmen who know the business and have the ability to read the minds, characters, tempers and peculiarities of their patrons.

If our libraries were managed on an efficiency basis there are many things we would do besides make our buildings more convenient. We would apply more business sense to our book stock. The smaller libraries would buy better. They would borrow more from state libraries and library commissions. They would make better use of available documents. They would make the most of their records. They would advertise systematically. They would employ with a better eye to the selling ability of their employees. They would "speed up" in many ways, and they would utilize their *waste*, forming therefrom such by-products as would double their own output. And it is about these

by-products or waste-products I want to talk.

Not so very long ago I heard a librarian, speaking of advertising, say, "I don't believe in it. It's too commercial. Libraries should not be put on that basis. The library system as it is seems quite satisfactory—why change? Libraries are different." Why are they different? Churches advertise. Boards of health advertise. Why should libraries arbitrarily do just as they always have done? Her reason why reminds me of a small boy's reason for believing in peace. He came to the library for material on a debate against war; and he was so insistent himself that peace was right and war and preparedness for war were wrong that the children's librarian said to him, "I believe as you do, Henry, that war is wrong; but what have you against preparedness? Why do you not believe in it? What is your reason?"

"Well, you see," Henry explained eagerly, "It means a great lot of tiresome old training and obeying someone else and all that, and if a feller's nose itches, he's just gotta stand there and leave it itch. He dasn't scratch. You bet I believe in peace."

Perhaps there are other librarians who would say they do not believe in business organization in libraries. Perhaps there are some who believe that as their libraries are being administered now, all their wastes are being utilized. But, it seems to me that until co-operation between libraries is a science, not just a word with a vague meaning, until we create library visions that reach beyond the obvious work right under our noses, until we apply business sense and methods in utilizing our waste, it is impossible that there can be the full development of our by-products. One library can accomplish but little alone.

Not being on a dollars and cents basis, not having the stimulus of actual competition, we are slower in realizing our losses. We reckon our profits by circulation, by the proportion of classed books to fiction our clients use, by the quality of readers we are able to draw to our libraries, by their satisfaction in what they receive,

by our reference statistics and by our *feeling* that we are making things grow. We are very prone to keep on, year after year, satisfied with a normal increase in readers, now and then adding some special line to our goods, and always bemoaning the fact that there is not enough money for more branches, more stations, and more assistants. To grow, libraries, like everything, must outgrow. It would be too bad to be satisfied.

But meantime, why not take stock of possible by-products? There is not a big manufacturing plant today that does not direct its greatest energy toward conserving and utilizing its by-products, for these bring in the greatest profits.

What are by-products? "By-products" may be defined as "those materials which in the cultivation or manufacture of any given commodity remain over, and which possess or can be brought to possess a market value of their own." By-products or waste products then for libraries! What are some of them? What do we make of our *waste material* which will bring more patrons to our libraries?

First, there are our extra newspapers and magazines, pamphlets, and timely reports and documents which may be turned into clipping collections instead of being dumped; picture collections may be made from these same waste materials—by-products from which most libraries are already realizing big returns.

There are our duplicate collections—waste material, because unused. Is there any reason why every library in a state should not send a list of its duplicates to the state library, and a systematic, not a desultory, exchange be made, first within the state, and then an interstate exchange? There is no library of any size at all without duplicates which are not used. Duplicate documents, especially city and state documents, are often very valuable and hard to find. Why not turn this "waste" into a profit?

What about that growing collection of pamphlets behind the door on the floor of the work room, not duplicates, mind you,

but forming a library white elephant, scorned because no one is quite sure how to treat them! And all the time the dust is gathering on the pile, it probably contains just the reports you are borrowing from your state library for the use of the city engineer, or perhaps that little American Federation of Labor pamphlet giving the officers of all the federated trade unions, which information you have been quite unable to find elsewhere. I wonder why this unkind discrimination against pamphlets. It seems to be a universal feeling. I was told not long ago that a certain group of branch librarians, ordering for their libraries directly from the books and pamphlets before them at their book meetings, *rarely* chose a pamphlet. All I can say is that they are wasting some of the best material available on live subjects of every kind.

What about collections in your town, wasted because not used, which the library might have for the asking, or as a result of a little diplomatic coercing? I know of one man who had a valuable collection of municipal documents, which he had used in his work at one time. There was no chance of their ever being useful to him again, and just two days before the city librarian dropped a hint that the library could make good use of them, he had had them sent to the furnace. What a waste! In this case perhaps not quite as wasteful as it might have been; for the man, interested in the fact that the librarian was "up and doing" enough to know who owned such a collection and to ask for it, made a first visit to the library "to see what it was like anyway," and has been coming ever since to use its reference material. More than that, he sends other business men who, like him, "didn't know the library was anything but a place to get books to read at home."

It might perhaps even pay the larger libraries to employ special agents whose chief duty it would be to act as scouts—on the lookout for anything of value to the libraries. Probably if he were the right kind, such a scout would save his salary

many times over each year, through the additions to the library's stock and by the number of clients he could interest in the library's resources.

The waste in the city and town libraries, which comes of not utilizing to the fullest extent what is offered by the state libraries and the library commissions, it seems to me must be great. The waste is not realizing the facilities of the Library of Congress is also worth considering. In a business house, when a salesman receives orders entirely out of his line he refers them to the head office or the department which handles the special commodity. Sometimes they go to the factory. In like manner we should refer requests not in our line to the state library, the library commission, the Library of Congress, or wherever they can best be handled.

One must be sure, of course, that the waste is worth saving. The librarian who saved for years all the used pen-points—thousands of them—thousands, too, of pencil stubs, less than an inch long, box after box of used book slips, and hundreds and hundreds of dirty book covers, till the cellar of the library was filled with these choice collections, may have had some idea of turning them into something useful sometime. But she died without imparting her scheme to anyone. The librarian who followed her and found a complete set of St. Nicholas in tatters because it had never been mended, felt, naturally enough, little sympathy for the saving propensities of her predecessor.

There are no end of waste materials which might be turned into products; but there are other wastes, too. There are "waste assistants." Few, very few, librarians will admit having enough assistants, but many librarians have waste assistants. There are those who are doing library work who are totally unfitted for it—total waste. No business man would continue to employ such material year after year. There are those who are doing one kind of work poorly, who when tried out in other kinds, make good. I know of an assistant, an educated foreigner, who was kept on

routine work for years. She did it indifferently and she was an unhappy, discontented element in the catalog room. It happened that an evening assistant in the reference room was ill one time and this girl was put in her place as a last resort. What happened? An assistant so alert, so interested that she never went back to the routine job—valuable because of her knowledge of languages, an indefatigable worker, pleasing to the patrons of the library. A paying by-product, found through an accident.

Then there are librarians with visions, those who are able and willing to do much more than they are permitted to do, either from the ignorance or lack of vision of the powers that be. Here is waste indeed. Often these people are real captains, ready to sacrifice everything to the development of big ideas, bound hand and foot to small things. Like the mill with its power turned on and no grist to grind, the machinery is weakened and the whole plant suffers. Waste again! Until every assistant is contributing definitely to the progress of the library, until his work shows the minimum of waste, we are not efficient plants.

And here, as in factories, comes the idea of welfare work for employees—medical inspection, rest rooms, air, light, recreation clubs and classes. One time in Pittsburgh I went to one of the big department stores to find out about their welfare work. I explained to their manager what I wanted and why, and I was courteously told that they would be delighted to show me their club rooms and tell me their plans, if I would not write them up. "We pay our clerks decent salaries," he said. "We do these things for them in no way to advertise the store. It's plain business with us. It's common sense that the clerks who are comfortable mentally and physically will do better work as salesmen, and the better educated and cared for they are, the better it is for us. To put it frankly," said he, "we are doing this for business reasons. We want our clerks to feel an interest in the store and be free to give us

suggestions. It's good for them and therefore good for the business." Exactly. It's good for every library to have its employees comfortable, physically and mentally. It is good for every employee from the pages and janitors up, to feel a personal interest in the library. I remember being told in Albany that the very effective and usable classification and arrangement of the "Granger" collection was invented by a page. I know of some excellent short cuts, among the many not so good, which pages have worked out. Why not have a "suggestion day"—let every library employee contribute his ideas, and see what happens? Some unusual, and so far unknown by-products might be developed in this way.

Another library waste which I feel very strongly would not be tolerated in most business houses, is waste work. There is so much of this kind of waste that one wonders at it. Take routine work, for instance. There is no getting around the fact that a great deal of it is necessary. Cards must be filed, shelves must be read and fine postals written. But with the typewriters and duplicating processes available, is it necessary still for even small libraries to have catalog cards laboriously copied by hand? Should intelligent human beings have to cut books and magazines by hand hour after hour, when a cutting machine can do the work in a fraction of the time? As for schedules, think of the time spent in every library on schedule making! A business house with the same problem would compile a book of schedules, collecting every conceivable arrangement, indexing the whole elaborately, and so save at least some of this schedule making time for other business. This schedule book might be a short cut, not usable always perhaps, without adapting, but helpful nevertheless. And I wonder if it has ever been proven that the hours and hours spent in "collating" new books pays in the long run.

Probably no end of routine work could be avoided if all our work were scrutinized from a business viewpoint. But the waste in routine work, I am sure, is not so great

as is the waste in so-called "busy work"—jobs to fill in odd moments. If these jobs actually contribute to the library efficiency, all very well and good. But so much of this "busy work" is totally and absolutely unnecessary—admittedly so. "Why," a librarian was asked one day, "must those young women sit and erase numbers from cards? They look like intelligent girls." "Oh, yes, they are," she answered. "They are from the apprentice class—doing practice work. We save those cards all year for them to erase during times when it is not busy. They *must* do something, you know."

Fine experience for them, wasn't it? The visitor having no library traditions suggested that it might be more profitable in the long run for these apprentices to read during slack time, since the books were to be their stock in trade. But the horrified face of the librarian, as she explained haughtily that "it was against the rules to read in library time," sent the Philistine away with opinions of her own on the subject. "Busy work" of this kind is degrading. A man once stopped at a big farm house and asked for a job. The gentleman farmer looked him over and said he might move the pile of rocks on one side of the road to a place on the other side. Glad of the chance for the work, the laborer asked no questions, but took off his coat and got busy. In half a day the job was finished and he sought out the farmer to know what next to do. "Got that done?" said the farmer, laconically. "Well, move 'em back again." Is it any wonder that the workman left? Would he not have been a pretty poor specimen of manhood otherwise? Just as senseless is this "busy work," most of it, especially since those who are given it to do are the very ones who need to know the books they handle, especially since there are so many things—useful things—which are crying to be done, and the doing of which adds considerably to the efficiency of the library and at the same time stimulates and educates the assistant. There are, for instance, the many sets of periodicals, unindexed. There are

many, many volumes on our shelves to be analyzed. There are bibliographies to be checked and clippings to be classified, and then there is always that pile of pamphlets behind the workroom door! Even if the white elephant should trumpet at her and tramp on her and shake the dust of years upon her, the assistant will be much better off associating with him than she is spending hours of the library's time on useless "busy work."

And why this fetish that librarians should not read? Is it because we are afraid we will be criticised by the gentle public? Then the public should be educated differently. Is it because we are afraid our assistants will abuse the privilege? Then we should get other assistants. The girl at the desk on a dull evening need not of necessity read "The Prisoner of Zenda" nor "Sherlock Holmes." But why should she not compare different handbooks if she chooses, and why not make herself familiar with new books and old books and public documents and periodicals instead of folding book pockets, for instance.

We hear a good deal about time-savers—indeed, I believe we were to have had an exhibit of time-savers at this convention—but too often in the very libraries where the most of these excellent devices are employed, the time of assistants is wasted on "busy work."

It might be worth a special committee's report some time to know how much time, which might be saved for the library, is wasted in "hiring and firing" library employees. Before the National Association of Manufacturers at their twentieth annual convention last year, Mr. M. W. Alexander had a very enlightening paper on "Hiring and firing; its economic waste and how to avoid it." Mr. Alexander made a careful study of twelve factories located in six different states, and his statistics were compiled from various viewpoints. His conclusions are interesting indeed. Of course, much of this data applies only to manufacturers and their employees; but there are certain statements made by Mr.

Alexander which tend to make us think. I quote:

"While one manager estimated the cost of hiring and breaking in an employee at \$30, the estimates of all others range from \$50 to \$200 per employee. The great difference in these estimates is no doubt due to the diversity of the industries represented by these managers. Most estimates ranged between \$50 and \$100. The head of a large automobile manufacturing concern states with positiveness that the engagement of a new employee would involve the expenditure of at least \$100. This statement is so much the more surprising, as it is well known that on account of the high wages paid in the automobile industry, it should not be difficult to secure the best type of employees, both as to technical skill and general discipline, and to hold them fairly well. Unquestionably the skill, experience and intelligence of a new employee have much bearing upon the amount of money that needs to be expended for his training."

Mr. Alexander then divides his operatives into groups according to skill and he proceeds to see how many have been hired unnecessarily and for what reasons. The paper has the following subheads, which might be quite as applicable to libraries as to factories:

"Money waste in unscientific hiring."

"Instruction expense."

"Preventing waste in hiring."

"Selecting the right man."

"Instruction for new employees."

"The employer's relation to the community."

"The spirit of loyalty."

And the last paragraph we would subscribe to entirely, I am sure. Again I quote:

"Close analysis of the men and women we take into our employ, effective systems under which we train them in their work, fair treatment while they are in our service, and adequate methods to insure their dismissal only for justified cause or their voluntary withdrawal with no ill-feeling toward their employer—these are essential factors in our problem of hiring and firing and must be our earnest concern lest we

waste money in our business and sacrifice friendly relations with our employees." If we could know something of the actual money loss to the library the hiring of poor assistants entails, perhaps it would seem wise, and cheaper in the end to pay the good workers higher salaries.

While I am still on the waste work topic, I wonder if we cannot do more than we are doing in listing for the use of others, notes of our difficult questions and where we find the answers. Most reference departments have a file of answers to "stickers" for their own use, so that the same work need not be done a second time. But might there not be some library co-operation in this? If one librarian, after hours of searching for a list of the Co-operative Apartment Houses of New York City finally locates this information in a certain report, should it not be available so that other reference workers in other towns may be saved the same long hunt? Why not distribute our finds? The H. W. Wilson "Public Affairs Information Service" and "Information" published by the Bowker Company are great helps, we can all testify. The "Sponsors for knowledge" plan is another big stride in co-operation, and the scheme of filing at A. L. A. headquarters subjects of bibliographies in the process of making should save much duplication. But we must have *more* getting together with the work, more co-operation of all kinds. If we co-operated with each other as libraries with half the zeal we put into the work with our individual library clients, our by-products would soon equal those of the Standard Oil Company in usefulness, if not in dividends.

I think of one other library by-product. How are we going to utilize our waste public? From the library point of view a person is wasted until he finds the library. When we remember that no document or book or periodical or clipping or pamphlet is worth anything until it is read, it is obvious that we must get the people and the books together. This same statement has been made in one way or another at every library meeting since the library movement began.

With our children's libraries, our work for club women, our school work, our libraries for the blind, the traveling libraries which go to hospitals and prisons and light-houses and to many odd nooks and corners of the country; with our technical and business libraries, our legislative reference libraries, our state and college libraries, our libraries of art and architecture, our general collections and special collections, it seems sometimes as though we must be doing about all that can be done. But too small a percentage of our population forms our library clientèle. We must have more library patrons. We must have our reference collections used more. Not only must they be used by students. They must be realized as research laboratories for the business man, the man of affairs, the practical man. "The material this department turned up for me the last time I was in," said a man not long ago to the chief of the Documents Division of the New York Public Library, "saved my firm a special investigation which would have cost us five thousand dollars." "This library stuff is so exactly what I wanted," said another, "that I needn't go abroad for it. I was afraid I should have to." We want more of these things said to us. And to get these people interested we must do as they are doing. We must advertise. It even seems to me that a library advertiser, hired for this work and nothing else, would pay some libraries. We are slow to start some things in the library world, and probably it will be some time before we make use of this very patent method to get more library patrons. But there are ways of advertising which are automatic and which we may all follow, for having once acquired a new reader, we must, of course, make the library so necessary to him that he will come again and bring other readers. There is a "follow up" system as good for libraries as for business houses. Here comes a man, for instance, for something on compressed air diseases. The librarian gives him all the material she has time to collect, while he is in the library. But she has sized him up as a reader who is making a

thorough study of the subject, and after he has gone she keeps right on looking for references, collects them in French and German and Italian, in books and periodicals and documents, and mails them to him on the installment plan. For a while that man will be an advertisement for the library, as good as an electric light sign ten feet high. "Go to the library" will be his slogan. Long after the librarian has forgotten all about compressed air diseases, he will be turning his office force and all his friends into first-class library by-products without any doubt.

Because of the tact and effort and understanding of the chief of a department in a certain large library, the secretary of one of the largest associations of manufacturers in the country made the statement that the best thing they had done during the year was to connect with the public library! A by-product worth having? In more ways than one, surely.

Fascinating work, much appreciated by the clients sometimes, and always a great satisfaction to the reference librarian who understands the game, is the helping of readers to help each other. Here is a man coming to the library to dig into Spanish diplomatic papers. In the opposite corner is a scholarly Spaniard at work on a manuscript for a book on South American commerce. Each one has a point of view which may be useful to the other, and the librarian sees to it that they meet. The result is that now, day after day, they work at the same table, helping each other.

And the ex-bird man over near the door is more than pleased to meet the novelist who wants information about wireless apparatus on flying machines, so much so that one sees them later going to lunch together. And each one has suddenly acquired a certain "feeling of ownership" for the library, which in itself is a worth while by-product.

These illustrations might be multiplied many times. It's all for the business, and it goes to show that if we are going to be successful salesmen, whether for libraries or for any other concerns, we must have

more than the cold science of our particular business, whatever it is. We must see things from the other fellow's viewpoint, and earnestly and sincerely try to understand our clients.

Probably these by-products which have come to my mind are not new to anyone here, and there are doubtless any number of wastes which are being turned into products for libraries, of more importance than these. But I do sincerely believe that by intelligent use of these wastes our libraries will be improved, our patrons better satisfied and we ourselves more alive to the work and keener to its possibilities.

Chairman DULLARD: In this very carefully prepared paper Miss Strange has presented to us her viewpoints in a most interesting and convincing way. It is not my privilege at this time to discuss this paper. The program provides that the meeting is to be open for discussion generally, and that the discussion is to be led by Miss Hasse, whom you all know, and who has done so much to lighten the work of librarians.

Before introducing Miss Hasse I should like to take this first opportunity to express publicly the appreciation that we in New Jersey feel for the splendid work that she has done in compiling the index to economic material in the documents of our state. As you know, Miss Hasse has compiled an index of this kind for several states, and we in New Jersey have availed ourselves of the opportunity to get all of these indices. After a study of the New Jersey index I have no hesitation in saying that it is about as fine a piece of work as I ever had the opportunity of examining. I take very great pleasure in presenting to you Miss Hasse.

Miss HASSE: Mr. Chairman, ladies and gentlemen: I feel terribly out of place. I understand this is a joint meeting of law librarians and state librarians. I know nothing of the law; I never was connected with a state library.

I don't know that I am expected to say anything about Mr. Johnston's paper; but Mr. Johnston, though he doesn't look it,

is an indefatigable worker. He has made you a proposition for card service. In coming years the subject which Mr. Johnston's office concerns itself with is going to be one of the important reference subjects of all librarians in this country; therefore I would sincerely recommend to you the proposition which Mr. Johnston has made to you.

I suppose I am expected to say something about documents. For the last two years I have done almost no work with documents. At that time the former document division of the New York Public Library was merged with its economics division. We have concerned ourselves since that time with reference work. Events happening about that time concentrated the subject of reference work within tolerably narrow lines. In doing that reference work I have often thought of what Dr. Billings used to say—that he would engage to run any library on periodicals and public documents. I have come to realize that I will engage to run any library with Miss Strange.

Chairman DULLARD: Has anyone else something to say?

Mr. LEE: Mr. Chairman, I wish there could be a discussion tonight that would take the form of "what are you going to do about it?" It seems to me that very good papers have been presented from time to time for the various groups of the A. L. A., and nothing has happened except to get them printed in the regular files of the Library Journal and of the Bulletin, and so on, and they disappear. I want to mention a paper of Mr. Gould's, president in 1909, about "reservoir libraries." I don't believe they exist in the way he outlined them; but about two weeks from now we hope to have a reservoir library in Boston, containing five hundred documents.

I have about a thousand books in mine—those "behind-the-door" documents, things which are invaluable, and which we are not referred to oftener than once in two months. We have them cluttering our shelves—back numbers of the American In-

stitute of Electrical Engineers, which have been thrown at me by different members who don't want them, until I have three or four sets. Two are enough.

Miss Strange suggested a job that she should never leave until it is finished—the by-product job. The way she handled it for New York City should be put in type for the rest of the country, the rest of the world; and if what she tried in New York City were advertised through the A. L. A. headquarters, people would get into touch with her or her position, and would come to look to the New York Public Library as a standard, and she in turn would learn more about how other people handle their by-products.

I hope we won't rest by simply clapping hands and saying, "What an excellent paper," but will do something about it.

Mr. HEWITT: As this is a joint meeting of the law people and the state librarians, perhaps it would be well that something should be said touching this subject from the side of the law library.

Co-operation is not altogether a new idea, so far as lawyers are concerned. It is an old story that the courts and lawyers engaged in patent cases have had to study art; and recourse has often to be made to the books in scientific libraries to find whether a certain art is a new art or whether it was known before. I remember an incident that I think it is worth while to mention in this connection—a very recent matter in Philadelphia before the United States Court. A struggle arose between rival manufacturers; one, the complainant, had used horsehair for straining oil in the process of purifying certain fabrics. A rival began using human hair imported from China. Litigation was begun in the United States Court between these two concerns, one of the questions involved being, whether the use of hair was a new art, so that the one first in the field could claim exclusive right. The Court sent the question to the Free Library of Philadelphia and to two or three other libraries in that city. The information furnished the Court was so extensive and

valuable that the Judge sent similar queries throughout the country—I dare say there are librarians in this room who received such letters—and the accumulated replies showed a wealth of invaluable information—proving by the way, that the use of hair in straining was not at all a new art. Had private counsel gathered that information through private people, instead of through libraries, it would have meant, I think, an expenditure of a couple of thousand dollars, and very likely the results obtained would not have been nearly as great.

This is a great field. Workmen's compensation laws, to take another example, will introduce study in medical jurisprudence. We must know, for instance, whether the disease suffered by the laborer is a disease growing out of the occupation—that is, an accident—or a disease, pure and simple. We could extend these illustrations indefinitely. The law library cannot do work of this sort, neither can other libraries do the work of the law library, and there must be co-operation. I think these problems have a vital importance to the work of both associations.

Mr. S. Y. WHEELER: I should like to inquire whether county law libraries have the privilege of asking questions in meetings of state and law librarians. I have never tried to avail myself of it because I felt that I had no right to do so; but if the president of the state library association would bring that matter before the State Libraries meeting and give the law libraries of counties, municipalities, or universities, the privilege at least of asking questions, it would be greatly appreciated by myself and I am sure by others.

Chairman DULLARD: I am quite sure that in matters not strictly relating to the state library association it would be a pleasure to have anybody ask questions, and they would be answered.

Before I ask if there are any other questions—I understand that Miss Woodard, the secretary of the American Association of Law Libraries, has an announcement to make.

Miss WOODARD: In the American Journal of Comparative Legislation the statement was made that State Librarian Godard's annual report proposed a standard or skeleton index to legislation. I should like to ask Mr. Godard to make a statement about this. The statutes and compilations of the different states have peculiar indices; every indexer has his own idea, and when we search for any particular subject in the statutes of all the states we find it a very difficult matter to get the information we want. Mr. Godard suggests that a skeleton index be made to which future indices might conform. This is a most excellent suggestion, and if he would make a statement I think we should be glad to hear it.

Mr. GODARD: This is what suggested the idea: The inquirers who come to the Supreme Court Law Library at Hartford to look up the laws of the several states have a great deal of difficulty in finding the law they want unless they have acquired the terminology of all the other states, as well as Connecticut. For instance, in Connecticut we say "probate"; New York would say "surrogate," Pennsylvania something else, New Jersey something else, etc.

My thought was that we might have a committee appointed to find somebody to take in hand the compilation of a skeleton index, which might be incorporated in the index of each revision or compilation published by the several states hereafter. For example, the word "probate" would be found in each index; an index to New York laws would contain the reference "Probate, see Surrogate;" the reference in the case of New Jersey laws would be "Probate, see Orphan's court," etc. This would save the attorneys and the law librarians a great deal of time. I think it would be an easy matter and I don't see any objection to it.

I should like to hear some of the others speak upon it. I would say, by the way, that in Connecticut we have a commission on revision working on our laws. The last revision was in 1912. This commission is to report in 1917 to the general assembly of that year, and will probably

be instructed to incorporate the laws of 1917.

The clerk of that commission happens to be the executive secretary, Mr. Maupay, who has published a supplement to Burnett's "Digest of Connecticut reports." I have put this publication up to him and if nothing happens it may be incorporated in the new index to our revision.

QUESTION: Who does the indexing?

Mr. GODARD: That is done in the office of the secretary of state. It has been proposed by one or two governors that the clerk of bills, being a permanent officer, should do all the indexing of the laws, should be the clerk of any revision committee, and should also index the journal in order that we might have a consistent index; but I have been thinking that if we could get a good skeleton of the index, the index would be at least as good as the skeleton incorporated.

Mr. LIEN: Do I understand that you would incorporate in all indices all these various titles, with the "See" reference?

Mr. GODARD: Yes; that is, all probate matters in New York would be indexed properly under "surrogate," whereas in states where "probate" was the word used they would come under "probate," but after "surrogate" would be "See Probate."

Mr. LIEN: The only objection might be the size of the index. For each term used—and in many instances I think there will be five or six or seven of them—at least two lines would be needed, and it would seem to me that the references might possibly add considerably to the length of the index.

Mr. GODARD: I have thought that it would not be necessary to have two lines, but I should like to hear other expressions of opinion.

Mr. FITZPATRICK: In New York the indexing of the session laws has been under my supervision since 1907. I want to ask if you would put these in as cross-references or as separate tables?

Mr. GODARD: I should put them in as cross references, so that, whatever legal language an attorney was in the habit of

using, he could find the term to which he was accustomed and be referred from that to the term under which the topic is treated.

Mr. FITZPATRICK: A separate table I think could be put in compact form; but cross references would lengthen the index unduly. Our index last year ran to 375 pages. I have no way of calculating what the additional length under that scheme would be, but I think it would be considerable. You have been doing indexing to legislation. Have you any idea of how many extra pages would be needed?

Mr. GODARD: It would not take as many as we think off hand.

Chairman DULLARD: I think you would find that it would take a great many. One of the chief difficulties with this plan would be to get each state to carry it out, whereas a simple cross reference table could cover all the states.

Mr. LIEN: The thing is too complicated to discuss generally until it has been worked out. Possibly some one from New York can explain the direct result worked out by Mr. Wadhams in his court revision. I think he sent all of us a sample index and asked for suggestions regarding the possibility of making that the standard index for New York State.

Mr. FITZPATRICK: It became so complicated that the legislature at its last session turned the matter over to a legislative committee to investigate the possibility of making some sort of practical index out of it. The index had run to thirty or forty volumes and it seemed time to call a halt.

I should like to make a suggestion about Mr. Godard's plan. I should think a table in the hands of librarians would serve the purpose because there are very few lawyers using statutes of other states except through the librarian. He wouldn't then be burdened with too long an index.

Mr. GODARD: I think there must be a misunderstanding. I am recommending just those references that are essential. Only a very few of the terms vary in the different states; that is, you wouldn't need

a sign-board at every curve, only at the four corners.

I had some correspondence with Mr. Wadhams and with some others, and my firm conviction is that such a skeleton—I am not building up a collection of skeletons, just the barest necessity—is greatly needed, and I think that those who are making indices would say, "God bless you, and thank you," and would all begin to fill in the index as we do in the American Classification scheme.

Mr. FITZPATRICK: It is the rarer terms that you need; because most statutes are used through law librarians who wouldn't need references from such common terms as orphans' courts, etc.

Mr. GODARD: We are up against it as it is. There isn't a day when somebody isn't looking for the statutes of the several states on a certain subject.

Mr. FITZPATRICK: I think that a polyglot dictionary would do. Instead of incorporating an index to each volume, have it done, once for all, in the form of an interstate polyglot dictionary.

Mr. GODARD: If we could get this matter started by taking it up in our Association and then presenting it to the proper division of the American Bar Association, I think it would be a good thing. I should like to hear from Mr. Mettee on this.

Mr. METTEE: We have damages, personal injuries, negligence, master and servant, workmen's compensation, and so on. Here comes along transfer tax, collateral inheritance tax, etc. I find in my experience that very often a well known lawyer will come to our place, climb a ladder, get his own books, won't tell anybody what he is doing. Sometimes there is something to be sprung—lawyers have no business divulging a client's secrets, they can't tell the law librarian anything about it. The man may look and look—it isn't any of my business—and may go astray, may go out of the library. I have known several cases where, about worn out, they have come to ask me a very simple matter.

But, as Mr. Godard says, a key something like this man Wadhams' book of abbrevia-

tions would be a very good thing to have for you to knock off your angles. It is a very difficult thing to get such an index of text books in a law library. I have been twenty-six years in law libraries, and I know that it is hard work. No one knows what one has to go through until he undertakes such a job. I think there should be a committee appointed to report at the next meeting—a committee of three, the smaller the number the better.

Chairman DULLARD: Mr. Mettee, will you make that a motion? While there has been some discussion, there hasn't been any concrete proposition before the house.

Mr. WHEELER: I hope that some motion will be made and passed, and if some classification along the line of Mr. Godard's suggestions could be adopted by the Association I think most of the state librarians would be more than willing to accept it.

We had a motion passed a few years ago which changed the form of procedure where two judges had to sit in capital cases, so that one judge could sit in a capital case in place of the other. A judge asked me to find the law. I looked under "judges," under "procedure," under "murders," under "capital cases," and I could not find it. Pretty soon I found it under "jurisdiction."

This last year Massachusetts passed a law regarding the sale of tags on "tag days," providing that no person under sixteen years of age and only certain parties could sell tags. An attorney who came in to hunt for this law said, "I cannot find it anywhere." "I am sure the law has been passed," I said; and I found it under "overseers of the poor," because overseers of the poor granted the license. I think that any change would be an improvement.

Mr. HEWITT: I should like one word more. I think Mr. Fitzpatrick has indicated what the word finally will be on this question, but I don't think we can have it at present. The complete remedy is a dictionary of titles, as Mr. Fitzpatrick suggests. Such a dictionary would include the various titles in use throughout the different states, and would include titles of the past as well as of the present, because these

also will have to be borne in mind. "Bills and notes" are put under the title "negotiable contracts"—which is, after all, rather unsatisfactory because it excludes those which are non-negotiable, whereas the old title of "bills and notes" was strictly scientific, which showed the ability and keenness of vision of the old lawyers. A dictionary of titles would take notice of titles like these and give a person not so well up on old law books a hint of where he might go for valuable material. Social changes have caused the old title of "master and servant" to grate somewhat on the feelings of many, so we have "master and servant," "employers' liability," "workmen's compensation." We have "collateral inheritance tax," "inheritance tax," "successors' tax," "transfer tax."

A dictionary of titles would improve the whole situation, from the Atlantic to the Pacific and from the Canadian line southward. Meantime, I think something of the nature of Mr. Godard's scheme would be of great advantage.

Chairman DULLARD: Mr. Mettee, will you kindly repeat your motion?

Mr. METTEE: I move that a committee of three be appointed to investigate the subject, work out the method as suggested by Mr. Godard, and report at the next meeting.

Chairman DULLARD: If I might be permitted to say a word or two, I think there has been some violence of opinion and discussion. It depends a great deal upon the viewpoint of those who might be appointed on the committee as to just what they would undertake to do.

Mr. GODARD: To inquire into the practicability of such a skeleton—now, don't get the idea of an index—the practicability of such a skeleton to be incorporated into the indices of American statute law as shown in the several revisions.

Mr. LIEN: I think we should be very careful that the question isn't made one of statutory indexing in general, but is simply a suggestion as to cross references for the different titles used by various states for the same subjects. I do not believe that

at this time we want to take up this whole subject, but I think the committee might consider just this particular suggestion of Mr. Godard's and report at the next meeting.

Chairman DULLARD: As long as the motion doesn't give the committee authority to do anything except make recommendations it won't make very much difference what form the recommendation takes; but I think perhaps the whole matter might be investigated. The committee might go into these various phases and come to us a year from now with some suggestions.

Mr. FITZPATRICK: Are these to be recommendations to indexers of session laws?

Mr. GODARD: Of course, that is all we could do. In the first place, we want to convince ourselves—you see I still consider the skeleton of cross-references—we want to decide upon what is practicable, and then when we have found it we can pass a resolution recommending it to others who are indexers. Lots of things have been considered impossible until some fellow came along who didn't know it was impossible to do them.

Chairman DULLARD: If the chair understands the motion, the recommendation is to be made that the committee is to come back to this meeting next year, when the recommendation will be threshed out, and the result of that threshing out will go to the indexers.

Mr. FITZPATRICK: Do you know, Mr. Godard, whether there are any state libraries beside New York that do the indexing to the session laws?

Mr. GODARD: I am not sure. Let us ask.

(No answer.)

Mr. FITZPATRICK: I am afraid the recommendations won't go very far in many states.

Chairman DULLARD: They may take the form of a recommendation for a table of cross-references.

Mr. SMALL: I believe we are getting entirely away from the motion in discussing what may be done in the future. As I

understand, the motion is that a committee be appointed to investigate and report back the advisability of such a skeleton or proposed cross reference index, and that being the motion, it is not necessary for us to take the time to discuss the merits of it this year. I therefore call for the question.

I will say that I am heartily in favor of this motion as made, that a committee be appointed, because I, like all of the rest, have difficulty with indices of different states. I know there is need of improvement, and I believe we are steering right by having a committee appointed to investigate and report to the association next year.

Chairman DULLARD: That is the way the chair understands the motion.

Mr. LIEN: This is a joint meeting of the associations, and I think that we ought to specify that the incoming President of the National Association of State Libraries should appoint the committee.

Chairman DULLARD: If the motion is adopted, I would say, as the newly-elected President of the National Association of State Libraries, that in the appointment of the committee I should feel under obligation to act jointly with Mr. Hewitt, president of the American Association of Law Libraries.

Mr. GODARD: I should think that this was just the meeting to take the matter up; and there ought to be a joint committee, as there are so many state libraries that don't have anything to do with law.

Mr. LIEN: The motion was that the president appoint the committee. If this is a joint meeting there are two presidents.

Chairman DULLARD: I think that first we would better adopt the motion. Those in favor of the adoption of the motion will say "Aye."

(The motion was adopted.)

Chairman DULLARD: The understanding of the chair is that this matter will be acted upon by a committee that will report to the joint association next year—the committee to be appointed by Mr. Hewitt and myself. Is there anything else to come before us this evening?

Mr. LIEN: We have during these meetings had various reports and heard a great deal about legislative data index, official index of state legislation, and no doubt most of you have seen copies of the index which are at the headquarters of the A. L. A. at the New Monterey. The committee has been working at it for many years, and Mr. Allen has been working with the committee for some time. I think it would be very proper for this joint meeting to adopt a resolution acknowledging their labors and expressing our thanks. For that reason I move the following resolution.

"RESOLVED, that the National Association of State Libraries and the American Association of Law Libraries thank their Joint Committee on National Legislative Information Service for their labors covering many years which have resulted in the publication during 1916 of the 'Official Index to State Legislation,' an indispensable tool for those called upon to investigate legislative matters and to keep in touch with current legislation in the several states, and be it further

"Resolved, that these two Associations thank Mr. F. W. Allen, of the Law Reporting Company, for his constant optimism, wise suggestions, and financial aid, without which the efforts of the Committee, in the face of the tremendous difficulties to be overcome, would have come to naught."

Upon motion being duly made and seconded, the resolution was adopted.

Chairman DULLARD: Is there anything else to come before us?

Mr. LIEN: I think that some one ought to answer the question raised some time ago as to whether law librarians should be permitted to take part in discussions of state librarians. I think Mr. Small should answer that question.

Chairman DULLARD: I thought that it had been pretty fully covered by the remarks made tonight. Of course, in a joint meeting the members of the joint organizations have equal rights, but at a meeting of the National Association of State Libraries members of the other organization haven't that right where some matter is

before the house that is purely a state library matter. The law librarians would not have any desire to vote on such a subject, and perhaps wouldn't have any desire even to discuss it, but I suppose if they did we would be perfectly willing to listen to them. I think there need not be any difficulty about a proposition of that kind. Of course, the only thing that could be said about it at the present time is that it is entirely a matter of courtesy from the presiding officer, or the organization itself. There is no way of making it official except to change the Constitution. Is there anything else?

Mr. LAPP: I missed the early part of the meeting, and I should like to know if any action has been taken on the matter of presenting to the members of both organizations the suggestion of legislative service. We must do something, or we are not going to get our hundred subscribers. It seems to me that the proper thing would be for the National Association of State Libraries and the American Association of Law Libraries, respectively, to submit to their members a letter of endorsement and recommendation that they do all in their power to support this service. If it is in order I should like to move that that be done—that each one of the associations send a letter to its members strongly urging them to participate actively in the conduct of this enterprise.

Chairman DULLARD: You have heard the motion by Mr. Lapp that the National Association of State Libraries and the American Association of Law Libraries send to the members of their respective associations a letter strongly urging that the members of the associations become subscribers to the Official Index to State Legislation.

I think you all understand the matter. If you think discussion necessary the chair will hear you; otherwise the motion will be put. Those in favor will say "Aye."

(The motion was passed.)

Mr. POOLE: Now, I am wondering as to whether the active coöperation of the

Special Libraries Association could not be secured in this matter.

MEMBER: I will take the matter up with the Special Libraries Association, and I am very sure they will adopt it.

Mr. GODARD: I am sure we have all enjoyed the papers which have been presented at this meeting, and I am sure we all appreciate the labor which has been bestowed on them by those who have pre-

pared them. I move that a hearty vote of thanks, signified by rising, be extended to those who have so ably instructed us by their papers this evening.

(The motion being seconded, a rising vote of thanks was tendered Mr. Johnston and Miss Strange, and the motion unanimously adopted.)

A motion to adjourn being seconded and agreed to, the meeting adjourned.)

AMERICAN ASSOCIATION OF LAW LIBRARIES

The eleventh annual meeting of the American Association of Law Libraries held June 27-29, at Asbury Park, was one of the most successful and enjoyable in its history. Two separate meetings and two joint sessions with the National Association of State Libraries gave ample opportunity for papers and discussions of mutual interest.

President E. J. Lien, in his address touched briefly upon three topics of current interest; the present activity in the gathering of literature on the subject of administrative law; the increasing use of legal periodicals made possible by the publication of the "Index to legal periodicals and the desirability of a check-list to legal periodicals; advance opinions of supreme courts and how they may be obtained."

Mr. F. C. Hicks, law librarian of Columbia University, read a paper on "Instruction in legal bibliography at Columbia University Law school." This was followed by a similar paper by Mr. Frederick W. Schenk, law librarian of the University of Chicago. The discussion of these papers resulted in the appointment of a committee which will urge that courses of instruction in the use of law books and tools be made a part of every law school program.

The reports of the secretary and treasurer showed a prosperous condition of the Association and gave assurance of a vigorous continuance of its work.

A most interesting paper on "Problems of statutory indexing" prepared by Mrs.

Agnes McNamara Munson to follow her article on the same subject, printed in the April "Law library journal," was read by her husband, Mr. F. Granville Munson. It was peculiarly valuable in that Mrs. Munson was engaged in the preparation of the Index to Federal Statutes and the Index to New York Statutes, two of the most extensive statutory indexes attempted. Mrs. Munson was considered an expert in this special line and her recent death has removed a leading authority on the subject.

The report of the Committee on legal bibliography was devoted principally to the Official Index to State Legislation which has been promoted during 1915 and which both associations are strenuously attempting to place on a permanent footing. It is an unusual undertaking and deserving of enthusiastic support. The proposed bibliography of session laws and statutes, which it is hoped will be undertaken in the near future by Mr. T. L. Cole, who has expressed his willingness to put into permanent form such information as he has been able to accumulate during his busy life in the field of American statute law, was strongly advocated, especially as the Carnegie Institution has shown an interest in its publication.

The report of Chairman T. L. Cole on "Symbols to indicate pagination of books" will be issued in pamphlet form for use of librarians interested in statute law.

A paper by Frank E. Chipman, president of the Boston Book Company, on "Austra-

lian law reports, official and otherwise," is a valuable contribution to the bibliography of foreign law.

At the joint sessions were read the following papers: "Economic conditions of the twentieth century," Dr. Clinton R. Woodruff, secretary National Municipal League, Philadelphia; "The library of the Bureau of Railway Economics in its inter-library relations," R. H. Johnston, librarian; "Library by-products," Miss Joanna G. Strange, New York Public Library.

The following officers were elected to serve during the year 1916-1917:

President, Luther E. Hewitt, Law Association of Philadelphia.

First Vice-President, J. C. Robertson, Wlnnipeg, Manitoba.

Second Vice-President, Miss Mary K. Ray, Lincoln, Nebraska.

Secretary, Miss Gertrude Elstner Woodard, University of Michigan, Ann Arbor.

Treasurer, Edward H. Redstone, Social Law Library, Boston, Mass.

Executive Committee: Glison G. Glazier, Madison, Wisc.; George S. Godard, Hartford, Conn.; C. Will Shaffer, Olympia, Wash.

The Association passed resolutions of appreciation of the work of the officers of the American Library Association and of the local committees which made its sessions not only profitable and successful but extremely enjoyable as well.

Full proceedings will appear in the "Law library journal."

SPECIAL LIBRARIES ASSOCIATION

FIRST SESSION

The eighth annual meeting of the Special Libraries Association was called to order by the president, Andrew Linn Bostwick, in the Palm Room of the New Monterey hotel, Asbury Park, N. J., June 28, at 9:30 a. m. President Bostwick made a few introductory remarks and gave a very interesting résumé of the activities of the Association during the past year, making special mention of work of the membership committee and the efforts of the Executive Board to devise a practical scheme for the publication of the magazine "Special libraries" without expense to the managing editor. The report of the membership committee and the discussion of the publication of "Special libraries" was continued to the regular business session.

Owing to the absence of Mr. D. C. Buell of Omaha his paper entitled "Sources of information for the business man" was read by Mr. Samuel H. Ranck, of Grand Rapids, Michigan.

Dr. C. C. Williamson, Municipal Reference Library of New York City, presented

a paper entitled "Public officials and the special library."

This was followed by a brief discussion of a printed paper on the subject "Standardization of a library unit system," by George W. Lee, librarian, Stone and Webster, Boston.

After informal discussion from the floor Miss Rhea King, librarian of the Retail Credit Co., of Atlanta, Georgia, read a very interesting paper entitled "The system used by the Retail Credit Co. to develop employees."

"The Editorial office—a new field for librarians" was the title of a talk given by Miss Renée B. Stern, of the Mothers' Magazine, Elgin, Illinois.

In the absence of Dr. Clinton Rogers Woodruff, chairman of the Committee on a national center for municipal information, the report of the Committee was read by President Bostwick and action deferred until the final business session.

At the close of these papers the president announced the appointment of the following committees:

Auditing Committee: George W. Lee, Dr. C. C. Williamson.

Nominating Committee: O. E. Norman, K. C. Walker, Renée B. Stern.

The meeting adjourned at 12:15 p. m.

SECOND SESSION

The second session was called to order by the president in the parlor of the Columbia Hotel, on the evening of June 28. This meeting was given over to a series of Round Table discussions, a half hour being devoted to each of four subjects. Miss Elizabeth V. Dobbins presided at the discussion of the "Treatment of pamphlets." Mr. D. N. Handy led the conference on "Special libraries employees." Miss Marian R. Glenn conducted the "Classification systems" round table. H. H. B. Meyer had charge of "Co-operation in bibliographical work" and "Special library publicity" was handled by Brainerd Dyer.

At the close of these discussions the meeting adjourned to Friday, 9:30 a. m.

THIRD SESSION

President Bostwick called the third session to order in the Parlor of the Columbia Hotel at 9:30 a. m., June 30.

Kenneth C. Walker, technology librarian New Haven Public Library, read a paper entitled "Co-operation between special libraries and the engineering profession."

The "Public affairs information service" was discussed by John A. Lapp.

Mr. Ralph L. Powers, librarian College of Business Administration, Boston University, presented a paper "The special library and the student of business."

Mr. Frederick Rex, librarian of the Municipal Reference Library of Chicago, was not able to be present to deliver his paper on "The municipal reference library as a public utility." A typewritten copy of the paper was in the hands of the president and on the recommendation of the Association the paper was ordered printed in "Special libraries."

"The work of the Detroit Edison Co. Library" was well presented by Miss Maud A. Carabin, librarian of the company.

Meeting adjourned at 12 noon.

FOURTH SESSION

The annual business meeting was held in the Palm Room of the New Monterey Hotel at 2 p. m., June 30. President Bostwick in the chair.

The secretary-treasurer presented the financial report for the year and on motion properly made and passed the report was accepted.

At this point the report of the Nominating committee was called and Chairman Norman submitted the following recommendation:

President, F. N. Norton, Philadelphia.

Vice-president, Dr. C. C. Williamson, New York City.

Secretary-treasurer, John A. Lapp, Indianapolis.

Member of the Executive Board, Elizabeth V. Dobbins, New York City.

On motion made by Mr. Lee and passed, the secretary was instructed to cast the ballot of the Association for the ticket.

Mr. Johnston moved that the by-laws be so amended as to permit the ex-presidents of the Association to be members of the Executive Board and that a new office of assistant secretary be created. Motion was seconded and passed.

Chairman Cunningham of the Committee on clippings made a progress report and upon motion of Mr. Lapp, properly seconded and passed, the committee was continued with instructions to present a final report at the 1917 meeting.

A motion was made by Mr. Johnston that appointment of an assistant secretary be left to the incoming Executive Board. Motion seconded and passed.

Mr. Lee moved that members of the Advisory Board be provided with regular forms for the making of district reports.

At this point adjournment was taken to 6 p. m.

ADJOURNED SESSION

The adjourned session was called to order in the Palm Room of the New Monterey at 6:15 p. m. Mr. Lapp moved that the Executive Committee be authorized to make arrangements with the secretary and man-

aging editor for the payment of clerical help in the office of the secretary and managing editor. The motion received a second and was passed.

Mr. Lapp moved that authority be given the Executive Board to make payment from the Association's funds, when conditions allow, of certain indebtedness to Lillian Henley for services rendered. Motion seconded and passed.

Miss Marian R. Glenn moved that a committee of three be appointed by the chair to act as a Committee on relation of business libraries to industrial organizations. The motion was seconded by Mr. Lapp and passed. The president appointed Miss

Glenn, Chairman, and Mr. Lapp and Miss Dobbins.

Mr. Lapp moved that it be expressed as the sense of the Special Libraries Association that of the three plans proposed by the Committee on national center for municipal information the so-called second plan or the development of the public affairs information service gives the most promise and that the committee be asked if it is feasible to work out a plan along this line. The motion received a second and was passed.

The meeting adjourned.

J. CUNNINGHAM,
Secretary.

ATTENDANCE SUMMARIES

By Position and Sex			
	Men	Women	Total
Trustees	5	3	8
Library Commissions.....	9	14	23
Chief Librarians	136	205	341
Heads of Dept's. and Branch Lib'ns.	29	210	239
Assistants	42	365	407
Library School Instructors	1	15	16
Library School Students..	8	48	56
Editors	5	10	15
Commercial Agents.....	40	7	47
Others	43	191	234
	318	1068	1386

By Geographical Sections			
6 of the 6	New England States.....		125
5 " 5	North Atlantic States and District of Columbia.....		935
6 " 6	South Atlantic States.....		24
8 " 8	North Central States.....		229
4 " 6	South Central States.....		12
9 " 14	Western States.....		23
3 " 3	Pacific States		19
	Canadian Provinces.....		14
	China		1
	England		1
	Finland		1
	Norway		1
	Sweden		1
Total			1386

By States			
Alabama	1	North Carolina.	1
Arizona	1	Ohio	40
Arkansas	1	Oregon	3
California	6	Pennsylvania ..	119
Colorado	8	Rhode Island... 16	
Connecticut ..	32	South Carolina.. 3	
Delaware	10	South Dakota... 1	
District of Col- umbia	49	Tennessee	4
Florida	4	Texas	2
Georgia	9	Utah	2
Illinois	80	Vermont	8
Indiana	11	Virginia	5
Iowa	20	Washington	9
Kansas	3	West Virginia... 2	
		Wisconsin	23

Kentucky	6	New York.....	563
Maine	4	Wyoming.....	1
Maryland	13		
Massachusetts ..	60	Foreign Countries	
Michigan	17	Canada	14
Minnesota	7	China	1
Missouri	31	England	1
Montana	1	Finland.....	1
Nebraska	4	Norway	1
New Hampshire	5	Sweden	1
New Jersey....	182	Total	1386

By Libraries	
Libraries having five or more representatives	
New York Public Library.....	159
Brooklyn Public Library.....	81
New York State Library.....	43
Chicago Public Library.....	21
New York Public Library School.....	20
St. Louis Public Library.....	19
Newark Public Library.....	19
Cleveland Public Library.....	15
Library of Congress.....	15
Philadelphia Free Library.....	15
Pittsburgh Carnegie Library School....	15
Queens Borough Public Library.....	15
Columbia University Library.....	12
Trenton Public Library.....	11
Pratt Institute Free Library.....	10
Bayonne Public Library.....	9
Pittsburgh Carnegie Library.....	9
Asbury Park Public Library.....	8
Pratt Institute Library School.....	8
Wilmington Institute Free Library....	8
John Crerar Library.....	7
Rochester Public Library.....	7
Vassar College Library.....	7
Washington Public Library.....	7
Elizabeth Public Library.....	6
Providence Public Library.....	6
U. S. Dept. of Agriculture Library....	6
Boston Public Library.....	5
East Orange Public Library.....	5
Jersey City Public Library.....	5
Perth Amboy Public Library.....	5
Plainfield Public Library.....	5
Union Theological Seminary Library..	5
University of Pennsylvania Library....	5

[Note—The above figures from the library schools do not show the full attendance of students, as several from the classes of 1916 were present who registered under the libraries with which they were about to be connected.]

ATTENDANCE REGISTER

Abbreviations: F., Free; P., Public; L., Library; T., Trustee; ref., Reference; catlgr., Cataloger; ln., Librarian; asst., Assistant; br., Branch; sch., School.

- Acker, Margaret, ln. P. L., Ossining, N. Y.
 Ackerly, Mary B., asst. Vassar Coll. L., Poughkeepsie, N. Y.
 Ackley, Gabriella, 1st asst. Fort Washington Br. P. L., N. Y.
 Adams, Benjamin, chief Circ. Dept. P. L., N. Y.
 Adams, Ellen F., stud. N. Y. State L. Sch., Albany, N. Y.
 Adams, Florence A., ln. Polytechnic Prep. Sch., Brooklyn, N. Y.
 Adams, Leta E., head catlgr. P. L., Rochester, N. Y.
 Adamson, Ruth E., stud. Carnegie L. Tr. Sch., Pittsburgh, Pa.
 Adkins, Venice, 1st asst. Muhlenberg Br. P. L., N. Y.
 Ahern, Mary Eileen, editor Public Libraries, Chicago, Ill.
 Akers, Susan G., ln. and asst. curator, Dept. of Hygiene & Physical Culture, Wellesley Coll. L., Wellesley, Mass.
 Akin, Sally M., ln. P. L., Frederick, Md.
 Alexander, Emily, St. Louis, Mo.
 Alexander, Laura, ln. High Sch. L., Dallas, Tex.
 Alexander, Mary L., asst. P. L., St. Louis, Mo.
 Allen, Amy, organizer, State L., Columbus, O.
 Allen, Edith E., asst. F. P. L., Englewood, N. J.
 Allen, Mary T., asst. P. L., Asbury Park, N. J.
 Allen, Maude E., stud. N. Y. State L. Sch., Albany, N. Y.
 Alliger, Isabel, child. ln. P. L., Brooklyn, N. Y.
 Alsberg, Pauline, asst. P. L., St. Louis, Mo.
 Anderson, Edwin H., director P. L., N. Y. City.
 Anderson, John R., bookseller, N. Y.
 Anderson, Mrs. John R., Montclair, N. J.
 Andrews, Clement W., ln. The John Crerar L., Chicago, Ill.
 Andrews, Evelyn R., ln. Muhlenberg Br. P. L., N. Y.
 Andrus, Gertrude E., supt. Child. Dept., P. L., Seattle, Wash.
 Armisted, Lewis A., ln. Elevated Ry., Boston, Mass.
 Ashley, Frederick W., supt. Reading Room L. of Congress, Washington, D. C.
 Ashley, Grace, sec'y to ln. F. P. L., Newark, N. J.
 Ashley, May, ln. P. L., Greenfield, Mass.
 Askew, Sarah B., organizer N. J. P. L. Com., Trenton, N. J.
 Austen, Willard, ln. Cornell Univ. L., Ithaca, N. Y.
 Avery, Emma L., ln. in charge, McPherson Br. F. L., Philadelphia, Pa.
 Avery, Jessie R., ln. Lincoln Br. P. L., Rochester, N. Y.
 Ayers, Mary A., child ln. 115th St. Br. P. L., N. Y.
 Babcock, Helen S., sr. asst. Austin Br. P. L., Chicago, Ill.
 Bachem, Gertrude, asst. Washington Heights Br. P. L., N. Y.
 Bacon, Corinne, on ed. staff H. W. Wilson Co., White Plains, N. Y.
 Badcock, Mrs. Mabel A., ref. asst. Russell Sage Foundation L., N. Y.
 Badger, Evelyn J., 1st asst. P. L., Cedar Rapids, Ia.
 Baecht, Minnie C., asst. Ref. Dept., P. L., N. Y.
 Baer, Harriet I., ln. Douglas Park Br. P. L., Chicago, Ill.
 Bailey, Arthur L., ln. Wilmington Inst. F. L., Wilmington, Del.
 Bailey, Loa E., ln. East Portland Br. L. Assoc., Portland, Ore.
 Bailey, Sarah R., br. ln. P. L., St. Louis, Mo.
 Bailey, Thomas D., Library Bureau, N. Y.
 Baillet, May E., ln. F. P. L., Irvington, N. J.
 Baird, Bertha S., ln. P. L., Mason City, Ia.
 Baker, Charlotte A., ln. State Agric. Coll. L., Fort Collins, Colo.
 Baker, E. S., Encyc. Brit. Co., N. Y.
 Baker, Julia A., ln. Austin br. P. L., Chicago, Ill.
 Baker, Mary E., head catlgr., Univ. L., Columbia, Mo.
 Baldwin, Emma V., sec'y to ln. P. L., Brooklyn, N. Y.
 Balston, Mabel E., catlgr. Missionary Research L., N. Y.
 Bamford, Mrs. C. Y., Belmar, N. J.
 Bancroft, Edna H., ln. Saratoga Br. P. L., Brooklyn, N. Y.
 Bankard, Florence R., head catlgr. Enoch Pratt F. L., Baltimore, Md.
 Bankard, Margaret S., Baltimore, Md.
 Banks, Grace S., br. ln. P. L., Passaic, N. J.
 Barickman, Mrs. Rena M., ln. P. L., Joliet, Ill.
 Barker, Jessie C., ln. Elmhurst Br. L. Queens Borough P. L., Elmhurst, N. Y.
 Barker, Tommie Dora, ln. and director L. Sch., Carnegie L., Atlanta, Ga.
 Barnard, Mabel A., ln. P. L., Rutherford, N. J.
 Barnett, Claribel R., ln. Dept. of Agric. L., Washington, D. C.
 Barnsted, Winifred G., catlgr. P. L., Toronto, Can.
 Barrow, Trotman C., asst. supt. Child. Dept. P. L., Brooklyn, N. Y.
 Barry, Kathleen E., Chivers Bookbinding Co., Brooklyn, N. Y.
 Barton, Mrs. Irene, N. Y. City.
 Batchelder, Annie, jr. asst. P. L., Chicago, Ill.
 Bayer, Edna E., child. ln. P. L., Rochester, N. Y.
 Bayne, Marian S., ln. Hollins Coll., Hollins, Va.
 Beall, Mrs. Rachel H., 1st asst. Bond St. Br. P. L., N. Y.
 Beatty, M. Sophronia, ln. P. L., Lansdowne, Pa.
 Bedell, Margaret A., asst. ln. P. L., Nutley, N. J.
 Beecroft, Lillian J., chief Newspaper Dept., Wis. Hist. Soc., Madison, Wis.
 Beers, Mrs. H. L., trus. P. L., Roselle, N. J.
 Belden, Charles F. D., ln. State L. and chairman Mass. F. P. L. Com., Boston, Mass.
 Belden, Mrs. C. F. D., Boston, Mass.
 Bement, Constance, ref. asst. Mich. State L., Lansing, Mich.
 Bemis, Dorothy, stud. Pratt Inst. L. Sch., Brooklyn, N. Y.
 Bendikson, Loderoyk, bibliographer, Henry E. Huntington L., N. Y.

- Bennett, Norma B., in. P. L., Madison N. J.
- Berry, Silas H., in. Bedford Br. Y. M. C. A. L., Brooklyn, N. Y.
- Bidwell, Stella F., asst. L. of Congress, Washington, D. C.
- Blen, Corabel, asst. Cat. Div. P. L., N. Y.
- Birch, Florence, catgr. P. L., Jersey City, N. J.
- Birdsall, Mrs. Grace H., asst. Osterhout P. L., Wilkes-Barre, Pa.
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